DOCUMENT RESUME

ED 455 231 SP 040 159

AUTHOR Menken, Kate; Antunez, Beth
TITLE An Overview of the Preparation and Certification of Teachers Working with Limited English Proficient (LEP) Students.
INSTITUTION National Clearinghouse for Bilingual Education, Washington, DC.; ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
SPONS AGENCY Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE 2001-06-00
NOTE 79p.; Contributing authors include Mary E. Dilworth and Said Yasin.
CONTRACT T295005001; EDOBEM-99-000010; ED-99-CO-0007
PUB TYPE ERIC Publications (071) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Bilingual Education; Diversity (Student); Educational Policy; Elementary Secondary Education; *English (Second Language); Higher Education; Knowledge Base for Teaching; *Limited English Speaking; Preservice Teacher Education; Required Courses; *Teacher Certification
IDENTIFIERS State Policy; Teacher Knowledge

ABSTRACT

This study combined survey data with qualitative analysis to explore the preservice preparation of teachers of English language learners (ELLs). The American Association of Colleges for Teacher Education disseminated surveys to member institutions and Web site users, examining the breadth and depth of preparation programs for such teachers. The National Clearinghouse for Bilingual Education compared survey findings to its analysis of both state level bilingual education teacher licensure requirements and the content of courses required by institutions for degrees/licensure in bilingual education. Licensure and course requirements were categorized by areas of knowledge, revealing that while typically emphasizing the areas of pedagogy and cultural/linguistic diversity, linguistics received less emphasis at both state and institutional levels. There was great variance in how states mandated requirements for bilingual education teacher licensure, though state requirements did impact institutions' programming. Programs varied in the depth of their coverage of areas of knowledge, with bachelor's programs more likely to cover studies within an area of knowledge through a broad overview or survey course combining various topics within one course. Very few higher education institutions offered programs that specifically prepared bilingual education teachers. Even fewer required preparation for mainstream teacher regarding ELL education. (Contains 44 references.) (SM)

National Clearinghouse for Bilingual Education

[redacted]

[redacted]

An Overview of the Preparation and Certification of Teachers Working with Limited English Proficient (LEP) Students

Kate Menken
Beth Antunez

Contributing Authors:
Mary E. Dilworth
Said Yasin

Prepared for:
U.S. Department of Education
Office of Bilingual Education and Minority Languages Affairs
In Cooperation with the ERIC Clearinghouse on
Teaching and Teacher Education

June 2001

Center for the Study of Language & Education
Institute for Education Policy Studies
Graduate School of Education and Human Development
The George Washington University

Kate Menken is a Research Associate with the National Clearinghouse for Bilingual Education.
Beth Antunez is a Research Assistant with the National Clearinghouse for Bilingual Education.

Mary E. Dilworth is Vice President, Research and Information Services, at the American Association of Colleges for Teacher Education, and Director of the ERIC Clearinghouse on Teaching and Teacher Education.

Said Yasin is a Research Associate, Research and Information Services, at the American Association of Colleges for Teacher Education.

The American Association of Colleges for Teacher Education (AACTE) contributed much of the data pertaining to the preparation of mainstream and bilingual education teachers at colleges and universities throughout the country.

Also contributing to this study were Philippe Holmes, Research Assistant, and Nancy F. Zelasko, Deputy Director, of the National Clearinghouse for Bilingual Education.

Principal Investigator: Joel Gomez, Ed.D.
Director: Minerva Gorena, Ed.D.

The George Washington University
Graduate School of Education & Human Development
Institute for Education Policy Studies
Center for the Study of Language & Education
National Clearinghouse for Bilingual Education
2011 Eye Street, NW, Suite 200
Washington, DC 20006
(202) 467-0867
www.ncbe.gwu.edu

The ERIC Clearinghouse on Teaching and Teacher Education
1307 New York Avenue, NW, #300
Washington, DC 20005
(800) 822-9229
www.ericsp.org

Abstract

This descriptive study combined wide-scale survey data with qualitative analysis to explore the preparation of teachers of English language learners (ELLs) in institutions of higher education throughout the U.S. The American Association of Colleges for Teacher Education (AACTE) disseminated a survey to its member institutions and website users designed to ascertain the breadth and depth of preparation programs for teachers of ELLs, garnering 417 usable responses. The National Clearinghouse for Bilingual Education built on this data by comparing AACTE's findings to its analysis of both state-level bilingual education teacher licensure requirements and the content of courses required by institutions of higher education for a degree and/or licensure in bilingual education. Licensure and course requirements were categorized according to areas of knowledge, and revealed that while typically emphasizing the areas of pedagogy and cultural/linguistic diversity, by contrast, the area of linguistics receives less emphasis at both state and institutional levels. At the state level, while there is great variance in the ways in which states mandate requirements for bilingual education teacher licensure, the requirements dictated by the states do impact the programming that occurs in institutions of higher education. And at the institutional level, it was found that programs vary in the depth of their coverage of areas of knowledge; in specific, bachelor's programs were found to be more likely to cover studies within an area of knowledge through a broad overview or survey course that may combine various topics or areas within a single course. Findings indicate further that only a small minority of institutions of higher education offer a program specifically to prepare bilingual education teachers, and fewer than $1/6^{th}$ of institutions studied require preparation for mainstream teachers regarding the education of ELLs.

TABLE OF CONTENTS

Tables and Figures

Table of Appendices

Introduction

The successful implementation of education reform efforts is fully reliant on the presence in our schools of high quality teachers for all students, including English language learners (ELLs, also known as limited English proficient or LEP students). However, there is currently a shortage of teachers prepared to work with this population of students (for an explanation of terms used in this document pertaining to these students, please see page 43). Dramatic efforts to increase the quantity of teachers in the U.S. need to be balanced with equal efforts to cultivate teachers of the highest caliber. In response to this need for quality at a time when there is great pressure for quantity, research was conducted by the National Clearinghouse for Bilingual Education (NCBE) of The George Washington University in partnership with the American Association of Colleges for Teacher Education (AACTE). This research investigated current practices in the preparation of teachers for English language learners in institutions of higher education (IHEs) and in state-level requirements for teaching licensure.

Though this study focuses on the preparation of bilingual teachers in greatest detail, data were also gathered pertaining to the preparation that mainstream teachers are required to receive in order to teach ELLs. In particular, the characteristics of bilingual teacher preparation programs across the nation were ascertained by AACTE. In addition, data were collected by AACTE to determine what coursework is required of mainstream teachers in an IHE that addresses the educational needs of English language learners.

NCBE investigated and analyzed the preparation of bilingual teachers, as it is shaped by both state-level teacher licensure requirements and by the course requirements of future bilingual teachers in IHEs. NCBE gathered data regarding the nature and scope of courses that are required in IHEs towards degrees and/or licensure for bilingual teachers. These requirements were analyzed by NCBE in light of state requirements for bilingual teacher licensure. Taken together, the data that were gathered by NCBE and AACTE provide a national portrait of the preparation received by bilingual and mainstream teachers in the education of English language learners.

This project was funded by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education. The following questions address the content of courses for teachers of ELLs, and served to guide the investigation:

- What are the different topics covered by the course offerings?
- How many course offerings are there under each topic?
- What is the level of generality or specificity for each topic and course?
- What are the different programs into which the institution has organized its course offerings and degrees?
- How do courses correspond to certification requirements that may exist in the area?
- To what degree are the courses institutionalized?

This analysis of course requirements offers descriptive information regarding the nature of teacher preparation across the country in the education of English language learners. The research findings presented here are intended to inform practitioners and policymakers, and guide future policy, research, and IHE program design.

Literature Review

The number of students in our schools who are English language learners has been growing at an average annual rate five times that of the total enrollment for over a decade. While advances have been made during that time to promote the effective education of ELLs, the body of teachers most qualified to accommodate their needs has been unable to match their growth. Data on an impending teacher shortage crisis in the U.S. estimates that two million new teachers will be needed over the next ten years. The primary reasons cited for the shortage are that more teachers are reaching retirement age today than at anytime in the last fifty years, while nearly 30% of new teachers leave the profession within five years (Darling-Hammond, 1999).

This trend has had a profound impact on the education of ELL students. In 1994, the Government Accounting Office reported a shortage of 175,000 bilingual teachers (GAO, 1994). This is further supported by findings from the Urban Teacher Collaborative, as follows:

> *At the elementary level ... Bilingual educators are also in immediate demand:(67.5%), as are English as a Second Language (ESL) teachers (60%) [of responding districts]* (The Urban Teacher Collaborative, 2000).

Although recent changes in demographics dictate that half of all teachers may anticipate educating an English language learner during their career (McKeon, 1994), currently only 2.5% of all teachers who instruct English language learners possess a degree in English as a Second Language (ESL) or bilingual education; only 30% of all teachers with English language learners in their classrooms have received any professional development in teaching these students (NCES, 1997). In a climate of accountability to the high standards that states and school districts have recently set for students and their teachers, teacher preparation has become a target for national reform efforts as a means to ensure the ability of teachers.

Teacher preparation has become a target for national reform efforts as a means to ensure the ability of all teachers.

It is clear that resolving the shortage of teachers for ELLs is a necessary part of successful school reform. What is equally clear is that developing teachers of the highest quality must serve as the foundation of this aim.

The Need for High Quality Teachers

At a time when students are expected to achieve to higher standards than ever before, the need for high quality teachers in our public schools is of increasing concern. In 1996, the National Commission on Teaching and America's Future exposed many of the problems concerning the quality of public school teachers in the U.S., particularly with regard to their preparation to teach, and galvanized a renewed belief in the important role that teachers play in student achievement. They write:

> *Roughly ¼ of newly hired American teachers lack the qualifications for their jobs. More than 12% of new hires enter the classroom without any formal training at all, and another 14% arrive without fully meeting state standards* (National Commission on Teaching and America's Future, 1996, p. 9).

The National Commission's report identifies teacher expertise as the "single most important factor" in predicting student achievement, and found that fully trained teachers are far more effective than teachers who are not prepared (National Commission, 1996, p.12). In the wake of the Commission's report, much research has been generated in support of the notion that teachers can and do make a difference in student achievement. For example, Linda Darling-Hammond and Deborah Ball found that teachers' education, certification, knowledge and experience are measures of their effectiveness; well-prepared teachers affected student outcomes as much as socioeconomic factors (Darling-Hammond & Ball, 1998, p. 2).

A recent study by the Education Trust emphasizes the influence of teachers' deep content knowledge on teacher effectiveness. The Education Trust analyzed research findings from Tennessee, Texas, Massachusetts and Alabama to draw the following conclusion:

> *The difference between a good and a bad teacher can be a full level of achievement in a single school year* (Education Trust, 1998, p. 3).

In addition to offering further support for the importance of teachers' content knowledge and basic skills, the Education Trust posits that the third key criterion for teacher effectiveness is their ability to teach what they know. However, there is little research identifying the knowledge and skills of teaching that teachers must possess to be effective.

