

RECRUITMENT AND RETENTION OF BILINGUAL/ESL TEACHER
CANDIDATES IN TEACHER PREPARATION PROGRAMS IN TEXAS

A Dissertation

by

ZULMARIS DIAZ

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

December 2004

Major Subject: Curriculum and Instruction

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ABSTRACT

Recruitment and Retention of Bilingual/ESL Teacher Candidates in Teacher Preparation

Programs in Texas. (December 2004)

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The demographics of the United States are rapidly changing, resulting in an increasingly diverse student population. Public school personnel must contend with the fact that a large number of students have limited English proficiency. These students deserve a quality education, yet often face impediments within the school system that hinder their academic progress. One means of helping English language learners is to offer bilingual or English as Second Language (ESL) instruction. Indeed, the demand for bilingual/ESL teachers is greater than the current supply. Teacher preparation programs have recognized this fact and have taken actions to increase the number of students attaining bilingual/ESL degrees and/or certifications.

This study examines what strategies institutions of higher education in Texas are utilizing to recruit and retain bilingual/ESL teacher candidates. It also considers to what extent these institutions are effectively preparing their students to face linguistic issues in their future classrooms. Finally, the study describes the institutions of higher

education in Texas that attract the highest number of bilingual/ESL teacher candidates and identifies the key factors in their successful efforts.

The researcher used a combination of quantitative and qualitative methods to address the research questions. Data was generated via an electronically mailed questionnaire, sent to forty Deans or administrators of teacher preparation programs in Texas that offer bilingual and/or ESL education; thirty five of them responded. Descriptive statistic methods, including frequency counts, percentages, crosstabulation, and logistic regression, were used to analyzed the data. Information obtained from open-ended questions was checked for the recurrence of common themes. Five administrators at high enrollment institutions participated in follow-up interviews in order to provide more in-depth information.

Findings from the study indicated that institutional commitment and funding levels were associated with high enrollments and with higher student scores on state-mandated bilingual and ESL certification exams. Recommendations include: making the programs a priority, expanding recruitment efforts, expanded advertising of programs and establishing university/public school liaisons. Bilingual/ESL student organizations, offering scholarships and financial advising, and establishing student/faculty mentoring programs should be used to assist teacher candidates during their academic careers so that they will be effective teachers when they graduate.

DEDICATION

It is with great love and heartfelt appreciation for the unconditional support and understanding that this dissertation is dedicated to my family. To my wonderful husband, Angel, who has always encouraged me to pursue all my dreams and has supported me in every step of the way. Without his unselfish love, help, and support my educational goals would have been difficult to attain. Thanks to my children, Zulean and Angelo, who have provided me with lots of kisses, hugs and laughter when most needed. Thank you to my parents, Zulma and Miguel, for teaching me to be persistent and always encouraging me to follow my dreams; without their high expectations and continuous support I would have not come this far.

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TABLE OF CONTENTS

| | Page |
|--|------|
| ABSTRACT | iii |
| DEDICATION..... | v |
| ACKNOWLEDGMENTS..... | vi |
| TABLE OF CONTENTS..... | viii |
| LIST OF TABLES..... | x |
| LIST OF FIGURES | xii |
| CHAPTER | |
| I INTRODUCTION..... | 1 |
| Statement of the Problem..... | 5 |
| Purpose of the Study | 7 |
| Research Questions..... | 7 |
| Conceptual Framework..... | 8 |
| Research Methodology | 10 |
| Educational Significance..... | 13 |
| Limitations of the Study..... | 14 |
| Assumptions | 14 |
| Definition of Terms | 14 |
| Organization of the Study | 16 |
| II REVIEW OF THE LITERATURE..... | 18 |
| History of Bilingual and ESL Education | 18 |
| Teacher Education | 30 |
| Bilingual/ESL Teacher Preparation..... | 33 |
| Teacher Shortage..... | 47 |
| Recruitment and Retention of Bilingual/ESL Teacher Candidates..... | 51 |
| Conclusions | 55 |

| CHAPTER | Page |
|--|------|
| III METHODOLOGY..... | 58 |
| Population..... | 58 |
| Quantitative Data..... | 58 |
| Qualitative Data..... | 65 |
| Summary..... | 66 |
| IV FINDINGS..... | 68 |
| Institutional Characteristics..... | 70 |
| Research Question One..... | 80 |
| Summary of Findings..... | 97 |
| Research Question Two..... | 99 |
| Summary of Findings..... | 114 |
| Research Question Three..... | 116 |
| Summary of Findings..... | 125 |
| V CONCLUSIONS AND RECOMMENDATIONS..... | 128 |
| Research Question One..... | 129 |
| Research Question Two..... | 132 |
| Research Question Three..... | 133 |
| Recommendations..... | 136 |
| Recommendations for Future Research..... | 140 |
| Concluding Statement..... | 142 |
| REFERENCES..... | 145 |
| APPENDIX A..... | 153 |
| APPENDIX B..... | 155 |
| APPENDIX C..... | 158 |
| APPENDIX D..... | 171 |
| APPENDIX E..... | 173 |
| VITA..... | 175 |

LIST OF TABLES

| TABLE | | Page |
|-------|---|------|
| 2.1 | NABE Standards | 36 |
| 4.1 | Percentage of Subjects Surveyed in Comparison to Respondents, According to Geographic Regions in Texas | 69 |
| 4.2 | Types of Institutions Represented in the Study | 72 |
| 4.3 | Total Enrollment in the Colleges of Education Represented the Study | 74 |
| 4.4 | Number of Students Seeking Bilingual Degree and Certification | 75 |
| 4.5 | Number of Students Seeking ESL degree and Certification | 76 |
| 4.6 | Success at Attracting External Funding for Bilingual/ESL Programs | 79 |
| 4.7 | Percentage of the Budget Allocated to the Bilingual/ESL Programs | 80 |
| 4.8 | Importance in Recruitment of Bilingual/ESL Teacher Candidates | 82 |
| 4.9 | Strategies Used to Recruit Bilingual/ESL Teacher Candidates..... | 83 |
| 4.10 | Locations for Recruiting Bilingual/ESL Teacher Candidates | 84 |
| 4.11 | Programs/Services Provided for the Recruitment and Retention of Bilingual/ESL Teacher Candidates | 87 |
| 4.12 | Ranking of Programs/Services Provided for Students | 89 |
| 4.13 | Effective Role Models for Bilingual/ESL Teacher Candidates..... | 92 |
| 4.14 | Faculty Responsive and Receptive to Bilingual/ESL Teacher Candidates | 93 |
| 4.15 | College Commitment to Bilingual/ESL Teacher Candidates..... | 94 |
| 4.16 | Passing Rate State Certification Exams | 101 |
| 4.17 | Variables Used to Evaluate Program Effectiveness..... | 102 |

| TABLE | Page |
|--|------|
| 4.18 Crosstabulation between Certification Exams Passing Rates and Programs Offered..... | 105 |
| 4.19 Crosstabulation between Certification Exams Passing Rates and Program Curriculum..... | 109 |

LIST OF FIGURES

| FIGURE | | Page |
|--------|---|------|
| 4.1 | Geographical Location of Institutions Represented in This Study | 72 |
| 4.2 | Number of Bilingual Faculty | 78 |
| 4.3 | Number of ESL Faculty..... | 78 |

CHAPTER I

INTRODUCTION

The student population in United States is rapidly changing. The most recent statistics from the National Center for Educational Statistics (NCES, 2003) revealed that 47 states provide English language services to English language learners enrolled in public schools. In California alone, 1.5 million students received services (one-fourth of all students), while in Texas more than half a million students received ELL services (one in seven students). With this rapidly growing number of minorities, institutions of higher education are faced with the challenge and responsibility of producing and preparing sufficient numbers of qualified educators that can serve the needs of culturally and linguistic diverse students.

U.S. higher education institutions and school districts are not only challenged by the increased number of linguistically minority students but also by the No Child Left Behind Act of 2001. Under this act, states must adopt annual state assessment for reading and math; and schools are held accountable for confirming that all students, including English Language Learners (ELLs), meet high academic standards. In addition, districts are required to provide an annual yearly progress report in which all groups of students are represented; scores must be broken down by poverty, race, ethnicity, disabilities, and ELL. The purpose of the No Child Left Behind Act (NCLB)

This dissertation follows the style and format of *Bilingual Research Journal*.

is to make schools and districts accountable for improving the performance of disadvantaged children. With this in mind, there is an urgent need for educational institutions to devote a great deal of effort to providing highly qualified teachers who will help *all* students meet high standards.

In order for language minority students achieve to high standards, it is imperative for educators to know how to better serve these students. Since 1968, with the beginning of the federal Title VII Bilingual Education Program of the Elementary and Secondary Education Act (ESEA), the federal government has been cognizant of the needs of language minority students and the importance of the preparation of teachers and other educational personnel that serve these students. Initially Title VII provided funding to school districts, but not to teacher preparation programs. It was not until the 1978 amendments to Title VII ESEA that the U.S. Department of Education provided funding to institutions of higher education to assist them in preparing educators for bilingual and English as a second language (ESL) programs (U.S. Department of Education, 1994).

From 1978 on, the federal government has offered institutions of higher education the opportunity to compete for federal funding for programs that prepare teachers to work with language minority students. The 1994 amendments to Title VII ESEA, *The Improving America's School Act (IASA)*, contained a set of standards for the education of English language learners. This legislation (U.S. Department of Education, 1994) established that:

1. All children can learn at high standards;

2. Language minority students must be provided with an equal opportunity to learn the content and the high-level skills that school reform efforts advocate for all students;
3. Proficiency in two or more languages should be promoted for all students.

In spite of the fact that the NCLB reform eliminated Title VII of the Bilingual Education Program of the Elementary Secondary Education Act (ESEA), the federal government continues to provide for the education of English language learners and it grants states funding to ensure the implementation of programs that will benefit all limited English proficient students. At the same time, the NCLB gives states and localities flexibility in the use of federal funds so they can focus on improving teaching quality. In return, each public school classroom will have a “highly qualified” teacher by the end of the 2005-2006 school year.

Therefore, it is essential that institutions of higher education prepare qualified teachers to work with language minority students. Many of the teachers that work with English language learners lack training in teaching linguistically diverse students. According to Zeichner (2003), “only about one fourth of teachers who work with English language learners nationally have received any substantive preparation with regard to ESL teaching strategies and language acquisition theory” (p. 494). Indeed, according to the National Center for Education Statistics (NCES, 2002) the professional development area in which teachers were least expected to participate was that of addressing the needs of linguistically minority students. Of the 41% of teachers nationwide with language minority students in their classrooms, only 12.5% participated

in eight or more hours of professional development related to ELLs in the past 3 years. Texas has a high percentage of ELLs, yet statistics in the state mirror national patterns. Since 1999, the Texas A&M University System, under *The Regents' Initiative for Excellence in Education*, has taken action to increase the quantity and quality of teachers that the university system produces. One of the components of the initiative is to conduct an annual teacher demand study to monitor employment needs in Texas school districts. The results of the study, for the past three years, have demonstrated that there is a shortage of fully certified teachers but that situation has been improving slightly. The Texas A&M University System Institute for School-University Partnerships found that 48% of all elementary bilingual/ESL teachers hired by Texas school districts during the 2000-2001 school year were not fully certified; but the numbers of non-certified teachers had decreased to 38% during the 2002-2003 school year. In the case of bilingual/ESL teachers hired for secondary assignments during the 2000-2001 school year, 41% of the teachers were not fully certified, and for the 2002-2003 school year the percentage of non-certified teachers decreased to 33% (Texas A&M University System Institute for School-University Partnerships, 2003). Yet it is still apparent that school districts are faced with the difficulty of teacher shortages and are often forced to hire unqualified teachers.

The ambitious plan of the NCLB, of having all students educated by qualified teachers, is and will continue to be in jeopardy if the state, and indeed the nation, does not find ways to deal with the issue of the teacher shortage. It is well known that effective teaching significantly impact student learning. If students are taught by

teachers with a limited knowledge of pedagogical theories, instructional strategies, and academic subjects, they will be ill prepared for the educational, economic and social challenges and realities of our nation. In view of the fact that many of our ELLs are being served by unqualified teachers, it is obvious that their education is being severely affected.

On the basis of this pervasive problem the Texas A&M University Bilingual/ESL Teacher Retention and Recruitment Coalition conducted the first research of its kind to determine how Texas school districts address the needs of bilingual/ESL teachers through recruitment and retention efforts (Lara-Alecio, Galloway, Irby, & Brown, in press). In this study school superintendents were asked to describe what strategies were used by their districts to address the teacher shortage in the area of bilingual/ESL education. The researchers found that recruitment of bilingual/ESL teachers is a high priority for most districts. In order to meet the needs of districts and pupils, it is important that teacher preparation programs accelerate their efforts to prepare bilingual/ESL certified teachers.

Statement of the Problem

It is evident that there has been notable progress in the education of linguistically minority students over the past 30 to 40 years. In the past such students were not served according to their specific needs, but in recent decades bilingual/ESL education has become a higher priority to school districts since they are held accountable for the education of these students. However, there are still challenges to overcome in the 21st century. As mentioned before, it has been estimated that more than 1 in 7 children

between the ages of 5 and 17 come from a linguistically diverse home and more than one third of these children are considered to be ELL students (Villegas & Lucas, 2001).

With the expanding number of school-age English language learners the demand for bilingual/ESL teachers has increased. Despite this demand, colleges and universities have been unable to adequately increase the number of teachers needed to keep up with this rapidly growing student population. According to the American Association for Employment in Education (AAEE, 2000), there are significant shortages in the supply of K-12 teachers, particularly in the areas of bilingual education and ESL while institutions continue to report no significant change in the enrollment figures for bilingual/ESL pre-service teachers. As a result, school districts continue to hire non-certified teachers to meet the needs of this changing student population.

A second critical aspect of the current demographics is the disproportionate number of minority teachers (5% of the teacher population) when compared to the number of minority students (40% of student population) (National Educational Association, 2002). In addition, the dropout rate among minority students is disquieting. A publication by the Institute of Higher Education Policy (2001) reveals that teachers from the same ethnicity and language groups as their students play a pivotal role in the education of minority students because they tend to make connections to the students' lives and cultural backgrounds (as cited in Clark, Flores, Riojas-Cortez, & Smith, 2002). It is vital that not only minority teacher candidates be recruited to the teaching profession but it is also necessary that language minority pre/in-service teachers, who can serve linguistically diverse students, be engaged as well. Therefore, it is essential to

examine what institutions of higher education are doing to address the teacher shortages, in the area of bilingual/ESL.

Purpose of the Study

There is a dearth of information on teacher training in the field of bilingual/ESL education, especially in the area of recruitment and retention. Therefore, the intent of the study is to contribute to this sparse body of research by gathering and presenting findings that could be used by teacher preparation programs to secure bilingual/ESL teacher candidates and to better prepare them to effectively educate future generations of English language learners. The study (a) examines efforts carried out by higher education institutions in Texas to recruit and retain teacher candidates in the high need disciplines of bilingual/ESL education; (b) identifies practices used to recruit and retain teacher candidates in the high need disciplines of bilingual/ESL education; and (c) describes to what extent institutions of higher education in Texas are effectively preparing bilingual/ESL teacher candidates.

This study will look specifically at Texas due to its growing ELL population. According to Texas Education Agency (2002), approximately 13.1% of the students are served in bilingual or ESL programs. In fact, the percentage of ELL students in Texas mirrors that of the nation.

Research Questions

Texas, as well as the nation, is facing challenges in the education of linguistically diverse students. Therefore, this study examines what attempts universities in the state of Texas are making to attend to teacher shortages, exclusively in the areas of

bilingual/ESL teacher training. In particular, the research was guided by three major research questions:

1. What methods/policies/actions are institutions of higher education in Texas utilizing to recruit and retain bilingual/ESL teacher candidates?
2. To what extent are teacher preparation programs in Texas effectively preparing bilingual/ESL teacher candidates?
3. Which institutions of higher education in Texas attract the most bilingual/ESL teacher candidates, and what are the key factors for their successful efforts?

Conceptual Framework

This study is the second in a series of research concerning various issues related to bilingual/ESL teacher recruitment and retention. The research agenda is meant to provide a framework for discussion and to present information on how various educational institutions, from elementary school through university, deal with the issue of teacher shortages especially in the high need disciplines of bilingual/ESL education. As a continuation of the efforts from *Research from superintendents: Addressing the need for bilingual/ESL teachers* (Lara-Alecio et al., in press), this study investigates and identifies possible factors influencing the recruitment and retention of bilingual/ESL teacher candidates in teacher preparation programs. An offshoot of these investigations could lead to subsequent research focusing on which aspects of bilingual/ESL teacher recruitment and retention efforts are successful, as perceived by school principals and by bilingual/ESL teachers.

Moreover, this investigation addresses teacher recruitment and retention (Darling-Hammond, 2003; Diaz-Rico & Smith, 1994) and what is known about the importance of preparing pre-service teachers to work with linguistically diverse students (Gandara & Maxwell-Jolly, 2000; Menken & Holmes, 2000). Research has revealed that teacher preparation and teacher skills do indeed impact students' learning (Hanushek, 1986, 1992; Nieto, 2000). For instance, Haycock (1998) in her review of the research on teacher effect found that "schools-and especially teachers, it turns out- really do make a difference" (p. 3). According to Garcia (1994), for students to connect with school they first have to connect with teachers and the school culture. One critical issue is that many teachers are finding themselves having very little in common with their students because their own experiential background differs from that of their students (Grant & Gomez, 2001; Taylor, 2000).

Therefore, it is imperative that institutions of higher education not only recruit more teacher candidates that share the same backgrounds as the population of today's school children, but also examine and evaluate their own educational curricula in order to prepare future teachers to work with culturally and linguistically diverse students. Current literature establishes that successful teaching and learning practices used for mainstream students also applies to language minority students (Darling-Hammond, 1998; Menken & Holmes, 2000). However, it is essential that teacher candidates understand successful teaching and learning practices for language minority students, which include: (a) first and second language acquisition theories; (b) the affects of culture and language on learning; (c) the integration of language and content instruction;

(d) incorporating students' home languages and cultures in instruction; (e) the use of appropriate assessment strategies for second language learners; (f) cognitively-guided instruction; and (g) appropriate teaching methodologies for ELL (Cummins, 1986; Gandara & Maxwell-Jolly, 2000).

Research Methodology

The instrumentation that was used for this research will reflect the use of quantitative as well as qualitative methods. A survey consisting of 32 items, including both open-ended and closed-ended questions was delivered via electronic mail to all deans or department chairs of teacher preparation programs in Texas public and private higher education institutions in charge of preparing bilingual/ESL teacher candidates. These account for 40 institutions out of 68 public and private colleges that offer teacher preparation programs, in addition, to eight online universities. The names of all institutions of higher education in Texas were identified from a data base found on the Texas Higher Education Coordinating Board webpage. The names and addresses of the deans or department chairs that were selected were derived by cross-checking each university's home page to ensure that bilingual and/or ESL teacher preparation programs are offered. Five deans or administrators were selected for participating in a follow up interview for clarification of the survey results and expansion of the study. Participation was voluntary and confidential.

To enhance the validity and reliability of the present survey instrument, a previous study served as a basis for its development. The study, *Research from Superintendents: Addressing the Need for Bilingual/ESL Teachers* (Lara-Alecio et al., in press) was

conducted by Texas A&M University Bilingual/ESL Teacher Retention and Recruitment Coalition primarily as a response to the growing need of bilingual/ESL teachers. In this study 926 superintendents in Texas were surveyed through the Internet, from which 635 responded (a 68% return rate); the survey used was based on literature related to teacher retention and recruitment. The researchers piloted the survey to establish face validity and used Cronbach's alpha ($\alpha=.89$) for internal consistency.

Based on the previously mentioned research, an initial survey was developed for this study. The survey was first reviewed for structure, clarity, and comprehension by the researcher's doctoral committee chair. Then, it was piloted with 3 university professors and a former dean of a teacher preparation program to determine face and content validity. Then, the revised questionnaire was downloaded on the Bilingual Laboratory and Server Unit at Texas A&M University, and sent to three different university professors, one director of a bilingual program at a major Texas state university, and one department chair of another major university in Texas. This step was taken in order to determine accessibility of the survey and to check face and content validity for a second time.

The finalized survey requested information about the institutions of higher education and the specific programs offered in relation to bilingual/ESL (See Appendix A). In addition, the instrument gathered information on the administrators' perceptions concerning four areas: (1) the importance of the bilingual/ESL program; (2) strategies to recruit and retain bilingual/ESL teacher candidates; (3) the extent to which they believe faculty members prepare teacher candidates to effectively work with English language

learners; (4) the success of their efforts to prepare future teachers to become certified in the area of bilingual/ESL education.

Data from the surveys was analyzed using a statistical program entitled SPSS12.0 for Windows and SmartViewer. Statistical methods used to analyze the data included frequency distributions, percentages, crosstabulations, and logistic regression analysis. Frequency distribution and percentages were used to answer the following research question:

1. What methods/policies/actions are institutions of higher education in Texas utilizing to recruit and retain bilingual/ESL teacher candidates?

The cross tabulation and logistic analyses were used to answer the following research questions:

2. To what extent are teacher preparation programs in Texas effectively preparing bilingual/ESL teacher candidates?
3. Which institutions of higher education in Texas attract the most bilingual/ESL teacher candidates, and what are the key factors for their successful efforts?

The qualitative data obtained from the open-ended questions and follow-up interviews was used to “supplement, validate, explain, illuminate, or reinterpret quantitative data gathered from the same subjects or site” (Miles & Huberman, as cited in Bogdan & Biklen, 1998, p. 37). When analyzing the qualitative data, I looked for patterns and themes that were similar or that validated what was found in the survey data. The qualitative data were analyzed and interpreted using techniques derived from

Bogdan and Biklen (1998) and Merriam (1998), which called for reading and rereading the data then organizing the data into general topics. These were then examined for recurrences, and then general topics were merged into more specific categories to provide a comprehensive view of the data obtained from the survey.

Educational Significance

It is well known that the student population in our schools has been rapidly changing. There has been an increase in the number of culturally linguistic diverse students; consequently, there is an acute need for teachers who are familiar with the language acquisition process, who understand how culture influences learning and who can work with students and parents from various cultural and linguistic backgrounds. In fact, in Texas alone the National Center for Educational Statistics (NCES) reported that more than half a million students (one in seven students) were receiving ESL services during the 2001-2002 school year (2003). The problem is that a great number of these students are being served by non-certified teachers. The National Education Association (NEA, 2002) has expressed concern that districts across the United States are facing difficulties stemming from the small percentages of bilingual/ESL teachers relative to the growing number of culturally linguistically diverse students. Yet certification of bilingual/ESL teacher candidates continues to be a challenge for teacher preparation programs.

The findings obtained from this study may impart to administrative leaders of teacher preparation programs a source of knowledge that could be utilized in the development of strategic plans directed towards the recruitment and retention of teacher

candidates in the high need discipline of bilingual/ESL education. Moreover, this study will contribute to the research that examines teacher training for bilingual/ESL teacher candidates. Much of the teacher education literature focuses on teacher education programs in general, but little has been said about the preparation of teachers to work with English language learners. In addition, this study could also lead to future research on thriving programs that prepare teacher candidates to work with culturally, linguistic diverse students and teacher candidates' beliefs toward the adequacy of these programs.

Limitations of the Study

This study was limited by its scope primarily to deans or administrators of teacher preparation programs that offer bilingual and/or ESL programs in Texas. Any institution of higher education that offers bilingual/ESL programs outside the state of Texas was excluded. In addition, regional centers and/or school districts that provide alternative certification were not examined.

Assumptions

This study assumed that the respondents understood the instrument, had knowledge of the information asked and if participants responded objectively and honestly. In addition, the study assumed that the interpretation of the data would accurately reflect the view points of the respondents.

