

Key Issue:

Recruiting Teachers for Schools Serving English Language Learners

All resources contained within the TQ Tips & Tools documents have been reviewed for their quality, relevance, and utility by TQ Center staff and three content-area experts. These experts usually have a policy, practice or research background. The strategies and resources are provided to help regional comprehensive center and state education agency staff to be aware of the initiatives, programs or activities taking place in other settings. Our provision of the links to these resources should not be considered an endorsement but a qualified suggestion that they be considered as an option to study and/or pursue given the needs and context of the inquiring region, state, or district. Evidence of the impact of initiatives, programs or activities is provided where available or appropriate.

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TQ Tips & Tools Resources

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Scenario

Carlos Rodriguez is the leader of a large urban school district that is facing a number of different challenges. The district is currently labeled under “corrective action” because it has failed to make adequate yearly progress (AYP) for more than three years. Carlos’s district serves over 500,000 students, 85 percent of whom are low income and 50 percent of whom are English language learners (ELLs), along with a significant population of former ELLs. On last year’s statewide academic assessments, only 10 percent of the ELLs in Carlos’s district scored at or above the proficient level in reading, and only 15 percent scored at the same level in mathematics. In addition to being assessed on the statewide content standards, ELLs must also be assessed on the statewide English proficiency standards. Unfortunately, last year Carlos’s district did not meet the target goal for the percentage of students who must make progress in improving their proficiency in English. Thus, Carlos needs to help schools identify strategies that will enable ELLs to improve both their levels of academic achievement and English proficiency.

One of the most important strategies to increase student achievement is to have a highly qualified teacher in every classroom. Unfortunately, Carlos’s district currently has more than 800 vacant teaching positions for students who are ELLs, so there is a serious shortage of qualified teachers in his district. At the same time, levels of immigration are increasing in this urban area, so Carlos’s demography experts indicate that there will be even larger numbers of ELLs in the future. As a result, Carlos needs a way to provide increasing numbers of students with bilingual or English as a Second Language (ESL) services. How can he recruit teachers from within and outside the district to meet the needs of ELLs?

To add more complexity to an already challenging situation, there are three types of programs in Carlos’s district for ELLs, and each type requires teachers with a different set of skills and expertise. First, about 50 schools in the district offer ESL programs; these schools have small numbers of students who speak a variety of different languages. Thus, an ESL teacher might teach ESL to students in the same class who speak Arabic, Mandarin, French, Vietnamese, Polish, or Spanish at home. Such teachers need to be certified by the state to teach ESL and be familiar with a range of different cultures. However, they are not required to be fluent in every one of their students’ home languages (not to mention it would be unreasonable to expect them to be!) (Zehler, Fleischman, Hopstock, Stephenson, Pendzick, & Sapru, 2003).

Second, approximately 200 schools in the district offer transitional bilingual programs—the most common model. In these schools, a large number of students speak the same native language. They receive instruction in their native language in the core content areas as well as receiving instruction in ESL. Over time, the students transition from receiving most of their instruction in their native language to receiving most of their instruction in English. Teachers in these schools must be certified to teach Bilingual Education and ESL and must be fully bilingual in both English and the second language of instruction (Zehler et al, 2003).

Finally, there are about 20 schools in Carlos’s district that utilize the third type of program, dual language models. Teachers in these programs must have the same qualifications as those who teach in transitional bilingual models. However, the goal and structure of these programs are different. Instead of transitioning students from their native language to English, dual language

programs aim to maintain the native language for students who speak a second language at home as well as to develop bilingualism in students who speak only English (Zehler et al, 2003). Most of these dual language programs offer instruction in Spanish for half of the day and instruction in English for the remainder of the day. Half of the students in the class typically have strong verbal skills only in English when they begin in the program while the other half of the class has strong verbal skills only in Spanish. The goal, over time, is for both groups of students to become fully bilingual in both languages and to maintain their fluency in both languages throughout their primary education. How can Carlos recruit teachers who will have the appropriate certifications and skill levels to effectively serve ELLs in these different types of programs?

The ELL Challenge

Districts across the country are currently struggling to find enough teachers who are qualified to teach English language learners. This is a complicated challenge because teachers of ELLs must meet not only the highly qualified requirements for all teachers under the No Child Left Behind Act, but also the requirement for additional training specific to the needs of ELLs. Moreover, that training depends on the program model that is used in the district. In order to meet this significant challenge, districts must broaden their current recruitment efforts and cast a wider net in order to recruit a larger pool of highly qualified teachers for ELLs. As the numbers of ELLs continues to grow in a more diverse range of districts, education leaders will have to develop creative and comprehensive recruitment strategies, which may be linked to preparation programs, in order to ensure that all ELLs in the district can be served by highly qualified teachers.