State Licensure of Bilingual/ESL Teachers

State licensure requirements are currently the primary gatekeeper to ensure the quality of new teachers for English language learners in our public schools. However, 12 states currently require neither ESL nor bilingual education certification or endorsement (McKnight & Antunez, 1999). In spite of a significant population of ELLs in Pennsylvania, for example, teachers of these students are not required by the state to have received preparation in this area. As a result, in the School District of Philadelphia, which currently educates over 10,000 English language learners, only a minority of the District's ESL or bilingual teachers were prepared to teach ELLs prior to entering the classroom. Furthermore, the national shortage of ESL and bilingual teachers acts as a disincentive to these states to require licensure in this area, as states and districts would then need to grapple with even greater difficulties filling vacancies.

In the states that do have licensure requirements for teachers of English language learners, researchers acknowledge that there are many problems with the testing practices that states currently employ. The current tests states use to assess all new teachers have received a great deal of criticism for their lack of emphasis on content knowledge, their low standards, and the many loopholes allowing states to circumvent the tests (*Education Week*, 2000). Even though researchers have yet to agree upon the best assessment of what new teachers know and are able to do, many agree that current state testing practices are not good enough. The problems identified include:

- Only 29 states require teachers to take tests in the subject area they will teach (*Education Week*, 2000)
- Tests do not certify that teachers have the breadth and depth of subject knowledge to teach all students to high standards and are inadequate to measure teaching skill. The majority of tests are multiple-choice assessments of basic skills, dominated by high-school level material with no evidence of content at the baccalaureate level (Education Trust, 1999).
- Numerous loopholes exist: Certain states require that prospective teachers only answer half of the questions on teacher exams correctly (Education Trust, 1999), states allow new teachers into the classroom who have failed licensure exams, states that require teachers to pass exams in the subject areas they will teach can waive those requirements, and districts can hire new teachers who have not met licensure requirements through emergency certification (*Education Week*, 2000).

Bilingual/ESL Teacher Preparation and Professional Development

New attention is being paid to teacher preparation and development as a solution to the problem of teacher quality in the U.S. The current shortage of teachers, particularly teachers of English language learners, places new demands on teacher preparation and inservice professional development programs to cultivate a pool of teachers able to effectively teach English language learners. Not only must such programs respond to the demand for teachers in innovative ways, quality must remain at the core of program goals.

Training for teachers of English language learners must go beyond incorporation of research on effective professional development to also provide teachers with the knowledge and understanding of content and language learning that is necessary in order to meet the specific needs of English language learners. These critical elements are identified in the following:

> *Teachers need to understand basic constructs of bilingualism and second language development, the nature of language proficiency, the role of the first language and culture in learning, and the demands that mainstream education places on culturally diverse students* (Clair, 1993). *Teachers need to continually reassess what schooling means in the context of a pluralistic society; the relationships between teachers and learners; and attitudes and beliefs about language, culture, and race* (Clair, Adger, Short & Millen, 1998; González & Darling-Hammond, 1997). *Moreover, teachers need a "vision of students as capable individuals for whom limited English proficiency does not signify deficiency and for whom limited academic skills do not represent an incurable situation"* (Walqui, 1999). *Finally, promising professional development in culturally diverse schools assumes that combining content, ESL, and bilingual teachers would make complementary knowledge and perspectives available to everyone* (Adger & Clair, 1999; Clair, 1998; González & Darling-Hammond, 1997).

Clearly, the demands placed upon teachers of English language learners are great. Not only must these teachers possess the deep subject-matter knowledge required in order for ELLs to meet grade-level content standards, but they must also possess the pedagogy to enable these students to access the knowledge and skills contained in the standards, and they must have a thorough understanding of their students' language acquisition processes.

Standards for Teachers of ELLs

While much further research is needed, there is a growing body of knowledge defining the attributes of high quality teaching for all students, including those who are English language learners. Promising teacher preparation and professional development programs are based upon what we know about effective teaching (Rueda, 1998). In specific, several groups have now delineated these attributes in standards for teachers of English language learners. The following organizations have all developed such standards:

- National Association of Bilingual Education (NABE) Professional Standards for the Preparation of Bilingual/Multicultural Teachers (1992)
- National Board for Professional Teaching Standards (NBPTS) English as a New Language Standards (1998)
- Center for Research on Education, Diversity & Excellence (CREDE) Standards for Effective Teaching Practice (1998)
- Teachers of English to Speakers of Other Languages (TESOL) Pre-K-12 ESL Teacher Education Standards (forthcoming)

These standards build upon general education program standards, such as those produced 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, to specifically address the needs of ELLs. They address such features as language proficiency in two languages, an understanding of the impact of students' cultures on their learning, and how to aid students in the development of their language abilities. Increasingly, such standards are being used as the foundation for state licensure, teacher preparation and professional development programs to ensure that these programs are inclusive of the LEP population.

Balancing Quantity with Quality

> Efforts to curtail the shortage of teachers must balance the need for quantity with an emphasis on quality.

The issue of teacher quality is at odds with efforts to resolve the national shortage of teachers. As indicated in the above discussion of the shortage of teachers for English language learners, school districts have responded to the teacher shortage by lowering their standards for entering the teaching

profession. Regarding teacher licensure, the teacher shortage undermines efforts to improve the quality of teachers by placing pressure on states and districts to hire non-certified teachers, place teachers in positions for which they were not trained ("out-of-field teaching"), and circumvent testing requirements.

Conversations about the teacher shortage crisis offer remedies that could directly oppose and weaken efforts to ensure the quality of new teachers. As states and school districts scramble to fill vacant classrooms, they are pushed to lower the standards for becoming a teacher. For example, the numerous back doors into teaching and the "loopholes" mentioned above allow states and districts to hire teachers who are untrained and/or insufficiently prepared to teach students, including ELLs, to high standards.

Effective teacher preparation and professional development offers the opportunity to improve the quality of teachers in U.S. public schools. However, although there have been major advances in the research on teacher preparation and professional development and exemplary new programs created, the training that most teachers receive continues to be inadequate to meet the demands placed upon them. In their comprehensive investigation of research in this field, Diane August and Kenji Hakuta (1997) conclude:

> *However, despite advances in some programs, the research on staff development and preservice programs concludes that there is a marked mismatch between what we know about effective professional development and what is actually available to most teachers. Although there has been a paradigm shift in theoretical approaches to professional development, these approaches are not well established in practice. For example, most inservice professional development continues to take the form of short-term, superficial workshops that expose teachers to various concepts without providing the depth of treatment or connection to practice necessary for lasting effects* (August & Hakuta, 1997, p. 255).

It is evident that much work needs to be done to ensure that teachers of English language learners receive preparation and development that is aligned with recent research findings.

Several initiatives are shedding light on teacher preparation and development programs. For example, the Center for Research on Education, Diversity and Excellence (CREDE) recently compiled a national directory of exemplary preservice and inservice programs that effectively

prepare ESL, bilingual, and mainstream teachers to work with linguistically and culturally diverse students. Research in this direction offers promising insights on the current successes and challenges in preparation and development programs for teachers of English language learners.

While addressing the shortage of teachers of ELLs, the accurate assessment of new teachers requires that we also develop our understanding of what effective teaching is. It is possible that organizations such as the National Board for Professional Teaching Standards will guide this exploration in their articulation of teaching standards and their assessment of teachers' abilities. These efforts need to be evaluated and supported further.

The research studies mentioned above note the direct impact that teacher quality has on student performance. Cultivating one new teacher to perform to high standards through effective preparation impacts every student that teacher encounters during his or her career. Augmenting the quality of teachers is critical to improving student performance. The next section of this report identifies key components of the knowledge base that teacher preparation programs must cultivate in teachers of ELLs.

The MATRIX: A Theoretical Framework for Bilingual Education Teacher Preparation

Teaching English language learners requires preparation above and beyond training required of teachers in an English-only setting. As shall be detailed in the methodology section, a *matrix* was developed for the purposes of this study that delineates three critical areas of knowledge that must be included in the preparation of bilingual education teachers: Knowledge of Pedagogy, Knowledge of Linguistics, and Knowledge of Cultural and Linguistic Diversity. The purpose of this section is to offer the theoretical foundation for the *matrix* that was developed. A short outline of each of the topics within the *matrix* follows, with a rationale for why each topic is deemed important to bilingual education teacher preparation.

Knowledge of Pedagogy

All teachers need to be trained in best practices in order to convey their knowledge to students. It is imperative that teachers of ELLs be exposed to a variety of instructional methods for teaching literacy and content. Instructors in bilingual programs teach both the native language and English, and teach content area subject matter through two languages -- often in complex combinations. 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.

In addition to methodology, it is important for teachers to receive preparation in the development and use of curriculum and materials specific to bilingual education programs. As instructional methods in bilingual education settings differ from methods used in English-only settings, so too do curricula and materials differ in bilingual education settings. Often, curricula and materials are not provided that are specifically intended for a bilingual education setting; in these cases, the teacher must know how to adapt the existing curricula and materials. In other cases, a bilingual education teacher needs to participate in the development and implementation of a curriculum and corresponding materials for a bilingual setting. In either case, it is imperative that the teacher has experience and knowledge regarding curricula and materials that are appropriate for bilingual education.

In light of the current focus on student assessment and accountability in national education reform efforts, and given the numerous issues that arise in the assessment of ELLs, IHEs must

also be responsible for instructing future teachers on the nature and implications of assessment. Specifically, the assessment of native language literacy, English literacy, and content area knowledge must be explored in the preparation of bilingual education teachers.

Effective teacher preparation programs also allow their participants to put what they learn into practice, in order to develop effective methods of instruction. Thus, a practicum experience is an essential component of any teacher preparation program. Ideally, bilingual education teachers complete their practicum in a setting in which they can experience teaching linguistically and culturally diverse learners and practice teaching through two languages.

Knowledge of Linguistics

The complexities of linguistics and language learning are essential knowledge for bilingual educators. It is important for teachers of ELLs to have exposure to the fundamentals of linguistics, especially related to the education of ELLs. Effective bilingual teaching entails a thorough understanding of psycholinguistics - the mental processes involved in language production, comprehension, and cognition; as is an understanding of sociolinguistics - the study of the interaction between linguistic, cultural, and social elements in communication as they impact learning two languages.

In addition to general linguistics, bilingual education teacher preparation programs should cover language acquisition. Specifically, this includes first language acquisition, second language acquisition, and the comparative analysis of the two. Effective teachers of ELLs understand and apply research in order to recognize the stages and characteristics of language acquisition, and to aid their students in that process.

As language learning is integral to bilingual education, it is important for future teachers to fully understand the components of the structure of the English language, the structure of students' native language(s), and the similarities and differences between the two. Effective instruction is dependent upon a thorough understanding of language and its structure. It is equally imperative that bilingual education teachers are able to communicate in the language(s) of instruction. Ideally, IHEs should conduct at least part of their bilingual education teacher preparation program in the language(s) of instruction.

Knowledge of Cultural & Linguistic Diversity

Linguistically diverse students are also culturally diverse, and have a unique set of needs that can be addressed within teacher preparation programs. 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. Two areas of study within bilingual education teacher preparation programs enable this. The first is foundations of bilingual education. An exploration of the theory, models, research, policy, history and legislation, as well as current reform issues surrounding bilingual education can enable bilingual education teachers to meet the cultural and linguistic needs of their students. Within the second area, multiculturalism, the study of cultural diversity, cross-cultural comparisons, and studies of specific ethnic and linguistic groups encourages cultural sensitivity and appreciation among teachers, as do classes in communicating and involving parents and the community.