Definition of Terms

1. Bilingual education: A program that provides access to the core curriculum in the students' native languages while simultaneously acquiring English language proficiency.

2. Bilingual/ESL teacher candidate: A college student, college graduate or certified teacher who is pursuing certification in bilingual or ESL education.
3. Certified teacher: A person who holds a valid teaching credential, meaning he/she has passed the state certification test in the area of specialization in which he/she is teaching.
4. Culturally linguistic diverse students: Students whose culture and language differ from that of the majority.
5. English as a Second Language (ESL) Education: A program in which the means of instruction is English, but in which instructional techniques assist ELLs.
6. English Language Learners (ELL): Students in the process of learning English.
7. In-service teacher: a person who is a practicing teacher.
8. Language minority students: Students who speak a language other than English at home and may or may not have enough proficiency in English to understand academic instruction (Ovando, Collier, & Combs, 2003).
9. Limited English Proficient (LEP) students: Students that have been identified as not having proficiency in English. The criteria for identification vary from state to state (Peregoy & Boyle, 2001).
10. Minority: A member of the African-American, Hispanic, Native American, or Asian/Pacific Islander ethnic groups (Texas Education Agency, 2002).
11. Pre-service teachers: college/university students pursuing teaching as a career.
12. Teacher demand: The number of teachers a school district is able to fund and willing to employ at a given time (Texas Education Agency, 1995a).

13. Teacher shortage: Takes place when the number of existing certified teachers is less than the number of teaching openings (Texas Education Agency, 1995a).
14. Teacher supply: Total number of individuals who are willing to supply their services to teaching (Texas Education Agency, 1995a).
15. Non-certified teacher: A person who is teaching in an area in which he/she does not hold a valid teaching certificate.

Organization of the Study

This study consists of five chapters, references, and several appendices. Chapter I includes an introduction, statement of the problem, purpose of the study, research questions, conceptual framework, research methodology, educational significance, limitations of the study, assumptions and definitions of terms, and the organization of the study. Chapter II presents a review of the literature on the education of English language learners, particularly the history and factors influencing the education, recruitment and retention of qualified bilingual and ESL teacher candidates. These factors include: history of bilingual and ESL education, teacher education, bilingual/ESL teacher preparation, teacher shortages, and recruitment and retention of bilingual/ESL teacher candidates.

Chapter III summarizes the methodology used to conduct this study. This chapter describes the subjects participating in the study, the instrumentation used to collect the data, the procedures employed to conduct the study, and the methods utilized to analyze the data. Chapter IV contains the analysis of the questionnaire submitted by the participants as well as the responses to the interviews given to some of the

administrators of teacher preparation programs. In addition, the findings of the data analyses are found on this chapter. Finally, Chapter V provides the conclusions and implications based on the findings of the study, and recommendations for future research.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter attempts to review and synthesize the literature concerning the education of English language learners, with a focus on the history of and factors influencing the education, recruitment and retention of qualified bilingual and ESL teacher candidates. The literature review is organized into the following categories; history of bilingual and ESL education, teacher education, bilingual/ESL teacher preparation, teacher shortages, and recruitment and retention of bilingual/ESL teacher candidates.

History of Bilingual and ESL Education

When early White settlers arrived in what is today known as the United States, they found between 500 to 1,000 Indian languages being spoken (Harland, 1991). As various Euro-American settlements began to be established many more different languages could be heard, including German, Dutch, Spanish, French, Swedish, Irish, and Welsh. The new territory consisted of a polyglot populace. However, the majority of the people of the thirteen original colonies were English-speakers from England. When the newly formed United States of America gained independence in the late 18th century, it was assumed that English would be the lingua franca. Ironically, the framers of the constitution did not designate English, nor any other language, as the official language of the new republic. Even to this day there are no federal statutes making English the official language of the United States.

Over the years, new arrivals made every effort to preserve their language and customs. Language differences were tolerated and bilingualism was generally accepted as the norm. Many of the schools established in the United States used languages other than English as a medium of instruction. Crawford (1995) found the following:

By mid-century, public and parochial German-English schools were operating in such cities as Baltimore, Cincinnati, Cleveland, Indianapolis, Milwaukee and St. Louis. An Ohio law of 1839 authorized instruction in English, German, or both in areas where parents requested it. In 1847, Louisiana adopted the identical statute, except that it substituted French for German. The Territory of New Mexico, two years after its annexation in 1848, authorized Spanish-English bilingual education. Altogether more than a dozen states passed laws that provided for schooling in languages other than English, either as a subject or as a medium of instruction. Even without explicit legal authorization, local school boards provided classes in languages as diverse as Swedish, Danish, Norwegian, Italian, Polish, Dutch, and Czech. (p. 23-24)

Towards the end of the nineteenth century a resurgence of nativism marked the decline of bilingualism, and the demand for all immigrants to assimilate to the English language and Protestant culture. Schools were charged to “Americanize” all immigrants, since “the function of education was to maintain the political and social status quo by transmitting the cultural heritage” (Guttek, 1995, p. 196). As the Americanization campaign took a coercive turn, English language proficiency was associated with political loyalty and for the first time, an ideological link was forged between speaking good English and being a ‘good American’ (Crawford, 1992, p. 22). The assimilation campaign was well underway in the school system, as explained by Ellwood P.

Cubberly, dean of the Stanford University School of Education in 1918:

Our task is to break up (immigrant) groups or settlements, to assimilate and amalgamate these people as part of our American race, and to implant in their children, as far as can be done, the Anglo-Saxon conception of righteousness, law and order, and our popular government, and to awaken in them a reverence for our

democratic institutions and for those things in our national life which we as a people hold to be of abiding worth. (as cited in Crawford, 1995, p. 27)

According to this mentality, due in part to U.S. involvement in World War I, everything foreign became suspicious and was seen as a threat to the nation. As a consequence, foreign languages were prohibited in schools, and students and teachers who spoke a language other than English were punished. In fact, some states established laws that prohibited the use of the German language in schools, in churches, in public gatherings. Crawford (1992) describes that by 1921 in the Midwest about 18,000 people were charged under these laws.

Texas was also subject to similar conditions even though Spanish speakers were to be protected by the 1848 Treaty of Guadalupe Hidalgo, signed between United States and Mexico, which guaranteed Spanish-speaking countries the right to maintain their language and culture. Spanish speakers were discriminated against and their native language was banned from school. In fact, Mexican American children were segregated to inferior schools, and many times discouraged from attending school. In 1919, the Texas legislature made the teaching in any language other than English a criminal offense; therefore, children were punished for speaking their native language at school and “Spanish detention,” keeping students after school for speaking Spanish, was continually used well into the late 1960s (Crawford, 1995).

Finally some changes to language policies began to emerge towards the late 1950s; the United States’ desire to compete for international power and status created a need for multilingual skills. In response to the Soviet Union’s 1957 launching of Sputnik, the first artificial satellite to orbit earth, the United States government called for a re-

evaluation of education and passed the National Defense Education Act of 1958, which promoted foreign language teaching at the elementary, high school, and university levels (Baker & Jones, 1997).

In addition, in the mid-1960s bilingual education proved its effectiveness in Dade County, Florida due to its success in educating Cuban refugees in Coral Way Elementary School. With the arrival of thousands of Cuban refugees in southern Florida some provisions needed to be made. These early arriving refugees were educated, light-skinned Hispanics of European lineage who became politically and socially favored by the United States. They brought with them job skills and educational achievement, as well as pride for their language and culture. Given that many of the refugees had taught school in Cuba, the state of Florida helped them become certified to serve the non-English speaking Cuban children. At first, they established private schools with classes taught in Spanish with the hope of a soon return to their island, but as the political situation continued they began to persuade the public schools to provide for their children. Dade County Public Schools began to provide English as Second Language instruction; and by 1963, the school district established in Coral Way Elementary School the nation's first bilingual program known to exist since the 1920s (Ovando et al., 2003).

According to Crawford (1992), the bilingual program offered in Coral Way Elementary School was open to both English and Spanish speakers. There were 350 first, second, and third graders grouped by language. The Cuban students received their morning lessons in Spanish and their afternoon lessons in English and vice versa for English-speaking children. During art, music, lunch, and recess both groups came

together. Results were positive; students in both groups progressed academically and in both languages; in English reading, both group of students achieved as well or better than their counterparts in traditional all English classrooms. The Cuban students also achieved national norms in Spanish reading achievement, quite the opposite of the English-speaking students, who never achieved to these norms. The reason for this achievement discrepancy was that the Cuban students had an advantage over the English speaking students. The Spanish speaking students were receiving high quality exposure to the second language, in this case English, both inside and outside the classroom. From then on, as Hakuta states “the feasibility of bilingual education was established” (as cited in Crawford, 1995).

The success of Coral Way Elementary School led to the establishment of other bilingual programs in Dade County as well as in other states in the United States. Ovando et al. (2003) explain that “Texas began to experiment with some bilingual instruction in two school districts. By 1968 bilingual education was being provided in at least 56 locally initiated programs in 13 states” (p. 55). Before these attempts many English language learners were submerged in English-only classrooms with no form of special support; many of the students were left to either sink or swim. Some lucky ones received English as a second language instruction (ESL). Even though this was better than no remediation at all, ESL effectiveness was limited; because, ESL methodology was developed in the early 30’s to meet the needs of foreign diplomats, and university students. Therefore, many English language learners were not making progress under

the initial model of ESL primarily because it was created specifically for highly motivated adults and it excluded the minority culture.

During the 1960s, many English language learners were not succeeding in school. According to a report submitted to the Commissioner of Education by the Department of Rural Education in 1967, “the average number of school years completed by the Anglo child in the Southwest is 12.1 years, for the Negro it is nine years, and for the Mexican-American it is 7.1 years” (as cited in Cordasco, 1968, p. 199). The Puerto Rican community in New York was facing a similar dilemma. *The Puerto Rican Community Development Project* found that, “in 1960, more than half (52.9%) of Puerto Ricans in New York City 25 years of age and older had less than an eighth-grade education. In contrast, 29.5% of the nonwhite population had not finished the eighth grade, and only 19.3% of the other whites had so little academic preparation” (as cited in Cordasco, 1968, p. 199). It was obvious that something needed to be done to close this achievement gap. Finally, a number of powerful Hispanic interest groups began to push for appropriate educational programs for low-income non-English speaking students.

Subsequently, in January 1967 Texas Senator Ralph Yarborough submitted to the Senate floor a four page bill known as the Bilingual Education Act (BEA) to be considered as the Title VII amendment to the Elementary and Secondary Education Act of 1965 (Castellanos & Leggio, 1983). The Elementary and Secondary Education Act (ESEA) was part of President Lyndon B. Johnson’s Great Society initiative to eliminate the achievement gap between low-income students and their higher-achieving peers. At first, Senator Yarborough’s bill was intended only for low-income Spanish-speaking

children, but pressures to expand the assistance to all low-income non-English speaking groups in the United States cause him to amend the bill to serve all English language learners. Finally, on January 2, 1968, Title VII of ESEA, the Bilingual Education Act was signed into law by President Johnson (Baker & Jones, 1997). For the first time in the history of the United States bilingual education was a federal policy and it provided bilingual programs with federal money. Faltis (2001) explains that:

The BEA of 1968 did not specifically mandate or define the kinds of programs that schools should use, grants were awarded only to applicants who (a) developed and operated bilingual programs for low-income, non-English-speaking students, (b) made efforts to attract and retain bilingual teachers, and (c) established communication between the home and the school. (p. 41)

The Bilingual Education Act went into effect at a time when the Civil Right Movement captured national attention, when many U.S. citizens were concerned about the well being of minorities and were keen to end discrimination and prejudice in the nation.

The 1970s brought several important changes to the original BEA. The first important change was in 1970 when the Office of Civil Rights sent a memorandum to districts that served English language learners (Castellanos & Leggio, 1983). The memorandum explained the district obligations to limited English speaking students under Title VI of the Civil Rights Act; it “specified that the school district must take affirmative steps to rectify language deficiencies in cases where ‘the inability to speak and understand English excludes national origin minority group children from effective participation in the educational program’” (Faltis, 2001, p. 42). Even though the memorandum did not specify what type of affirmative steps should be taken in bilingual

education programs, it did ask for some kind of special language assistant for English language learners.

Subsequently, based on this memorandum a series of court cases were initiated in regards to the obligation of school districts to provide for the education of English language learners. The first court case that mandated for bilingual education was *Serna v. Portales Municipal Schools* (1972). In the state of New Mexico, the court found that non-English-speaking Mexican-American children were being treated differently and their constitutional rights had been violated when they received the same curriculum as native English-speaking children (Trueba, 1989). Another landmark case was *Aspira of New York, Inc. v. Board of Education of the City of New York* (1972). In this case, Aspira, a Puerto Rican advocacy group, sued New York City on behalf of thousand of Puerto Ricans and other Hispanic students who were receiving only ESL instruction instead of bilingual education (Faltis, 2001; Trueba, 1989). According to Crawford (1995), “in 1974, it won a consent decree, which remains in effect, guaranteeing bilingual instruction for the city’s Spanish-dominant children” (p. 43).

But the most important court decision concerning the rights of English language learners in recent history and the only one ruled by the U.S. Supreme Court is *Lau v. Nichols* (1974). The case originated in 1970 by a suit brought by Mr. Lau on behalf of thousands of Chinese students who were failing in the San Francisco Unified School District due to their lack of understanding of English, the language of instruction. The federal district court ruled in favor of the school district, and the case continued in appellate court until it reached the Supreme Court, which unanimously overruled the

lower courts and ruled in favor of the students and their parents (Trueba, 1989).

Representing the opinion of the Supreme Court majority in the *Lau* case, Supreme Court

Justice William O. Douglas wrote:

There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the education program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful. (as cited in Ovando et al., 2003, p.41)

Although the *Lau* decision did not identify any specific educational remedy, it described bilingual education and ESL as possible remedies. Districts were then obligated to take into account the number of students affected and decide what should be the most appropriate action for their districts, because remedies might differ from school to school.

Also in 1974 Congress legislated the Equal Education Opportunity Act (EEOA).

This act extended the *Lau* decision to all public schools, not only those receiving federal financial assistance. The EEOA states that:

No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by... the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. (U.S. Department of Education, Office of Civil Rights, 1970)

Following the Equal Education Opportunity Act, the Department of Health, Education and Welfare, under the Ford administration, wrote up guidelines for implementing this new legislation. These guidelines became known as the *Lau Remedies*. These *Remedies*

specified procedures for those school districts having 20 or more students of limited English proficiency who spoke the same native language (1) to establish a method for identifying all students whose first language is not English, (2) to assess the English-language proficiency of these students, (3) to offer them appropriate instructional programs and to decide when students are ready to move out of these special programs and (4) to determine the professional standards expected of teachers of these English language students (Baker & Jones, 1997). The *Lau Remedies* required school districts to prove that they were serving language minority students. Up to this day school districts conform to these guidelines.

There have been many other significant policies, court decisions and political events in recent years that have affected bilingual education, including:

- The 1974 Reauthorization of Bilingual Education Act, Title VII: this policy provided the first governmental definition of bilingual education. It was defined in *transitional* terms as “instruction given in, and the study of, English to the extent necessary to allow a child to progress effectively through the education system, the native language” (Faltis, 2001, p. 43).
- The 1978 Reauthorization of Bilingual Education Act, Title VII: this new regulation added language to the 1974 definition of bilingual education which specified that instruction in English should allow a child to attain competence in the English language and the goal of the program shall be to help children of limited English proficiency to improve their English language skills (Wiese & Garcia, 1998).

- *Castañeda v. Pickard*, 1981: this court case set three criteria for judges to use when examining programs for language minority students:
 1. The program must be based on sound educational theory.
 2. The program must be well implemented, with sufficient qualified staff and adequate resources.
 3. The program, after an adequate period of time, must be evaluated and must prove its effectiveness (Crawford, 1995).
- The Baker and de Kanter Report: in this report the authors avowed that bilingual education should not be the only approach for remedying the needs of second language learners.
- The 1984 Reauthorization of Bilingual Education Act, Title VII: this regulation marked a shift from mandating only bilingual programs to the acceptance of English-only programs (Wiese & Garcia, 1998).
- The 1988 Reauthorization of Bilingual Education Act, Title VII: this new regulation established limits to the amount of time that a student can spend in a transitional bilingual or a special alternative instruction program, mandating a maximum of three years (Wiese & Garcia, 1998).
- The 1994 Reauthorization of Bilingual Education Act, Title VII: this amendment holds local education agencies accountable for their own goals and assessments. It also increased accountability for LEP students, and provided funding for schools that have a school-wide plan for incorporating English language learners (Wiese & Garcia, 1998).

- California's Proposition 227, 1998: this law requires school districts to teach English language learners overwhelmingly in English. It bans the use of language other than English for instruction, and limits ESL instruction to one year (Crawford, 1998).
- Arizona's Proposition 203, 2000: this law severely limited bilingual programs in Arizona (Crawford, 1998).
- No Child Left Behind Act, 2001: under this act the Bilingual Education Act "died a quiet death in 2001; most of its functions were inherited by the states" (Ovando et al., 2003, p. 61). The BEA has been renamed Title III, the English Language Acquisition, Language Enhancement, and Academic Achievement Act. This reform describes accountability as the judgment of schools by the percentage of English language learners reclassified as fluent in English.

It is obvious that the education of culturally linguistically diverse students has moved through four overlapping periods, which Baker & Jones (1997) identify as "permissive, restrictive, opportunist and dismissive" (p. 545). Even though bilingual education has not disappeared, its importance has been unmistakably minimized. Today, many states continue to provide bilingual education to their language minority students; but many of these programs are transitional and most of the instruction is delivered in English.

Schools and districts across the nation vary greatly in the types of programs used to serve English language learners. Based on the language of instruction used the

programs will fall under two major categories: bilingual education or ESL instruction. In bilingual education, content instruction is carried in the student's native language as well as in English while the student acquires English proficiency. In ESL programs, all the instruction is carried out in English, but accommodations are made to enhance understanding of the material.

As the years have passed and the number of English language learners has increased, programs, policies, and educational reforms concerning language minority students have emerged. There have been many programs designed to serve the needs of English language learners; and more and more teacher preparation programs are changing their curricula to take into consideration the education of these minority groups.

Teacher Education

With the proliferation of American common schools in the early 1800s an interest in teacher education arose. Horace Mann, Secretary of the Massachusetts Board of Education, and Henry Barnard, Secretary of the State Board of Commissioners of Common Schools in Connecticut, advocated for the creation of institutions for teacher education. In 1839, Horace Mann established the first state normal school for the preparation of teachers (Gutek, 1995). The creation of teacher preparation programs spread throughout the United States, and after the Civil War teacher education was recognized as a specialization by colleges and universities.

Towards the end of the nineteenth century, state agencies began to control teacher certification, by providing teachers with a license or a valid certificate for teaching.

Each state determined its own regulations for obtaining a teaching certificate. According to Gutek (1995), “state certification had a very important impact on teacher education, since it established educational standards and shaped programs of teacher preparation” (p. 504). Therefore, teaching certificates and their requirements continues to vary from state to state.

It was not until 1946 that the Commission on Teacher Education and Professional Standards of the National Education Association was created in order to bring some professional unity to teacher certification. Later, in 1952, the National Council for the Accreditation of Teacher Education (NCATE) was established to accredit teacher education programs offered by colleges and universities, thus introducing national standards for teacher education programs (Gutek, 1995).

Moreover, the issuances of the federal report *A Nation at Risk* (1983) lead to a reorganization of educational priorities. Included were guidelines for teacher education programs and for assessing teacher competency. As a result, many states mandated teacher competency testing as requirement of teacher certification. Consequently, debates regarding the assessment of “teacher qualifications” emerged and continue to this day. According to Zeichner (2003), there have been three major waves of teacher education reform; the professionalization agenda, the deregulation agenda, and the social justice agenda. These three reform agendas each focus on, “the critical importance of teachers’ subject matter knowledge and the importance of providing high quality education to all students” but “they propose different solutions for narrowing the educational quality and achievement gap in U.S. public schools” (Zeichner, p. 491). The

professionalization agenda seeks to ensure uniformity of quality in teacher education and in teaching and thus knowledge-based and performance-based assessments are primary components. As a result, the National Board for Professional Teaching Standards (NBPTS) was formed to establish high standards for content knowledge and pedagogy and to certify teachers who meet those standards (Sikula, 1990). On the other hand, the deregulation agenda draws attention to teachers' subject matter knowledge but "fails to recognize the importance of the pedagogical content knowledge the teachers also need to be able to translate content to promote student understanding" (Zeichner, p. 512). Finally, the social justice agenda calls attention to the issue of preparing teachers to work with culturally and linguistically diverse students.

As a result of these recent educational reform efforts, accountability plays a significant role in today's teacher preparation programs. National standards for teacher education, licensing, and certification are being developed and established by the National Board for Professional Teaching Standards (NBPTS); the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Council for Accreditation of Teacher Education (NCATE), and the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education for General Education Programs (Darling-Hammond & Sclan, 1996; Menken & Antunez, 2001).

In Texas, the State Board for Educator Certification (SBEC) was established in 1995 to acknowledge public school educators as professionals and grant them the right to regulate the standards of their profession. According to the Texas Education Code, sec. 21.301, the board is also accountable for regulating and supervising all aspects of

certification, continuing education and standards of conduct in public schools (Texas Education Agency, 1996).

Bilingual/ESL Teacher Preparation

Bilingual/ESL teacher preparation in the United States was neither required nor regulated until the 1970s, with the creation and reauthorizations of the federal Title VII Bilingual Education Program of the Elementary and Secondary Education Act (ESEA). As years passed and the need for bilingual/ESL education grew, the federal government began to offer competitive grants for states and institutions of higher education wishing to develop quality programs that effectively prepare teachers to work with English language learners. With the provision of federal funding, the federal government as well as the individual states began to hold these programs accountable for the preparation of “qualified” bilingual/ESL teachers. Currently, many states require bilingual and/or ESL teaching certificates. A survey of state education agencies imparted in 1999 declared that 41 states and the District of Columbia offered either ESL or bilingual/dual language teacher certifications or endorsements (Menken & Antunez, 2001). Bilingual and ESL teacher preparation has also been affected by recent educational reform initiatives.

According to Menken and Antunez (2001), “teacher preparation has become a target for national reform efforts as a means to ensure the ability of all teachers” (p. 3). A contemporary concern is how to prepare better and more qualified bilingual/ESL teachers. Ovando et al. (2003) affirm that one of the major problems with the development of state licensing is the issue of outdated standards for ESL teachers; many of these standards were developed in the 1970s or early 1980s, when ESL teachers were

only required to teach English. But nowadays, ESL teachers are required to teach across the curriculum because English language learners must receive access to the full academic curriculum. Therefore, teachers of language minority students not only must possess knowledge of the subject matter and pedagogy but they must also have knowledge of (1) first and second language acquisition, (2) first and second language literacy, content, and assessments, and (3) students' cultural backgrounds. It is up to each state to ensure that teacher preparation programs are producing teachers capable of teaching English language learners.

In today's educational arena, state licensure is meant to ensure teacher quality. But the problem is that tests alone cannot prove how much subject knowledge is needed to teach all students to high standards, nor can they measure teaching skills (Education Trust, 1999). Therefore, national education associations have created guidelines and standards to be followed by teacher preparation programs in order to train teachers to effectively educate language minority students. These standards are specifically designed to address the needs of English language learners and are based on standards created by the National Council for Accreditation of Teacher Education (NCATE) and by the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education for general education programs (Menken & Antunez, 2001). More and

more, these standards are being used by states and institutions of higher education to make certain that new teachers are aware of the needs of English language learners and how to better serve them.