Benefits

Recruiting more highly qualified teachers for ELLs will yield a number of important benefits, including the following:

- Teachers with expertise related to the needs of ELLs and with ELL-specific instructional strategies can help ELLs to improve their levels of academic achievement and their English language proficiency. Recruiting and training more highly qualified teachers for ELLs will ensure that all ELLs receive appropriate services and supports that enable them to improve their academic achievement and English language proficiency.
- These increases in achievement and language proficiency can help the district to meet state and federal goals, such as AYP, that are related to the academic achievement of all students in the district.
- Teachers of ELLs can educate other teachers in the school about the needs of ELLs and can serve as in-house experts that general education teachers can rely on as a resource.

Tips and Cautions

Strategies for recruiting teachers of ELLs will vary widely from district to district. Districts with small numbers of ELLs who speak different languages will have very different programs for ELLs than will urban districts with large numbers of ELLs, many of whom speak the same native language. As a result of differences related to numbers of ELLs and program models, recruitment strategies must be targeted to meet the needs of the district. The following are important ideas for districts to keep in mind when recruiting for schools with ELLs:

- **Examine trends and project future numbers of ELLs in the district consistently.** Depending on the state’s certification requirements for ESL and bilingual teachers, it may take a significant amount of time for teacher candidates to complete the necessary coursework. As a result, it is best to plan ahead. Districts should examine past trends of growth in the ELL population and project how many ELLs the district will be serving in 5 or 10 years. Based on those projections, the district should determine how many teachers of ELLs will be needed in the future. Recruitment efforts to meet that target number of teachers should begin immediately so that teachers or teacher candidates can be trained to meet the needs of all ELLs who are currently in the district or will be in the district in the near future. In addition, as the population of a district is constantly changing, districts must consistently assess demographic shifts.
- **Determine the program model that will best fit the needs of ELLs and the available district resources.** In addition to projecting the number of ELLs that the district will be serving in the future, the district should also assess the needs of the ELLs and the number of languages they will speak at the school level. This determination affects the type of model that the district or schools should adopt for English language instruction. In addition, particularly if ELLs are refugees or come from situations in which they received little previous schooling, districts may also need to consider providing additional supports for ELLs that will help them adjust to a new culture, catch up to their age peers in terms of academic preparation, and/or receive services that will enable them to cope with trauma or hardships they may have experienced in their home country or on the journey to the United States. It is also important to keep in mind that one strategy is not the silver bullet, and districts should design a program model that is comprehensive and holistic.
- **Target recruitment efforts to those teachers who have the skills and expertise to be successful in the district’s program model.** After determining how many ELLs will be in the district in the near future and what type of program model will best fit their needs, districts must recruit teachers who are trained in that program model. Depending on the type of model that districts choose, teachers may need professional development and training to learn how to serve ELLs. As a result, the most logical recruits for this program model are general education teachers because they already have their certification and will only need to enhance and extend their skills and knowledge to focus more specifically on ELLs. However, with a transitional bilingual program or a dual language model, teachers must be fluent in at least two languages. As a result, for these program models, recruitment should be targeted to teachers who have knowledge of second language acquisition and content area expertise. This population may include teachers, paraeducators, midcareer professionals, recent college graduates with degrees in fields

other than education, or foreign-educated professionals who are familiar with the cultures and speak the languages that are most commonly spoken by ELLs in the district.

- **Be creative and comprehensive in communication efforts.** Cast the net widely in order to recruit a large pool of high-quality candidates. Recruit candidates who already have the necessary content and grade-level skills and endorsement or certification, as well as those who would be willing to complete additional coursework in order to become certified. Use a number of different advertising strategies through various media sources including the Internet, radio, television, and newspapers; word of mouth; recruiting events on college campuses; or referrals solicited from community-based organizations with a focus on immigration for potential candidates who already have skills with the language and culture of ELLs.
- **Link recruitment to preparation programs.** Recognize that the teacher candidates recruited by the district might not yet have the appropriate training. As a result, the district might consider partnering with a university or an organization that specializes in ELL-specific professional development in order to develop a program that will prepare teachers to meet the needs of the district's ELLs. These partnerships should be tailored to focus on the district's program model for ELLs and should further provide a range of supports for the teacher candidates that allow them to successfully complete the program and move on to a teaching position within the district.

In order to fill district vacancies for teachers of ELLs, district leaders should carefully evaluate what types of teachers are needed to meet the needs of the district and then select the most appropriate strategies, or combination of strategies, to recruit those teachers. Six effective strategies for recruiting teachers of ELLs are further discussed in this document.

Strategies

1. Recruit teachers who are familiar with the language and culture of ELLs.
2. Train general education teachers to work with ELLs.
3. Recruit paraeducators into training programs to become certified teachers of ELLs.
4. Develop alternative certification programs.
5. Recruit educators globally.
 - 5.1 Participate in foreign teacher exchange programs.
 - 5.2 Recruit foreign-born and culturally diverse candidates into teacher preparation programs.
6. Target financial incentives.