These points serve as the foundation for the analysis reported here. Next, we explore the design and methodology employed for this analysis of the courses that are required of teachers of English language learners in teacher preparation programs, in light of what is known about effective professional development.

Study Design & Methodology

This study was designed as a three-pronged investigation, conducted by the National Clearinghouse for Bilingual Education (NCBE) in partnership with the American Association of Colleges for Teacher Education (AACTE). The first segment of the study is based on information provided from a quantitative study conducted by AACTE that offers a wide-scale overview of the types of programs that exist in IHEs to prepare teachers of ELLs. These findings were then compared to state-level licensure requirements that were compiled by NCBE. In order to gather more insight into the implications of these broad findings, the third segment of this research study is a qualitative analysis that was conducted by NCBE to explore requirements in several nationally representative bilingual education teacher preparation programs. This combination of data collection approaches allows us to offer a national portrait of the preparation received by all teachers of English language learners, including mainstream teachers. While information is included in this report that addresses *all* teachers of ELLs, this study focuses specifically on the preparation of bilingual education teachers.

AACTE Study

To ascertain the breadth and depth of preparation programs for teachers of ELLs, AACTE decided to complement this study by conducting a survey administered to schools, colleges and departments of education (SCDEs) in the United States. The primary purpose of the survey was to determine the scope of teacher education programs across the nation, with particular attention to the preparation of bilingual education teachers. The survey was designed to supply the following information:

1) the number of bilingual teacher education programs in the nation,
2) the number of teacher education programs that require courses addressing the issues of limited English proficient students,
3) the admissions criteria for a degree/certification or endorsement in bilingual education,
4) the required courses for a degree/license or endorsement in bilingual education, and
5) the specific language groups targeted. (See Appendix A for survey instrument).

A total of 1075 surveys were mailed to deans or department chairs of schools, colleges, and departments of education across the U.S. in February 2000. The survey was also posted on AACTE's website. Of the 1075 institutions surveyed, which consisted of both AACTE member and non-member institutions, 417 (39%) usable responses were received. The conclusions drawn from the survey are detailed in the findings section that follows.

NCBE Study: Requirements for Degrees and/or Licensure

To review and analyze the courses included in the preparation of teachers to serve LEP students, information was gathered regarding both state certification requirements and IHE requirements. It is important to analyze state certification requirements as it is the states, not the IHEs, which have the authority to grant the certification necessary to teach in our public schools. Requirements for licensure were provided by each state department of education through their website and/or by the bilingual education director from that state. Likewise, requirements for degrees awarded by IHEs were gathered from the websites and other existing documentation produced by the participating IHEs with regard to their teacher preparation programs.

Because states and IHEs vary widely in their requirements of teachers, the matrix presented below was developed as a tool used in the coding and analysis of the data collected. The *matrix* was used to categorize courses required of teachers of ELLs for state licensure and/or for a higher education degree. It organizes the requirements of states and IHEs according to broad and specific course categories. In this way, it serves as the lens through which analyses and comparisons were made of state certification requirements and IHE requirements; comparisons were made across states and across IHE programs, and between states and the IHEs within them.

The *matrix* defines crucial elements of effective preparation of teachers of bilingual students. The categories were developed and refined with input from experts at NCBE, AACTE, the Center for Research on Education, Diversity and Excellence (CREDE), and the Teachers of English to Speakers of Other Languages (TESOL) Pre-K-12 Teacher Education ESL Standards Committee. In addition to the training that all teachers should receive in order to be effective instructors, teachers of limited English proficient students require additional training and skills in order to effectively meet the needs of culturally and linguistically diverse learners. The necessary areas of expertise are incorporated into the *matrix* below:

The Matrix

I. Knowledge of Pedagogy
   A. Methods
      1. Native language literacy
      2. ESL/ ELD methods
      3. Methods for subject matter content in English (sheltered methods)
      4. Methods for subject matter content in L1
      5. "bilingual methods"
   B. Curriculum
      1. Materials (adaptation)
      2. "bilingual curriculum"
   C. Assessment
      1. subject content (in English and/or L1)
      2. English literacy
      3. L1 literacy
      4. "assessment of LEP students/ language assessment"
   D. Practicum
      1. in CLD setting
      2. in bilingual education setting

II. Knowledge of Linguistics
   A. Linguistics
      1. Psycholinguistics
      2. Sociolinguistics
      3. Linguistics/ Educational linguistics
   B. Language Acquisition
      1. First language acquisition
      2. Second language acquisition
      3. Contrastive analysis
   C. Language Structure
      1. Structure/ grammar of English
      2. Structure/ grammar of L1
      3. Contrastive language structure
   D. Language Proficiency
      1. Second language (students' L1)
      2. English

III. Knowledge of Cultural and Linguistic Diversity
   A. Foundations of Bilingual Education
      1. Theory, models, research, policy
      2. History, legislation
      3. Current reform issues
      4. "Foundations of instruction for LEP students"

B. Multiculturalism
   1. Multiculturalism/ Cultural diversity/ Cross-cultural studies
   2. Cultural anthropology/ Studies of specific ethnic or linguistic groups
   3. Parent/ Community Involvement and Communication

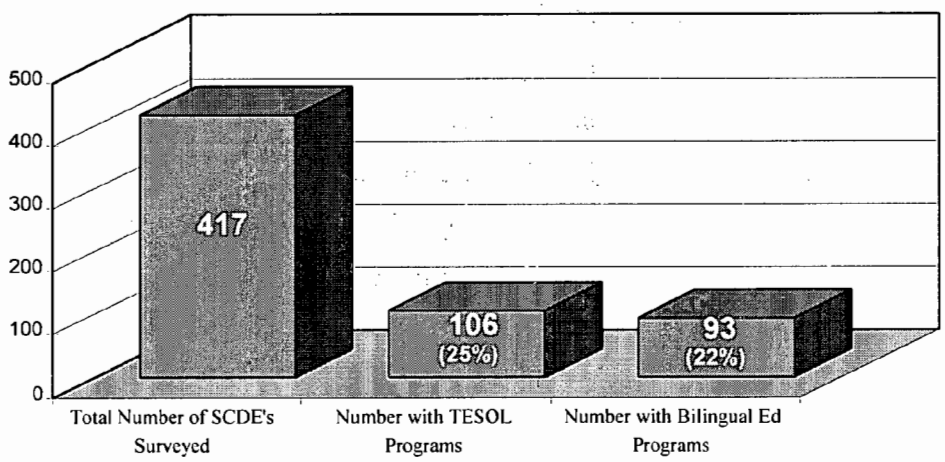
The use of this *matrix* to analyze course requirements in teacher preparation programs allowed us to group the requirements into three distinct areas in which bilingual education teachers must have knowledge: pedagogy, linguistics, and cultural/linguistic diversity. These three "areas of knowledge" were further divided into ten "categories," while these ten categories were again divided into 31 "subcategories." Although representing a broad spectrum, each of these 31 subcategories was found repeatedly in state certification requirements and was thought to be a crucial component of bilingual education teacher preparation by experts from NCBE, AACTE, CREDE, and TESOL. Many of the state requirements were not detailed to the level of the subcategories, but only to the level of categories. In these instances, the subcategories in quotation marks represent broad knowledge of subject matter that falls within the larger categories. For example, in the Foundations of Bilingual Education category, some states specify one or more of the three subcategories, while others do not. For those that do not, they were coded in the catch-all subcategory, "foundations of instruction for LEP students."

The next section delineates findings from the research conducted by AACTE and NCBE. This is followed by the "Discussion and Implications" section, in which the main findings are summarized.

Findings

Responses to the AACTE survey indicated that only a small minority of IHEs have a bilingual education or Teachers of English to Speakers of Other Languages (TESOL) program (also known as English as a second language [ESL] programs). Approximately 22 percent (93 institutions) of the 417 institutions that responded to the survey have bilingual education programs, while approximately 25 percent (106 institutions) have TESOL programs. Figure 1 shows the total number of SCDEs with bilingual and/or TESOL programs.

Figure 1. Number of SCDEs with Bilingual Education and/or TESOL Programs



Source: AACTE, *Bilingual Education Survey,* 2000.

Preparation of Mainstream Educators to Teach ELLs

Findings reveal that few teacher preparation programs for mainstream teachers require that these teacher candidates are prepared to teach ELLs; fewer than $1/6^{th}$ of IHEs studied require preparation for mainstream elementary or secondary teachers regarding the education of LEP students. AACTE investigated whether IHE programs require that *all* teacher candidates take at least one course in preparation for work with ELLs. The following survey question was posed to determine if mainstream teachers are also required to learn about the instruction of ELLs:

Do any of your teacher preparation programs require a course(s) on issues regarding limited English proficient (LEP) students?

Of the 417 institutions responding to the survey from AACTE, approximately 41 percent (169 institutions) require a course(s) on issues regarding limited English proficient students. Given that the IHEs that have a bilingual and/or ESL teacher preparation program account for a significant proportion of the positive responses to this question, it is likely that only a small minority of the IHEs responding require that mainstream teachers also take a course pertaining to the instruction of ELLs.

AACTE gathered further information in this area to determine which general education teacher preparation programs in the IHEs surveyed require at least some preparation in the education of ELLs. The following item was included in the AACTE survey:

> *In what programs do you require a course(s) addressing issues of teaching limited English proficiency (LEP) students?*

As this question is phrased, it does not necessarily require a course solely devoted to the education of LEP students for a positive response; rather, it is possible that some respondents answered this question positively for required courses that simply include teaching LEP students as one of several topics covered in a course. In spite of this possibility, overwhelmingly, responses to this question were low.

Table 1 shows the percentage of SCDEs that require at minimum one course that addresses LEP issues, by programs and degrees. In early childhood programs, 10 percent of SCDEs require a course(s) that address LEP issues at the bachelor's level, while approximately 6 percent require a course(s) at the basic, post-bachelor's or master's levels. In the combined early childhood and elementary programs, approximately 8 percent of the institutions require a course(s) at the bachelor's level, while approximately 5 percent require a course(s) that address LEP issues at the basic, post-bachelor's or master's levels.

In programs to prepare elementary teachers, approximately 16 percent of SCDEs require a course(s) that addresses LEP issues at the bachelor's levels, while approximately 13 percent of SCDEs require a course(s) that address LEP issues at the basic, post-bachelor's or master's levels. Five percent of SCDEs were found to require a course(s) at the advanced, post-bachelor's or master's levels. In the junior high/middle school programs, approximately 9 percent of institutions require a course(s) at the bachelor's levels, while approximately 7 percent require a course(s) at the basic, post-bachelor's or master's levels.

In secondary education programs, approximately 15 percent of SCDEs require a course(s) that address LEP issues at the bachelor's level, while approximately 12 percent of SCDEs require a course(s) that address LEP issues in the basic, post-bachelor's or master's levels. In the K-12 programs, approximately 12 percent of SCDEs require a course(s) that address LEP issues at the bachelor's level, while approximately 7 percent require at the basic, post-bachelor's or master's levels. In special education programs, approximately 11 percent of SCDE require a course(s) that address LEP issues at the bachelor's level, while approximately 10 percent require a course(s) at the basic, post-bachelor's or master's levels.