For example, in 1992 the National Association of Bilingual Education (NABE) created a set of six National Standards for the Preparation of Bilingual/Multicultural Teachers. These standards focus on issues concerning teacher preparation programs; (1) program administration, (2) recruitment, retention, and advisement of program candidates, (3) bilingual/multicultural program curricula, (4) language proficiency in both English and non-English languages, (5) field experiences in bilingual/multicultural settings, and (6) life-long commitment to professional development (NABE, 1992).

Table 2.1 illustrates these six standards, including some selected indicators, which were designed and approved by the National Association of Bilingual Educators during their 1989 annual conference.

Table 2.1
NABE Standards

| Standards | Selected Indicators |
|--|--|
| 1. Institutional Resources, Coordination, and Commitment | <p>The program must have</p> <ol style="list-style-type: none"> 1. Adequate resources to insure that the bilingual/multicultural teacher preparation program is equivalent to other teacher preparation programs 2. Qualified faculty teach all courses and supervise all field experiences in ea program of professional preparation 3. An assessment system that regularly evaluates the effectiveness of the program and its faculty and staff |
| 2. Recruitment, Advisement, and Retention of Potential Teachers | <ol style="list-style-type: none"> 1. The institution uses multiple procedures to determine applicant's personal qualities and pre-professional qualifications 2. The institution provides opportunities for potential teachers to improve and further develop both their English and non-English language proficiency and cultural competencies 3. The program reviews each candidate's competencies and informs the candidate of his/her strengths and weaknesses |
| 3. Bilingual/Multicultural Course-work and Curriculum | <ol style="list-style-type: none"> 1. History and foundations of education with emphasis on bilingual/multicultural education 2. Curriculum development and information on how to revise and adapt curriculum for diverse populations 3. Classroom management, methods, and techniques specifically for bilingual/ESL students 4. Assessment strategies 5. Theories and application of second language acquisition 6. Linguistic and cultural issues related to language minority students in the U.S. |
| 4. Language Proficiency in English and Non-English Languages and Abilities to Teach Those Languages | <ol style="list-style-type: none"> 1. Courses in second language acquisition theory and second language pedagogy 2. Classroom experience in teaching ESL 3. Courses in teaching literacy and the content area in the native language |
| 5. Field Work and Practicum Experience in Bilingual/Multicultural Classrooms | <ol style="list-style-type: none"> 1. The field experience occurs in multiple settings that provide an opportunity for interaction and work with children from a variety of ages, and developmental levels and who reflect social, cultural, and linguistic diversity 2. Classroom teacher and university supervisors who supervise candidate's field experience are bilingual/multicultural teachers and have academic preparation and successful experience in teaching children from diverse backgrounds |
| 6. Life-Long Commitment to Professional Development | <ol style="list-style-type: none"> 1. Opportunities for teachers to pursue graduate or advanced degrees after initial certification 2. Opportunities to be involved in research projects in bilingual/multicultural education 3. Opportunities to publish their ideas in educational journals and opportunities to participate and present at professional conferences. |

Likewise, the Teachers of English to Speakers of Other Languages (TESOL) has over the years developed a set of standards for preparing ESL teachers. In 1976, the first TESOL guidelines for teacher preparation programs were developed. According to these standards, all programs preparing ESL teachers include:

1. Academic preparation: the primary objectives of the courses offered should help future teachers have knowledge of the nature of language, English-language systems, language learning, and language culture.
2. Pedagogy: foundations, methods, and practicum should provide theoretical and methodological foundations, and practical experience leading to competence in actual teaching situations.
3. Another language: candidate should have experience learning a second language, and will have knowledge of its structure and culture.
4. Evaluation of candidates: evaluation of each candidate's achievement in the areas of competence is an integral and systematic part of the teacher education programs in all its stages (i.e., admission, retention, and program completion).
5. Staff and facilities: the combined competencies of the staff are superior to the level of instructional proficiencies which are the objectives of the program. (Teacher of English to Speakers of Other Languages, 1976)

The most recent guidelines for ESL teachers developed by TESOL focus on five domains (1) language, (2) culture, (3) planning, implementing, and managing

instruction, (4) assessment, and (5) professionalism (Teachers of English to Speakers of Other Languages, 2001). The five domains with their respective standards are summarized below.

Domain 1: Language

Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.

- *Standard 1. a. Describing Language:* Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping English speakers of other languages (ESOL) students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
- *Standard 1. b. Language Acquisition and Development:* Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

Domain 2: Culture

Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content-area achievement.

- *Standard 2.a. Nature and Role of Culture:* Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.
- *Standard 2.b. Cultural Group and Identity:* Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

Domain 3: Planning, Implementing, and Managing Instruction

Candidates know, understand, and use standard-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

- *Standard 3. a. Planning for Standards-Based ESL and Content Instruction:* Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models, as they plan for multilevel classroom with learners from diverse backgrounds using standards-based ESL and content curriculum.
- *Standard 3. b. Managing and Implementing Standard-Based ESL and Content Instruction:* Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and

integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

- *Standard 3. c. Using Resources Effectively in ESL and Content Instruction:* Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Domain 4: Assessment

Candidates understand issues of assessment and use standards-based assessment measures with ELLs.

- *Standard 4. a. Issues of Assessment for ESL:* Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.
- *Standard 4. b. Language Proficiency Assessment:* Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

- *Standard 4. c. Classroom-Based Assessment for ESL:* Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.

Domain 5: Professionalism

Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues.

- *Standard 5. a. ESL Research and History:* Candidates demonstrate knowledge of history, research, and current practices in the field of ESL teaching and apply this knowledge to improve teaching and learning.
- *Standard 5. b. Partnership and Advocacy:* Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.
- *Standard 5. c. Professional Development and Collaboration:* Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

In Texas, the State Board for Education Certification (SBEC) has also created standards for beginning educators in order to describe what all newly certified beginning teachers should know and be able to do in Texas public schools. In an effort by the state of Texas to align classroom instruction with teacher preparation and certification these educator standards are based on and linked to the Texas Essential Knowledge and Skills (TEKS), the statewide curriculum for Texas public schools. The intent is for all beginning teachers to know the material that students need to graduate and for the public

schools to be held accountable for teaching practices. Below are the SBEC standards for ESL and bilingual education teachers.

English as a Second Language (ESL) Standards:

- Standard I: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- Standard II: The ESL teacher has knowledge of the foundations of ESL education and the factors that contribute to an effective multicultural and multilingual learning environment.
- Standard III: The ESL teacher understands the processes of first-and-second-language acquisition and uses this knowledge to promote students' language development and fluency.
- Standard IV: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
- Standard V: The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.
- Standard VI: The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

Standard VII: The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education. (Texas State Board for Educator Certification, 2002a).

Bilingual Education Standards:

Standard I: The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).

Standard II: The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.

Standard III: The bilingual education teacher knows the process of first-and-second-language acquisition and development.

Standard IV: The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

Standard V: The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.

Standard VI: The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2. (Texas State Board for Educator Certification, 2002b)

It is obvious that preparing teachers of English language learners requires additional training beyond that expected of mainstream teachers. For this reason, the

National Clearinghouse for Bilingual Education (NCBE) of the George Washington University, in partnership with the American Association of Colleges for Teacher Education (AACTE) conducted research to investigate current practices in the preparation of teachers for English language learners in institutions of higher education and in state-level requirements for teaching licensure (Menken & Antunez, 2001).

For this study, NCBE developed a matrix, which delineates three critical areas of knowledge that must be included in the preparation of bilingual education teachers. This matrix allows analysis and comparison of state certification requirements to requirements established by particular institutions of higher education. The critical areas defined by the matrix are knowledge of pedagogy, knowledge of linguistic, and knowledge of cultural and linguistic diversity (Menken & Antunez, 2001). Below is the reasoning behind each of these three knowledge areas:

Knowledge of Pedagogy: Teachers of English language learners need to become skilled in a variety of instructional methods for teaching literacy and content. In addition, bilingual teachers teach the students' native language and English, and in many cases teach the content area subject matter through both languages. For this reason, "it is imperative that teacher preparation programs expose teachers to all of these different methodologies, and to the most effective methods for promoting student achievement in English literacy, native language literacy, and content area knowledge" (Menken & Antunez, 2001, p. 10). In addition, bilingual/ESL teachers need to understand the nature and implications of assessment, particularly assessment of language literacy, English

literacy, and content area knowledge. Moreover, it is important that pre-service teachers experience teaching culturally and linguistically diverse students.

Knowledge of Linguistics: Teachers of English language learners need to understand the theories of first and second language acquisition and how they influence each other.

Also, Menken and Antunez (2001) state that, “it is important for future teachers to fully understand the components of the structure of the English language, the structure of the students’ native language(s), and the similarities and differences between the two (p. 11).

Nonetheless, they need to be familiar with the stages and characteristics of language acquisition and how to help students move along in the process. For this reason, “it is important for teachers of ELLs to have exposure to the fundamentals of linguistics, especially related to the education of ELLs” (Menken & Antunez, p. 11).

Knowledge of Cultural and Linguistic Diversity: Teachers need to be aware of and understand the cultures of their students; since “research shows that student achievement is higher when teachers, schools and the curriculum are inclusive of students’ native languages and cultures, and culturally responsive to students” (Menken & Antunez, p. 12).

When analyzing the requirements for bilingual teaching certification NCBE found that there were huge discrepancies between states. States either require courses or mandate areas in which bilingual education teachers must be competent or proficient. In fact, many states require a combination, but, primarily insist on courses (e.g., bilingual methods) while allowing competencies to be demonstrated through exams (Menken & Antunez, 2001).

In the case of Texas, it was found that under the area of *knowledge of pedagogy* the state requires courses covering: native language literacy, ESL, content in L1, in addition to requiring a practicum in a bilingual setting. In reference to *knowledge of linguistics*, Texas law requires knowledge of psycholinguistics and first language acquisition theories. Finally, for the *knowledge of cultural and linguistic diversity*, Texas teachers are only required to have some knowledge of cultural anthropology or the study of specific ethnic or linguistic groups (Menken & Antunez, 2001).

From this study as well as from the current literature we can deduce that there is no magic formula for the preparation of teachers of English language learners (Gandara & Maxwell-Jolly, 2000; Menken & Holmes, 2000; Nieto 2000). Moreover, Milk, Mercado & Sapiens (1992), upon reviewing the literature on bilingual/ESL teacher preparation programs, suggested six recommendations for preparing bilingual/ESL teachers. These include:

1. Prepare teachers who can operate at the whole-school level and avoid efforts to prepare teachers to work within their isolated classrooms.
2. Prepare teachers to deliver instruction that promotes higher-order cognitive and social skills that take sociocultural and linguistic knowledge into account.
3. Prepare teachers by providing them the opportunity to experience directly through their training the extent to which successful academic learning depends on language experiences and interactive communicative processes.
4. Prepare teachers by providing them with multiple opportunities to interact with English language learners and their families.

5. Prepare teachers with the required knowledge and skills necessary to address the needs of language minority students. In addition, institute a second language requirement for all prospective teachers in order to create a stronger awareness of the needs and experiences of second language learners.
6. Prepare more teachers who are language minority. Establish recruitment programs that attract more language minorities into teaching.

It is evident that the past thirty years have seen notable progress on the preparation of bilingual/ESL teachers. Standards have been created, and programs for teachers of English language learners have been developed and evaluated throughout the years. States, school districts, and institutions of higher education are now being held accountable for preparing “qualified” teachers to work with English language learners.

Teacher Shortage

While educational reforms are concerned with teacher quality, school districts grapple with a shortage in teacher supply. However, not all school districts are challenged by the issue of the teacher shortage. According to the American Association of Employment in Education (2000) there are:

surpluses of teachers in most fields in the northwestern, Rocky Mountain, northeastern, and Middle Atlantic states, alongside shortages in the West and the South. Within states, most wealthy districts have surpluses, whereas poorer districts-especially inner cities and in the rapidly growing South and West-have difficulty hiring. (as cited in Darling-Hammond, 2003, p. 12)

There are two major factors contributing to the teacher shortage. First, teacher supply is local: shortages may exist in one specialty or geographical area while surpluses are present in another area. According to the American Association for Employment in Education (2000) significant shortages continue to be reported in science, math, English as second language, and bilingual education; while physical education and health education have surpluses. Second, indicators of qualification many times are lowered or eliminated to fill vacancies. For example, results from the 1998-1999 *Urban Teacher Challenge* survey reported that 82.5% of responding districts from the Great City Schools, the nation's largest urban centers, reported employing non-credentialed teachers in order to staff classrooms (The Urban Teacher Collaborative, 2000).

Texas is a state that faces a serious teacher shortage. The Texas State Board of Educator Certification (2002c) reported for the 2001-2002 school year a shortage of approximately 45,000 teachers, and about 6,400 of the needed teachers were in the area of bilingual/ESL education (Texas A&M System Institute for School-University Partnership, 2003). Since 1999, the Texas A&M University System under *The Regents' Initiative for Excellence in Education* has been conducting annual studies on teacher demand in order to monitor employment needs in Texas school districts. The results of these studies, for the past three years, have demonstrated a consistent shortage of bilingual/ESL certified teachers. Across the state, in urban, suburban, and rural communities, elementary bilingual/ESL and secondary bilingual/ESL are two of the six most difficult subject areas to fill (Texas A&M System Institute for School-University Partnership, 2003). For example, Independent towns, the largest school districts in

Texas with student enrollments between 25,000-100,000, reported between 48%-51% difficulty in hiring elementary and secondary bilingual/ESL teachers. For the major suburban districts, this difficulty ranges from 28%-56%; while in major urban areas it varies from 43%-50%.

For the most part the teacher shortage will vary according to state, region, area of specialization, and socioeconomic level of the school. The American Association for Employment in Education (AAEE, 2000) reports various factors that affect employment in the area of education:

- personal career decisions made by those considering specialties within the profession
- certification areas available to teacher candidates at the colleges they are attending
- teacher training programs and the number of graduates that can be produced in a specific area at a specific institution of higher education
- the number of teachers needed in the workplace
- the number of PK-12 students enrolled in the school system
- retirements of teachers
- attrition of teachers leaving the profession
- student demographics within the education system, specifically population shifts and second language needs
- demographics of educators, specifically age, gender, and ethnicity
- urban, suburban, and rural shifts of both the students and the educators

- salaries and benefits for teachers
- working conditions and school violence
- educator's reserve pool available to fill positions, including substitute teaching
- the effect of education reforms: teacher preparation programs, class size, and professional development needs and requirements
- local funding and school support
- state mandates and funding: class size and support for specific programs in states
- national mandates and funding: inclusion and mainstreaming of students from special populations

All these factors could affect teacher supply; and currently many districts are facing a combination of two or more of these factors. Consequently, schools are often forced to hire less qualified teachers out of field teachers, or even make use of long-term substitutes, simply because classrooms cannot be left without teachers. Therefore, states have had to come up with different strategies to solve the problem such as offering alternative certifications, salary increases, targeted recruitment, supportive induction programs, hiring retired teachers, recruiting teachers from outside the country, and even recruiting individuals from business or military settings (AAEE, 2000; Gitomer & Latham, 2000; Urban Teacher Collaborative, 2000). In Texas, teachers who are not certified for their assigned teaching positions may be given one of five types of permits: nonrenewable, temporary classroom assignment, temporary exemption, emergency and

district teaching. Each of these temporary permits allows a person with teaching credentials to be employed in the public school system for varying lengths of time until the individual achieves the appropriate certification in the field in which he/she is teaching. The district teaching permit, which must be approved by the commissioner of education, is for degreed individuals who are not certified as teachers. The district teaching permit remains valid as long as the individual holding the permit is employed by the requesting district. The three areas with the greatest number of teaching permits are special education, ESL, and bilingual education (Texas Education Agency, 2002). Clearly, something must be done to address the teacher shortage challenge.

Recruitment and Retention of Bilingual/ESL Teacher Candidates

According to Kindler (2002) the enrollment of English language learners in U.S. schools has increased approximately 100% in the past 10 years while the general school population has grown only 12%. About 4.5 million English language learners were enrolled in U.S. public schools, representing approximately 9.6% of the total school population. In Texas alone around 570,000 students are English language learners representing 14% of the total enrollment (Kindler, 2002). This increase directly impacts the demand for teachers, especially those specializing in the area of bilingual/ESL education.

To gather information on the enrollment of English language learners, their educational conditions, and the program and services provided to them, the U.S. Department of Education's Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

(OELA) conducts an annual survey of State Educational Agencies. Based on the data collected from 49 State Educational Agencies during the 2000-2001 school year, the average teacher to English language learner student ratio was about 1:24 , which means 147, 362 certified teachers appointed to 3,592,308 students. Not all these teachers are certified in the field of bilingual or ESL education. There is an average of one teacher certified in ESL for every 44 English language learners, and an average of one teacher certified in bilingual education for approximate every 47 English language learners (Kindler, 2002). Texas reported approximately 570,000 ELL students to approximately 27,000 certified teachers assigned to English language learners. Evidently, there is a great need for bilingual/ESL teachers; but as Diaz-Rico and Smith (1994) stated, “recruiting bilingual teachers is a challenge” partly because there is “low enrollment of Hispanics in higher education” (p. 256). In addition, recruitment of bilingual candidates is affected by language proficiency in English and the target language as well as the disapproving societal view of bilingual education. Therefore, teacher preparation programs need to find ways to ameliorate this problem.

There have been many recruitment strategies on the part of teacher preparation programs to enroll teacher candidates into shortage areas, like bilingual/ESL education. For example, (1) early recruitment; some states provide opportunities to high school and middle school students to tutor and work in classrooms as well as to help these students to complete high school and to attend college, in some cases even providing some summer college preparatory courses; (2) scholarships and loan-forgiveness programs; many states provide some kind of scholarship or forgivable loan to candidates agreeing

to teach for a certain period of time in areas where there is a teacher shortage; (3) making efforts to recruit teachers' aides, minorities, students from community college, or personnel from the military and business sector; (4) social support systems, such as improving test-taking skills and providing academic counseling and tutoring; (5) collaboration between local school districts and teacher preparation programs (Berry, Darling-Hammond, Haselkorn, & Fideler, 1999; Diaz-Rico & Smith, 1994; Education Commission of the States, 2000; Gandara & Maxwell-Jolly, 2000; National Education Association, 2002). In fact, many of these efforts have been classified into five categories (Berry et al., 1999): (1) pre-college recruitment programs; (2) programs used to increase the recruitment and retention of college students; (3) pathways between community colleges and universities; (4) programs to recruit paraprofessionals and teacher aids; (5) programs that attract mid-career teacher candidates.

Moreover, Diaz-Rico and Smith (1994) believe that there are four philosophical elements that unify university and school district efforts in the recruitment and retention of bilingual/ESL teachers. They affirm that there should be a personal connection between school and university, as this lowers anxiety for potential bilingual teacher candidates. Also, school districts and teacher preparation programs should be in alignment to bring together theory and practice. Third, school districts and teacher preparation programs should take an active role in making teachers and teacher candidates feel valued by directly responding to specific concerns such as placement preferences and classroom problems. Finally, it is imperative that both sectors fully support bilingual teachers and bilingual teacher candidates.

Specifically in Texas, the Texas Education Agency (1999) suggested some strategies to increase new teacher recruitment:

- Develop a Texas Education Scholarship for outstanding high school students and individuals changing careers who enroll in teacher certification programs.
- Put into effect a loan forgiveness program for those who prepare for and teach in shortage areas.
- Fund the Texas Future Teachers Loan Fund and publicize the program.
- Provide financial incentives to institutions that certify teachers in shortage areas.
- Texas should create a compensation plan for those institutions offering field-based activities to pre-service teachers.
- Provide discretionary funding to encourage higher education institutions and school districts to collaborate on activities to address critical teacher shortages.
- Employ staff whose responsibility is to enlist the media to publicize the teacher shortage problem as well as develop opportunities to enter the profession.
- Develop, implement and fund teacher induction programs in Texas public schools to assist new teachers in their first years.
- Provide financial support to teachers already in Texas classrooms who are willing to work toward new certification in a shortage field.

The Sid W. Richardson Foundation in its report *Excellent teachers for all Texas schools: Proposals for engaging educational stakeholders in concerted action* (2001), has also proposed recommendations for the preparation and retention of educators in all teaching fields. Specifically for university/college Deans and faculty they suggest:

- Actively promote university-wide-faculty participation in the preparation of teachers by recruiting outstanding faculty and rewarding them for their work in this critical function.
- Expand and strengthen the network of professional development schools and partnership schools working with the university to ensure exemplary and supportive sites for the preparation and development of teachers.
- Actively recruit bright, capable, service-oriented students to pursue teaching as a career.
- Ensure that the educator-preparation degree programs include the information contained in Texas Essential Knowledge and Skills (TEKS) and Examination for the Certification of Educators in Texas (ExCET) standards.
- Develop university-wide mentoring structures that support undergraduate teacher candidates as they advance through the teacher-preparation program, focusing on engaging arts/sciences faculty in advisory work.

All these strategies, in addition to the most commonly utilized programs by institutions of higher education such as financial aid packages, faculty and peer mentoring, academic and financial aid advising, and leadership opportunities have the potential to assist in the recruitment and retention of teacher candidates in the high need of bilingual/ESL education; thus increasing the number of bilingual/ESL certified teachers.

Conclusions

This nation has always had a polyglot population. However, since World War I anything foreign, especially languages other than English, has been seen as a threat to

the stability of the country. This shift created a negative societal view towards bilingualism. Even as early as colonial times, the dominant English society has tried to hamper any actions that do not conform to the norm established by the Anglo-Saxon community, especially in education. As a result, bilingual education was banned from 1919 until late 1960s.

It was obvious to policymakers that the education of English language learners was not the most appropriate kind of education, thus many language minority students were not succeeding in school. During the Civil Right Era it was noted that changes in education needed to be made. Consequently, the Bilingual Education Act of 1968 was created and some attention was paid to the education of English language learners. As years have passed many educational reforms, policies and court cases have help improve the education of English language learners, from a variety of educational programs up to the creation of standards for teaching this particular group of students. The problem is these efforts have not done enough. Even in the 21st century in the United States, not all language minority students are been appropriately served for many different reasons, not enough funding, lack of support, inappropriate curricula, societal views of the programs, and especially a lack of qualified teachers.

The population of English language learners is growing at a fast speed. The ability to teach and understand language minority students has become an irrefutable necessity. More and more institutions of higher education are responsible for preparing qualified teachers to work with culturally linguistic diverse students. The problem is that universities are not providing the number of certified teachers needed to serve this

particular student body, resulting in the appointment of uncertified teachers. For this reason, teacher preparation programs need to ensure the production of sufficient numbers of qualified teachers in the areas of bilingual and ESL education in order to keep pace with this rapidly growing population. Therefore, it is imperative that institutions of higher education find ways to recruit and retain teacher candidates in the high need areas of bilingual/ESL education.

Research has clearly outlined several possible strategies, programs and services that are designed and implemented in the recruitment and retention of teacher candidates. The strategies, programs, and services that have been summarized in this chapter could serve as a guide by which teacher preparation programs could evaluate the importance and intensity of their recruitment and retention programs and could be used to decide if programs are adequate to meet the needs of their bilingual/ESL teacher candidates. On the other hand, these strategies could also serve as a template by which institutions could evaluate the breath and depth of their existing services to determine if they, along with society, continue to hold a negative view of bilingual education.