Resources

The resources and strategies in this document are intended to help districts choose recruitment strategies that best fit their needs, understand what the related research says about those strategies, and then use this information to design recruitment and preparation programs that will fill current and future district vacancies for teachers of ELLs.

Strategy 1: Recruit Teachers Who Are Familiar With the Language and Culture of ELLs

This strategy emphasizes the recruitment of teachers who are familiar with the language and culture of ELLs. The most rigorous research about the effectiveness of instructional practices for ELLs demonstrates that teaching ELLs to read in their first language, either before or at the same time as they learn to read in English, improves their reading achievement in English (Goldenberg, 2008). This finding is supported by the Cummins (1992) model that explains how students learn skills or concepts in their native language and then transfer their knowledge of that skill to English as soon as they learn the necessary vocabulary. ELLs can learn concepts more easily in their native language because of their command of a much larger vocabulary; therefore, it makes sense to provide as much content instruction as possible in the native language. Thus, efforts should focus on recruiting teachers familiar with the language and culture of the students with whom the teacher will be working. In order to attract these teachers to teach ELLs, districts might design targeted preparation programs with comprehensive support systems, or they might use more general recruitment strategies such as offering stipends, professional development opportunities and funds, paid health insurance, or other incentives.

Resource 1: “Teaching English Language Learners: What the Research Does—and Does Not—Say”

Goldenberg, C. (2008). Teaching English language learners: What the research does—and does not—say. *American Educator*, 32(2), 8–44. Retrieved December 29, 2008, from http://www.aft.org/pubs-reports/american_educator/issues/summer08/goldenberg.pdf

The author reviews two important research studies about effective programs for ELLs that were conducted in 2006 by the Center for Research on Education, Diversity, and Excellence (CREDE) and the National Literacy Panel. In a very accessible article, he highlights the findings from these studies, which he argues should inform the development of teacher preparation and professional development programs. These findings include the following: teaching ELLs to read in their native language improves their reading achievement in English; quality instructional strategies for students in general education also work for ELLs; and teachers must modify their instruction in English to make it appropriate for the English language proficiency level of ELLs in their classrooms.

Resource 2: “Increasing the Supply of Latino Bilingual Teachers for the Chicago Public Schools”

Sakash, K., & Chou, V. (2007). Increasing the supply of Latino bilingual teachers for the Chicago Public Schools. *Teacher Education Quarterly*, 34(4), 41–52. Retrieved December 29, 2008, from <http://www.articlearchives.com/education-training/teaching-teachers-teacher-certification/998537-1.html>

The authors present a case study about the Project 29 Pathways Program, a nontraditional teacher preparation program model that is designed to recruit Latino bilingual teachers in order to address the shortage of Spanish-speaking bilingual teachers in Chicago Public Schools. The

program featured a variety of supports that tailored the program to fit the needs of the teacher candidates. As a result of this program, the graduates are prepared to serve ELLs in Chicago Public Schools. Ninety-five percent of the teacher candidates graduated from the program, so there is a strong retention rate. Moreover, teachers from this program are much more diverse and are much more likely to teach in Chicago Public Schools and in predominantly Latino and/or low-income schools than are graduates from the general education preparation program at the same university.

Resource 3: *An Analysis of Texas Superintendents' Bilingual/ESL Teacher Recruitment and Retention Practices*

Lara-Alecio, R., Galloway, M., Irby, B. J., & Brown, G. (2004, April). *An analysis of Texas superintendents' bilingual/ESL teacher recruitment and retention practices*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA. Retrieved December 29, 2008, from <http://ldn.tamu.edu/Archives/rrAERA04.pdf>

The authors analyzed the results of a survey of school district superintendents in Texas. They found that superintendents face a number of challenges in recruiting teachers to fill bilingual education and ESL positions. In districts where superintendents reported the fewest vacancies, they found that teachers appeared to be attracted by benefits and incentives such as stipends, paid health insurance, and professional development opportunities and funds.

Strategy 2: Train General Education Teachers to Work With ELLs

In order to address the needs of ELLs, districts and schools might offer general education teachers on-site professional development on enhancing their content-area expertise with language acquisition skills. In addition, districts and schools can create “grow-your-own” alternative certification programs in partnership with a university or regional educational agency, or through distance learning technology. Although ELLs have historically been concentrated in the western states and in urban districts, the population of ELLs is increasing, and they are now represented in a majority of schools throughout the country. In fact, the percentage of teachers who have at least one ELL in their classroom has more than tripled from 15 percent in 1992 to nearly 43 percent in 2002 (Zehler et al., 2003, p. 69). In many of these schools, there are either a small number of ELLs or ELLs who speak a wide variety of different languages at home. As a result, it is not feasible to use transitional or dual language bilingual education models. Consequently, in 2002 nearly 60 percent of ELLs received their instruction completely in English (Zehler et al., 2003, p. 40). In these cases, one strategy to provide ELLs with appropriate services is to help general education teachers, through professional development, develop the skills and knowledge they will need to serve ELLs. However, this does not appear to be happening currently. Of all the teachers in the United States who taught ELLs in their classrooms in 2000, only 12.5 percent had eight or more hours of professional development on how to teach ELL students within the previous three years (Gruber, Wiley, Broughman, Strizek, & Burian-Fitzgerald, 2002).