In school services programs, 1 percent of SCDEs require a course(s) that address LEP issues at the bachelor's level, while approximately 2 percent require a course(s) at the basic and advanced, post-bachelor's or master's levels. In the administration programs, 1 percent of SCDEs require a course(s) that address LEP issues at the bachelor's level, and approximately 3 percent require a course(s) at the advanced, post-bachelor's or master's levels.

Table 1. SCDEs Requiring Courses Addressing LEP Issues, by Program and Degrees levels (number and percent)

	Basic				Advanced					
	Bachelor's		Post-Bachelor's or Masters		Post-Bachelor's or Masters		CAS/ Specialist		Doctoral	
	N	%	N	%	N	%	N	%	N	%
Early Childhood	43	10.3	23	5.5	10	2.4	2	0.5	2	0.5
Early Childhood and Elementary (Combined program)	35	8.4	22	5.3	9	2.2	0	0.0	1	0.2
Elementary	67	16.1	54	12.9	20	4.8	0	0.0	1	0.2
Jr. High-Middle School	37	8.9	27	6.5	10	2.4	0	0.0	2	0.5
Secondary	64	15.3	50	12.0	18	4.3	0	0.0	2	0.5
K-12 Programs	48	11.5	28	6.7	13	3.1	1	0.2	3	0.7
Special Education	45	10.8	41	9.8	25	6.0	6	1.4	5	1.2
School Services	4	1.0	9	2.2	9	2.2	5	1.2	2	0.5
Administration	4	1.0	12	2.9	13	3.1	4	1.0	4	1.0
Other	14	3.4	14	3.4	15	3.6	1	0.2	2	0.5

Source: AACTE, *Bilingual Education Survey,* 2000.

Characteristics of Bilingual Education and TESOL Programs

Of the IHEs that have a bilingual education or TESOL teacher preparation program, AACTE gathered data pertaining to the degrees offered, demographics of these programs, admissions criteria, and language focus.

Degrees Offered

Table 2 below shows bilingual education and TESOL programs by degree levels in the IHEs included in AACTE's study. The majority of institutions offer bilingual education programs at the basic, post-bachelor's or master's levels (58%). Approximately 47 percent of institutions with bilingual education programs offer bilingual education degrees/licensure at the bachelor's level, while approximately 46 percent have programs at the advanced, post-bachelor's or master's levels.

Similarly, the majority of institutions with TESOL programs offer them at the basic, post-bachelor's or master's levels (54%). Approximately 45 percent of institutions with TESOL programs offer them at the bachelor's level, while approximately 44 percent offer TESOL at the advanced, post-bachelor's or master's levels.

Table 2. Bilingual Education and TESOL Programs by Degree Level (number and percent)

	Basic				Advanced					
	Bachelor's		Post-Bachelor's or Master's		Post-Bachelor's or Master's		CAS/ Specialist		Doctoral	
	N	%	N	%	N	%	N	%	N	%
Bilingual Education	44	47	54	58	43	46	7	8	14	15
TESOL	48	45	57	54	47	44	5	5	14	13

Source: AACTE, *Bilingual Education Survey,* 2000.

Location

Of the 417 institutions that responded to the AACTE survey, 93 have bilingual education programs, most of which are located in three states: California, New York and Texas. Of the institutions that responded, California has the greatest number of IHEs with bilingual education programs (22 or 23.6%), followed by Texas, which has 17 institutions or 18 percent, and New

York, which has 13 institutions or 14 percent. Appendix C lists institutions with bilingual education programs by state and degree.

TESOL programs are offered in 106 of the 417 IHEs that responded to the survey. Appendix D lists IHEs with TESOL programs by state and degree(s) offered. California and Texas were found to have the largest number of TESOL programs (14 institutions each), followed by New York, which has 8. The majority of institutions with bilingual education programs also offer a program in TESOL (61 of the 93 institutions). See Appendix E for a list of IHEs with both bilingual education and TESOL programs.

Admissions Criteria

Within bilingual education programs, AACTE gathered data regarding the requirements for admission into an IHE bilingual education degree and/or licensure program. Findings are based on responses to the following survey question:

What are the admissions criteria for a degree program/certification in bilingual education?

Table 3 below shows the IHE admissions criteria for a degree/licensure program in bilingual education. Approximately 76 percent of institutions with bilingual education programs require fluency in a second language for admission, followed by specific undergraduate GPA requirement (67%). Approximately 43 percent of the IHEs offering bilingual education programs require knowledge of a second language, and only 40 percent of require prior education credits for admission.

Table 3. Admissions Criteria for a Degree/License or Endorsement in Bilingual Education (number and percent)

	N	%
Number of Education Credits	37	40
Specific Undergraduate GPA	62	67
Knowledge of Second Language	40	43
Fluency in a Second Language	71	76

Source: AACTE, *Bilingual Education Survey,* 2000

Language Specialization

It was found that most bilingual education programs specialize in the preparation of teachers for specific language groups. More than 67 of the 93 bilingual education programs (72%) specifically target Spanish language instruction. Other programs target an array of Asian languages that include: Vietnamese, Cantonese, Korean, Laotian, and Hmong. Appendix F lists bilingual education programs by language group specialization.

Findings: Bilingual Education Licensure Requirements

As mentioned previously, NCBE found that 23 states offer licensure in the form of certification or endorsement in bilingual education. In two states (New Jersey and Ohio), specific certification requirements are not mandated; however, individuals must complete a program within a state-approved IHE in order to receive certification within these states. In two other states (North Dakota and Wyoming), data could not be obtained. Thus, bilingual education certification requirements for the following nineteen states were compiled and analyzed:

- Arizona
- California
- Colorado
- Connecticut
- District of Columbia
- Illinois
- Indiana
- Kansas
- Maine
- Massachusetts
- Michigan
- Minnesota
- Nevada
- New Mexico
- New York
- Texas
- Utah
- Washington
- Wisconsin

Varieties of State Requirements for Bilingual Education Licensure

A significant trend found from the analysis by NCBE of bilingual education teacher certification requirements for these states was the tremendous variance in the ways in which state requirements are mandated. States either require courses or mandate areas in which bilingual education teachers must be competent or proficient. Additionally, many states call for a combination, primarily requiring courses while allowing competencies (e.g., bilingual methods) to be demonstrated through exams. The following lists the ways states mandate their requirements for teaching licensure in bilingual education:

- 5 states mandate courses or course content that bilingual education teachers must take;
- 1 state mandates a set of electives from which licensed teachers must choose;
- 7 states mandate a set of abilities in which bilingual education teachers must be competent or proficient; and
- 6 require a combination of the above options.

The impact of this wide variance on the coding of the data is worth exploring for methodological reasons, as it causes complications that affect how the data should be interpreted.

States that present their requirements as a set of competencies or proficiencies tended to have a greater number and more highly detailed requirements compared to states that mandate required courses. States that mandate course requirements tended to be less specific, falling into the *matrix* 'categories' rather than the 'subcategories.' While it can be assumed that subcategory topics might be covered under a larger category course, for the purposes of statistical accuracy only explicitly-stated requirements were recorded in this compilation of states' requirements.

When the *matrix* was used to code the data, it was found that states frequently require a course that may include several specified subcategory topics. For example, Arizona requires one three-hour course in linguistics that must include psycholinguistics, sociolinguistics, first language acquisition, and second language acquisition for language minority students. In cases like this, each of the subcategories was coded as a required topic to be covered within a program or course, rather than as a required course.

An additional complication in the comparison across states is that seven states require a certificate in bilingual education, while twelve states require an endorsement in bilingual education to be added onto a certificate in an area such as elementary education or special education. This study only covered requirements pertaining specifically to the bilingual education component of the licensure. Thus, in the case of endorsements, it is possible that some requirements (such as English language proficiency) are covered in the attainment of the actual certificate, but are not reflected in the bilingual education endorsement on that certificate.

States also varied in the number of semester hours they required to obtain licensure in bilingual education. Maine requires 48 semester hours to obtain a bilingual education endorsement, while Indiana, Nevada, and Texas each require only 12 semester hours. Seven of the nineteen states do not specify hour requirements.

Each of the 19 states mandates at least one requirement in each of the three broad areas of knowledge: pedagogy, linguistics, and diversity. However, findings indicate that courses or topics within pedagogy and diversity were typically more heavily weighted than in linguistics. These findings are presented below, in the order in which they appear on the *matrix*.

Knowledge of Pedagogy

Table 4. State Certification Requirements – Pedagogy

	Subcategory	AZ	CA	CO	CT	DC	IL	IN	KS	MA	ME	MI	MN	NM	NV	NY	TX	UT	WA	WI
Methods	Native Language Literacy	△	◈	◈		△				◈		△	◇		○	△	△	◈		
	ESL/ELD	★	◇	◇			△					△	◇	◇		△	△	◈	★	△
	Content in L1		◈	◇								△	◇		○	△	△	◈		△
	Content in English			◈							△	△								
	"Bilingual Methods"	★	◇		★	△	△	△	◇	◇	★			◇	○			◈	★	
Curriculum	Materials (adaptation)	△		◈			△		◈						○	△				
	"Bilingual Curriculum"	△			★			△		◇	★		◇		○					
Assessment	Content (in L1 or English)		◈	◈					◈				◈					◈		
	English Literacy			◇					◇			△	◇		○			◈		
	L1 Literacy			◈					◇			△	◇		○			◈		
	"Assessment of LEP Students/Language Assessment"	△	◈		★	★	△		◇	◇	★			◇		△				
Practicum	CLD Setting										★									△
	Bilingual Ed Setting	★										★				△	△			△

★ = Required Course △ = Required Topic ◇ = Competency ○ = Elective Course/Topic

In order to receive bilingual education certification or endorsement in every one of the 19 states offering it, some sort of requirement in the area of methods must be met; some states may have more than one requirement in this area. Within the methods category, "bilingual methods" is required in 14 of the 19 states (74 percent). More than half of the states mandate a requirement in the areas of ESL/ELD methodology (58 percent) and methods for teaching native language literacy (53 percent). Nine states mandate that teachers certified or endorsed in bilingual education study methods for teaching content; eight states specify that teachers must receive instructional methods for teaching content through students' first language, while three mandate instruction in content through English (content-based language instruction).

More than half (13, or 68 percent) of the 19 states mandate a requirement within the curriculum category for bilingual education licensure. Eight of the 19 states mandate that bilingual education teachers receive instruction in bilingual education curriculum, while seven states mandate requirements in materials or materials adaptation for bilingual educations settings.

Nearly 80 percent (15) of the states that offer certification or endorsements in bilingual education mandate the study of assessment in bilingual education settings. Important

distinctions are made between language assessment and content area assessment for LEP students. Five states mandate requirements for assessing content knowledge, six states mandate methods for assessing English literacy, and an additional six mandate requirements for assessing native language literacy. Ten of the 19 states simply mandate "assessment of LEP students" or language assessment, but do not specify first language, second language, content, or a combination of the three.

Only five of 19 states mandate a teaching practicum in either a bilingual education setting or one in which the students are culturally and/or linguistically diverse for certification or endorsement as a bilingual education teacher. Although states may mandate a practicum, they did not specify that their future bilingual education teachers participate in a practicum in a bilingual education setting.