CHAPTER III

RESEARCH METHODOLOGY

This study was designed to investigate critical factors influencing the recruitment, retention, and graduation of potential bilingual/ESL teacher candidates attending teacher preparation programs throughout the state of Texas. Administrators of teacher preparation programs in Texas were surveyed and some interviewed in order to assess their perceptions. Administrators of teacher preparation programs were selected for this study because of their knowledge of the factors that influence the recruitment and retention of pre-service and in-service teachers at their specific campuses. In addition, they are the leaders in the educational arena; they have the authority to create, accept, fund, and implement new programs that can greatly influence teacher preparation education. Accordingly, the study compared the success rate of recruiting and retaining bilingual/ESL teacher candidates within the geographical locations of the institutions and the efforts used by the programs. The research methodology used in this study reflects the use of quantitative as well as qualitative methods. The methodology used in this study is explained in detail in this chapter.

Population

The population for this study encompassed all Deans, department chairs, or program directors of teacher preparation programs in Texas public and private higher education institutions that are in charge of preparing bilingual/ESL teacher candidates. In the year 2004 in Texas, there were 68 public and private institutions of higher education that offered teacher preparation programs, in addition to eight online

universities. Only 40 of these institutions offered bilingual and/or ESL education programs, representing 58.8% of the total number of institutions offering teacher preparation programs in Texas. The questionnaire was sent to the entire population of administrators (n=40) in these institutions. In addition, five of the deans received a follow up interview for validation, clarification and expansion of the data obtained from the questionnaire.

The names of all institutions of higher education in Texas were identified from a data base found on the Texas Higher Education Coordinating Board webpage. The names and email addresses of the selected deans were derived by cross-checking each university's home page to ensure that bilingual and/or ESL teacher preparation programs were offered. Some institutions were composed of small departments and did not have an official Dean; therefore, the chair of the department offering the program was contacted. Once all the programs and contact people were obtained, a master list with (1) the name and address of the institution, (2) the name of the dean or department chair, (3) contact email and phone number, along with (4) type of program was created.

Quantitative Data

Instrumentation

Most of the data from this study was gathered from the survey entitled *Recruitment and Retention of Bilingual/ESL Pre/In-Service Teachers*. It collected information on the factors concerning the recruitment and retention of bilingual/ESL teacher candidates. The questionnaire was divided in two sections: the structure of the university, and

information on the teacher preparation program and the bilingual and/or ESL programs offered.

To enhance the validity and reliability of the survey, an existing study served as a basis for its development. The study, *Research from Superintendents: Addressing the Need for Bilingual/ESL Teachers* (Lara-Alecio et al., in press) was conducted by the Texas A&M University Bilingual/ESL Teacher Retention and Recruitment Coalition primarily as a response to the growing need of bilingual/ESL teachers. The researchers surveyed 926 superintendents in Texas via the Internet, from which 635 responded (a 68% return rate), with an internal validity based on a Cronbach's alpha of .89 (Lara-Alecio et al.).

The survey instrument used for the study at hand consisted of 32 questions. These items requested information about respondents, their institutions and in particular their teacher preparation programs, and their perceptions concerning four areas: (1) the importance of the bilingual/ESL program; (2) strategies to recruit and retain bilingual/ESL teacher candidates; (3) the extent to which faculty prepare teacher candidates to work with English language learners; and (4) the success of preparing future teachers to become certified in the area of bilingual and/or ESL education. Most of the items in the survey utilized a three to five point Likert scale depending on the specificity of the question. Other items requested respondents to choose among listed options, while other questions allowed open-ended responses.

To increase the degree of validity of the questionnaire instrument the following steps were taken. First, the questionnaire was reviewed for structure, clarity, and

comprehension by the researcher's doctoral committee chair, three university professors, and a former Dean of a teacher preparation program, in order to determine face and content validity. Some of the suggestions offered by these individuals included the use of a shorter questionnaire, clarification of certain questions, and the addition of a question regarding the success rate of bilingual/ESL teacher candidates on state certification exams.

The revised questionnaire was downloaded on the Bilingual Laboratory and Server Unit at Texas A&M University and sent along with an email to three university professors, one director of a bilingual program at a major Texas state university, and one department chair of another major university in Texas. The email explained the intent of the pilot test and asked participants to estimate the time needed to complete the questionnaire, to indicate any needed clarifications of the instrument, to point out any questions that they believe did not apply, and to provide suggestions for any other elements needing to be targeted. The questionnaire was again revised for structural format, clarification regarding degree versus certification options, and the need to add a question regarding faculty concerns. These final remarks were used to refine and revise the questionnaire into its final format.

Procedures

The surveying procedure started in mid June, 2004 and ended in mid August, 2004. Each of the 37 deans and three department chairs selected received an email requesting their participation in the study (See Appendix A). The email provided a link to the information sheet (Provided as Appendix B) which explained the purpose of the

questionnaire, the benefits for participating in the study, instructions to fill out the questionnaire, the confidentiality terms of the study, and a link to the actual questionnaire (see Appendix C).

After two weeks a follow-up email was sent to non-respondents in the same manner as the first email. After another week, the researcher called the non-respondents' secretaries asking them to remind their Deans or department chairs to fill out and submit the questionnaire. Some of the Deans were on vacation, so the researcher asked the secretary for the email of any other administrative personnel that could participate in the study, and the questionnaire was sent to them. After two weeks, a third email was sent to the deans and department chairs (Appendix D). If there was no response after the three emails and the phone call, the researcher contacted the program directors and sent them the same email sent to the Deans. The same follow up process was used with the program directors; three emails and a phone call. The first week of August, the researcher contacted via email those institutions that had not responded and explained that the study was to be closed and that their information was still missing. From 40 institutions 35 responded, for an 88% response rate. One of the institutions that did not respond had a new Dean and a new program director who will not start until fall 2004; therefore, there was no one who could answer the questionnaire in that case.

Data Analysis

There are three questions that will be addressed in this study:

1. What methods/policies/actions are institutions of higher education in Texas utilizing to recruit and retain bilingual/ESL teacher candidates?

2. What programs/services are institutions of higher education in Texas providing to effectively prepare bilingual/ESL teacher candidates?
3. Which institutions of higher education in Texas attract the most bilingual/ESL teacher candidates, and what are the key factors in their successful efforts?

Since most of the data obtained from the questionnaire was descriptive in nature, descriptive statistics was used as the primary mode of analysis. Data from the surveys was analyzed using a statistical program entitled SPSS12.0 for Windows and SmartViewer. Statistical methods that were used to analyze the data included frequency distributions, crosstabulations, and logistic regression analysis. Frequency distribution was used to answer the first research question, while the cross tabulation and logistic analysis were used to answer research questions two and three.

The variables for research question one were grouped into seven categories; (1) importance of the recruitment of bilingual/ESL teacher candidates; (2) strategies used to recruit bilingual/ESL teacher candidates; (3) locations from where most candidates are recruited; (4) programs and services provided to recruit and retain teacher candidates, and their importance to the college; (5) provision of role models for bilingual/ESL teacher candidates; (6) receptiveness and responsiveness of faculty to the needs of bilingual/ESL candidates; and (7) commitment of the college to the successful graduation of bilingual/ESL teachers.

For research question two: “What programs/services are institutions of higher education in Texas providing to effectively prepare bilingual/ESL teacher candidates?”

the success rate of bilingual/ESL teacher candidates in passing TExES certification exams and the Spanish TOPT was taken into consideration. In addition, four of the six NABE's National Standards for the Preparation of Bilingual/Multicultural Teachers (1992) were taken as independent variables: (1) institutional resources, coordination and commitment, (2) bilingual/multicultural program curricula, (3) field work and practicum experiences in bilingual/multicultural classrooms, (4) opportunities for professional development. These independent variables were compared to a dependent variable, the success rate on the TExES exams. The quantitative methods used were crosstabulation and logistic regression. Crosstabulation was used to evaluate if the dependent variable, passing rate on TExES exam, was associated with the independent variables. The reasoning for using logistic regression was to understand which independent variables are contributing more or less to the passing rate of the certification exams.

Research question three asked: "Which institutions of higher education in Texas attract the most bilingual/ESL teacher candidates, and what are the key factors for their efforts?" To answer this question, it was necessary to look at which institutions had the highest enrollment of bilingual and ESL students. Therefore, a crosstabulation analysis for location and type of institution comparing student enrollment was performed. Subsequently, an evaluation of the strategies, programs, and efforts used by the institutions for the recruitment and retention of teacher candidates took place. Linear regression was carried out in order to assess which independent variables are contributing to the enrollment of teacher candidates in bilingual/ESL disciplines. The independent variables used to address this part of the question were organized into four

categories: (a) attitudinal responses, (b) recruitment and retention strategies, (c) accountability, and (d) investment measures.

Qualitative Data

Instrumentation

The survey contained four open-ended questions focusing on the challenges and concerns faced when dealing with bilingual/ESL programs, and the vision of the Deans and administrators in relation to these programs and what strategies will drive this vision. Based on these responses, along with other items of the survey, a total of six questions were developed for a follow up interview (See Appendix E). The questions addressed four recurring topics found on the survey data: (1) the concerns of institutions having difficulties recruiting and retaining bilingual/ESL teacher candidates and bilingual/ESL professors; (2) requesting a deeper insight on the most positive strategies used to recruit and retain teacher candidates; and (3) the need for a responsive attitude towards English language learners and the community.

Procedures

The last question of the survey gave the respondents the option to participate in a follow up interview. About 90% of the respondents answered positively to this question. The researcher contacted those institutions with the highest rate in recruiting and retaining bilingual/ESL teacher candidates (an enrollment of more than 150 students) who had individuals consenting to a follow up interview. These provided a possible seven administrators. From these seven administrators only five actually agreed to an interview. They were given the option for a telephone or a face-to-face interview. One

administrator agreed to a face-to-face interview and the other four to a telephone interview. The regions of Texas that were represented by the interview participants were central Texas, west Texas, southwest Texas, northeast Texas, and the Valley.

Data Analysis

The qualitative data obtained from the open-ended questions, items 28-32 of the survey, and the follow up interviews were gathered as a supplement to the quantitative data. Allowing participants to respond in their own words yielded additional information that would not have been provided in forced-choice questions. These responses provided a means for me to verify my interpretations of the quantitative data. The responses obtained from the open-ended questions and the interviews were read and reread; and then organized into categories according to recurring topics. The most common topics found were: difficulties in recruiting and retaining bilingual/ESL teacher candidates and faculty for the programs; successful and innovative strategies used for recruiting and retaining bilingual/ESL candidates and faculty; certification issues and innovative ways to deal with these problems; and a need for a responsive attitude towards English language learners. These specific comments confirmed and strengthened the interpretations made based on the quantitative information generated from the questionnaire.

Summary

This chapter provided information on the participants, (administrators of teacher preparation program), the questions that served as the basis for this study, the development of the questionnaire instrument and its review; and as final components the

data collection procedures and its analysis. Both quantitative and qualitative methods were used in an attempt to gain a holistic understanding of practices in Texas. Chapter IV details these findings of the analyses.

CHAPTER IV

FINDINGS

Forty deans or administrators of teacher preparation programs in Texas were invited to participate in this study via an electronic questionnaire. The subjects were administrators in institutions that offered bilingual and/or ESL education programs. Thirty-five of the subjects contributed to the study by responding to the questionnaire. One of the respondents did not fill out the questionnaire in total because his/her institution does not offer an ESL program, even though the university web page alleged to do so; and therefore many of the questions did not apply to the respondent's institution. Consequently, the information provided by this participant was not used in this study.

The percentage of subjects responding by the Texas region in which their institutions were located compared favorably to the percentage of all subjects invited to participate and the Texas regions in which their institutions were located. Table 4.1 provides a comparison of the percentage of subjects that were surveyed to the percentage of subjects that responded to the questionnaire and their geographical regions.

*Table 4.1
Percentage of Subjects Surveyed in Comparison to Respondents, According to
Geographical Regions in Texas*

| Texas Regions | Number Surveyed | Number of Responds | Percent of Total Surveyed | Percent of Total Responds |
|----------------------|------------------------|---------------------------|----------------------------------|----------------------------------|
| Northeast | 10 | 8 | 25% | 22.8% |
| Northwest | 3 | 2 | 7.5% | 5.7% |
| East | 1 | 1 | 2.5% | 2.9% |
| West | 3 | 3 | 7.5% | 8.6% |
| Central | 9 | 7 | 22.5% | 20.0% |
| Southeast | 9 | 9 | 22.5% | 25.7% |
| Southwest | 2 | 2 | 5% | 5.7% |
| Valley | 3 | 3 | 7.5% | 8.6% |
| Total | 40 | 35 | 100% | 100% |

The three regions of Texas with the largest number of teacher preparation programs providing bilingual and/or ESL education are located in the northeast region of Texas (10), the central region of Texas (9), and the southeast region of Texas (9). They also were the regions that provided the largest amount of responses to the questionnaire.

This chapter provides the results of the analyses of the responses to the electronic questionnaire sent to administrators of teacher preparation programs in Texas that offer bilingual/ESL education. Thirty-five questionnaires (88%) were received; from which 34 questionnaires (85%) were included in the analysis because one participant did not

fill out the questionnaire completely. Not all totals provided in the analysis add up to 34 because not all participants provided an answer to each of the items in the questionnaire.

In addition, data obtained from interviews given to selected administrators was used to clarify and expand the responses obtained from the questionnaires. In order to assist teacher preparation programs in further developing plans of actions toward recruitment and retention of bilingual/ESL teacher candidates, and to contribute to the research that examines teacher training for bilingual/ESL teacher candidates, this study sought to answer three research questions:

1. What methods/policies/actions are institutions of higher education in Texas utilizing to recruit and retain bilingual/ESL teacher candidates?
2. What programs/services are institutions of higher education in Texas providing to effectively prepare bilingual/ESL teacher candidates?
3. Which institutions of higher education in Texas attract the most bilingual/ESL teacher candidates, and what are the key factors in their successful efforts?

The data obtained to answer these research questions will be explained in further detail in this chapter.

Institutional Characteristics

As part of this study, data was collected concerning characteristics of each respondent's institution of higher education and its teacher preparation program. Data collected on this topic included; (1) geographical location, (2) type of institution: (a) public or private, (b) baccalaureate or post-baccalaureate, (3) total enrollment of students

in the college of education, (4) number of students seeking bilingual degree or certification, (5) number of students seeking ESL degree or certification, (6) number of faculty in the bilingual and/or ESL program, (7) percentage of allocated budget for the program, and (8) success at attracting external funding. All these descriptors were obtained from items in the questionnaire instrument.

The results of the data analysis showed that the majority of the institutions that responded to the questionnaire were located in the northeast and southeast regions of Texas. Twenty-three percent of these institutions were located in northeast Texas and about 26% were located in southeast Texas. Some of the most concurrent characteristics were

1. Most institutions were publicly funded and provided post-baccalaureate programs.
2. More than 73% of the bilingual/ESL programs are receiving external funding.
3. Approximately 50% of the programs allocate less than 10% of their budget to the bilingual/ESL program.

Further details of the data analysis for institutional characteristics are offered in the following sections.

Geographical location

Among the institutions represented in this study (N=34)¹, the largest representation was from the southeast region of Texas (N=9), followed by the northeast region of Texas (N=8), central region of Texas (N=6). West Texas (N=3), the Valley (N=3), and the

¹ One of the questionnaires had missing data so it will not be used in this study.

northwest region of Texas (N=2) followed in order of the highest number of institutions represented. East Texas accounted for only one response. The chart below represents the percentages of institutions represented by geographical regions (Figure 4.1).

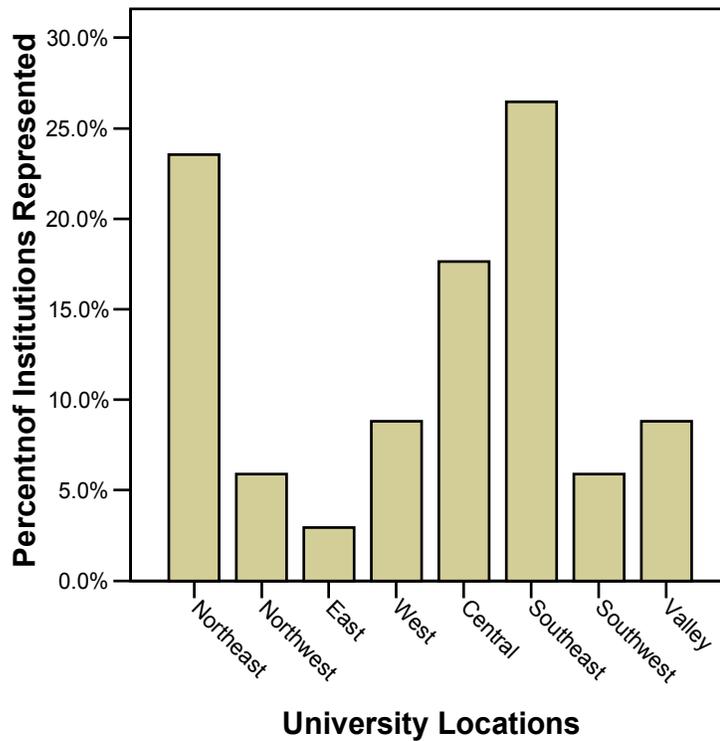


Figure 4.1 Geographical Locations of Institutions Represented in This Study

Types of Institutions

Twenty-five of the institutions represented in the response were public while nine were private colleges. Thirty of the universities provided graduate studies (post-baccalaureate) and only four were undergraduate colleges (table 4.2).

Table 4.2
Types of Institutions Represented in the Study

| Institution | Frequency | Percent |
|--------------------|------------------|----------------|
| Public | 25 | 73.5 |
| Private | 9 | 26.5 |
| Four years | 4 | 11.8 |
| Four plus years | 30 | 88.2 |

Total Enrollment in the Colleges of Education

Eight of the responding institutions had less than 500 students enrolled in their colleges of education. Five more institutions had between 500-999 students enrolled in their colleges of education. Eleven out of the 34 institutions that responded had a student body ranging from 1,000 to 2,999 students. Seven more respondents had between 3,000 to 5,000 students enrolled in their colleges; and only three of the respondents reported having more than 5,000 students in their colleges of education (Table 4.3).

Table 4.3
Total Enrollment in the Colleges of Education Represented in the Study

| Total Enrollment | Frequency | Percent |
|-------------------------|------------------|----------------|
| Less than 500 | 8 | 23.5 |
| 500 to 999 | 5 | 14.7 |
| 1,000 to 2,999 | 11 | 32.4 |
| 3,000 to 5,000 | 7 | 20.6 |
| More than 5,000 | 3 | 8.8 |

Number of Students Seeking Bilingual Degrees or Certification

From the 34 institutions that responded only two did not have a bilingual program. The range for the number of students seeking bilingual degrees and/or certification was between 0 to more than 100. The mean of students seeking bilingual degrees was around 51 students and the mean for bilingual certification was about 33. Four of the institutions did not have any student seeking bilingual degrees, and five of the institutions reported not having any students seeking bilingual certification. Nearly 18% estimated an enrollment of less than 20 students seeking bilingual degrees, and about 38% reported the same number of students seeking bilingual certification. Approximately 35% estimated an enrollment ranging between 20 to 79 students seeking bilingual degrees; and 32% reported having an enrollment of more than 19 and less than 80 seeking bilingual certification. For an enrollment between 80 to 100 students 9% of the institutions reported this number of students were seeking bilingual degrees and 6% estimated the same number of candidates seeking bilingual certification only. Twenty-

seven percent estimated having more than 100 students seeking bilingual degrees and only three institutions reported having more than 100 students seeking bilingual certification (Table 4.4).

*Table 4.4
Number of Students Seeking Bilingual Degree and Certification*

| Number of Students | Bilingual Degrees | | Bilingual Certification | |
|---------------------------|--------------------------|----------------|--------------------------------|----------------|
| | Frequency | Percent | Frequency | Percent |
| 0 | 4 | 11.8 | 5 | 14.7 |
| 1 to 19 | 6 | 17.6 | 13 | 38.3 |
| 20 to 49 | 7 | 20.6 | 5 | 14.7 |
| 50 to 79 | 5 | 14.7 | 6 | 17.6 |
| 80 to 100 | 3 | 8.8 | 2 | 5.9 |
| More than 100 | 9 | 26.5 | 3 | 8.8 |

The institutions that had more than 100 students seeking bilingual degrees and certification were located in northeast Texas, west Texas, central Texas, southeast Texas, southwest Texas and the Valley.

Number of Students Seeking ESL Degrees or Certification

Two of the 34 institutions that responded to the questionnaire reported not having an ESL program. The range for the number of students seeking ESL degrees and certification was between 0 to more than 100. The mean of students seeking ESL degrees was around 21 and the average for ESL certification was about 14 students. Ten

of the institutions did not have any student seeking an ESL degree; nine other institutions reported not having any students seeking ESL certification. Approximately 41% estimated an enrollment of less than 20 students seeking ESL degrees, and about 56% reported the same number of students seeking ESL certification. About 18% percent estimated an enrollment ranging between 20 to 79 students seeking ESL degrees and only about 15% reported having more than 19 students but less than 80 seeking ESL certification. Only one institution reported an enrollment of between 80 to 100 students seeking ESL degrees. Approximately, nine percent estimated having more than 100 students seeking ESL degrees and there was only one institution that reported having the same number of students seeking ESL certification (Table 4.5).

*Table 4.5
Number of Students Seeking ESL Degree and Certification*

| Number of Students | ESL Degrees | | ESL Certification | |
|---------------------------|--------------------|----------------|--------------------------|----------------|
| | Frequency | Percent | Frequency | Percent |
| 0 | 10 | 29.4 | 9 | 26.5 |
| 1 to 19 | 14 | 41.2 | 19 | 55.9 |
| 20 to 49 | 5 | 14.7 | 4 | 11.8 |
| 50 to 79 | 1 | 2.9 | 4 | 2.9 |
| 80 to 100 | 1 | 2.9 | 0 | 0 |
| More than 100 | 3 | 8.8 | 1 | 2.9 |

Institutions located in northeast Texas, central Texas, southeast Texas, and west Texas reported more than 100 students seeking ESL degree and/or certification.

Number of Faculty in the Bilingual/ESL Programs

According to the data gathered for this study the number of faculty in bilingual programs (N=32)² ranged between 0 to 27 instructors, and the number of faculty in ESL programs (N=32)³ ranged between 0 to 23 (Figures 4.2 and 4.3). Only two of the 34 participants reported that different faculty serve in each of the programs. About 85% of the institutions had less than ten faculty members in the bilingual/ESL program. Four of the participants reported having more than 10 bilingual instructors; while five participants reported having more than ten ESL instructors. One institution affirmed having 22 faculty members in their bilingual program, in addition to 27 members in the ESL program.

² Two institutions reported not offering a bilingual program.

³ Two other institutions reported not offering an ESL program.