Resource 4: “School Reform and Standards-Based Education: A Model for English-Language Learners”

Echevarria, J., Short, D., & Powers, K. (2006). School reform and standards-based education: A model for English-language learners. *Journal of Educational Research*, 99(4), 195–210.

The authors review data about achievement gaps between ELLs and non-ELLs. They then discuss the development of sheltered instruction as an instructional strategy for teachers serving ELLs who speak a variety of languages. In sheltered instruction, teachers focus on both language and content objectives so that students learn the concepts as well as the academic vocabulary associated with those concepts in English. During instruction, teachers employ a number of strategies in order to make the content of the lesson comprehensible for ELLs, including activating prior knowledge; using hands-on activities; simplifying language; modifying texts; and using visual supports such as real objects, graphic organizers, tables, graphs, timelines, maps, pictures, gestures, and demonstrations. The authors then describe their research study in which they compared a control group of teachers with another group who received training with the Sheltered Instruction Observation Protocol (SIOP), a research tool for use in observing how well teachers of ELLs utilize a number of strategies that are effective with ELLs. The authors found that the implementation of the SIOP had a positive effect on student literacy achievement.

Resource 5: *Preparing to Serve English Language Learner Students*

Zehler, A. M., Adger, C., Coburn, C., Arteagoitia, I., Williams, K., & Jacobson, L. (2008). *Preparing to serve English language learner students: School districts with emerging*

English language learner communities (Issues & Answers Report, REL 2008–No. 049). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. Retrieved December 29, 2008, from <http://ies.ed.gov/ncee/edlabs/projects/project.asp?id=151>

This report is a useful tool for districts experiencing significant growth in their ELL populations, particularly in the Appalachian region. After reviewing the literature and analyzing school and district-level data and interviews with stakeholders, the authors outline a framework for building capacity to serve ELLs in districts that have historically had small numbers of ELLs. The authors highlight challenges and helpful resources for districts in recruiting teachers for ELLs and providing all teachers in the district with appropriate professional development.

Resource 6: “Crisis in the Heartland”

Murry, K., & Herrera, S. (1998). Crisis in the heartland: Addressing unexpected challenges in rural education. *Journal of Research in Rural Education*, 14(1), 45–49. Retrieved December 29, 2008, from <http://www.jrre.psu.edu/articles/v14,n1,p45-49,Murry.pdf>

This case study describes a distance-leaning professional development delivery model that was utilized in a rural school district in Kansas. This may be a useful strategy for rural districts that are beginning to experience significant growth in their ELL populations.

Resource 7: “Preparing Mainstream Teachers for English Language Learners: Is Being a Good Teacher Good Enough?”

de Jong, E. J., & Harper, C. A. (2005). Preparing mainstream teachers for English language learners: Is being a good teacher good enough? *Teacher Education Quarterly*, 32(2), 101–124. Retrieved December 29, 2008, from http://www.teqjournal.org/backvols/2005/32_2/13dejong&harper.pdf

The authors present a framework that outlines essential areas of expertise that general education teachers must master in order to be prepared to teach ELLs. They argue that the skills of general education teachers must be further developed to include knowledge about cultural differences of ELLs, the process of acquiring a second language, and strategies that are effective with ELLs.

Resource 8: *What Teachers Need to Know About Language*

Fillmore, L. W., Snow, C. E. (2000). *What teachers need to know about language*. Washington, DC: Center for Applied Linguistics. Retrieved December 29, 2008, from <http://faculty.tamu-commerce.edu/jthompson/Resources/FillmoreSnow2000.pdf>

The authors discuss gaps that currently exist in the preparation programs for teachers of ELLs. They then propose a framework for a high-quality preparation program that would include coursework in linguistics, language development, cultural diversity, second language acquisition, and oral and written language production.

Resource 9: “Teacher Preparation and the Education of Immigrant Children”

Goodwin, A. L. (2002). Teacher preparation and the education of immigrant children. *Education and Urban Society*, 34(2),156–172.