Knowledge of Linguistics

Table 5. State Certification Requirements – Linguistics

	Subcategory	AZ	CA	CO	CT	DC	IL	IN	KS	MA	ME	MI	MN	NM	NV	NY	TX	UT	WA	WI
Linguistics	Psycholinguistics	△		◇		△											△			
	Sociolinguistics	△		◇		△														
	Linguistics/Educational Linguistics					△			◇		★		◇			△			★	
Language Acquisition	L1 Acquisition	△	◇	◇						◇	★		◇				△	◇		
	L2 Acquisition	△	◇	◇						◇	★		◇		★			◇		
	Contrastive Analysis				★								◇							△
Language Structure	Structure of English		◇	◇																
	Structure of L1		◇	◇									◇							△
	Contrastive Language Structure		◇	◇					◇	◇			◇							△
Language Proficiency	Second Language (students' L1)	◇	◇	◇		◇	◇	◇	◇	◇	★	◇	◇	◇	○	◇		◇		
	English		◇	◇		◇	◇		◇	◇		◇				◇		◇		

★ = Required Course △ = Required Topic ◇ = Competency ○ = Elective Course/Topic

While every state was found to mandate some sort of requirement within the broad area of linguistic knowledge, none of the four categories within the area of linguistic knowledge (linguistics, language acquisition, language structure, and language proficiency) was mandated by all 19 states. Overall, this area received significantly less attention than did pedagogy as a requirement of bilingual teachers.

Nine of the 19 states mandate requirements for linguistics, in the areas of psycholinguistics, sociolinguistics, and educational linguistics/ introduction to linguistics. Of these, four (21 percent) mandate requirements in psycholinguistics, three (16 percent) mandate requirements in sociolinguistics, and seven (37 percent) mandate requirements in educational linguistics/ introduction to linguistics.

More than half of the states (10, or 53 percent) mandate requirements within the category of language acquisition in order to receive licensure in bilingual education. Within the category of language acquisition, eight states each mandate requirements within the subcategories of first language acquisition and second language acquisition. Additionally, three states mandate requirements within the subcategory of contrastive analysis of language acquisition.

Language structure, the third category within the area of linguistic knowledge, has three subcategories: 1) Structure/grammar of English, 2) Structure/grammar of L1 (first language), and 3) Contrastive language structure. Two states mandate requirements within the subcategory of structure of the English language; three states mandate requirements in second language structure, and eight states mandate requirements in contrastive language structure.

Language proficiency was mandated by nearly 80 percent (15) of the 19 states. Of those, all 15 required proficiency in a second language, presumably in students' native language. Eight of the states require proficiency in English in order to receive state licensure. It is important to reemphasize that it is possible that language proficiency might be required in another area, e.g., in admission to a teacher preparation program, or when bilingual education is an endorsement to a certificate in which language proficiency is included in certification requirements.

Table 6. State Certification Requirements – Cultural and Linguistic Diversity

	Subcategory	AZ	CA	CO	CT	DC	IL	IN	KS	MA	ME	MI	MN	NM	NV	NY	TX	UT	WA	WI
Foundations of Bilingual Education	Theory, Models, Research, Policy					▲			◇	◇			◇		○					▲
	History, Legislation			◇					◇	◇			◇		○					▲
	Current Reform Issues											▲						◇		
	"Foundations of Instruction for LEP Students"	★		◇	★	▲	▲					▲	◇			▲			★	▲
Culture	Multiculturalism/ Cultural Diversity/ Cross-cultural studies		◇	◇	★	★	▲		◇	◇	★	▲				▲		◇		▲
	Cultural Anthropology/ Study of Specific Ethnic or Linguistic Groups		◇					▲	◇	◇		▲	◇	◇	○		▲	◇		▲
	Parent/ Community involvement and communication	★		◇					◇	◇		▲	◇	◇				◇		

★ = Required Course ▲ = Required Topic ◇ = Competency ○ = Elective Course/Topic

Knowledge of Cultural and Linguistic Diversity

Overall, knowledge about cultural and linguistic diversity is emphasized by states in their bilingual education teacher licensure requirements. Within this area, the two categories -- foundations of bilingual education and multiculturalism -- are required by 80 percent and 95 percent of the 19 states, respectively.

Within the foundations of bilingual education category, six states mandate requirements in the subcategory of bilingual education theory, models, research and policy. Six of 19 states also mandate requirements in history and legislation surrounding bilingual education. An additional two states specifically mandate requirements within the subcategory of current reform issues. Over one half (11) of the 19 states mandate requirements in "foundations of bilingual education" separately or in addition to the specific subcategories noted above.

All but one state mandates requirements within the category of multiculturalism. For the subcategories within the category of multiculturalism, 12 states require cultural diversity/ cross-cultural studies, 11 states require cultural anthropology or the study of a specific ethnic or linguistic group, while eight states mandate requirements in the subcategory of parent/community involvement and communication.

Findings: Course Requirements

Though variations exist, our findings indicate that certification requirements typically do impact the programming that occurs in the preparation of teachers in IHEs. Like the certification requirements, this analysis of course requirements indicates that institutions typically favor preparation in the areas of pedagogy and cultural/linguistic diversity; by contrast, linguistics receives less emphasis.

IHEs offer a means to fulfill state requirements and obtain a state teaching credential, and/or they offer a higher education degree. In bilingual education, the requirements in certain IHE programs explicitly prepare teachers to meet requirements for licensure in bilingual education - sometimes independently of a degree program. Often, colleges and universities offer Bachelor's or Master's degrees in bilingual education. Within the course of study to obtain a degree, state licensure requirements are met. Obviously, IHEs in those states where bilingual education licensure does not exist offer only a degree.

This report offers an overview of courses required in the preparation of bilingual education teachers. The information provided by AACTE offers a portrait of these requirements on a wide scale, whereas NCBE focused on 15 programs in eleven states in order to illustrate the array of avenues towards attainment of state licensure and/or degrees in institutions of higher education. Specifically, requirements of three Bachelor's degree programs, eight Master's degree programs, and four certification (or endorsement) programs were compiled and analyzed by NCBE.

Although the content of their requirements are similar, the structure of IHE requirements differs from that of the states. As described in the preceding section, states mostly mandate courses, competencies to be met, or a combination of both. By contrast, higher education institutions primarily require specific courses or topics to be covered within a course, or they offer a set of electives and require that program participants complete a certain number of those electives. For the purposes of this report, any course or course topic offered as an elective has been included in the discussion of requirements towards program completion but coded as an elective.

NCBE's *matrix* that was developed to compare state certification requirements was applied to IHE requirements so that the same comparison made across states could also be made across

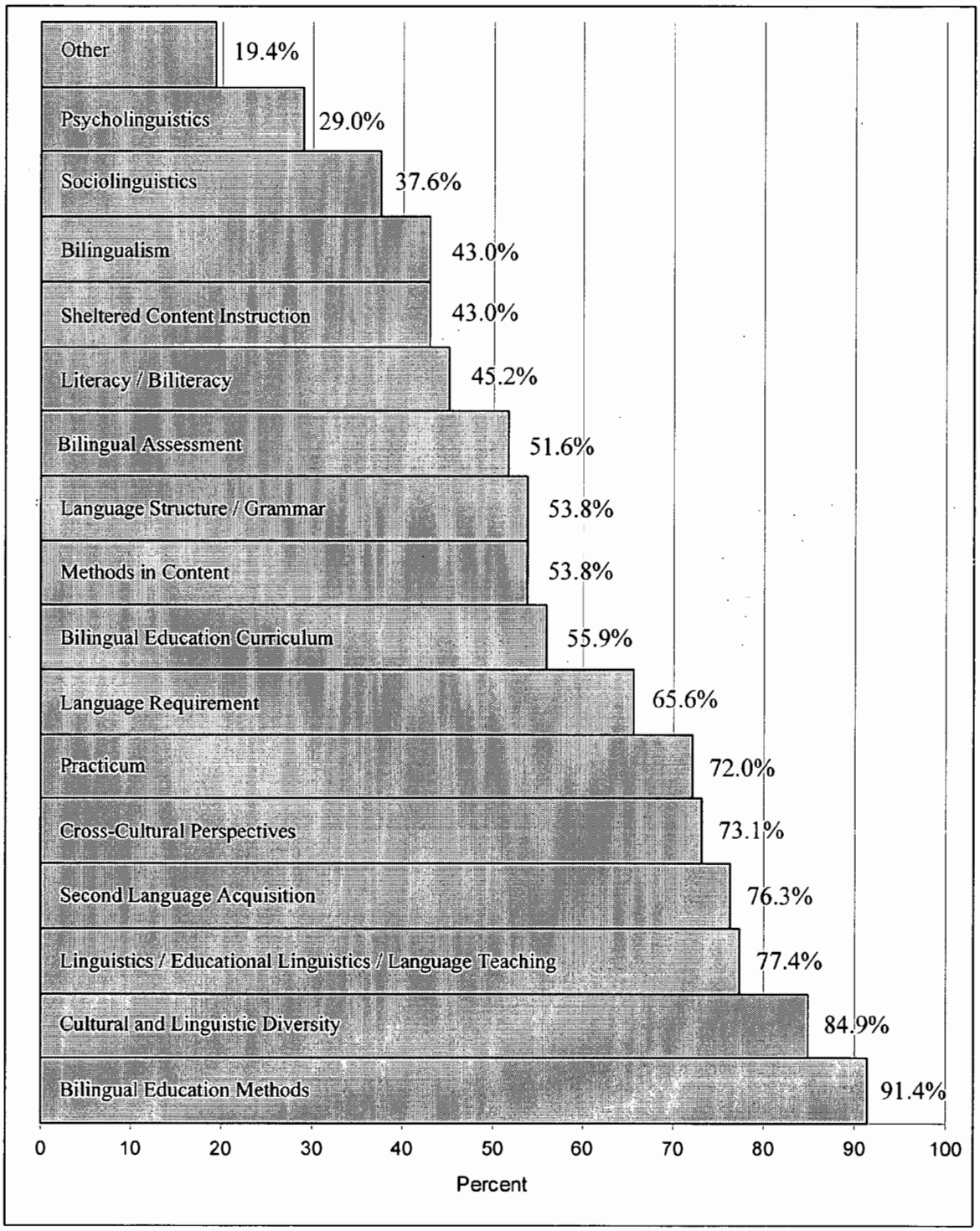
IHE programs, and between states and the universities and colleges within them. This analysis is detailed in the sections that follow.

Analysis of IHE Program Requirements

Although the methodologies for the AACTE and the NCBE studies were different (IHEs self-selected and self-reported to AACTE whereas NCBE gathered and interpreted course requirements and descriptions from IHE documentation), findings from the two studies yielded very similar results. Importantly, data from both studies mirror the findings from NCBE's analysis of state certification requirements. It was found that while each of the areas of pedagogy, linguistics, and cultural/linguistic diversity is covered within each of the programs examined, like the state certification requirements, linguistics is covered to a lesser degree than either pedagogy or diversity.

Figure 2 presents data from the AACTE study showing the course requirements for a degree/license or endorsement in bilingual education in the IHEs with bilingual education programs. A bilingual education methods course is required by 91 percent of the institutions with bilingual education programs, followed by a linguistics/educational linguistics/language teaching course, which is required by approximately 77 percent of these institutions (see Figure 2). Other required courses include cross-cultural perspectives (73.1%), bilingual education curriculum development (55.9%), and a practicum (72%).