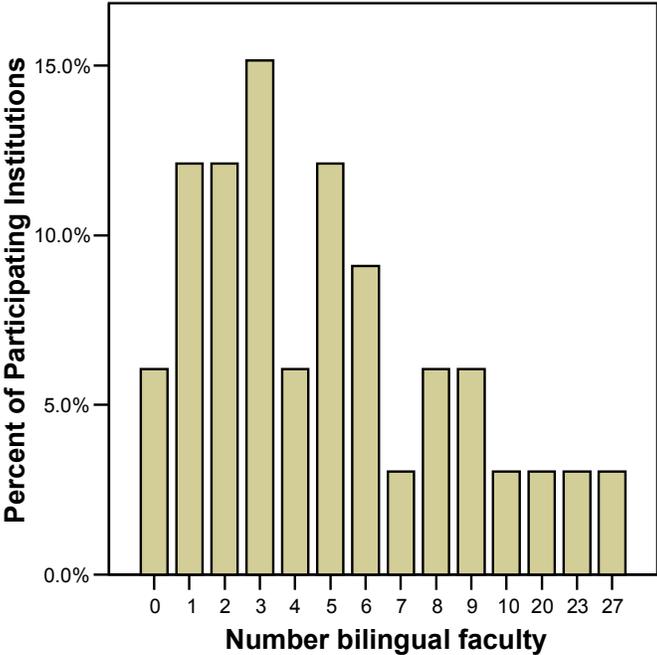


Figure 4.2 Number of Bilingual Faculty

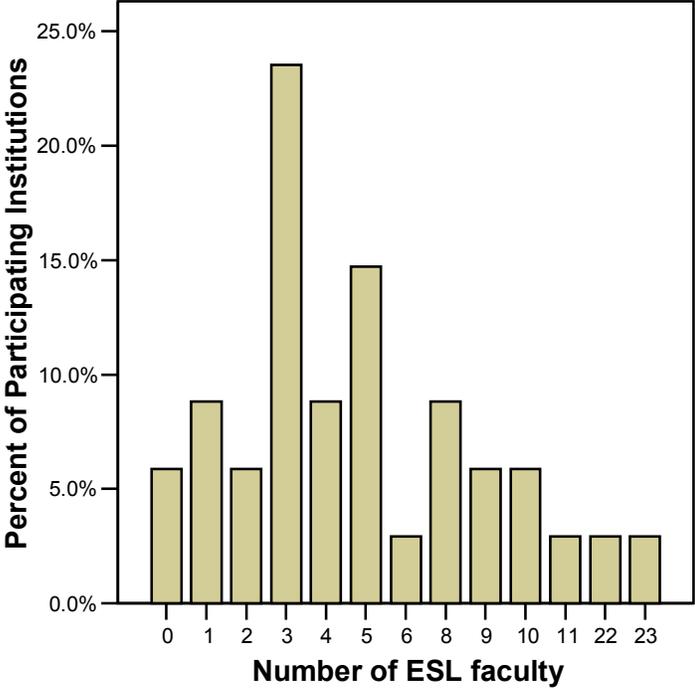


Figure 4.3 Number of ESL Faculty

Funding for the Program

About thirty-eight percent of the institutions represented in this study have been extremely successful at attracting external funding; and 35% have been somewhat successful (Table 4.6). Only nine institutions out of the 34 reporting institutions have been unsuccessful in attracting external funding. The two institutions that only offer ESL education have not been successful in attracting external funding.

*Table 4.6
Success in Attracting External Funding for Bilingual/ESL Programs*

| Success at Attracting Funding | Frequency | Percent |
|--------------------------------------|------------------|----------------|
| Not Successful | 9 | 26.5 |
| Somewhat Successful | 12 | 35.3 |
| Extremely Successful | 13 | 38.2 |

In reference to the percentage of the colleges' budget allocated to bilingual/ESL programs, only 30 participating institutions responded to this question (Table 4.7). The allocated budget ranged from receiving 0 to 5% to getting more than 25% of the budget. More than half of the institutions in this study receive between 0 to 10% while only four institutions assign more than 25% of the college budget to their bilingual/ESL programs.

Table 4.7
Percentage of the Budget Allocated to the Bilingual/ESL Programs

| Allocated Budget | Frequency | Percent |
|-------------------------|------------------|----------------|
| 0 to 5% | 6 | 17.6 |
| 6 to 10% | 11 | 32.4 |
| 11 to 15% | 3 | 8.8 |
| 16 to 20% | 2 | 5.9 |
| 21 to 25% | 4 | 11.8 |
| More than 25% | 4 | 11.8 |
| Missing | 4 | 11.8 |

It is obvious that the institutions participating in this study were very diverse, ranging from small to large colleges, from public to private, from having small enrollments of bilingual/ESL candidates to large enrollments. The participants of this study provided crucial data that was used to identify critical elements for recruitment, retention, and graduation of potential bilingual/ESL pre/in-service teachers attending teacher preparation programs in colleges of education in the state of Texas.

Research Question One

As mentioned previously in chapter II of this study, there is a shortage of teachers qualified to meet the needs of English language learners. Institutions of higher education have been asked to find ways to produce more qualified teachers that could serve these students. A question arises: are institutions of higher education taking actions to ameliorate teacher shortages in the area of bilingual/ESL education?

The findings in this section address research question one: “What methods/policies/actions are institutions of higher education in Texas utilizing to recruit and retain bilingual/ESL teacher candidates?” The data used to address this question was collected using the questionnaire developed and used for this study. Moreover, the data analysis is organized by seven categories of variables that address research question one: (1) importance of the recruitment of bilingual/ESL teacher candidates; (2) strategies used to recruit bilingual/ESL teacher candidates; (3) locations in which most candidates are recruited; (4) programs and services provided to recruit and retain teacher candidates, and their importance to the college; (5) provision of role models for bilingual/ESL teacher candidates; (6) receptiveness and responsiveness of faculty to the needs of bilingual/ESL candidates; and (7) commitment of the colleges to the successful graduation of bilingual/ESL pre/in-service teachers.

Importance in Recruitment of Bilingual/ESL Teacher Candidates

Participants in this study were asked to express the extent to which bilingual/ESL pre/in-service teacher recruitment is extremely important, somewhat important or not at all important in their teacher preparation programs. From the 34 responses, only one subject expressed that bilingual/ESL teacher recruitment was not important at all (2.9%) to his/her college of education; this institution reported having an enrollment of less than 20 students in the bilingual/ESL program. For 22 institutions the recruitment of bilingual/ESL teacher candidates is extremely important (64.7%); and the remaining 11 institutions reported it as somewhat important (32.4%) to their teacher preparation program (Table 4.8).

Table 4.8
Importance in Recruitment of Bilingual/ESL Teacher Candidates

| Importance of Recruitment | Frequency | Percent |
|----------------------------------|------------------|----------------|
| Not at all Important | 1 | 2.9 |
| Somewhat Important | 11 | 32.4 |
| Extremely Important | 22 | 64.7 |

More than sixty percent of the institutions represented in this study consider the recruitment of bilingual/ESL teacher candidates extremely important to their teacher preparation program. A crosstabulation analysis was performed to determine which regional location considered the recruitment and retention of bilingual/ESL teachers as extremely important. The 21 institutions that considered extremely important the recruitment of bilingual/ESL teacher candidates were located in northeast Texas (6), northwest Texas (2), west Texas (1), central Texas (4), southeast Texas (5), southwest (2), and the Valley (2).

Strategies Used for the Recruitment of Bilingual/ESL Teacher Candidates

Participants were asked to select from all that applied in terms of the strategies used by their teacher preparation programs to recruit bilingual/ESL teacher candidates. According to the information provided by the participants and illustrated in Table 4.9, high school recruitment and professional organization recruitment were the strategies most often used by teacher preparation programs to recruit bilingual/ESL teacher candidates. Nearly 61% of the participants reported using professional organizations

and high school recruitment as a means to recruit candidates, while 50% reported using freshman orientations. Forty-seven percent of participants also recruited using the internet. In addition, about 27% of the participants reported using Regional Educational Service Centers to recruit candidates, while only eight institutions utilized the newspaper as a strategy to recruit bilingual/ESL teacher candidates. It is noteworthy that 18 institutions have other strategies to recruit bilingual/ESL teacher candidates. Among the other recruitment strategies described by the participants were collaborative programs with local school districts, high school summer academies, word of mouth, post-baccalaureate programs, collaboration with community colleges, grants and scholarships that aim for the recruitment of in-service teachers and teacher's aides to receive bilingual/ESL certification, college nights, and television advertisements.

Table 4.9
Strategies Used to Recruit Bilingual/ESL Teacher Candidates

| Strategies Used for Recruitment | Frequency | Percent |
|--|------------------|----------------|
| High School Recruitment | 21 | 61.8 |
| Professional Organization Recruitment | 21 | 61.8 |
| Other Strategies | 18 | 52.9 |
| Freshman Orientations | 17 | 50.0 |
| Web Recruitment | 16 | 47.1 |
| Regional Educational Service Center | 9 | 26.5 |
| Newspaper Recruitment | 8 | 23.5 |

The institutions represented in this study used a variety of strategies to recruit and retain bilingual/ESL candidates. The methods of recruitment chosen by most institutions were high school recruitment and freshman orientations. The least used approaches were high school summer programs and television advertisements.

Location in Which the Majority of Bilingual/ESL Candidates Are Recruited

In the same format as the previous variable, respondents were asked to select from a list those areas in which their teacher preparation programs recruited the majority of bilingual/ESL teacher candidates. It should be noted in Table 4.10 that nearly 85% of the participants affirmed recruiting the majority of their bilingual/ESL teacher candidates from within the state of Texas. Seventy-six percent recruit from local school districts, and 17.6% recruit internationally. Only two institutions reported recruiting from outside of Texas. The two participants that selected the “other” category explained that they recruit from local junior colleges and personal referrals, what they called “word of mouth.”

*Table 4.10
Locations for Recruiting Bilingual/ESL Candidates*

| Location of Recruitment | Frequency | Percent |
|---------------------------------|------------------|----------------|
| From within the state of Texas | 29 | 85.3 |
| From local school district | 26 | 76.5 |
| Internationally | 6 | 17.6 |
| From outside the state of Texas | 2 | 5.9 |
| Other | 2 | 5.9 |

The institutions that recruit from outside of Texas are located in the Northeast and Southeast region of Texas. On the other hand the five institutions that recruit internationally are located in northeast Texas, central Texas, southeast Texas and southwest Texas. Those are the regions with the largest student populations of English language learners.

Programs/Services Provided for the Recruitment and Retention of Bilingual/ESL Candidates

One of the questions included in the questionnaire was based on the literature related to retention and recruitment of teacher candidates. It listed 20 programs and/or services from which respondents were asked to select those that were provided by their college of education for the recruitment and retention of bilingual/ESL teacher candidates. Table 4.11 presents a frequency summary of the programs and services reported by the participants as being offered by their institutions. According to the summary, academic advising was a service that all institutions provide to their teacher

candidates. Other influential programs and services reported were financial aid advising with 82.4%, and preparation for certification exams with the same percentage; followed by new student orientations with 76.5% and scholarships for bilingual/ESL teacher candidates with 73.5%. Other programs or services that had more than a 50% response rate were providing a liaison between the university and public schools (64.7%), financial aid programs (61.8%), followed by bilingual/ESL student organizations, faculty mentoring programs, and recruitment programs all with 52.9%. Deepening mainstream students' knowledge about bilingual/ESL programs had a 50% response rate. The least used programs/services were secured four years of financial aid for bilingual/ESL teacher candidates, with a 5.9%, and secured four years of scholarship for bilingual/ESL teacher candidates, with 11.8%. Five institutions reported they offer other programs to recruit and retain bilingual/ESL teacher candidates. The programs described were Title III, federal grants, special tutoring along with a writing center, and a field-based cohort group which the respondent described as being "family-like."

Table 4.11
Programs/Services Provided for the Recruitment and Retention of Bilingual/ESL
Teacher Candidates

| Program/Service Offered | Frequency | Percent |
|--|------------------|----------------|
| Academic Advising | 34 | 100.0 |
| Financial Aid Advising | 28 | 82.4 |
| Preparation for Certification Exams Study Groups | 28 | 82.4 |
| New Student Orientations | 26 | 76.5 |
| Scholarships for Bilingual/ESL Candidates | 25 | 73.5 |
| Liaisons between Public Schools and University | 22 | 64.7 |
| Financial Aid for Bilingual/ESL Candidates | 21 | 61.8 |
| Faculty Mentoring Programs for Bilingual/ESL Candidates | 18 | 52.9 |
| Bilingual/ESL Student Organizations | 18 | 52.9 |
| Recruitment Programs | 18 | 52.9 |
| Deepening Mainstream Pre-Service teachers' Understanding of Bilingual/ESL Programs | 17 | 50.0 |
| Funds to Attend Educational Conferences | 13 | 38.2 |
| Academic Cohort Study Groups | 11 | 32.4 |
| Peer Mentoring Programs for Bilingual/ESL Candidates | 11 | 32.4 |
| Retention Programs | 10 | 29.4 |
| Leadership Groups | 7 | 20.6 |
| Academic Resource Centers for Bilingual/ESL Candidates | 5 | 14.7 |
| Other Programs | 5 | 14.7 |
| Secured 4 Year Scholarship Packages for Bilingual/ESL Candidates | 4 | 11.8 |
| Secured 4 Year Financial Aid Packages for Bilingual/ESL Candidates | 2 | 5.9 |

Not only were participants asked if any of these programs were present in their institutions, but they were also requested to rank the five most important programs or services their teacher preparation colleges provided for the recruitment and retention of bilingual/ESL pre/in-service teachers. Respondents assigned the number one to the top most important program offered by their institution, and the lowest ranked was assigned the number five. It can be deduced based on the information given by the participants, which is summarized in Table 4.12, that 44.1% of the participants ranked academic advising being the most important service provided by their institution, followed by scholarship for bilingual/ESL candidates with a 14.7% of response rate. The services and programs that were ranked as being the second most important were financial aid for bilingual/ESL teacher candidates with 17.6%, and preparation for certification exams with 14.7%. The services and programs ranked as third most important were financial aid advising (17.6%), and preparation for certification exams (14.7%). The service ranked as the fourth most important by 20.6% of the participants was academic advising, followed by bilingual/ESL student organizations, preparation for certification exams, and faculty and peer mentoring each with 8.8% response rate. About 15% of the participants reported bilingual/ESL student organizations and recruitment programs as the lowest ranked program offered by their institutions.

Table 4.12
Ranking of Programs/Services Provided for Students

| Programs/Services Offered | Rankings | | | | |
|--|---------------|--------------|--------------|--------------|--------------|
| | 1 | 2 | 3 | 4 | 5 |
| New Student Orientations | 1 (2.9%) | 4 (11.8%) | 1 (2.9%) | | 1 (2.9%) |
| Academic Advising | 15 (44.1%) | 4 (11.8%) | 1 (2.9%) | 7 (20.6%) | 1 (2.9%) |
| Financial Aid Advising | 1 (2.9%) | 5 (14.7%) | 6 (17.6%) | 2 (5.9%) | 1 (2.9%) |
| Bilingual/ESL Student Organizations | 2 (5.9%) | | 4 (11.8%) | 3 (8.8%) | 5 (14.7%) |
| Leadership Groups | | | | 1 (2.9%) | 1 (2.9%) |
| Academic Study Cohorts | | | 1 (2.9%) | 2 (5.9%) | 1 (2.9%) |
| Preparation for Certification Exams | 1 (2.9%) | 5 (14.7%) | 5 (14.7%) | 3 (8.8%) | 2 (5.9%) |
| Academic Resource Centers for Bilingual/ESL Candidates | | 1 (2.9%) | 1 (2.9%) | 2 (5.9%) | 1 (2.9%) |
| Faculty Mentorship | 2 (5.9%) | 2 (5.9%) | 1 (2.9%) | 4 (11.8%) | 3 (8.8%) |
| Peer Mentoring | | 1 (2.9%) | | 3 (8.8%) | 1 (2.9%) |
| Liaisons Between Universities and Public Schools | | | 3 (8.8%) | 1 (2.9%) | 4 (11.8%) |

Table 4.12
Continued

| Programs/Services Offered | Rankings | | | | |
|--|--------------|--------------|-------------|-------------|-------------|
| | 1 | 2 | 3 | 4 | 5 |
| Retention Programs | 1 (2.9%) | | | 2 (5.9%) | 1 (2.9%) |
| Funds to Attend Educational Conferences | | | | | 2 (5.9%) |
| Financial Aid for Bilingual/ESL Candidates | 4 (11.8%) | 6 (17.6%) | 2 (5.9%) | 1 (2.9%) | 1 (2.9%) |
| Scholarships for Bilingual/ESL Candidates | 5 (14.7%) | 4 (11.8%) | 2 (5.9%) | 2 (5.9%) | |
| Secured Financial Aid for Four Years | | | | | |
| Secured Scholarship for Four Years | 1 (2.9%) | | 1 (2.9%) | | |
| Deepening Mainstream Students' Knowledge | 2 (5.9%) | | 2 (5.9%) | | |

The programs offered for the recruitment and retention of bilingual/ESL teacher candidates with more than a 50% response rate were academic advising, financial aid advising, certification exam preparation programs, new student orientations, scholarships, liaisons between universities and public schools, financial aid, bilingual education student organizations, faculty mentoring, recruitment programs, and deepening mainstream pre-service teachers' understanding of bilingual/ESL programs, in that particular order. The variables that were ranked as the five most important programs were academic advising, financial aid, preparation for certification exams,

financial aid advising, and bilingual/ESL student organizations. It is noteworthy that the institutions that have the least difficulty recruiting and expressed the recruitment of bilingual/ESL teacher candidates as strongly important offered the most programs and services for their students.

Provision of Role Models for Bilingual/ESL Teacher Candidates

Even though there is no research that concludes that role models, especially from the same cultural, ethnic, linguistic or social background generate superior academic results for minority students, in this case bilingual/ESL teacher candidates; there is a significant number of research which points out the positive effects between teachers and students that share the same cultural, ethnic, linguistic and social background. It is also well known that successful teachers are most likely to know a great deal about their students' lives (Davis, Clarke, & Rhodes, 1994; Gandara & Maxwell-Jolly, 2000; Nieto, 2000).

For this reason, participants in this study were asked to express the extent to which they agreed or disagreed with the statement: "Our college is effective in providing role models for bilingual/ESL pre/in-service teachers." More than 75% of the subjects "agreed or strongly agreed" that their institution is providing effective role models for bilingual/ESL teacher candidates. Moreover, less than 6% of the subjects "disagreed or strongly disagreed" that their college provides effective role models for bilingual/ESL candidates.

Of the participants responding (N=34), 47.1% strongly agreed that their colleges provide effective role models for their bilingual/ESL teacher candidates. Thirty percent

agreed that their college provides effective role models; while 14.7% somewhat agreed with this statement. On the other hand, only 1 participant (2.9%) reported disagreement with the effectiveness of their college in providing role models for bilingual/ESL teacher candidates; and another 1 participant (2.9%) strongly disagreed with the statement (Table 4.13). One respondent did not answer this question.

Table 4.13
Effective Role Models for Bilingual/ESL Teacher Candidates

| Our College Provides Effective Role Models | Frequency | Percent |
|---|------------------|----------------|
| Strongly Agree | 16 | 47.1 |
| Agree | 10 | 29.4 |
| Somewhat | 5 | 14.7 |
| Disagree | 1 | 2.9 |
| Strongly Disagree | 1 | 2.9 |
| Missing | 1 | 2.9 |

It is obvious that most institutions believe they are providing effective role models for bilingual/ESL teacher candidates. It is worth mentioning that those institutions that disagree and strongly disagree that their institution provides role models for their bilingual/ESL teacher candidates are institutions that have less than 60 students enrolled in the bilingual/ESL program.

Faculty Are Receptive and Responsive to the Needs of Bilingual/ESL Teacher Candidates

Table 4.14 presents the result of how Deans and administrators of teacher preparation programs perceive faculty's responsiveness and receptiveness to the needs of bilingual/ESL teacher candidates. Sixteen of the participants (47%.1) strongly agreed with the statement: "In general, our faculty are receptive and responsive to the needs of bilingual/ESL pre-in/service teachers." Thirteen more respondents (38.2%) indicated that they agreed with the statement. Moreover, four participants (11.8%) somewhat agreed with the responsiveness and receptiveness of their faculty towards bilingual/ESL teacher candidates; and only one participant (2.9%) disagreed.

*Table 4.14
Faculty Responsive and Receptive to Bilingual/ESL Teacher Candidates*

| Faculty Receptive and Responsive | Frequency | Percent |
|---|------------------|----------------|
| Strongly Agree | 16 | 47.1 |
| Agree | 13 | 38.2 |
| Somewhat | 4 | 11.8 |
| Disagree | 1 | 2.9 |

According to the findings about 85% of the administrators of teacher preparation programs in Texas represented in this study believe that their faculty is responsive and receptive to the needs of Bilingual/ESL teacher candidates. Those institutions that have more than 100 students enrolled in the bilingual/ESL program agreed or strongly agreed

with having a faculty that is receptive to the needs of bilingual/ESL teacher candidate, except for only one institution with a higher enrollment rate of bilingual/ESL students that disagreed.

College Commitment to Bilingual/ESL Teacher Candidates

Participants in this study were asked to express the extent to which they agreed or disagreed with the statement: “Our college is committed to the successful graduation of bilingual/ESL pre/in-service teachers.” Almost all participants, 31 out of 34 respondents, “strongly agreed or agreed” with the statement that their college is committed to the successful graduation of bilingual/ESL candidates. Only three participants “somewhat agreed” with this statement.

Of the subjects responding to this study, 76.5% strongly agreed that their college is committed, while, 14.7 % agreed with this commitment and the resulting 8.8% somewhat agreed to this statement (Table 4.15).

Table 4.15

College Commitment to Bilingual/ESL Teacher Candidates

| College Commitment | Frequency | Percent |
|---------------------------|------------------|----------------|
| Strongly Agree | 26 | 76.5 |
| Agree | 5 | 14.7 |
| Somewhat | 3 | 8.8 |

It is significant that more than 90% of the institutions stated that they are committed to the successful graduation of bilingual/ESL teacher candidates. From the

three institutions that stated they are somewhat committed, two of them have an enrollment of less than 80 students in the bilingual/ESL program.

Qualitative Data

To bring support and in-depth meaning to the survey responses some open-ended questions were used in the questionnaire. In addition, five administrators from institutions that have an enrollment of more than 150 bilingual/ESL teacher candidates were interviewed. To answer research question one: “What methods/policies/actions are institutions of higher education in Texas utilizing to recruit and retain bilingual/ESL teacher candidates?” the researcher looked at one open-ended question from the questionnaire: “List or describe what you believe is/are the most positive strategy(ies) used by your college to specifically address the recruitment and retention of bilingual/ESL teacher candidates.” In addition, two questions were asked during the interview: (1) What will be some recommendations you could give to institutions that are having difficulty recruiting and retaining bilingual/ESL teacher candidates; (2) Where would you say would be the best places to recruit bilingual/ESL teacher candidates?

The qualitative data indicated that various institutions in Texas use alternative means of recruitment. For example, one interviewee suggested that for recruiting bilingual teacher candidates, “Two things need to go together: active recruitment of students who speak a second language coupled off with money.” A good place to find candidates that know a second language, in this case Spanish, is to “recruit from the Valley, where many students are bilingual and know the culture.” But as another

interviewee suggested, “it is important for the universities, especially in the central and north region of Texas, to be aware of cultural differences between students coming from the Texan-Mexican border and the culture of their university.” Moreover, another good place to find candidates is junior colleges, and even, “Mexico, if the institution can deal with the issues of immigration” as another participant expressed.

Many participants suggested working closely with school districts, making sure to reach out and to personally visit schools, human resource personnel, bilingual/ESL programs directors, and with superintendents to promote bilingual/ESL teacher preparation programs. This is especially important because a number of bilingual/ESL teacher candidates are paraprofessionals or certified teachers that would like to be certified in bilingual or ESL education.

Other suggestions were to provide small grants for students to pay for tuition and books, and to promote job market opportunities for bilingual teachers during new student orientations and high school recruitment orientations. A constructive recommendation by one respondent was, “to continue to explore new options. Begin with basic programs or the program that the university has already in place and look at other options within that framework or beyond; and decide on what adjustments can be done to provide options.”

For retaining bilingual/ESL candidates some of the suggestions provided in the qualitative data were good academic advising, an active bilingual/ESL student organization, and mentorship from experienced teachers. In fact, one institution has a three-tiered mentoring model in which experienced teachers and beginning teachers who

are in the master programs are partnered with undergraduate students. The idea is for the experienced teachers to mentor beginning teachers and undergraduate students; and to create a mutual support system. One dean asserted that the most significant retention strategy is to form a, “community of learners and a campus culture that supports diversity.” For this reason it is very important for all faculty “to be sensitive and have some level of understanding of second language acquisition; to teach future teachers to be sensitive to the needs of English language learners and to promote a positive attitude towards language minority students,” according to another Dean.