After highlighting demographic changes in the population of ELLs and the U.S. teaching force, the author reviews the teaching education literature related to immigrant students. The major finding of this review is that little attention has been paid to ELLs in the broader literature on preparation. The author goes on to outline key issues related to immigrant students such as a lack of previous education, dislocation, cultural disorientation, and policies that support or oppose bilingual education for immigrant youth. The author concludes by recommending areas of expertise that teachers should master in preparation programs in the future, including second language acquisition, differentiation of instruction, strategies for connecting with families and communities, and issues that are particularly relevant to the education of immigrant children.

Strategy 3: Recruit Paraeducators Into Training Programs to Become Certified Teachers of ELLs

In many schools, paraeducators are a valuable resource, especially because they frequently provide ELLs with support. Paraeducators serve as critical bridges in schools because they translate language for bilingual students to make the content of the class comprehensible for them, assist families with communication with school leaders, and help monolingual teachers to better understand the culture of ELLs and the challenges they face. In order to build on the skills paraeducators already have with the language and culture of ELLs, districts might target paraeducators as recruits for programs that will prepare them to become fully certified teachers of ELLs.

Resource 10: “Appropriating the Sociocultural Resources of Latino Paraeducators for Effective Instruction with Latino Students: Promises and Problems”

Rueda, R., Monzó, L., & Higareda, I. (2004). Appropriating the sociocultural resources of Latino paraeducators for effective instruction with Latino students: Promises and problems. *Urban Education, 39*(1), 52–90.

The authors reviewed the literature related to paraeducators in bilingual classrooms and found little research that focused specifically on Latino paraeducators. In this case study of paraeducators in two California schools, the authors find that, because of paraeducators’ linguistic and cultural knowledge of the two cultures in the classroom, they provide assistance for bilingual students who have monolingual teachers. The authors argue that paraeducators are an untapped resource that should be further developed to support the instruction of the students in the classroom as well as to improve connections between the classroom teacher and the families and communities of the students in the classroom.

Resource 11: “Meeting the Challenge: Building University-School District Partnerships for a Successful Career Ladder Program for Teachers of English Learners”

Valenciana, C., Morin, J. A., & Morales, R. S. (2005). Meeting the challenge: Building university-school district partnerships for a successful career ladder program for teachers of English learners. *Action in Teacher Education, 27*(1), 82–91.

The authors present a case study of the Paraprofessional Teacher Training Project that was designed to prepare paraprofessionals for careers as teachers of ELLs. The authors describe the components of this career-ladder program, the collaboration between institutions of higher education and the school district, and policy implications.

Resource 12: “The Paraeducator-to-Teacher Pipeline: A 5-Year Retrospective on an Innovative Teacher Preparation Program for Latina(os)”

Genzok, M., & Baca, R. (1998). The paraeducator-to-teacher pipeline: A 5-year retrospective on an innovative teacher preparation program for Latina(os). *Education and Urban Society,*

31(1), 73–88. Retrieved December 30, 2008, from http://www-rcf.usc.edu/~genzruk/ParaEdPipeline_genzruk_baca.html

This article describes the development and implementation of the Latino Teacher Project (LTP), a program that prepares bilingual paraeducators to become fully certified bilingual teachers. The LTP provides a range of supports for the paraeducators through a unique partnership among school districts, universities, and labor unions.

Strategy 4: Develop Alternative Certification Programs

Alternative certification programs are increasingly used as a strategy to recruit and retain teachers in school districts. In response to *A Nation At Risk*, the 1983 report that projected long-term teacher shortages (National Commission on Excellence in Education, 1983), some states began to introduce alternative certification as means of attaining teacher licensure. The research on teacher quality and teacher effectiveness is mixed. A recent research synthesis found some studies indicated that the type of teacher preparation is important in determining teacher performance in the classroom, and other studies indicated that the type of preparation was not a key factor (Goe, 2007). These programs can take a variety of forms: Teach for America, Troops to Teachers, the New Teacher Project Teaching Fellows, Transition to Teaching grants, and partnerships between school districts and local universities. States and districts could create relationships with existing alternative certification programs to target teachers of ELLs or create “grow-your-own” certification partnerships with local universities to meet the growing need for ELL teachers.

Resource 13: “Preparing High-Quality Teachers for Urbanized Schools”

Masci, F. J., & Stotko, E. M. (2006). Preparing high-quality teachers for urbanized schools: A program evaluation of a partnership model. *Education and Urban Society* 39(1), 46–68.

The authors evaluate the Professional Immersion Master of Arts in Teaching (ProMAT) program, a partnership between Johns Hopkins University and Montgomery County Public Schools in Maryland. The graduate-level preparation program provides candidates with internship experiences, supervisory support, and financial assistance. In a comparison with traditionally certified teachers, candidates from the ProMAT program performed higher than the state’s required scores.