Figure 2. IHE Course Requirements for a Degree or Licensure in Bilingual Education



Source: AACTE Bilingual Education Survey 2000

Although AACTE categorized topics in a different way than that used in the *matrix*, findings complement those of NCBE. Findings from the studies by both AACTE and NCBE were categorized according to the three broad areas of knowledge articulated in the *matrix* (pedagogy, linguistics, and diversity) and are reported below.

Furthermore, this analysis of course content revealed tremendous variance in both the topics covered by the institutions and in the breadth and depth of their coverage; each IHE differs in its coverage of specific categories and subcategories identified in the three *matrix* areas of knowledge. The NCBE analysis of course requirements allowed for an examination of course content to complement the self-reported data gathered by AACTE. In addition to sharing common findings from both studies, specific examples from the study by NCBE are offered to illuminate the numerous ways IHEs realize their requirements of bilingual educators.

Knowledge of Pedagogy

Like state certification requirements, IHE programs were strong in their requirements in pedagogy, or teaching methods courses. In their survey of the IHEs offering bilingual education programs, AACTE found that 91.4 percent required at least a course in the broad area of bilingual education methods. Of the respondents, 53.8 percent required a course specifically in methods of content instruction, and 43 percent require a course in sheltered content instruction.

In the NCBE study, every one of the 15 institutions' bilingual education programs contained some requirement within the area of methods of instruction in a bilingual education setting. Specifically, 80 percent (12 of 15) programs require methodology in native language literacy and 12 programs also require ESL/ELD methodology. Additionally, seven of the 15 programs contain requirements for methods of instructing content through English (sheltered instruction), while seven programs also require instruction in teaching content through the native language.

Within the area of pedagogic knowledge, twelve distinct subcategory topics were identified in the matrix as important requirements for bilingual education teachers. While none of the 15 university programs analyzed by NCBE devoted one entire course to each of these twelve subcategory topics, several programs devoted entire courses to a number of the subcategory topics. The course description below from the State University of New York (SUNY) at New Paltz offers an example in which one entire course concentrates on native language literacy methodologies and another focuses on ESL methodologies.

Teaching Reading and Language Arts in a Bilingual Setting

An analysis of the methods and materials for teaching reading and language arts in Spanish to bilingual students. Discussion will focus on the role of language and experience in reading instruction and on the effectiveness of native language reading instruction.

Teaching Reading and Writing in English as a Second Language

An examination of the problems and techniques for teaching reading in English as a second language and for teaching reading to students who speak a standard of English different from that taught in the classroom. Teaching listening comprehension and production of English sounds, and English sound/symbol relationships. Relevant research will be examined.

By contrast, other university programs were frequently found to couch their methods requirements among several other topics. For example, California State University Sacramento offers a course entitled "Methods and Materials in Bilingual Education," as described in the following course description:

A survey of existing models, methods, and materials for instruction in a bilingual setting. Techniques and approaches for first and second language development with focus on current language acquisition theories will be examined. Language assessment procedures and bilingual lesson delivery approaches will be presented and demonstrated. The motivational and learning styles of the target language and cultural groups will be integrated in the course objectives. Students will have the opportunity to develop lesson plans and critique existing materials in the target language and English.

Here is an additional example of a course within the area of pedagogy offered at Chicago State University that covers several subcategory topics within one course entitled "Methods and Materials for Teaching in Bilingual Programs."

Approaches, methods, strategies, and materials for instruction and assessment of children in bilingual education classrooms. Development of a thematic unit. Evaluation of educational software and introduction to Hyperstudio.

As these two examples illustrate, several topics contained within one three-hour semester course can only provide an overview of the subcategory topics.

Knowledge of Linguistics

As in the state certification requirements, the broad area of linguistics is covered in IHE bilingual education programs, but less emphasized than the areas of pedagogy or cultural/linguistic diversity. Within the NCBE study, 12 of 15 programs (80 percent) require a course in either Educational Linguistics/Introduction to Linguistics, Sociolinguistics, or Psycholinguistics. This confirmed the findings of the wider scale AACTE study, in which 77.4 percent of the programs required a course in Educational Linguistics.

Within the broad area of linguistic knowledge, there are several components that are essential for effective bilingual education instruction. The *matrix* developed with the cooperation of experts from CREDE, TESOL, AACTE and NCBE includes among its subcategories first language acquisition, second language acquisition, contrastive analysis, structure and grammar of English, structure and grammar of students' native language, contrastive language structure, second language proficiency, English proficiency, psycholinguistics, and sociolinguistics. IHE programs vary widely in their requirements in these subcategory topics.

For example, only 29 percent of the institutions surveyed by AACTE required a course in psycholinguistics, and 37.6 percent required a course in sociolinguistics in their bilingual education degree or licensure programs. Another notably low subcategory in linguistic knowledge was language structure and grammar. Only 53.8 percent of IHEs require a course in English structure and grammar, the structure and grammar of a second language, or a contrastive analysis of languages' structure and grammar.

In NCBE's investigation, it was found that programs typically include one or two courses devoted to linguistics, often as an introductory course or in which the linguistic aspects of bilingual education are discussed as they pertain to teaching methodologies. For instance, Northern Arizona University requires one linguistics course to obtain a bilingual education endorsement, which is described as follows:

Introduction to Linguistics

Basic concepts of descriptive linguistics, including phonetics, phonology, morphology, syntax, semantics, language acquisition, and language processing.

Sam Houston State University offers a differing example. Their bilingual education certification program thoroughly explores the area of linguistic knowledge and covers six subcategory topics within four separate courses: sociolinguistics, educational linguistics, first language acquisition, second language acquisition, structure of English and the structure of a second language. As is evident in the following course descriptions, subcategory topics often overlap.

Applied Linguistics for Classroom Teachers

The scope of this course relates to the language sciences as they apply to formal and informal instruction. Language situation, descriptions, criteria, populations, variations, and linguistic pressures are investigated. The nature of language and language teaching are examined and studied. Language theory and learning theory are examined in an attempt to provide a sound second language pedagogy.

Social, Cultural, and Language Influence on Learning

This course helps describe languages, differences between languages, prediction of differences faced by a language learner, and helps teachers develop strategies to deal with the needs of second language learners from varied linguistic backgrounds. It examines sociocultural factors in the language classroom, interpersonal relations, concepts, models, and strategies for pluralistic teaching.

Teaching English as a Second Language: Oral Language Communication

This course covers the nature of language; the structure of language; the nature of first and second language acquisition; possible areas of interference; student motivation; trends in effective teaching materials and procedures; observation, testing and evaluation techniques; and the significance of culture.

Language Acquisition and Development for Bilingual and ESL Programs

A study is made of the development of speech in children; the neurophysiological implications for second language earning; the cognitive, affective and social variables in second language acquisition; practice, transfer, feedback, recall and transfer processes; specific student needs, including individualization of instruction; and mastery of conduct ad classroom climate.

Notable in the descriptions of these four courses at Sam Houston State is that not every subcategory topic within the matrix is included in the program, nor is an entire course devoted to any one subcategory topic. Even so, through these four courses this program provides a thorough introduction to the linguistic knowledge that bilingual education teachers should possess.

Knowledge of Cultural & Linguistic Diversity

IHE program requirements in bilingual education were relatively strong in the area of knowledge pertaining to cultural and linguistic diversity. The AACTE study found that 85 percent of IHE programs require a course in cultural and linguistic diversity, while 73 percent require a course in cross-cultural perspectives.

NCBE's analysis of program requirements complement these findings, in that 80 percent of programs studied contained a requirement within the broad category of foundations of bilingual education, including the theory, models, research, policy, history, legislation, and current reform issues surrounding instruction in a bilingual education setting. Additionally, 87 percent had requirements within the category of multiculturalism, including the subcategories of cross-cultural studies, studies of specific ethnic or linguistic groups, and parent/community involvement and communication.

Following is an example from California State University, Bakersfield of a thorough examination of the subcategory topic of cross-cultural studies:

Cross-cultural Education

Designed to provide a comprehensive understanding of the dynamics of language and culture and its importance to the educational, social, and personal needs of students within cross-cultural and multicultural classroom climates. Includes models and approaches that focus on the cultural dynamics found within successful classrooms.

Often, specific topics that are crucial to bilingual education teacher preparation are afforded an entire course. Here are two examples from Eastern New Mexico University and SUNY New Paltz in which the subcategory topics of parent/community involvement and communication and studies of specific ethnic or linguistic groups are explored within the broad area of knowledge regarding cultural/linguistic diversity.

The Role of the Parent in the Bilingual Classroom

Provides strategies for involving parents in the learning process at home and at school. (Eastern New Mexico University)

Approaches to Spanish-American Culture

The cultural contents of language, arts, and the ways of life in Latin-American countries. (SUNY New Paltz)

Differences between Degree Programs

Overall, Bachelor's Degree programs in bilingual education teacher preparation were found to follow similar trends as Master's Degree programs in their coverage of areas of knowledge. However, NCBE's analysis reveals that the way Bachelor's and Master's degree programs cover these areas differs. Specifically, bachelor's programs were found to be more likely to cover studies within an area of knowledge through a broad overview or survey course that may combine various topics, or even various areas of knowledge, within one course.

