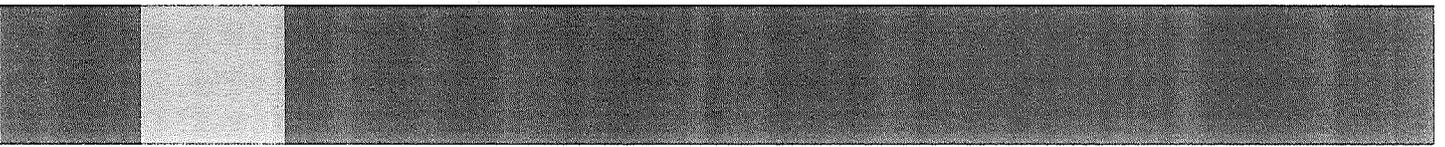


English Learner Related Endorsements in the U.S.

Blakely Hume, NDE Staff



Query#1: Does having a TESL endorsement hinder the states' ability to hire qualified personnel?

- *Answer: No articles specifically addressed this issue.*
- *Articles addressed: possible solutions for hiring teachers.*
 - *Issuing emergency certifications*
 - *Return of in-active certified teachers*
 - *Increased supply of teacher graduates in training programs*

Query #2: Does having an ESL endorsement impact the quality of teaching?

- **Answer: Yes.**
- **Articles addressed: The quality of teaching of those with endorsements was more significant than those without the endorsements.**
 - Lack of preparation of EL certified teachers
 - Allowances for non-certified teachers
 - Distinction between the quality and quantity
 - Endorsement correlated to teachers' use of effective instructional approaches
 - Holding a state mandated endorsement wasn't significantly related to teachers' practices
 - Teacher expertise most important in predicting student achievement
 - Fully trained teachers more effective than unprepared teachers
 - Education certification, knowledge and experience best measures of effectiveness
 - Quality teacher related to levels of achievement

Query #3: Does an added endorsement hinder a department from hiring qualified personnel?

- *Answer: No articles specifically answered this question.*
- *Articles addressed: Hiring challenges due to lack of qualified teachers.*
 - Recent college of education graduates & Emergency Certifications
 - Inactive certified teachers
 - Work with local university programs
 - Multicultural or diversity training in teacher prep programs
 - Requirements of teacher certification
 - Training in cultural background & meaningful education
 - Lack of credentialed teachers or properly qualified new teachers
 - Existing teachers cannot be forced to add credentials or endorsements.

Query #4: Are there a lack of programs and appropriately certified teachers in the U.S.?

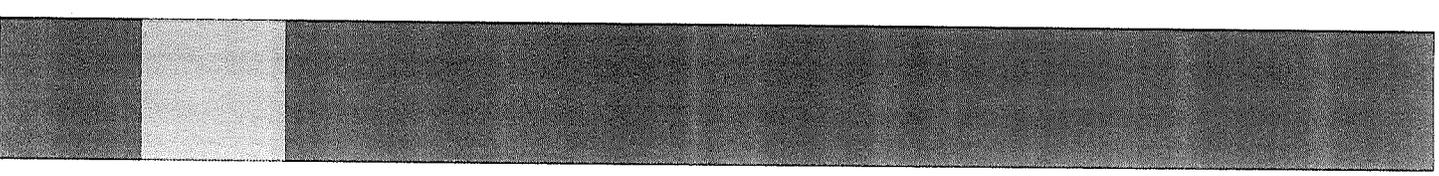
◦ *Answer: Yes.*

◦ *Articles addressed: Lack of preparation programs and qualified teachers.*

- Lack of preparation of EL certified teachers
- Lack of EL professional development training
- ELD teachers fail to acquire “on the job” expertise
- Quick-fix strategies and “burn out”
- Untrained EL teachers feel barriers
- Need for an appraisal of ELL teacher quality
- EL teachers unprepared
- Causes of low teacher quality
- Failure to retain expert ELD teachers
- Inadequate compensation
- Efforts to quickly resolve teacher shortage
- Undermines efforts to improve teacher quality
- National Association of Bilingual Education (NABE) and the Teachers of English to Speakers of Other Languages (TESOL) developed recommendations

Query #5: Are there solutions to credential shortages?

- *Answer: Yes.*
- *Articles addressed: Policies for developing ELD professional knowledge.*
 - Increase teacher quality in high-poverty schools, (or lack thereof)
 - Use of teacher aides in high-poverty schools and those with high EL count
 - Use of additional compensation for high performing
 - Teachers with extra credentials
 - Common stipends offered
 - Loan cancellation program
- Role of additional compensation programs



Query #6: How was the preparation and certification of ELL teachers assessed at a legislative and policy level?

◦ *Answer: Recent reports assessed the preparation and certification of ELL teachers as compared to a created matrix based on existing professional standards and interviews with experts*

◦ *Article Findings:*

- Based on 417 participating institutions, only 93 (22%) of the institutions offer bilingual-education credential.
- Only 103 offer an ELD program for teachers (24%).
- Only 6 states consistently require courses in the areas of expertise; almost all others require only a competency with vague guidelines for assessing competency.
- Only Maine and Connecticut (EL populations amounted to a fractional percent of the nation wise total) consistently require courses for the ELD certificate.
- Of 50 states, 37 offer English as a second language teacher certification/endorsement but only 23 have made it a legal mandate to require ESL certification. This leaves room for emergency teaching permits.
- Bilingual/dual-language certification/endorsement, only 19 states require such endorsements.

States with Specific Coursework or Licensure/ Certification Requirements

- *Arizona*

- Require an endorsement in Structured English Immersion (SEI) for all certified teachers, principals and superintendents in the state; A provisional endorsement valid for 3 years after which teachers must complete full endorsement; requires 3 additional semester hours for pre-service teachers or for in-service teachers.

- *California*

- Licensure require content in teaching ELLs and all teacher who train in state approved educator programs must complete university coursework: e.g. all elementary and secondary teacher must complete “developing English Language Skills” requirement.

- *Florida*

- All Florida teachers (new and experienced) required to complete at least 3 semester hours or equivalent of training in TESOL either through university coursework or in-service training.

- *New York*

- All graduating teachers are required to complete 6 semester hours in language acquisition and literacy development.

- *Pennsylvania*

- Does not require all teachers to have training or expertise in working with ELLs; by Jan 2011: Teachers graduating from Penn programs must complete 3 credits or 90 hours of coursework of other preparatory work addressing instructional needs of ELLs.

Research Conclusions:

- *Comprises research surrounding the use, implementation and impact of various teacher endorsements on the K-12 education in the United States.*
- *Findings are not limited to TESL Endorsements.*
- *Six questions were posed to help guide research regarding EL related endorsements.*