Resource 14: “Life in the Fast Track: How States Seek to Balance Incentives and Quality in Alternative Teacher Certification Programs”

Moore Johnson, S., Birkeland, S. E., & Peske, H. G. (2005). Life in the fast track: How states seek to balance incentives and quality in alternative teacher certification programs. *Educational Policy*, 19(1), 63–89. Abstract retrieved December 30, 2008, from <http://epx.sagepub.com/cgi/content/abstract/19/1/63>

This study examined alternative teacher certification programs at 11 sites in three states—Connecticut, Louisiana, and Massachusetts. The authors found that participants were attracted to programs as a way to make career changes. The programs were more affordable than traditional certification programs, making them an attractive opportunity to enter the field. Overall, there were advantages and disadvantages of the programs, which can help other alternative certification programs learn how to fine-tune their programs. Two areas the researchers spend time discussing are the quality of the program and the centralized or decentralized approach of the state. The researchers found that candidates wanted more in-depth pedagogical content knowledge training and that locally run programs were more effective in recruiting people to fill local needs.

Resource 15: *Making a Difference? The Effects of Teach for America in High School*

Xu, Z., Hannaway, J., & Taylor, C. (2007). *Making a difference? The effects of Teach for America in high school* (Working Paper 17). Washington, DC: National Center for Analysis of Longitudinal Data in Education Research. Retrieved December 30, 2008, from http://www.urban.org/UploadedPDF/411642_Teach_America.pdf

The authors provide an analysis of Teach for America at the high school level. They indicate that the program has grown significantly since it was created in 1990, providing placement of over 2,000 teachers in 2005. The goal of the research is to provide data on the effectiveness of teachers in the program. The findings show that Teach for America teachers have been effective in raising student achievement scores. In comparison with students taught by traditionally certified teachers, students with Teach for America teachers received higher student achievement scores, particularly in math and science.

Strategy 5: Recruit Educators Globally

Research indicates that, along with content area expertise, teachers should be familiar with theories of first and second language acquisition, as well as understand the structure of both English and the students' native language. In addition, teachers should be aware of, and understand, the cultures of their students (Menken & Antunez, 2001). Similarly, the research suggests there are positive effects of teachers and students sharing the same cultural, ethnic, linguistic, and social background (Gandara & Maxwell-Jolly, 2000; Nieto, 2000).

Substrategy 5.1: Participate in Foreign Teacher Exchange Programs

One strategy that districts and states can use for recruiting ELL teachers is to recruit internationally, from the countries of origin of the majority of their ELL students through teacher exchange programs. Many states and districts have partnerships with other countries, such as Mexico and Spain, in the form of teacher exchange programs. There is no empirical evidence to date on the effectiveness of these programs.

Resource 17: *Report to the National Education Association on Trends in Foreign Teacher Recruitment*

Barber, R. (2003). *Report to the National Education Association on trends in foreign teacher recruitment*. Washington, DC: Center for Economic Organizing. Retrieved December 30, 2008, from <http://www.nea.org/teachershortage/images/foreignteacher.pdf>

This report provides an overview of foreign-teacher recruitment to fill teacher shortages. The author reviews the current state of this strategy, including information on the visa options for foreign-trained teachers and the number of states and districts that participate in teacher exchange programs. The report provides recommendations on the employment of foreign teachers.

Substrategy 5.2: Recruit Foreign-Born and Culturally Diverse Candidates Into Teacher Preparation Programs

Another strategy is to recruit culturally diverse candidates into teacher preparation programs, whether traditional or alternative certification programs. In some cases, former teachers from other countries need more training in the United States to become certified teachers. States and districts can partner with universities to recruit these candidates to teacher preparation programs to fill shortages in bilingual education.

Resource 18: *An Analysis of Texas Superintendents' Bilingual/ESL Teacher Recruitment and Retention Practices*

Lara-Alecio, R., Galloway, M., Irby, B. J., & Brown, G. (2004, April). *An analysis of Texas superintendents' bilingual/ESL teacher recruitment and retention practices*. Paper presented at the annual meeting of the American Educational Research Association, San

Diego, CA. Retrieved December 30, 2008, from <http://ldn.tamu.edu/Archives/rrAERA04.pdf>

The authors analyzed the results of a survey of school district superintendents in Texas. They found that superintendents face a number of challenges in recruiting teachers to fill bilingual education and ESL positions. In districts where superintendents reported the fewest vacancies, they found that teachers appeared to be attracted by benefits and incentives such as stipends, paid health insurance, and professional development opportunities and funds.

Resource 19: Recruitment and Retention of Bilingual/ESL Teacher Candidates into Teacher Preparation Programs in Texas

Diaz, Z. (2004). *Recruitment and retention of bilingual/ESL teacher candidates in teacher preparation programs in Texas*. College Station, TX: A&M University. Retrieved December 30, 2008, from <http://txspace.tamu.edu/bitstream/handle/1969.1/3054/etd-tamu-2004C-EDCI-Diaz.pdf?sequence=1>

In this doctoral dissertation from Texas A&M University, the research indicated that some universities were recruiting candidates for teacher preparation programs from Texas and Mexico, specifically from areas along the border.