Summary of Findings

About 65% of the respondents reported that they felt it is extremely important to recruit bilingual/ESL teacher candidates. Most of the universities use high school recruitment and professional organization conference booths to recruit their candidates. Most also seek potential students at community colleges and they form partnerships with school districts. Some of the administrators interviewed recommended using 2+2 programs, meaning that for the first two years students attend community colleges, and they then transfer to a four-year university to complete their degrees. Others recommended working closely with school districts to recruit paraprofessionals, in-service teachers, or program directors.

More than 85% of the institutions recruit from within the state of Texas, particularly from their local school districts. Interviewed participants recommended that institutions having difficulty recruiting bilingual candidates should recruit candidates from the Valley or the Texas border with Mexico, since these candidates would be likely

to know the language and the culture of Hispanic students. Respondents also suggested that universities be aware of and receptive to cultural differences between institutions and students.

The programs and services used the most and ranked as most important by participating institutions were; academic advising, financial aid for bilingual/ESL candidates, exam certification preparation programs, financial aid advising, and bilingual/ESL student organizations. In addition, 26 of the participants reported that they felt it is important to provide effective role models for bilingual/ESL teacher candidates.

Moreover, more than 90% of the participants strongly agreed or agreed that their institution is committed to the successful graduation of bilingual/ESL pre/in-service teachers. According to Tinto (1993), those educational institutions, “which are committed to their members’ welfare are also those which keep and nourish their members” (p. 205). For this reason it was important to ask if faculty are perceived as being receptive to the needs of bilingual/ESL candidates. Nearly 75% of the participants strongly agreed or agreed with the statement: “In general, our faculty are receptive and responsive to the needs of bilingual/ESL pre/in-service teachers.” The importance of having a sensitive university faculty that will promote a positive attitude towards second language learners was emphasized. Also many participants reported that their institutions provide a support system in which students and faculty get together for help, encouragement and friendship.

Research Question Two

As stated previously in chapter II, the population of English language learners is growing at a fast speed. The ability to teach and understand language minority students has become an irrefutable necessity. Consequently, institutions of higher education have the responsibility to prepare qualified teachers to work with culturally linguistic diverse students. With this in mind, the second question for this study evaluates: “What programs/services are institutions of higher education in Texas providing to effectively prepare bilingual/ESL teacher candidates?” To answer this question, the success rate of bilingual/ESL teacher candidates in passing state certification exams was taken into consideration due to the fact that the passing rate is one of the components used by the State Board for Educator Certification to accredit teacher preparation programs. In addition, four of the six NABE’s National Standards for the Preparation of Bilingual/Multicultural Teachers (1992) were taken as independent variables; (1) institutional resources, coordination and commitment, (2) bilingual/multicultural program curriculum, (3) field work and practicum experiences in bilingual/multicultural classroom, (4) opportunities for professional development. These independent variables were then compared to a dependent variable, the success rate on the TExES exams and the Spanish TOPT for bilingual candidates.

Success Rate in Certification Exams

As stated previously in chapter II, in today’s educational arena, state licensure is what certifies teacher quality. Therefore, this study examines the approximate passing rate for (a) the Bilingual TExES exam, bilingual education state certification exam, (b)

the Spanish TOPT, the Spanish oral proficiency state certification exam, and (c) the ESL TExES exam, the ESL education state certification exam (Table 4.16). The passing rate for each exam was evaluated individually, since a candidate could choose between being certified as a bilingual teacher or as an ESL teacher. To be certified as an ESL teacher, candidates need to take the ESL TExES exam. On the other hand, to be certified as a bilingual teacher, candidates need to take both the Bilingual TExES exam and the Spanish TOPT. Forty-seven percent (n=16) of the participating institutions reported a passing rate of 90 to 100% in the Bilingual certification Exam; while 38.2% (n=13) reported a passing rate of 70 to 89%. Only three institutions (8.8%) reported having below a 70% passing rate. There were two participants that did not answer this question because their institutions do not offer a bilingual program. Regarding the passing rate for the Spanish TOPT, about 74% (n=25) of the participants reported having a passing rate between 90 to 100%; only 6% (n=2) reported having a passing rate of 70 to 89%; and 12% (n=4) of the participants reported a passing rate below 70%. Three participants did not report the passing rate for the Spanish TOPT. On the other hand, there was a higher reporting rate for the ESL certification exam. Fifty-three percent (n=18) of the participants have a passing rate between 90 to 100%; while 32.4% (n=11) reported a passing rate between 70 to 89%; and only 1 (2.9%) institution reporting a passing rate below 70%. There were four participants that did not answer this question; two of them stated their universities does not offer an ESL program.

Table 4.16
Passing Rate State Certification Exams

| Passing Rate | Bilingual TExES | | Spanish TOPT | | ESL TExES | |
|---------------------|------------------------|----------------|---------------------|----------------|------------------|----------------|
| | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| 100-90% | 16 | 47.1 | 25 | 73.5 | 18 | 52.9 |
| 89-70% | 13 | 38.2 | 2 | 5.9 | 11 | 32.4 |
| < 70% | 3 | 8.8 | 4 | 11.8 | 1 | 2.9 |
| Missing | 2 | 5.9 | 3 | 8.8 | 4 | 11.8 |

NABE's Standards

The National Association of Bilingual Education (NABE) has created a set of six National Standards for the Preparation of Bilingual/Multicultural Teachers (1992).

These standards focus on issues concerning teacher preparation programs. Four of these standards were used as criteria to evaluate the programs and services used by the participating institutions in the preparation of bilingual/ESL teacher candidates. Table 4.17 describes the variables from the questionnaire used to examine each criterion.

Table 4.17
Variables Used to Evaluate Program Effectiveness

Institutional Resources, Coordination and Commitment

1. Faculty in the bilingual education program effectively prepare pre/in-service teachers to educate language minority students
2. Faculty in the ESL education program effectively prepare pre/in-service teachers to educate language minority students
3. Having an academic resource center for bilingual/ESL candidates

Bilingual/Multicultural Program Curriculum

1. All pre/in-service teachers are required to participate in a specific course(s) that prepare(s) them to teach language minority students
2. Providing academic cohort study groups
3. Offering preparation for certification exams

Field Work and Practicum Experiences in Bilingual/Multicultural Classrooms

1. Providing a liaison between universities and public schools
2. All pre/in-service teachers interact with language minority students as part of their field experiences

Opportunities for Professional Development

1. Providing funds to attend educational conferences
 2. Having a Bilingual/ESL student organization
-

Crosstabulation was used to analyze the relationship between the independent variables which are found on table 4.17 and the dependent variable, the passing rate on the certification exams. The programs representing the already mentioned variables

were (a) academic resource center; (b) academic study cohort; (c) certification exam preparation program; (d) liaison between university and public schools; (e) funds to attend educational conferences; (f) bilingual/ESL student organization. Participants were asked to select which of these programs were offered by their college of education.

Those institutions that have a high passing rate (90 to 100%) in the bilingual TExES, Spanish TOPT, and in the ESL TExES offer at least three of all the programs being evaluated for this question. Those institutions that have a lower passing rate (below 70%) in the three exams only provide certification exam preparation programs, travel funds to attend educational conferences, and bilingual ESL student organizations.

When analyzing the data for the bilingual TExES exam, it was noted that the variables selected the most among those institutions reporting a passing rate between 90 to 100% were certification exam preparation programs (with 12 institutions offering it), liaisons between universities and public schools (with 12 respondents), and bilingual/ESL student organizations (with nine participants reporting having this program). The variables selected the most by those institutions having a passing rate of 70 to 89% were certification exam preparation programs (with 12 responses), liaisons between universities and public schools (with 10 participants), and bilingual/ESL student organizations (with 9 responses). For those institutions that reported a passing rate below 70% on the bilingual TExES the only variable that was selected was certification exam preparation program with 2 responses.

The study also considered the Spanish TOPT passing rate. From those participants who reported a passing rate between 90 to 100%, 21 provided certification

exam preparation programs, 21 participants reported offering liaisons between universities and public schools; while 14 participants selected having bilingual/ESL student organizations. For those participants reporting a passing rate between 70 to 89%, few selected the variables being evaluated. However, for these cases the variables with a higher frequency of use were certification exam preparation programs with two responses, and bilingual/ESL student organizations also with two responses. Those institutions with a passing rate below 70% did not offer many of the variables observed in this section of the study. Only three of these institutions offer certification exam preparation programs. There was only one instance of funds being provided to attend educational conferences, and one institution that offers a bilingual/ESL student organization.

The ESL TExES passing rate was also examined. For those participants reporting a passing rate between 90 to 100% the variables selected the most were liaisons between universities and public school (with 15 responses), certification exam preparation programs (with 14), and bilingual/ESL student organizations (with 10 responses). Of those institutions with a passing rate of 70 to 89%, the variables selected the most were certification exam preparation programs (11), liaisons between universities and public schools (6), and bilingual/ESL student organizations (6). On the other hand, the institutions reporting a passing rate below 70% reported that they do not offer any of the variables being considered. Table 4.18 explains the crosstabulation between the programs offered by the institutions and the passing rate on the state certification exams.

Table 4.18
Crosstabulation between Certification Exams Passing Rates and Programs Offered

| Bilingual TExES Passing Rate | | | |
|--|-------------------|------------------|------------------|
| Variable | 90 to 100% | 70 to 89% | Below 70% |
| Academic Resource Centers | 2 | 3 | |
| Academic Study Cohorts | 5 | 6 | |
| Certification Exam Preparation Programs | 12 | 12 | 2 |
| Liaisons between Universities-Public Schools | 12 | 10 | |
| Funds to Attend Educational Conferences | 6 | 7 | |
| Bilingual/ESL Student Organizations | 9 | 9 | |
| Spanish TOPT Passing Rate | | | |
| Variable | 90 to 100% | 70 to 89% | Below 70% |
| Academic Resource Centers | 6 | | |
| Academic Study Cohorts | 11 | | |
| Certification Exam Preparation Programs | 21 | 2 | 3 |
| Liaisons between Universities-Public Schools | 21 | 1 | |
| Funds to Attend Educational Conferences | 11 | 1 | 1 |
| Bilingual/ESL Student Organizations | 14 | 2 | 1 |

Table 4.18
Continued

| Variable | ESL TExES Passing Rate | | |
|---|------------------------|-----------|-----------|
| | 90 to 100% | 70 to 89% | Below 70% |
| Academic Resource Centers | 2 | 3 | |
| Academic Study Cohorts | 7 | 4 | |
| Certification Exam Preparation Programs | 14 | 11 | |
| Liaisons between Universities-Public School | 15 | 6 | |
| Funds to Attend Educational Conferences | 9 | 3 | |
| Bilingual/ESL Student Organizations | 10 | 6 | |

The independent variables (a) certification exam preparation program (b) liaisons between universities and public schools, and (c) bilingual/ESL student organizations demonstrated the strongest association with a high passing rate for all three certification exams, Bilingual TExES, Spanish TOPT, and ESL TExES.

Other independent variables that were taken into consideration were (a) faculty in the bilingual or ESL education programs effectively prepare teacher candidates, (b) all teacher candidates in the institution are required to enroll in a specific course(s) that prepare(s) them to teach language minority students, (c) all teacher candidates interact with language minority students as part of their field experiences. Participants were

asked to express the extent to which they agreed or disagreed with the use of these procedures.

Thirty-two participants reported the students' passing rate on the Bilingual TExES, of these 29 reported a passing rate above 70% and only three participants stated that their students had a passing rate below 70%. Out of the 29 participants with a passing rate above 70%, 27 strongly agreed or agreed that their bilingual faculty effectively prepares teacher candidates to work with language minority students. Eighteen agreed that all teacher candidates in their college are required to enroll in a course that prepares them to work with ELLs, and 24 strongly agreed or agreed that all teacher candidates in their college interact with language minority students. On the other hand, out of the three participants reporting a passing rate below 70%, two disagreed that their bilingual faculty effectively prepare teacher candidates to work with language minority students. Interestingly, the same two participants disagreed "all teacher candidates in their institution are required to enroll in a course that prepares them to teach language minority students." However, the three respondents reporting a passing rate below 70% strongly agreed or agreed that all of their teacher candidates interact with ELLs as part of their field experiences.

In reference to the Spanish TOPT, only 31 participants reported the students' passing rate. Of these 27 reported a passing rate above 70% and only four participants reported a passing rate below 70%. Out of the 27 participants with a passing rate above 70%, 25 strongly agreed or agreed that their bilingual faculty effectively prepares teacher candidates to work with language minority students, eighteen agreed that all

teacher candidates in their college are required to enroll in a course that prepares them to work with ELLs, and 23 strongly agreed or agreed that all teacher candidates in their college interact with language minority students. On the other hand, out of the four participants reporting a passing rate below 70%, two disagreed with the statement regarding their bilingual faculty effectively preparing teacher candidates to work with language minority students, and three disagreed that all teacher candidates in their institution are required to enroll in a course that prepares them to teach language minority students. Each of these 4 participants strongly agreed or agreed that all of their teacher candidates interact with ELLs as part of their field experiences.

Similar results were found among the 30 participants who reported the students' passing rate on the ESL TExES: of these, 29 reported a passing rate above 70% and only one participant reported having a passing rate below 70%. Out of the 29 participants with a passing rate above 70%, 27 strongly agreed or agreed that their ESL faculty effectively prepares teacher candidates to work with language minority student, 19 agreed that all teacher candidates in their college are required to enroll in a course that prepares them to work with ELLs, and 24 strongly agreed or agreed that all teacher candidates in their college interact with language minority students. On the other hand, the one participant reporting a passing rate below 70% disagreed with the statement "ESL faculty effectively prepare teacher candidates to work with language minority students." This participant also disagreed to "all teacher candidates in institution are required to enroll in a course that prepares them to teach language minority students.

However, this respondent agreed that all of their teacher candidates interact with ELLs as part of their field experience (Table 4.19).

*Table 4.19
Crosstabulation between Certification Exams Passing Rates and Program Curriculum*

| Variable | Bilingual TExES Passing Rate | | |
|---|------------------------------|-----------|-----------|
| | 90 to 100% | 70 to 89% | Below 70% |
| Effective Bilingual Faculty | | | |
| Strongly Agree | 14 | 8 | 0 |
| Agree | 0 | 5 | 1 |
| Somewhat | 1 | 0 | 0 |
| Disagree | 0 | 0 | 2 |
| Strongly Disagree | 0 | 0 | 0 |
| All Students Enroll in ESL Courses | | | |
| Agree | 13 | 5 | 1 |
| Disagree | 2 | 8 | 2 |
| All Students Interact with ELLs | | | |
| Strongly Agree | 8 | 10 | 1 |
| Agree | 6 | 0 | 2 |
| Somewhat | 2 | 1 | 0 |
| Disagree | 0 | 2 | 0 |
| Strongly Disagree | 0 | 0 | 0 |
| Variable | Spanish TOPT Passing Rate | | |
| | 90 to 100% | 70 to 89% | Below 70% |
| Effective Bilingual Faculty | | | |
| Strongly Agree | 21 | 1 | 0 |
| Agree | 2 | 1 | 2 |
| Somewhat | 1 | 0 | 0 |
| Disagree | 0 | 0 | 2 |
| Strongly Disagree | 0 | 0 | 0 |
| All Students Enroll in ESL Courses | | | |
| Agree | 18 | 0 | 1 |
| Disagree | 7 | 2 | 3 |

Table 4.19
Continued

| Variable | Spanish TOPT Passing Rate | | |
|---|---------------------------|-----------|-----------|
| | 90 to 100% | 70 to 89% | Below 70% |
| All Students Interact with ELLs | | | |
| Strongly Agree | 15 | 2 | 2 |
| Agree | 6 | 0 | 2 |
| Somewhat | 3 | 0 | 0 |
| Disagree | 1 | 0 | 0 |
| Strongly Disagree | 0 | 0 | 0 |
| Variable | ESL TExES Passing Rate | | |
| | 90 to 100% | 70 to 89% | Below 70% |
| Effective ESL Faculty | | | |
| Strongly Agree | 13 | 8 | 0 |
| Agree | 3 | 3 | 0 |
| Somewhat | 1 | 0 | 0 |
| Disagree | 0 | 0 | 1 |
| Strongly Disagree | 0 | 0 | 0 |
| All Students Enroll in ESL Courses | | | |
| Agree | 12 | 7 | 0 |
| Disagree | 6 | 4 | 1 |
| All Students Interact with ELLs | | | |
| Strongly Agree | 10 | 8 | 0 |
| Agree | 5 | 1 | 1 |
| Somewhat | 3 | 0 | 0 |
| Disagree | 0 | 2 | 0 |
| Strongly Disagree | 0 | 0 | 0 |

When evaluating the results, it was notable that those institutions with the highest passing rate on the three certification exams, Bilingual TExES, Spanish TOPT, and ESL TExES, reported that their bilingual and ESL faculty effectively prepare pre/in-service teachers to educate language minority students. Moreover, participants reporting a passing rate higher than 70% on the three certification exams reported that all teachers in their teacher preparation program were required to enroll in a specific course(s) that

prepare(s) them to teach language minority students, and students interact with language minority students as part of their field experiences.

To understand which independent variables are contributing the most and the least to the passing rate on the certification exams, linear regression analysis was used. The dependent variable was the passing rate on each of the certification exams. The independent variables used were bilingual/ESL student organization programs, academic study cohorts, certification exam preparation programs, resource centers for bilingual/ESL candidates, liaisons between universities and public schools, travel fund programs, effective bilingual faculty, all teacher candidates are enrolled in an ESL course, and all teacher candidates interact with language minority students. The regression analysis demonstrated that around 55% of the success rate on the Bilingual TExES Exam among this sample can be explained by the independent variables ($R^2 = .550$); signifying a moderate relationship. Furthermore, those independent variables with a higher Beta weight were; effective bilingual faculty with a Beta coefficient of .605; all teacher candidates enrolled in an ESL course with a Beta coefficient of .349; and academic study cohort with at .283 Beta coefficient. These results indicate that these particular variables are stronger predictors of high scores on the Bilingual TExES exam.

For the passing rate on the Spanish TOPT, the regression analysis demonstrated that around 68% of the success rate among this sample can be explained by the independent variables ($R^2 = .680$), signifying a strong relationship. Moreover, the independent variables that resulted in a higher Beta coefficient were; effective bilingual faculty with a Beta coefficient of .557; university-public school liaisons with .385 Beta

coefficient; and having all teacher candidates enrolled in a course that prepares them to teach English language learners with .198.

However, the regression analysis used to evaluate the relationship between the passing rate in the ESL TExES and the independent variables resulted in an R^2 of .360, a weak correlation. The results revealed that the significant variables in this model were effective ESL faculty ($\beta = .332$), resource centers for bilingual/ESL candidates ($\beta = .396$), and university-public school liaisons ($\beta = .354$).

Qualitative Data

Even though the data from the survey suggests that a great number of the participants reported a high passing rate in the Bilingual TExES exam; this exam is a concern for some of the administrators. One of the administrators reported that “because the Bilingual Ed. portion of the TExES exam has been combined with the Generalist exam to create the Bilingual Generalist exam, the number of items exceed the number of items on the Generalist exam. This increased exam length makes it difficult for some students to finish or to adequately work through the material, which has led to lower scores on the overall exam, though not on the Bilingual Ed. Components.” Another participant added, “the TExES for bilingual ed. is 50 questions longer for bilingual ed. students, and the excessive length affects their performance.”

According to the results obtained from the questionnaire, having an effective bilingual and ESL faculty has a strong correlation with the exam passing rate. However, many of the participants reported finding such “qualified bilingual/ESL faculty” as one of the challenges their colleges face. For this reason, one of the questions asked during

the interviews was: “What will be some recommendations you could give to institutions that are having difficulty recruiting and retaining bilingual/ESL university faculty?”

Some of the suggestions were to “grow your own,” which means to recruit Ph.D. candidates from your college and pair them with senior faculty to mentor and help them to succeed in academia. Another place to recruit qualified faculty would be at bilingual/ESL conferences. Moreover, one of the participants believes that there is a need for a national legislation like the National Defense Act, which called for federal government action to promote math and sciences. This act gave preference to those students who took advanced studies in science, math, engineering, and modern languages. This participant said that the federal government should support students pursuing graduate degrees in bilingual/ESL because, “there is no state untouched by English language learners. This is not anymore a problem that affects only California, Florida, New York, or Texas, but is a problem that affects the nation.”

As a consequence, preparing ALL teacher candidates to work with language minority students is becoming an increasingly important issue in teacher preparation programs. All interviewees agreed that there is a need to prepare ALL teacher candidates to work with language minority students. One participant expressed that all pre/in-service teachers need to “understand the process of second language acquisition; know strategies, what things to do to support learning for ELLs; and understand the needs of ELLs, that way teachers could have a positive attitude to work with them”. But most importantly, as another participant underscored “teachers need to know that they

are responsible for all children and how significant they are in the success of these students.”

An important fact found in the qualitative data was that many institutions are finding innovative ways to provide teacher candidates with more marketable skills, as well as providing a pool of teacher candidates that could teach the growing population of English language learners. Some of the institutions are offering EC-4 ESL generalist or EC-4 bilingual generalist as part of their program, which means that their teacher candidates not only will be certified as early childhood teachers but also will be ESL or bilingually certified. Some other institutions are providing “supplementary ESL certification,” which means that within their program they are trained to teach English language learners and if they so desire they can take the ESL TExES examination as a supplement to their teaching certification.

Summary of Findings

Most of the institutions in this study are preparing bilingual/ESL teacher candidates to successfully pass the state certification exams. From the 34 institutions participating in this study, 29 reported a passing rate above 70% in the Bilingual and ESL TExES exam, and 27 reported a 70% and above passing rate in the Spanish TOPT.

According to the results from the crosstabulation analysis, the variables that were reported the most among those institutions with higher passing rates greater than 70% in the Bilingual and ESL TExES and the Spanish TOPT were; certification exam preparation programs, liaisons between universities and public schools, bilingual/ESL student organizations, effective bilingual and ESL faculty, and requiring all pre-service

teachers to enroll in a course that will prepare them to teach language minority students as well as to interact with English language learners as part of their field experiences.

Similar results were found when using linear regression analysis. The data demonstrated that there is a correlation between the passing rate on the certification exams and the independent variables (1) effective bilingual/ESL faculty, (2) academic resource centers for bilingual/ESL candidates, (3) bilingual/ESL student organizations, (4) liaisons between universities and public schools, (5) academic study cohorts, (6) exam preparation programs, (7) funds to attend educational conferences, (8) requiring all candidates to enroll in a course that prepares them to teach language minority students, and (9) all pre-service teachers interact with English language learners as part of their field experience. However, the correlation between the ESL TExES passing rate and the independent variables was not as strong as the correlation found with the Bilingual TExES and the Spanish TOPT

According to the results, the programs that contributed the most to the passing rate in the Bilingual TExES were; having an effective bilingual faculty, requiring all pre-service teachers to enroll in a course that will prepare them to work with English language learners, and providing an academic study cohort. For the Spanish TOPT the programs with the strongest link to high test scores were; having an effective bilingual faculty, having liaisons between universities and public schools, and enrolling in a course that will prepare them to work with English language learners. Moreover, the variables that may have been a better predictor for the ESL TExES exam high passing

rates were; an effective bilingual faculty, providing resource centers, and having liaisons between universities and public schools.