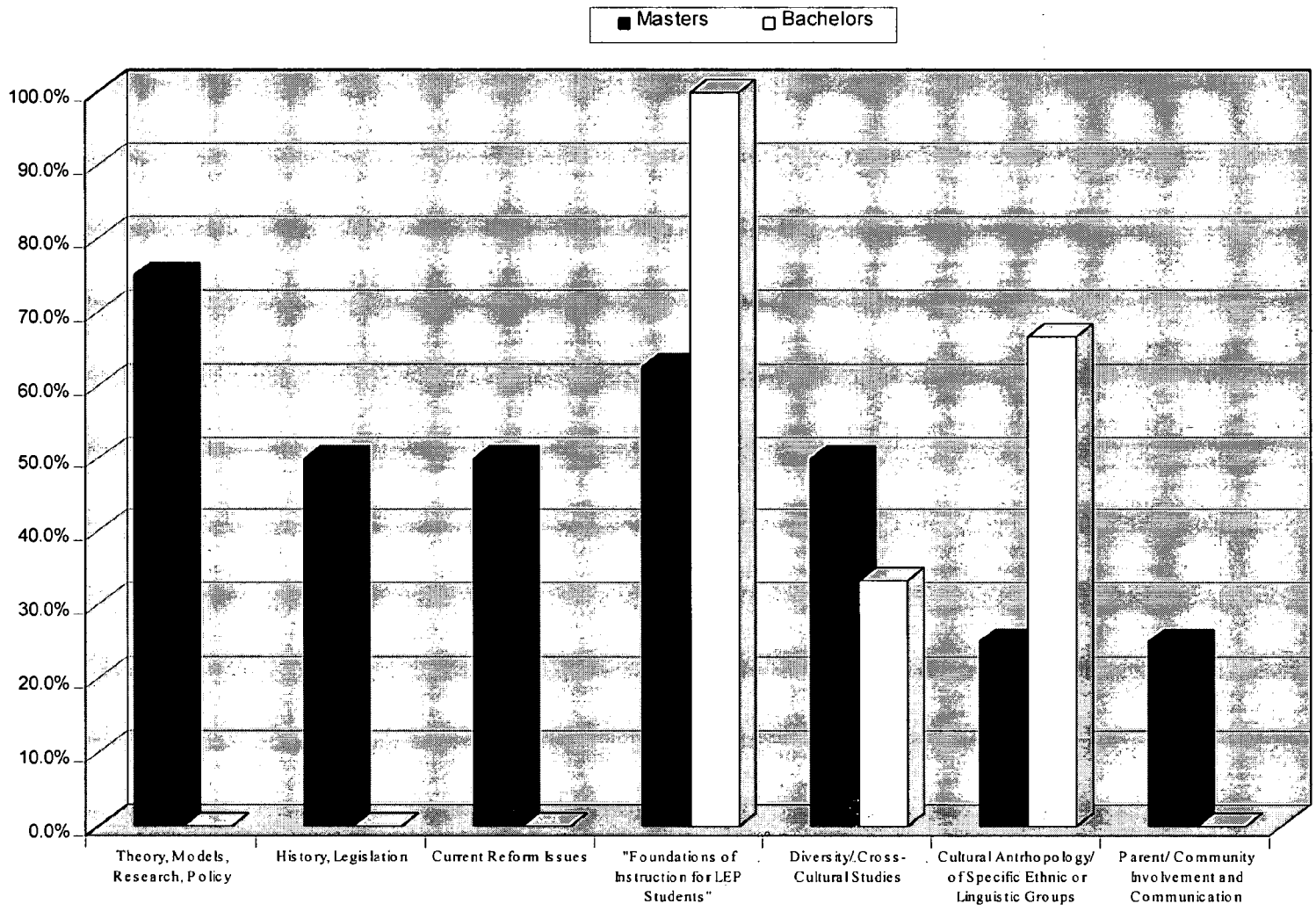
The area of knowledge pertaining to cultural and linguistic diversity offers one example. As Figure 3 shows, NCBE found that 100 percent of the bachelor's degree programs in bilingual education reviewed offered courses that fell within the generic subcategory, "Foundations of Instruction for LEP students." Master's degree programs, by contrast, spread their coverage of this area of knowledge across subcategories. Specifically, some Master's degree programs were found to include coursework in the following subcategories:

- Theory, models, research, policy
- History, legislation
- Current reform issues
- Parent/Community Involvement and Communication

None of the bachelor's level bilingual education programs reviewed by NCBE included studies in any of the subcategories bulleted above. While Bachelor's programs typically concentrated coverage within one broad area that may include studies in several subcategories, coverage in Master's programs spread across the various subcategories (see Figure 3).

NCBE's coding of programs according to degree level revealed similar results in the areas of pedagogy and linguistics. For example, in the area of pedagogy it was found that bachelor's programs were more than three times as likely as Master's programs to include studies in the generic category, "Bilingual Methods." Likewise, in the area of linguistics it was found that 67% of the Bachelor's degree programs reviewed included study of "linguistics/educational linguistics" compared to just 12% of Master's programs.

Figure 3. Knowledge of Cultural & Linguistic Diversity by Degree Level



Discussion & Implications

The purpose of this section is to bring to the fore the primary findings from this study of the preparation of teachers for ELLs, in order to consider their implications. Findings are summarized in bulleted form and discussed in turn below.

- *Only a small minority of IHEs surveyed offer a teacher preparation program in bilingual education or TESOL.*
- *Few preparation programs require that mainstream teacher candidates are prepared to teach ELLs; fewer than 1/6th of IHEs studied require preparation for mainstream elementary and secondary teachers regarding the education of LEP students.*

As stated in the literature review, the population of English language learners in our public schools continues to rise exponentially, such that half of all teachers may expect to teach an ELL during their career. Given that this is the case, the dearth of programs that exist to prepare teachers to work with this population of students is staggering. AACTE learned in their survey of 417 institutions of higher education that only ¼ offer a bilingual education or TESOL program. Clearly, existing programs cannot possibly provide the quantity of teachers needed who are knowledgeable about the issues specific to this population of students. Dramatic steps must be taken to increase the number of programs that exist to prepare teachers of English language learners.

In light of current demographics, equally alarming is the paucity of teacher preparation programs found to require that mainstream teachers are also prepared to work with ELLs. It is now essential that knowledge about the effective education of English language learners also be developed in mainstream teachers. Although much research has been generated in support of bilingual education programs, programs whereby ELLs spend most of their school day with mainstream teachers (such as ESL "pull-out"), continue to pervade U.S. public schools. In addition, ELLs are commonly exited from programs that support their language development (i.e., bilingual or ESL programs) before they are fully bilingual; all teachers need to recognize the challenges these students face in English-only classrooms that may be caused by their stage of language proficiency. All teachers must possess the knowledge and skills to enable their students who are ELLs to attain the same rigorous content as their grade-level peers. Institutions

of higher education need to enhance their requirements of all teachers to ensure that each graduate from a teacher preparation program is able to effectively teach ELLs.

- *Though there is great variance in the ways in which states mandate requirements for bilingual education teacher certification, licensure requirements typically do impact the programming that occurs in the preparation of teachers in IHEs.*
- *Both licensure and IHE course requirements typically favor preparation in the areas of pedagogy and cultural/linguistic diversity; by contrast, linguistics receives less emphasis.*

This study found that state licensure requirements affect the preparation that teacher candidates receive in institutions of higher education, in spite of wide differences in the ways that states mandate their requirement for bilingual education licensure. This has serious implications for state-level policymakers, in that the certification and/or endorsement policies they set shape the preparation received by bilingual education teachers. State certification requirements must set high demands for teacher candidates pursuing degrees and/or licensure in IHEs, in order to ensure that the quality of bilingual education teachers entering classrooms is of the highest caliber.

In specific, licensure requirements shape the content of bilingual education teacher preparation; while teachers in preparation programs can expect to explore the areas of pedagogy and cultural/linguistic diversity in education, they are likely to graduate comparatively less knowledgeable in linguistics. Studies cited in the literature review indicate that teacher preparation and licensure requirements for all teachers lack sufficient emphasis on deep knowledge of subject-area content. Clearly, requirements of bilingual educators are no exception. Linguistics and the process of language learning are at the critical core of the knowledge base bilingual teachers must possess; it is the primary content of what they are intended to teach. Therefore, both licensure requirements and IHE teacher preparation programs must ensure that future teachers of ELLs are equally well-balanced experts in pedagogy, cultural and linguistic diversity, as well as in linguistics.

- *Several topics contained within one course in an IHE bilingual education program can only provide an overview of more detailed, subcategory topics.*

- *Bachelor's programs were found to be more likely to cover studies within an area of knowledge through a broad overview or survey course that may combine various topics, or even various areas of knowledge, within one course.*

When the *matrix* was applied to analyze courses required of bilingual education teacher candidates in institutions of higher education, it exposed great variety of depth by the institutions studied in their coverage of topics in the field. When multiple topics within an area of knowledge or even when multiple areas of knowledge are combined into a single course, such courses can only provide a cursory examination of the various topics. Bachelor's programs were more likely to offer these sorts of broad courses than Master's degree programs..

However, teacher candidates who develop their knowledge of a particular area in this way cannot possibly develop the same level of expertise as those teacher candidates who receive more in-depth coursework. Studies cited in the literature review indicate that the depth and quality of teacher preparation greatly impacts student learning; if quality is indeed important, as has been argued here, then it is imperative that the coursework required of teacher candidates by institutions of higher education develop deep knowledge. Given that this is the case, institutions of higher education must change their teacher preparation practices to ensure that graduates are experts in their fields.

Towards this end, the *matrix* developed for this study details critical areas of knowledge that must be included in the preparation of bilingual education teachers. It is imperative that each of the areas of knowledge identified in the *matrix* garners equal emphasis in IHE course requirements as well as in state level licensure requirements. Although it is possible for subcategories to be combined into a single course at an IHE and still provide sufficient investigation into these areas, the quantity of topics combined must be limited in number. The *matrix* provides a theoretical framework that can be used as a guide to aid institutions of higher education and state departments of education in their development of high-quality bilingual education teacher preparation programs.

Explanation of Terminology

Students

One difficulty in discussing the education of language minority students arises from the differing labels used to describe these students. Following are some of the most common terms for students, as defined by their language background and language proficiency.

Language-minority (LM): Students from homes where the primary language spoken is not English. LM students may be monolingual in the native language, bilingual with varying degrees of proficiency in each language, or monolingual in English.

Limited English proficient (LEP), English Language Learner (ELL) or English Learner (EL): Terms used to identify language-minority students whose ability to comprehend, speak, read, write, and appropriately use English is not yet sufficient for them to be able to succeed academically in a classroom where all instruction is provided only through the English language.

Fluent English proficient (FEP): Language-minority students who have been assessed as able to comprehend, speak, read and write English such that they can succeed in a mainstream all-English classroom without any special language services or accommodations.

English Only (EO): Students who speak English as a native language and do not speak any other language.

Program Models

Instructional programs for ELLs fall under two main categories -- bilingual education or English as a Second Language (ESL) -- based on the language(s) used to provide instruction. In bilingual education programs, content instruction is provided through both the students' native language and English while the students develop proficiency in English. In ESL programs, all instruction is provided through English. The reality is that schools and districts throughout the nation teach ELLs through a combination of instructional models within bilingual education and ESL. The following table illustrates the characteristics of common program models implemented in U.S. schools.

Table 1. Characteristics of the Major Program Models for LEP Students (Source: Zelasko and Antunez, 2000)

Language(s) of Instruction	Typical Program Names	Native Language of LEP Students	Language of Content Instruction	Language Arts Instruction	Linguistic Goal of Program
English and the native language	• Two-way Bilingual Education, • Bilingual Immersion, or • Dual Language Immersion	Ideally, 50% English-speaking and 50% LEP students sharing same native language	Both English and the native language	English and the native language	Bilingualism
	• Late-exit or • Developmental Bilingual Education	All students speak the same native language	Both; at first, mostly the native language is used. Instruction through English increases as students gain proficiency	English and the native language	Bilingualism
	• Early-exit or • Transitional Bilingual Education	All students speak the same native language	Both at the beginning, with quick progression to all or most instruction through English	English; Native language skills are developed only to assist transition to English	English acquisition; rapid transfer into English-only classroom
English	• Sheltered English, • Specially Designed Academic Instruction in English • Structured Immersion, or • Content-based ESL	Students can share the same native language or be from different language backgrounds	English adapted to the students' proficiency level, and supplemented by gestures and visual aids	English	English acquisition
	• Pull-out ESL	Students can share the same native language or be from different language backgrounds; students may be grouped with all ages and grade levels	English adapted to the students' proficiency level, and supplemented by gestures and visual aids	English; students leave their English-only classroom to spend part of their day receiving ESL instruction	English acquisition

Insititution of Higher Education

Advanced Program: A post-bachelor's program for (1) the advanced preparation of teachers, and (2) the initial and/or advanced preparation of other school personnel. Graduate credit is commonly awarded. Master's, Specialist, and Doctoral degrees are included, as well as nondegree programs offered at the graduate level.