Resource 20: “Critical Need for Bilingual Education Teachers: The Potentiality of *Normalistas* and Paraprofessionals”

Flores, B. B., Keehn, S., & Pérez, B. (2002). Critical need for bilingual education teachers: The potentiality of *normalistas* and paraprofessionals. *Bilingual Research Journal*, 26(3), 501–524. Retrieved December 30, 2008, from http://findarticles.com/p/articles/mi_qa3722/is_200210/ai_n9111532

This article uses case study methodology to examine the use of *normalistas*, teachers from Mexico, in bilingual teacher education in the United States. The findings from the study suggest that the recruitment of *normalistas* into teacher preparation programs is a potential strategy to alleviate teacher shortages in bilingual education.

Strategy 6: Target Financial Incentives

Compared to individuals with similar educational backgrounds, teachers receive significantly less pay. This can affect a graduate's decision whether to enter the teaching profession or another more lucrative field (Allegretto, Corcoran, & Mishel, 2008). In addition, an often-cited reason teachers leave the profession is the low pay (Coggshall, 2006; Marvel, Lyter, Peltola, Strizek, & Morton, 2007). While there are usually a combination of factors that lead to recruiting and retaining teachers in a district, a commonly used strategy is to provide financial incentives to teachers for hard-to-fill subject areas and hard-to-staff schools. Specific incentives offered include paid health insurance, stipends for bilingual and ESL teachers, pay for teacher certification testing and preparation, and pay for certification fees and tuition fees and costs. Through a combination of incentives, states and districts could offer incentives specifically targeted to teachers of ELLs.

Resource 21: *An Analysis of Texas Superintendents' Bilingual/ESL Teacher Recruitment and Retention Practices*

Lara-Alecio, R., Galloway, M., Irby, B. J., & Brown, G. (2004, April). *An analysis of Texas superintendents' bilingual/ESL teacher recruitment and retention practices*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA. Retrieved December 30, 2008, from <http://ldn.tamu.edu/Archives/rrAERA04.pdf>

The authors analyzed the results of a survey of school district superintendents in Texas. They found that superintendents face a number of challenges in recruiting teachers to fill bilingual education and ESL positions. In districts where superintendents reported the fewest vacancies, they found that teachers appeared to be attracted by benefits and incentives such as stipends, paid health insurance, and professional development opportunities and funds.

Resource 22: “An Exploration of the Pay Levels Needed to Attract Students with Mathematics, Science and Technology Skills to a Career in K–12 Teaching”

Milanowski, A. (2003). An exploration of the pay levels needed to attract students with mathematics, science and technology skills to a career in K–12 teaching. *Education Policy Analysis Archives*, 11(50). Retrieved December 30, 2008, from <http://epaa.asu.edu/epaa/v11n50/>

The author uses surveys and focus groups of university students majoring in science or technology to investigate salary levels needed to induce them to become teachers. The survey results suggest that each \$1,000 increase in salary increases the number of mathematics and science students who would consider teaching by 3.4 percent. The author conducted a regression analysis, which found the salary in the expected career as the primary statistically significant predictor of salary needed to induce a person to switch careers and enter teaching. Recommendations include raising teacher salaries by 25 percent or more to attract science and technology majors to teaching, targeting recruitment efforts on majors who intend to go into relatively lower paying science and technology jobs, and designing recruitment efforts with an

understanding that not all science and technology majors are interested in teaching regardless of the salary paid.

Resource 23: “What Different Benchmarks Suggest About How Financially Attractive It Is to Teach in Public Schools”

Goldhaber, D., & Player, D. (2005). What different benchmarks suggest about how financially attractive it is to teach in public schools. *Journal of Education Finance*, 30(3), 211–230.

The authors use multiple national data sets on occupations and salaries to compare teaching salaries to those in other occupations. The research found that starting teaching salaries remain lower than other occupations; however, differences have shrunk since the early 1980s. When one looks at salary differences between teaching and competing occupations, highly skilled teachers and secondary teachers have more high-paying opportunities outside of teaching than low-skilled or elementary teachers. The authors argue that, because of these competing opportunities, districts using single-salary schedules will have trouble recruiting or will have to settle for lower skill levels for those teachers in high demand in the overall labor market. The authors recommend that districts explore different salary systems to address the labor-market reality that people with different skills have different opportunities for higher salaries outside of teaching.

Resource 25: “Would Higher Salaries Keep Teachers in High-Poverty Schools? Evidence from a Policy Intervention in North Carolina”

Clotfelter, C., Glennie, E., Ladd, H., & Vigdor, J. (2008). Would higher salaries keep teachers in high-poverty schools? Evidence from a policy intervention in North Carolina. *Journal of Public Economics*, 92, 1352–1370.