Research Question Three

Research question three asked: “Which institutions of higher education in Texas attract the most bilingual/ESL teacher candidates, and what are the key factors in their successful efforts?” To answer this question, it was necessary to look at which institutions had the highest enrollment of bilingual and ESL students. Subsequently, an evaluation of the strategies, programs, and efforts used by the institutions for the recruitment and retention of teacher candidates took place. Linear regression was carried out in order to assess which independent variables contributed to the enrollment of teacher candidates in bilingual/ESL disciplines. The independent variables used to address this part of the question were organized into four categories; (a) attitudinal responses, (b) recruitment and retention strategies, (c) accountability, and (d) investment measures. As mentioned before in question two, teacher candidates could choose between bilingual certification or ESL certification. Therefore, the study looked at all the variables in relation to bilingual education student enrollment and ESL student enrollment.

To find out which institutions of higher education attract the most bilingual teacher candidates a crosstabulation analysis was used. The number of bilingual education student enrollment was compared to university location, university type, and the type of degree offered (either a two-year degree or a four-year degree). The results revealed that those institutions with an enrollment of 100 or more bilingual teacher candidates were

located in northeast Texas, west Texas, central Texas, southeast Texas, southwest Texas, and the Valley. However, there was no difference between private and public universities; both types of universities had an enrollment over 100 students. On the other hand, institutions with a post-baccalaureate program, had an enrollment of 100 or more bilingual teacher candidates.

Similar results were found for institutions of higher education that attract the most ESL teacher candidates. Universities located in the northeast part of Texas, the west region of Texas, the central and southwest part of Texas and the Valley had an enrollment over 100 ESL teacher candidates. Both public and private institutions reported a high enrollment of ESL teacher candidates. However, institutions that offered graduate studies reported a higher enrollment in comparison to four year colleges.

Attitudinal Responses

Participants in this study were asked to rate to what extent they agreed or disagreed with the nine variables that were taken into consideration for this particular category. The variables used to evaluate attitudinal responses were: (1) bilingual education and ESL are essential components in their teacher preparation program, (2) success of the program at attracting federal and state funding, (3) importance of recruiting bilingual/ESL teacher candidates, (4) difficulty in recruiting bilingual/ESL teacher candidates, (5) difficulty in retaining bilingual/ESL teacher candidates, (6) effectiveness in preparing bilingual/ESL teacher candidates by bilingual and ESL faculty, (7) effectiveness in providing role models for bilingual/ESL teacher candidates, (8) receptiveness and responsiveness of all faculty to the needs of bilingual/ESL teacher

candidates, and (9) college commitment to the successful graduation of bilingual/ESL pre/in-service teachers. To evaluate if these variables had an effect on the number of students enrolled in bilingual education and ESL programs, and which of these variables have stronger or weaker correlation to enrollment figures. linear regression analysis was used.

According to the regression analysis, attitudinal responses have a .776 correlation (R) with the number of bilingual teacher candidates enrolled in the program, signifying a strong relationship. Therefore, about 60% of the variance in the enrollment of bilingual teacher candidates among this sample of participants can be explained by attitudinal responses ($.602 = R^2$). The variables with the highest beta weight were; effective role models ($\beta = .482$), success at attracting external funding ($\beta = .400$), and faculty receptive to bilingual/ESL students ($\beta = .337$). This indicates that providing effective role models, attracting federal and state funding, and having a faculty that is receptive to the needs of bilingual/ESL teacher candidates were the best predictors for the enrollment of bilingual teacher candidates.

Regarding the enrollment of ESL teacher candidates, the regression analysis reported a .712 (R) correlation with the number of ESL teacher candidates enrolled in the program, signifying a moderate relationship. As a result, about 50% of the variance in the enrollment of ESL teacher candidates among the sample of this study can be explained by attitudinal responses ($.506 = R^2$). For this sample the variables with the highest beta weight were; success at attracting external funding ($\beta = .448$), rate of difficulty in recruiting ESL candidates ($\beta = .252$), and bilingual/ESL been an essential

component in the college ($\beta = .191$). According to this data, the variables that are the best predictors of ESL teacher candidates' enrollment were; how successful the institutions were at attracting federal funding, having less difficulty at recruiting ESL candidates, and ranking bilingual/ESL programs as essential component of the school's program.

Recruitment and Retention Strategies

Participants in this study were asked to select from all applicable in terms the strategies used by their teacher preparation programs to recruit and retain bilingual/ESL teacher candidates. The variables included; (a) recruiting strategies: high school recruitment, freshman orientation, newspaper recruitment, web recruitment, professional organization recruitment, regional education recruitment, and other recruitment strategies; (b) recruiting candidates: local school district candidates, Texas candidates, out of Texas candidates, international candidates, and other candidates; (c) recruitment and retention programs: new student orientation programs, financial advising, bilingual/ESL student organization, leadership groups, academic study cohorts, certification exam preparation programs, resource centers for bilingual/ESL candidates, faculty mentorship, peer mentorship, university-public school liaisons, recruitment programs, retention programs, funds to attend educational conferences, financial aid programs, scholarship programs, secured financial aid for four years, secured scholarships for four years, deepening mainstream students knowledge about bilingual/ESL programs, and other programs. Linear regression analysis was used to evaluate if these variables had an effect on the enrollment of bilingual and ESL teacher

candidates in the participating institutions. Academic advising was initially taken into consideration as a predictor, but all of the institutions offered academic advising.

Therefore, the SPSS program used to analyze the data excluded this variable from the analysis.

An examination of recruitment and retention strategies has been particularly useful in identifying which institutions attract the most bilingual teacher candidates among the institutions that participated in this study. The correlation of the recruitment and retention variables with the dependent variable (enrollment of bilingual teacher candidates) was 1.000 (R), signifying a sound relationship. These variables explain 100% ($R^2 = 1.00$) of variance in the enrollment of bilingual teacher candidates. The following are the correlations between attracting candidates and the variables; web recruitment ($\beta = .648$), professional organizations ($\beta = .557$), and Regional Education Service Center recruitment ($\beta = .516$), local school district candidates ($\beta = 1.275$), Texas candidates ($\beta = 1.235$), and other candidates ($\beta = 1.166$). These variables were the best predictors for bilingual enrollment. Moreover, the ten strategies with the highest Beta weight were; secured four year scholarships ($\beta = 3.055$), resource centers for bilingual candidates ($\beta = 3.766$), recruitment programs ($\beta = 1.340$), exam preparation programs ($\beta = 1.208$), other programs ($\beta = 1.056$), retention programs ($\beta = 1.046$), financial aid ($\beta = .981$), secured four years financial aid ($\beta = .746$), deepening mainstream pre-service teachers understanding of bilingual/ESL programs ($\beta = .695$), and academic study cohorts ($\beta = .649$). According to this data, web recruitment, professional organization and Regional Education Service Centers are strong predictors of high enrollment of

bilingual teacher candidates. In addition, significant variables in relation to places to recruit bilingual teacher candidates were local school districts, within the state of Texas, and from other sources. Moreover, according to this study the ten strongest predictors for recruitment and retention strategies for bilingual teacher candidates were secured four year scholarships, resource centers for bilingual candidates, recruitment programs, exam preparation programs, other programs, retention programs, financial aid, secured four years financial aid, deepening mainstream pre-service teachers understanding of bilingual/ESL programs, and academic study cohorts.

Regarding the enrollment of ESL teacher candidates, the correlation of the recruitment and retention variables with the dependent variable (enrollment of ESL candidates) was .947 (R), signifying a strong relationship. These variables explain 89% ($R^2 = .896$) of the variance in the enrollment of ESL teacher candidates in this study. Among the recruitment and retention variables most likely to encourage ESL teacher candidates enrollment were; web recruitment ($\beta = 1.003$), professional organizations ($\beta = .928$), and high school recruitment ($\beta = .568$), along with, outside the state of Texas candidates ($\beta = .865$), local school districts candidates ($\beta = .683$), and other candidates ($\beta = .605$). Moreover, the ten strategies with the highest Beta weight were; academic study cohorts ($\beta = 1.62$), resource centers for ESL candidates ($\beta = 1.542$), secured four years scholarships ($\beta = 1.439$), financial aid ($\beta = 1.415$), faculty mentorship ($\beta = 1.116$), leadership groups ($\beta = 1.012$), university-public school liaisons ($\beta = .857$), recruitment programs ($\beta = .723$), exam preparation programs ($\beta = .646$), and bilingual/ESL student

organizations ($\beta = .538$). For this study, these strategies were the best predictors of the enrollment of ESL teacher candidates.

Institutions having more than 100 students enrolled in each program, the bilingual and ESL programs, reported utilizing seven or more of the recruitment and retention strategies.

Accountability

Linear regression was also used to assess accountability variables. For this category the independent variables were the passing rate of teacher candidates on the Bilingual TExES and the Spanish TOPT for bilingual teacher candidates, and the passing rate of teacher candidates on the ESL TExES. In a similar manner to the previous analysis, the dependent variable was the total enrollment of bilingual teacher candidates or total enrollment of ESL teacher candidates, depending on the program being evaluated. The results suggested that accountability variables are not particularly useful in predicting total enrollment of bilingual and ESL teacher candidates.

When evaluating the passing rate of Bilingual TExES and Spanish TOPT in relation to the enrollment of bilingual teacher candidates the R^2 resulted in .280. This means that only 28% of the variance in enrollment can be explained by the success rate on these certification exams.

In the same manner, ESL TExES exam passing rates were not particularly useful in predicting total enrollment of ESL teacher candidates. The result of the linear regression reported an R^2 of .021; which means that only 2.1 % of the variance in the

enrollment of ESL teacher candidates can be explained by the success rate on the ESL TExES exam.

Investment Measures

In this category linear regression was also used. The independent variables were the percent of the budget allocated to the bilingual/ESL program and the number of faculty in the bilingual and ESL program. The enrollment of bilingual teacher candidates or ESL teacher candidates was again used as the dependent variable.

The regression analysis revealed that around 55% ($R^2 = .552$) of the variance in the enrollment of bilingual teacher candidates can be explain by the investment measures taken by the intuitions. Therefore, there is a moderate relationship between high enrollment of bilingual teacher candidates and higher percentage of the budget being allocated for the programs ($\beta = .450$), and a moderate relation to having higher number of bilingual faculty ($\beta = .425$). The analysis revealed that investment measures are not particularly helpful when predicting the enrollment of ESL teacher candidates. The regression analysis demonstrated an R^2 of .144; signifying a weak relationship between enrollment of ESL teacher candidates and allocated budget for the program and for the number of ESL faculty.

Qualitative Data

Many of the interviewed participants stated that their institutions had little trouble in recruiting and retaining candidates because they have found innovative ways to recruit and retain, and because they provide many programs for their students. However, something that was not taken into consideration in this study nor the questionnaire is the

“fly-by-night private Alternative Certification programs” as one participant referred to them. These programs have resulted from the “view and attitude of Texas legislators concerning the certification of all teachers and their negative views on the importance of pedagogy classes,” according to another participant. The new dilemma that teacher preparation programs are facing is that, “public schools can prepare their certified teachers to take the exams and they actively encourage them to do so. The public schools seem not to look at universities for certified/endorsed ESL people. Public schools, with their rapid training programs, can now churn out their own ‘highly-qualified’ ESL teachers.” As a result, as another participant expressed, institutions “must show teachers why it is to their advantage to take courses rather than simply scheduling the test.” The problem with certification by test only is that it “will effect children’s learning on a long-term basis.” According to much research evidence “fully qualified teachers-those who are more knowledgeable in subject matter, pedagogy, curriculum development, assessment, and learning theory- are more effective than those who do not possess this knowledge and skill” (Berry et al., 1999, p. 189). The problem is that most of the underqualified teachers are being placed in low-income schools that serve English language learners and minority students. This situation could lead to the undereducation of the masses.

To aid with the problem of certification by exam only, many institutions are finding innovative ways to face this recent issue and are developing “state-of-the-art” certification programs with extensive and close collaboration with school districts.

Summary of Findings

When analyzing the result of the question, “Which institutions of higher education in Texas attract the most bilingual/ESL teacher candidates, and what are the key factors in their successful efforts?” it was found that those institutions with an enrollment of 100 or more bilingual teacher candidates offered graduate study programs and were located in northeast Texas, west Texas, central Texas, southeast Texas, southwest Texas, and the Valley. On the other hand, the institutions that had an enrollment over 100 students in the ESL education program were located in northeast Texas, west Texas, central Texas, and southwest Texas; an these institutions offered post-baccalaureate programs.

To answer research question four, linear regression analysis was used. The dependent variable was the total enrollment of bilingual teacher candidates or ESL teacher candidates, according to the program evaluated. The independent variables were organized in four categories; (1) attitudinal responses, (2) recruitment and retention strategies, (3) accountability, and (4) investment measures.

When evaluating the key factors for attracting teacher candidates to bilingual education programs, it was found that attitudinal responses, recruitment and retention strategies and investment measures had a strong correlation with the number of students enrolled in the programs. On the other hand, accountability was not particularly useful in predicting program enrollment.

The results revealed that the best predictors for the enrollment of bilingual teacher candidates in the participating institutions were providing effective role models, attracting federal and state funding, as well as having a faculty receptive to the needs of

bilingual teacher candidates. Moreover, the best predictors for high enrollment were recruiting via the web, professional organizations and Regional Education Service Centers. Those most likely to have high enrollments recruit candidates from local school districts, within the state of Texas, and from other sources. According to this study the strongest predictors for recruitment and retention strategies for bilingual teacher candidates were secured four-year scholarships, resource centers for bilingual candidates, recruitment programs, exam preparation programs, other programs, retention programs, financial aid, secured four years of financial aid, deepening mainstream pre-service teachers understanding of bilingual/ESL programs, and academic study cohorts. It was also noted that a high number of bilingual faculty along with a higher allocated budget for the program were associated with higher enrollment of bilingual teacher candidates.

In reference to the ESL program, similar results were found; attitudinal responses, in addition to recruitment and retention strategies showed a strong correlation with number of students enrolled in the program. On the other hand, accountability and investment measures were not particularly useful in predicting ESL education program enrollment.

The variables that showed the strongest correlation to ESL teacher candidates' enrollment were how successful the institutions were at attracting federal funding, having less difficulty at recruiting ESL candidates, and rating bilingual/ESL as essential components in the college of education. Web recruitment, professional organizations, and high school recruitment along with outside the state of Texas candidates, local

school districts candidates, and other candidates were better predictors for the enrollment of ESL teacher candidates. Moreover the most significant variables in this model were academic study cohorts, resource centers for ESL candidates, secured four years of scholarship, financial aid, faculty mentorship, leadership groups, university-public school liaisons, recruitment programs, exam preparation programs, and bilingual/ESL student organizations. It is important to know that having a higher number of recruitment and retention programs increase the likelihood that a greater number of teacher candidates will be enrolled at a particular institution.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

While the number of language minority students in our schools is increasing the teacher shortage in the area of bilingual and English as a second language is simultaneously rising (NEA, 2002). There are many reasons for this shortage; including low salaries and benefits for educators, strenuous working conditions, the small pool of available educators, inadequate local funding and support, minorities finding careers outside of teaching, unsupportive leadership, low enrollment of bilingual candidates into teaching, financial barriers, and negative views of bilingual education. (AAEE, 2000; Diaz-Ricco & Smith, 1994; Gandara & Maxwell-Jolly, 2000).

Although, the challenge of bilingual education, “remains a systematic one at the societal level” as one participant in this study affirms, and it is true that there is a need for “ensuring a stable political environment supportive of bilingual education” as another participant added, it has been demonstrated in this study that bilingual/ESL education is an essential program component for 22 of the 34 participating institutions. These institutions are aware that today more than ever there is a need for bilingual/ESL teachers. However, as pointed out by one participant, “unless the state of Texas and the federal government begins to live up to its constitutional commitment to fund education at more appropriate levels, minority programs such as Bilingual Education/ESL will fade in accordance with current political whims.” External funding is necessary for the success of the programs: there is close relationship between external funding and success in attracting candidates to the bilingual/ESL programs.

It is significant that about half of the participating institutions reported having more than 100 students seeking bilingual and ESL degrees or certification, demonstrating the availability of candidates. It is important to find creative ways to attract such students to the educational arena. The findings of this study and conclusions drawn from these findings suggest that college commitment, receptiveness and responsiveness of faculty, and recruitment and retention strategies play an important role in the recruitment and retention of candidates into the fields of bilingual and ESL education.

Data collected from the study was guided by three research questions. Listed below are the conclusions and analysis of the data gathered for this study.

Research Question One

Research question one asked: “What methods/policies/actions are institutions of higher education in Texas utilizing to recruit and retain bilingual/ESL teacher candidates?” The findings suggest that about 97% (n=33) of the respondents consider the recruitment of bilingual/ESL teacher candidates as important or somewhat important. Those institutions that consider the recruitment of bilingual/ESL teacher candidates as extremely important are located in the regional areas of Texas that have reported an increased number of English language learners in their public schools.

The study found that even though the recruitment of bilingual/ESL candidates is commonly perceived as “somewhat difficult” many institutions are using various approaches to recruit and retain these students. A significant number of institutions use high school recruitment and professional organization conference booths to recruit their

candidates, and more than 50% of the participants reported using their own recruitment strategies. Among the other recruitment strategies described by the participants were collaborative programs with local school districts, high school summer academies, word of mouth, post-baccalaureate programs, collaboration with community colleges, grants and scholarships that aim for the recruitment of in-service teachers and teacher's aides to receive bilingual/ESL certification, college nights and television advertisements.

The participating institutions are recruiting within the state of Texas and from their local school districts. The programs and services most frequently chosen as being offered were; academic advising, financial aid advising, preparation for certification exams, new student orientations, scholarships, liaisons between public schools and universities, and financial aid. However, those programs that were ranked among the five most important were academic advising, financial aid for bilingual/ESL candidates, preparation for certification exams, financial aid advising, and bilingual/ESL student organizations.

In addition, the participating institutions agreed with the importance of providing effective role models for bilingual/ESL teacher candidates, providing a faculty receptive and responsive to the needs of bilingual ESL teacher candidates, and most importantly that the college is committed to the successful graduation of bilingual/ESL pre/in-service teachers.

From the findings of the study it may be concluded that in order to sizably increase the number of bilingual/ESL teacher candidates a "one size fits all" approach cannot be used. Institutions of higher education need to make recruitment and retention a priority.

The best results will be obtained via the use of multiple recruitment strategies, including high school recruitment, professional organization conference booths, collaborative programs with local school districts and community colleges, grants and scholarships aimed at the recruitment of in-service teachers and teacher's aides, college nights and television advertisements. In addition, it is important for programs to spread out their recruiting efforts further than their local communities or the state of Texas.

Moreover, the use of multiple recruitment and retention strategies resulted in higher enrollment rates of bilingual/ESL teacher candidates. Some programs and services that have proved effective are financial aid, scholarships, academic advising, preparation for certification exams, liaisons between universities and public schools, in addition to bilingual/ESL student organizations. Yet it is imperative that institutions provide role models for bilingual/ESL teacher candidates, have a sensitive faculty with positive attitude towards second language acquisition, and the colleges need to be committed to the success of these students.

These conclusions are supported by literature which recommends early recruitment strategies, scholarships and loan-forgiveness programs, cooperation among local school districts, community college and universities, social supports such as improving test-taking skills and providing academic counseling and tutoring, faculty support, and programs to recruit paraprofessionals and teacher aids (Berry et al., 1999; Diaz-Rico & Smith, 1994; Education Commission of the States, 2000; Gandara & Maxwell-Jolly, 2000; National Education Association, 2002). As Tinto (1993) affirms, "an institution's commitment to the education of its students must be translated on a daily basis by the

actions of each and every representative of the institution, but especially by the faculty” (p. 206). Therefore it is crucial that everyone in a college be committed to the success of the students in their bilingual/ESL education programs.

Research Question Two

Research question two asked: “What programs/services are institutions of higher education in Texas providing to effectively prepare bilingual/ESL teacher candidates?”

The findings suggest that at least 80% of the participating institutions are preparing bilingual/ESL teacher candidates to successfully pass the state certification exams.

According to the results the programs offered the most frequently by those institutions with higher passing rates were certification exam preparation programs, liaisons between public schools and universities, bilingual/ESL student organizations, effective bilingual and ESL faculty, and requiring all pre-service teachers to enroll in a course that will prepare them to teach language minority students, as well as providing students with the opportunity to interact with language minority students.

From these findings it may be concluded that teacher preparation programs need to provide courses that prepare all teacher candidates to work with language minority students, as well as provide field experiences to future teachers that place them in contact with the growing population of language minority students. In addition, the need for effective instructors, support, and the creation of a community of learners is indispensable for the success rate on certification exams. These are also effective in meeting the National Standards for the Preparation of Bilingual/Multicultural Teachers (NABE, 1992), the latest guidelines for ESL teachers developed by TESOL (Teacher of

English to Speakers of Other Languages, 2001), and in adhering to the standards specifically designed to address the needs of English language learners created by the National Council for Accreditation of Teacher Education (NCATE) and by the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education.

Research Question Three

Research question three asked: “Which institutions of higher education in Texas attract the most bilingual/ESL teacher candidates, and what are the key factors in their successful efforts?” The findings showed that institutions located in northeast Texas, west and southwest Texas, central Texas, southeast Texas, and the Valley, that offer graduate programs have higher enrollments of bilingual/ESL teacher candidates than institutions in other regions of those that do not offer graduate degrees.

The results of the analysis for question three suggest that there is a strong, positive association between enrollment rate of bilingual/ESL teacher candidates and attitudinal responses, recruitment/retention strategies, and investment measures. However, certification exam passing rates were not particularly useful in predicting program enrollments.

The results suggest that the best predictors for the enrollment of bilingual teacher candidates are providing effective role models, attracting external funding, receiving a high budget allocation from the college of education, the number of bilingual faculty, as well as having a faculty in the whole college of education that is receptive and responsive to the needs of these students. Moreover, the results indicated that the best recruitment strategies were web recruitment, professional organization and Regional

Education Service Centers. As for recruitment location, the best predictors of high enrollments were to recruit candidates from local school districts, within the state of Texas, and from other sources. The strongest predictors for recruitment and retention programs for bilingual teacher candidates were secured four-year scholarships, resource centers for bilingual candidates, recruitment programs, exam preparation programs, retention programs, financial aid, secured four years of financial aid, deepening mainstream pre-service teachers understanding of bilingual/ESL programs, and academic study cohorts.

Likewise, the findings suggest that the best predictors for the enrollment of ESL teacher candidates are the success of the program in attracting external funding, having less difficulty at attracting ESL teacher candidates, rating ESL as an essential component, and using web recruitment, professional organizations and high school recruitment, along with recruiting outside of Texas and from local school districts. In addition, the results indicated that the best predictors for the recruitment and retention programs were academic study cohorts, resource centers for ESL candidates, secured four years of scholarship, financial aid, faculty mentorship, leadership groups, university-public school liaisons, recruitment programs, exam preparation programs, and bilingual/ESL student organizations.

One implication that can be drawn from the findings is that teacher preparation programs that approach the shortage of bilingual/ESL teacher candidates solely as a bilingual/ESL program issue cannot be genuinely successful. The results of this study demonstrate that in order to increase the number of bilingual/ESL teacher candidates,

teacher preparation programs as a whole need to be committed to the bilingual/ESL program and consider it an essential component of their colleges. The recruitment and retention of bilingual/ESL teacher candidates needs to become a priority. Institutions need to provide effective role models for these students, as well as a receptive and responsive faculty. In addition, the opportunity to attract federal and state funding and receiving a higher budget from the department will bring positive results to the enrollment of bilingual and ESL teacher candidates. Nevertheless, the institutions need to provide multiple avenues for the recruitment and retention of bilingual/ESL teacher candidates. There is a close relationship between the number of recruitment and retention services and the number of students enrolled in the bilingual and ESL programs.

The literature emphasizes the importance of the college commitment in order to retain minority candidates, in this case bilingual/ESL teacher candidates. Tinto (1993) stresses that the “secret to a successful retention, it lies in the willingness of institutions to involve themselves in the social and intellectual development of their students” (p. 6). Haberman (1989) also suggests that universities that are willing to invest the necessary resources in recruiting minority candidates and hiring minority faculty improve their minority enrollment figures. Moreover, Fretwell (1990) claims that the more competent institutions are in understanding the individual backgrounds and characteristics of their potential students, the better these institutions will be in creating an appropriate match between the minority student and the institution.

It is recommended that institutions of higher education in charge of preparing teacher candidates, especially in the areas of bilingual/ESL education, develop an infrastructure conducive to support, acceptance, and commitment towards linguistic diverse students. Every member of the faculty should have some knowledge of language acquisition, deliver this knowledge to all students in a positive matter, and promote empathy towards second language learners among future educators. Faculty and staff in teacher preparation programs should be held accountable for promoting an environment in where differences are accepted and celebrated. It is important that future teachers be able to function effectively in school districts with diverse student populations; therefore, graduates of teacher education programs must be prepared to effectively teach English language learners.

Recommendations

Until recently, the education of English language learners was a challenge that mostly affected states like California, Texas, Florida, Illinois, Arizona, and New York; this is not today's reality. According to The National Clearing House for English Language Acquisition & Language Instruction Educational Programs, an estimate of 4,584,946 ELL students were enrolled in U.S public schools for the 2000-2001 school year; a 32.1% increase over the reported 1997-1998 total public school ELL enrollment (Padolsky, 2002). As a consequence to this demographic trend, teacher recruitment and retention in the area of bilingual/ESL education is an increasingly important issue for school systems. However, the issue of recruiting and retaining good bilingual/ESL

teachers has rarely been considered by researchers and policy makers, much less the influence of recruitment and retention at the university level.

Due to the growing demand of qualified teachers who can address the needs of English language learners, universities need to embark in a more thoughtful, lasting, and efficient approach to recruit and retain college students in the area of bilingual and ESL education. It is necessary that universities take part on the preparation of qualified bilingual/ESL teacher to assure that the growing population of English language learners learn and perform at high levels. In addition, it is necessary that the federal government take part in the issue of bilingual/ESL teacher shortage by providing incentives to recruit and train teacher candidates into these fields; as they did for math and science educators under the National Defense Act and as they have been doing for the past thirty years for medicine and the military.

For this reason, the primary purpose of this study is not only to provide administrative leaders of teacher preparation programs a source of knowledge that could be utilized in the development of strategic plans directed towards the recruitment and retention of bilingual/ESL teacher candidates, but also to inform policymaker of the much needed support and development of successful programs during this critical era of teacher shortage. Based on the review of the literature, research investigation, and the conclusions of this study, the following recommendations should be considered:

Recruitment Recommendations

1. Make recruitment of bilingual/ESL teacher candidates a priority by using a variety of means for recruitment, including professional organizations, Regional Education Service Centers, high school summer academies, college nights, and “word of mouth;” as well as, developing collaborative programs with local school district and community colleges. In addition, expand recruitment efforts beyond the state of Texas; and most importantly, offer financial assistantships to all bilingual/ESL teacher candidates.
2. Conduct personal outreach for paraprofessionals and in-service teachers. In addition, recruit students who know a second language.
3. Inform all teacher candidates of the job market opportunities for bilingual and ESL teachers.

Retention Recommendations

1. Endorse college commitment to the success of bilingual and ESL teacher candidates by providing role models for bilingual/ESL teacher candidates, encouraging all faculty in the teacher preparation program to be receptive and responsive to the needs of bilingual/ESL teacher candidates, and to demonstrate a positive attitude towards second language acquisition. It is important for the program to offer a class or classes that will prepare all teacher candidates to work with language minority students and that will expand mainstream teacher candidates’ knowledge of bilingual/ESL programs.

2. Teacher preparation programs should make use of external funding, such as state or federal grants in order to provide financial assistantships to bilingual/ESL teacher candidates and a resource center for bilingual/ESL teacher candidates.
3. Promote a supportive environment in where faculty and students interact professionally and socially through mentorship programs and via an active bilingual/ESL student organization.
4. Create an outstanding learning environment in where the university works closely with public schools while providing opportunities for teacher candidates to interact with English language learners. In addition, institutions should offer certification exam preparation programs.

Teacher preparation programs need to reflect on our changing society to better meet the needs of our schools. Universities must be primed to examine their philosophy, pedagogies, and recruitment/retention practices, in order to address teacher shortages in the areas of bilingual and ESL education. It is time for teacher preparation programs to pay close attention to the disparity of teacher supply. Many teacher preparation programs continue to over produce teachers in fields with little or no demand while schools continue to struggle with finding teachers in areas of high demand. Efforts should be made in order to channel teacher candidates to areas where they are needed; and nowadays with the growing population of English language learners, an area of great needs is bilingual and ESL education.

Recommendations for Future Research

It is suggested that additional research be conducted on the question of bilingual/ESL teacher shortage, in particular recruitment and retention of bilingual/ESL teachers from other constituents' point of view. Moreover, some specific recommendations that have resulted from this study include the following:

1. The results of this study reflect the opinions of higher education administrators from teacher preparation programs in the state of Texas. It is recommended that a study be conducted of higher education administrators from teacher preparation programs that offer bilingual and/or ESL programs across the United States. The study would provide the basis for a comparison between the findings of the two studies. The comparison could determine the extent to which higher education institutions across the United States are dealing with the issue of bilingual/ESL teacher shortage, and identify best practices to emulate.
2. The findings of this study illuminate the actions taken by institutions of higher education to recruit and retain bilingual/ESL teacher candidates in Texas. It is recommended that a study be conducted of Alternative Certification Programs that prepare bilingual/ESL teacher candidates. The study would provide the basis for a comparison between the findings of the two studies. The comparison could reveal the extent to which alternative certification programs are successfully or unsuccessfully recruiting, retaining, and preparing bilingual/ESL teacher candidates.

3. It is recommended that a study be conducted of bilingual and ESL faculty in teacher preparation programs in Texas. The study would provide the basis for a comparison between the findings of the two studies. The comparison could determine the extent to which bilingual and ESL faculty agree or disagree with the administrators' perceptions regarding college commitment towards bilingual/ESL programs, efforts towards the program, and the importance placed on the program.
4. It is recommended that a study of bilingual/ESL teacher candidates be conducted. The investigation should pay particular attention to their perceptions towards teacher preparation program efforts to recruit and retain them in the program.
5. It is recommended that a study of public school teachers be conducted to determine the extent to which they feel that they were prepared to work with English language learners. The study should also seek recommendations on how teacher preparation programs can better prepare future teachers to work with language minority students.
6. It is recommended that a study of bilingual/ESL teacher preparation programs be conducted within the next five years to examine the effects of the termination of Title VII and the beginning of Title III under the *No Child Left Behind Act* (2001).

Concluding Statement

Today's schools are becoming more and more diverse. The 21st century is bringing changes to our society, and these are reflected in our schools. We are now living in a global society which has opened the door to a variety of languages and cultures. As a result, demographics of the student population are rapidly changing. Institutions of higher education need to work hand-in-hand with public schools to prepare qualified and effective teachers who can teach all types of students, from mainstream to culturally, linguistic, and socially diverse students.

The future of our nation will be in the hands of our current students. If we under-educate our student population, our nation and its economy will be negatively affected in the long run. As Berry et al. (1999) articulated, "teaching is the profession that shapes America's future. Few other tasks are of greater importance to the nation" (p.224). For this reason it is important that teacher preparation programs train teachers to educate today's students to live in tomorrow's society. The future of our nation will depend on how well our society can compete and survive in a globalize word. It is time that policymakers, institutions of higher education, and society change their views towards bilingualism, and take a positive stand on second language. As Fishman (1965) expressed,

It is high time that the diversity of American existence were recognized and channeled more conscientiously into a creative force, rather than be left as something shameful and to be denied, at worst, or something mysterious and to be patronized, at best. Rethinking our unwritten language policy and our unproclaimed ethnic philosophy in this light may yet bring forth fresh and magnificent fruits. (p. 155)

To live in a society ready to face the challenges that globalization brings, it is important that we start building from the strengths our students bring to school. Teacher preparation programs need to teach their candidates to see a second language not as a burden but as an asset from which the students can benefit in the long run. For this reason, it is imperative that teacher preparation programs find innovative ways to meet classroom diversity and to bring more teacher candidates into the high need disciplines of bilingual and ESL education.

This study demonstrates the need for proactive teacher recruitment policies in order to better serve the needs of today's schools. It is necessary to create cooperative efforts in where many constituents take part. Policy makers and education supporters need to endorse programs that target areas of high need, as well as to engage in policies that will help ameliorate the problem of teacher shortage. School districts need to work hand in hand with teacher preparation programs in order to implement practices that will result in an increased number of well-prepared bilingual/ESL teachers; from supplying teacher candidates from a pool of in-service teachers and high school students to offering teacher candidates the opportunity to work with school aged children, particularly ELLs, as part of their field experience. In addition, teacher preparation programs must take responsibility and aggressively implement recruitment and retention strategies that will increase the production and retention of teachers in the area of bilingual and ESL education.

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APPENDIX A



TEXAS A&M UNIVERSITY
College of Education and Human Development
Department of Teaching, Learning and Culture

Dear Dean _____:

I am in the process gathering information targeted to identify critical elements for recruitment, retention, and graduation of potential bilingual/ESL pre-service teachers attending teacher preparation programs in colleges of education in the state of Texas. I would appreciate your cooperation in completing the attached questionnaire (please use the following link to access the questionnaire <http://bilingual.tamu.edu/diaz>). ALL information that you will provide will be held confidential. Any reporting on data collected will not include the names of the respondents nor their institutions. This study was approved by my advisory research committee and the Institution Review Board at Texas A&M University.

Since we are already informally aware of your institution's commitment in this high area of need, your responses will be particularly encouraging.

Any additional information and comments you might provide will be appreciated. If you have any questions, please do not hesitate to contact me any time at 979-845-8053 and/or e-mail me at zulmaris-diaz@tamu.edu. Upon completion of the study, an executive summary of the findings will be posted to the Language Diversity Network site <http://ldn.tamu.edu> at Texas A&M University for your review. The findings of this study will have several applications; I hope that some may be of use to you.

Thank you very much in advance for assisting in this effort.

Sincerely,
Zulmaris Diaz
Doctoral Student
Department of Curriculum and Instruction
College of Education and Human Development
Texas A&M University,
College Station, TX, 77843-4232

APPENDIX B

Title of Survey: Recruitment and Retention of Bilingual/ESL Pre-Service teachers

Thank you for your effort to complete this questionnaire, which I hope will elicit the type of information that will be useful to bilingual/ESL education programs.

Response Due: July 7, 2004

Purpose of the Web Questionnaire: The purpose of this questionnaire is to gather information targeted to identify critical elements for recruitment, retention, and graduation of potential bilingual/ESL pre-service teachers attending teacher preparation programs throughout the state of Texas.

Benefits of Participation: The findings obtained from this study may impart a source of knowledge that could be utilized in the development of strategic plans directed towards the recruitment, retention, and graduation of pre-service and in-service teachers in the high need disciplines of bilingual and ESL education.

Procedures to be followed: The web questionnaire consists of 33 questions, and should require about 15 minutes of your time to complete. Please respond by placing an or or by typing in any specific information concerning your college and program(s).

Once you have completed the survey, click on . If you wish to clear all fields and start over, click on .

If you need any kind of assistance, have questions, or would like more information, please do not hesitate to contact

Zulmaris Diaz (Principal Investigator)
Phone number: (979) 845-8053
Email: zulmaris-diaz@tamu.edu

Confidentiality: Your participation in this study is voluntary and confidential. The records of this study will be kept private. No identifiers linking you and your institution to this study will be included in any sort of report that might be published. Research records will be stored securely and only the primary investigator, Zulmaris Diaz, will have access to the records. This research study has been approved by The Institutional Review Board-Human Subjects in Reserch at Texas A&M University.

For research related problems or questions regarding subjects' right you can contact:

Dr. Michael W. Buckley
Director of Research Compliance
Office of Vice President for Research
Texas A & M University
Phone number: (979) 845-8585
Email: mw Buckley@tamu.edu

Implied Consent: Completion and submission of this questionnaire implies that you have read the information in this form and consent to participate in the research.

Please keep this form for your records or future reference.

THANK YOU FOR YOUR TIME AND VALUABLE CONTRIBUTION!

Please use the following link to start questionnaire:

<http://bilingual.tamu.edu/diaz/survey.htm>

APPENDIX C

Recruitment and Retention of Bilingual/ESL Pre/In-Service Teachers

The questions presented below relate primary to programs in your institution that prepare future teachers in the area of bilingual and English as a second language education. Please respond by placing an or or by typing in your answer in the spaces provided. Thank you for your time and cooperation.

THE STRUCTURE OF YOUR UNIVERSITY

1. Your University is located in the following geographic area of Texas

- Northeast
- Northwest
- West
- East
- Central
- Southeast
- Southwest
- Valley

2. Your university is (Check all that apply)

- Public
- Private
- 4 years (undergraduate)
- 4+ years (undergraduate and graduate)

II. YOUR PARTICULAR COLLEGE AND THE PROGRAMS CURRENTLY OFFERED

PLEASE PROVIDE THE FOLLOWING INFORMATION.

3. The number of students currently enrolled in the college under your administration is

- Less than 500
- 500-999
- 1,000-2,999
- 3,000-5,000
- More than 5,000

4. Approximately, the number of students currently enrolled in your college seeking a degree and/or a certification only in **bilingual education** is

Degree

- 0
- 1-19
- 20-49
- 50-79
- 80-100
- More than 100

Certification only (non-degree seeking)

- 0
- 1-19
- 20-49
- 50-79
- 80-100
- More than 100

5. Approximately, the number of students currently enrolled in your college seeking a degree and/or a certification only in **English as a second language (ESL) education** is

Degree

- 0
- 1-19
- 20-49
- 50-79
- 80-100
- More than 100

Certification only (non-degree seeking)

- 0
- 1-19
- 20-49
- 50-79
- 80-100
- More than 100

6. Please rate to what extent Bilingual Education and/or English as a Second Language are essential components in your teacher education program.

- 3 Extremely Important
- 2 Somewhat Important
- 1 Not at all Important

7. Please rate how successful the bilingual/ESL program is at attracting federal and/or state funding.

- 3 Extremely Successful
- 2 Somewhat Successful
- 1 Not at all Successful

8. Please estimate the approximate percent of your budget allocated to the bilingual and ESL programs.

- 0-5%
- 6-10%
- 11-15%
- 16-20%
- 21-25%
- More than 25%

9. Please rate the importance of bilingual/ESL pre/in-service teacher **recruitment** in your college.

- 3 Extremely Important
- 2 Somewhat Important
- 1 Not at all Important

10. Overall, bilingual/ESL pre/in-service teacher **recruitment** in your college is best described as

- 3 Extremely Difficult
- 2 Somewhat Difficult
- 1 Not Difficult

11. Overall, bilingual/ESL pre/in-service teacher **retention** in your college is best described as

- 3 Extremely Difficult
- 2 Somewhat Difficult
- 1 Not Difficult

12. What strategies are used in your college to recruit bilingual/ESL pre/in-service teachers? (please check all that apply)

- High school recruitment
- Freshman orientation
- Newspapers

- Websites
- Professional organization/conference booth
- Regional Education Service Centers (ESC)
- Other (please specify):

13. In your college of education, how are the majority of the bilingual/ESL pre/in-service teachers are recruited? (please check all that apply)

- From the local school district
- From within the state of Texas
- From outside the state of Texas
- Internationally
- Other (please specify):

14. Please indicate which of the following programs/services your college provides for the recruitment and retention of bilingual/ESL pre/in-service teachers. (please check all that apply)

- New student orientation program
- Academic advising
- Financial aid advising
- Bilingual/ESL student organization program
- Leadership groups
- Academic cohort study groups
- Preparation for certification exams groups
- Academic resource center for bilingual/ESL pre/in-service teachers
- Faculty mentoring program for bilingual/ESL pre/in-service teachers
- Peer mentoring program for bilingual/ESL pre/in-service teachers
- Liaison between public schools and university
- Recruitment programs

- Retention programs
- Funds to attend educational conferences
- Financial aid for bilingual/ESL pre/in-service teachers
- Scholarship for bilingual/ESL pre/in-service teachers
- Secured four-year financial aid packages for bilingual/ESL pre/in-service teachers
- Secured four-year scholarships for bilingual/ESL pre/in-service teachers
- Deepening mainstream pre-service teachers' understanding of bilingual/ESL programs
- Other (please specify):

15. Please rank the **five most important** programs/services your college provides for the recruitment and retention of bilingual/ESL pre/in-service teachers. The top ranked should be assigned the number 1 and the lowest ranked the number 5.

- New student orientation program
- Academic advising
- Financial aid advising
- Bilingual/ESL student organization program
- Leadership groups
- Academic cohort study groups
- Preparation for certification exams groups
- Academic resource center for bilingual/ESL pre/in-service teachers
- Faculty mentoring program for bilingual/ESL pre/in-service teachers
- Peer mentoring program for bilingual/ESL pre/in-service teachers
- Liaison between public schools and university
- Recruitment programs
- Retention programs
- Funds to attend educational conferences

- Financial aid for bilingual/ESL pre/in-service teachers
- Scholarship for bilingual/ESL pre/in-service teachers
- Secured four-year financial aid packages for bilingual/ESL pre/in-service teachers
- Secured four-year scholarships for bilingual/ESL pre/in-service teachers
- Deepening mainstream pre-service teachers' understanding of bilingual/ESL programs
- Other (please specify):
-

PLEASE INDICATE TO WHAT EXTENT YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS.

16. Faculty in the **Bilingual Education program, in your college, effectively prepare pre/in-service teachers to educate language minority students.**

- Strongly Agree
- Agree
- Somewhat
- Disagree

17. Faculty in the **English as Second Language program, in your college, effectively prepare pre/in-service teachers to educate language minority students.**

- Strongly Agree
- Agree
- Somewhat
- Disagree

18. Do the same faculty serve both, bilingual education and/or ESL programs.

- Yes
- No (If no, please explain)

briefly):

PLEASE PROVIDE THE FOLLOWING INFORMATION.

19. Please indicate total number of faculty in your **Bilingual Education program** within the various professorial ranks.

- Tenured Professors
- Tenured Associate Professors
- Tenured Assistant Professors
- Tenure track faculty
- Clinical Faculty
- Visiting Professors
- Lecturers
- Adjunct Faculty
- Other (please, specify):

20. Please indicate total number of faculty in your **English as second language education program** within the various professorial ranks.

- Tenured Professors
- Tenured Associate Professors
- Tenured Assistant Professors
- On tenure track
- Clinical Faculty
- Visiting Professors
- Lecturers
- Adjunct Faculty
- Other (please, specify):

21. Please indicate the approximate passing rate for the **Bilingual TExES Exam** over the past year.

- 100% - 90%
- 89% - 70%
- below 70%

22. Please indicate the approximate passing rate for the **Texas Spanish Oral Proficiency Test (TOPT)**.

- 100% - 90%
- 89% - 70%
- below 70%

23. Please indicate the approximately passing rate for the **ESL TExES Exam**:

- 100% - 90%
- 89% - 70%
- below 70%

PLEASE INDICATE TO WHAT EXTENT YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS.

24. Generally, **all pre-service teachers** in my institution are required to enroll in a specific course(s) that prepare(s) them to teach language minority students.

- Agree
- Disagree

25. Typically, **all pre-service teachers** in my institution interact with language minority students as part of their field experience.

- Strongly Agree
- Agree
- Somewhat
- Disagree
- Strongly Disagree

26. Our college is effective in providing role models for bilingual/ESL pre/in-service teachers.

- Strongly Agree
- Agree
- Somewhat
- Disagree
- Strongly Disagree

27. In general, our faculty are receptive and responsive to the needs of bilingual/ESL pre/in-service teachers.

- Strongly Agree
- Agree
- Somewhat
- Disagree
- Strongly Disagree

28. Our college is committed to the successful graduation of bilingual/ESL pre/in-service teachers.

- Strongly Agree
- Agree
- Somewhat
- Disagree
- Strongly Disagree

PLEASE PROVIDE THE FOLLOWING INFORMATION.

29. Please list or describe what you believe to be the major **internal and/or external** challenges your college faces when recruiting and retaining bilingual/ESL pre/in-service teachers ("Internal" means challenges that exist within your college only as opposed to the university. "External" refers as challenges that are outside your college. They could be at national, international, state, or as local as the university.)

A large, empty rectangular text box with a thin black border. The bottom and right edges of the box are decorated with a grey and white checkerboard pattern. Small grey navigation icons (back, forward, up, down) are located at the corners of the box.

30. Please list or describe what you believe is/are the **most positive strategy(ies)** used by your college to specifically address the recruitment and retention of bilingual/ESL pre/in-service teachers.

A large, empty rectangular text box with a thin black border. The bottom and right edges of the box are decorated with a grey and white checkerboard pattern. Small grey navigation icons (back, forward, up, down) are located at the corners of the box.

31. What are the **major concerns** of your current bilingual/ESL faculty?

A large, empty rectangular text box with a thin black border. The bottom and right edges of the box are decorated with a grey and white checkerboard pattern. Small grey navigation icons (back, forward, up, down) are located at the corners of the box.

32. How do you **envision** the bilingual/ESL program in your institution over the next five years?



33. Would you be interested in participating in a follow up interview?

- Yes
 No

PERSONAL INFORMATION

Name:

Institution Name:

Email:

Phone:

APPENDIX D

Dear Dean ____:

Couple of weeks ago you were sent an electronic mail regarding a study being conducted at Texas A&M University. The response to this study has been remarkable! However, we have not received your reply to our questionnaire, and your information is vital to the accuracy of this research.

Your responses, which will be kept strictly confidential, will help us better understand critical elements for recruitment, retention, and graduation of potential bilingual/ESL teacher candidates attending teacher preparation programs in the state of Texas. The data obtained will impart a source of knowledge that could be utilized in the development of strategic plans directed towards the recruitment, retention, and graduation of teacher candidates in the high need disciplines of bilingual and ESL education.

We would appreciate your cooperation in completing the attached questionnaire (please use the following link to access the questionnaire <http://bilingual.tamu.edu/diaz>).

Any additional information and comments you might provide will be appreciated. If you have any questions, please do not hesitate to contact me any time at 979-845-8053 and/or e-mail me at zulmaris-diaz@tamu.edu.

Thank you very much in advance for assisting in this effort.

Sincerely,
Zulmaris Diaz
Doctoral Student
Department of Curriculum and Instruction
College of Education and Human Development
Texas A&M University,
College Station, TX, 77843-4232

APPENDIX E

Interview Questions

1. What will be some recommendations you could give to institutions that are having difficulty recruiting and retaining Bilingual/ESL teacher candidates?
2. What will be some recommendations you could give to institutions that are having difficulty recruiting and retaining Bilingual/ESL faculty?
3. Where would you say would be the best places to recruit bilingual/ESL teacher candidates?
4. Do you believe there is a need to prepare ALL teacher candidates to work with language minority students? Why?
5. What do you believe is necessary to prepare candidates to teach language minority students?
6. Is there any other information you would like to add?

VITA

Zulmaris Diaz

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Academic Preparation:

| | |
|-------|--|
| Ph.D. | Curriculum and Instruction (Bilingual Education) Texas A&M University, College Station, TX <i>Anticipated completion date, December 2004</i> |
| M.Ed. | Educational Psychology (Bilingual Special Education), 1999 Texas A&M University, College Station, TX |
| B.A. | Spanish (minor in French), 1991 University of Texas, Austin, TX Teaching Certificates: ESL, Bilingual Education, Spanish Elementary, Elementary, and Early Childhood |