This study researches the outcome of the North Carolina program that provided an annual bonus to certified math, science, and special education teachers in high-poverty, low-performing schools. Using longitudinal teacher data, the authors compare teacher turnover patterns before and after the bonus program was implemented. The research concludes that the bonus payment reduced teacher turnover rates by 17 percent.

Real-Life Examples

Project 29 Pathways Program—Chicago

The Project 29 Pathways Program is a nontraditional teacher preparation program model designed to recruit Latino bilingual teachers in order to address the shortage of Spanish-speaking bilingual teachers in the Chicago Public Schools (Sakash & Chou, 2007). The program was developed and implemented by faculty at the University of Illinois at Chicago (UIC). Teacher candidates taught on emergency bilingual certificates at the same time that they completed the coursework requirements for certification in the state of Illinois.

Recruitment/Selection. Teacher candidates were chosen on the basis of rigorous selection criteria such as a grade point average (GPA) of 3.75, three letters of recommendation, a writing sample, passing scores on the Illinois State Board of Education (ISBE) certification tests, and an interview with program staff. In addition, special consideration was given to candidates who had experiences that the program leaders found to be correlated with the potential to be a good bilingual teacher, including strong grades, coaching or teaching experience, proficiency in a second language, or extensive experience in other countries.

Supports. Project 29 Pathways featured three types of supports for the teacher candidates. First, the program was designed to fit the needs of participants and built on their prior knowledge and experience. Second, faculty from UIC routinely observed teacher candidates in their classrooms in order to understand their needs in the classroom and to tailor the UIC curriculum to meet those needs. Third, an important component of the program was the implementation of an advisory model in which small groups of teacher candidates from each cohort met regularly to discuss issues related to their coursework at the university, their classroom experiences, their professional development, or updates related to program or state certification requirements.

Outcomes. As a result of this program, the graduates are now highly qualified to serve ELLs in Chicago Public Schools. Ninety-five percent of the teacher candidates graduated from the program, so there is a strong retention rate. Moreover, teachers from this program are much more diverse and much more likely to teach in Chicago Public Schools and in predominantly Latino and/or low-income schools than are graduates from the general education preparation program at the same university.

Texas-Teacher Excellence for All Students

The Texas-Teacher Excellence for All Students (T-TEXAS) program was designed to address the bilingual teacher shortage in Texas. (For more information on this program, visit

http://www.idra.org/Accelerated_Teacher_Certification/Transitions_to_Teaching/T_Texas/.)

The Intercultural Development Research Association (IDRA) manages the program in collaboration with four institutions of higher education and six high-needs school districts that have large numbers of ELLs (American Institutes for Research, 2005). T-TEXAS was launched in 2003–04 with a five-year Transition to Teaching grant from the U.S. Department of Education. Teacher candidates are hired by the districts on emergency certificates and are paid first-year teacher salaries. They complete the coursework for state certification in Texas while

they are teaching full time. To enhance their retention in the profession, candidates receive support from IDRA during the preparation program and for one additional year after completing their certification requirements.

Recruitment/Selection. T-TEXAS recruits midcareer professionals, recent college graduates with degrees in fields other than education, and foreign-educated professionals who are proficient in Spanish. IDRA utilizes a number of advertising strategies through various media sources, including the Internet, radio, television, and newspapers, as well as word of mouth. IDRA also hosts interest meetings on the campuses of the partner universities to stimulate interest about the program and to answer questions from possible teacher candidates. Moreover, IDRA receives referrals for potential candidates from other alternative certification programs and from recruiters in the partner school districts. Candidates must meet rigorous selection criteria, including satisfactory skills in both written and spoken English and Spanish. Candidates are selected by IDRA, in partnership with the universities and the school districts, in order to ensure that candidates will meet the selection criteria at the partner university and the needs of the school districts that commit to hiring teachers trained by the program.

Supports. IDRA provides a variety of supports for teacher candidates by integrating supports that are already offered by the partners and then building on that foundation. First, through the partner school districts, all candidates receive support as first-year teachers through the state-wide New Teacher Support and Mentoring Program. Second, the partner universities provide academic support for candidates, with additional assistance available for those candidates who need to strengthen their skills in either English or Spanish. Third, IDRA offers a cohort model and *platicas*, which are informal discussion groups to provide teacher candidates with opportunities for collaboration with trainers and other teacher candidates around topics related to bilingual education, multicultural pedagogy, use of technology in the classroom, and other issues that are important to the program, classroom experience, or coursework of the candidates.

Outcomes. The program is ongoing, but IDRA projects that virtually all teacher candidates will eventually be placed in classrooms in the partner districts.

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