Bachelor's degree program: A program that culminates I the award of a bachelor's degree. Such programs may be five-year or extended programs that result I award of a bachelor's degree.

Basic Program: A college or university program for the initial preparation of teachers. The courses commonly lead to a baccalaureate degree; exceptions may include the M.A.T. or other extended programs designed to prepare teachers for initial licensure.

C.A.S.: Certificate of Advanced Studies – a post-Master's course of study related to state certification (licensure) for fields other than elementary or secondary teaching (e.g., reading, counseling).

License: The official recognition by a state governmental agency that an individual has met state-mandated requirements and, therefore, is approved to practice as a duly licensed educator in that state.

Master's Program: A graduate program for the advanced preparation of teachers or the initial or advanced preparation of other school personnel.

Post-Bachelor's Program: A professional education program comprised of graduate or undergraduate courses open to students who hold a Bachelor's degree; examples may include extended programs, nondegree programs, M.A.T. programs, and licensure programs.

Specialist: A graduate-level program that leads to the Specialist degree.

References

American Association for Employment in Education. (1998). T*eacher supply and demand in the United States: 1997 report*. Evanston, IL: Author.

Anstrom, K. (1998, August). Preparing secondary education teachers to work with English language learners: English language arts. *NCBE Resource Collection Series, 10*, 1-18.

August, D., & Hakuta, K. (Eds). (1997). *Educating language-minority children*. Committee on Developing a Research Agenda on the Education of Limited-English-Proficient and Bilingual Students by the Board on Children, Youth, and Families. National Research Council. Washington, DC: National Academy Press.

August, D., & Hakuta, K. (Eds.). (1997). *Improving schooling for language-minority children: A research agenda*. Washington, DC: National Academy Press.

Baca, L., & Cervantes, H. (1991). Bilingual special education. *ERIC Digest* (#E496).

Bradley, A. (1999, June 2). Researchers find teacher tests short on covering college content. *Education Week*.

Calderón, M. (1997). Staff development in multilingual multicultural schools. *ERIC/CUE Digest* 124.

California Department of Education. (1999). *Top ten languages of LEP students in public schools*. Educational Demographics Unit, Adult Language Census. Sacramento, CA: California Department of Education. Retrieved July 10, 2000 from the World Wide Web: http://www.ed-data.k12.us

Carrasquillo, A., & Rodríguez, V. (1996). *Language minority students in the mainstream classroom*. Bristol, PA: Multilingual Matters, Ltd.

Casey, A., & Tobin, T. (2000). *Report on Title VII, Subpart 1 Program Enhancement Grant activities*. Washington, DC: National Clearinghouse for Bilingual Education.

Clair, N., & Adger, C. (1999, October). Professional development for teachers in culturally diverse schools. *ERIC Digest*. ERIC Clearinghouse on Language and Linguistics.

Cross, C., & Rigden, D. (2000). *Council for Basic Education's statement on quality counts 2000: Who should teach?* Washington, DC: Council for Basic Education.

Dalton, S. (1998). *Standards for effective teaching practice*. Santa Cruz, CA: University of California, Center for Research on Education, Diversity & Excellence.

Darling-Hammond, L. (1999). *Solving the dilemmas of teacher supply, demand and standards: how we can ensure a competent, caring, and qualified teacher for every child.* New York, NY: Columbia University, Teachers College, the National Commission on Teaching and America's Future. [Online] Available: http://www.tc.columbia.edu/~teachcomm/CONFERENCE-99/SOLVING/ [1999, June 21].

Darling-Hammond, L., & Ball, D. (1998*). Teaching for high standards: What policy makers need to know and be able to do. CPRE Joint Report Series with the National Commission on Teaching & America's Future*. Philadelphia, PA: CPRE.

DiCerbo, P.A. (2001). Common practices for uncommon learners. In Framing Effective Practice (p. 3-12). Washington, DC: National Clearinghouse for Bilingual Education.

Education Trust. (1998, Summer). Good teaching matters: How well-qualified teachers can close the gap. *Thinking K-16,* 3, (2). Washington, DC: Author.

Education Trust. (1999, Spring). Not good enough: A content analysis of teacher licensing examinations. *Thinking K-16, 3*, (1). Washington, DC: Author.

Education Week. (2000, January). *Quality counts 2000: Who should teach?* A special report by Education Week staff. [Online] Available: http://www.edweek.com/sreports/qc00 [2000, July 20].

Education Week. (2000). *Quality counts 2000: Who should teach? The states decide.* [Online] Available: http://www.edweek.org/sreports/qc00/templates/article.cfm?slug=contents.htm [2000, June 21].

Fillmore, L.W. & Snow, C.E. (2000). *What teachers need to know about language.* Washington, DC: Center for Applied Linguistics.

Finn, C., Kanstoroom, M., & Petrilli, M. (1999). *The quest for better teachers: Grading the states.* Washington, DC: The Thomas B. Fordham Foundation. [Online] Available: http://www.edexcellence.net/better/quest/tqfbt.htm#Conclusions [2000, July 20].

Fleischman, H. L., & Hopstock, P. J. (1993). *Descriptive study of services to limited English. proficient students, 1, Executive Summary.* Arlington, VA: Development Associates.

Government Accounting Office. (1994). *Limited English proficiency – A growing and costly educational challenge facing many school districts.* Washington, DC: Author.

Lacelle-Peterson, M.W. and Rivera, C., (Spring 1994). Is it real for all kids? A framework for equitable assessment policies for English language learners. Harvard Educational Review, 64(1), 55-75.

Lindquanti, R. (1999). Fostering academic success for English language learners: What do we know? San Francisco: WestEd. [Online] Available: http://www.wested.org/policy/pubs/fostering/definitions.htm

Little, J. (1993). Teachers' professional development in a climate of education reform. *Educational Evaluation and Policy Analysis 15* (2), 129-151.

McKnight, A., & Antunez, B. (1999). *State survey of legislative requirements for educating limited English proficient students.* Washington, DC: National Clearinghouse for Bilingual Education.

McKeon, D. (1994). When meeting "common" standards is uncommonly difficult. *Educational Leadership, 51* (8).

Menken, K., & Look, K. (2000, February). Meeting the needs of linguistically and culturally diverse students. *Schools in the Middle*. Washington, DC: National Association of Secondary School Principals.

National Center for Education Statistics. (1997). *1993-94 Schools and staffing survey: A profile of policies and practices for limited English proficient students: Screening methods, program support, and teacher training*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

National Center for Education Statistics. (1998). *Public school districts in the United States: A statistical profile, 1987-88 to 1993-94*. [Online] Available: http://nces.ed.gov/pubs98/98203.pdf [2000, June 21].

National Clearinghouse for Bilingual Education. (1999). *The growing numbers of limited English proficient students.* Produced for the Office of Bilingual and Minority Languages Affairs, U.S. Department of Education. Washington, DC: author.

National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future.* New York: National Commission.

National Education Association. (2000). *NEA and teacher recruitment: An overview*. [Online] Available: http://www.nea.org/recruit/minority/overview.html [2000, June 21].

Olsen, L. (1999, June 23). NRC study will track states' teacher-licensing efforts. *Education Week.*

Riley, R. (1999, February). Updating teacher licensure and compensation for the 21st century: A possible approach for states. *The Sixth Annual State of American Education Speech.* [Online] Available: http://www.ed.gov/Speeches/02-1999/990216-b.html [2000, July 20].

Robelen, E. (2000, January 19). Who stands for what on education? *Education Week*,

Rueda, R. (1998). Standards for professional development: A sociocultural perspective, *Research Brief No. 2*. Santa Cruz, CA: University of California: Center for Research on Education, Diversity & Excellence.

Sakash, K., & Rodriguez-Brown, F. (1995, Fall). Teamworks: Mainstream and bilingual/ESL teacher collaboration. *NCBE Program Information Guide Series*, No. 24. Washington, DC: NCBE.

Stack, L., & Kuhlman, N. (2000). Work begins on pre-K-12 ESL teacher education standards. *TESOL Matters* 10 (2). Alexandria, VA: Teachers of English to Speakers of Other Languages.

Steinberg, Jacques. (1999, August 31). As students return, schools cope with severe shortage of teachers. *New York Times*.

The Urban Teacher Collaborative. (2000). *The urban teacher challenge: Teacher demand and supply in the Great City Schools.* [Online]. Available: http://cgcs.org/reports/2000/RNT-0101.pdf [2000, July 20].

Zelasko, N., & Antunez, B. (2000). If your child learns in two languages. Washington, DC: National Clearinghouse for Bilingual Education. [Online] Available: http://www.ncbe.gwu.edu/ncbepubs/parent/index.htm

Appendix A:

AACTE Survey Instrument

The American Association of Colleges for Teacher Education (AACTE) is conducting this survey to determine the scope of bilingual education programs across the nation. AACTE sees the role of schools, colleges, and departments of education (SCDE) to prepare a qualified and diverse bilingual teacher population that is adept in the sociolinguistic and cultural aspects of the U.S. student population. Furthermore, AACTE is committed to policies that recruit linguistically diverse teaching populations, and programs that reflect the needs of the K-12 population.

Bilingual Education Survey

Name _____

Title _____

Institution _____

Phone number _____

Fax number _____

E-mail _____

Website _____

AACTE Member? ○ Yes ○ No If yes, please provide INSTID if available _____

Please check all that apply.

1. Do any of your teacher preparation programs require a course(s) on issues regarding limited English proficient (LEP) students?

○ Yes ○ No (If no, please skip the rest of the form and press the submit button).

2. What degree/licensing programs in education does your institution offer?

	Basic		Advanced		
	Bachelor's	Post-Bachelor's or Master's	Post-Bachelor's or Master's	CAS/ Specialist	Doctoral
Bilingual Education	☐	☐	☐	☐	☐
Teaching English to Speakers of Other Languages (TESOL)	☐	☐	☐	☐	☐
Early Childhood	☐	☐	☐	☐	☐
Early Childhood and Elementary (Combined program)	☐	☐	☐	☐	☐
Elementary	☐	☐	☐	☐	☐
Jr. High-Middle School	☐	☐	☐	☐	☐
Secondary	☐	☐	☐	☐	☐
K-12 Programs	☐	☐	☐	☐	☐
Special Education	☐	☐	☐	☐	☐
School Services	☐	☐	☐	☐	☐

School Services	☐	☐	☐	☐	☐
Administration	☐	☐	☐	☐	☐
Other (Please specify in text box below)	☐	☐	☐	☐	☐

3. In which programs do you require a course(s) addressing issues of teaching limited English proficient (LEP) students?

	Basic		Advanced		
	Bachelor's	Post-Bachelor's or Master's	Post-Bachelor's or Master's	CAS/ Specialist	Doctoral
Early Childhood	☐	☐	☐	☐	☐
Early Childhood and Elementary (Combined program)	☐	☐	☐	☐	☐
Elementary	☐	☐	☐	☐	☐
Jr. High-Middle School	☐	☐	☐	☐	☐
Secondary	☐	☐	☐	☐	☐
K-12 Programs	☐	☐	☐	☐	☐
Special Education	☐	☐	☐	☐	☐
School Services	☐	☐	☐	☐	☐
Administration	☐	☐	☐	☐	☐
Other (Please specify in text box below)	☐	☐	☐	☐	☐

4. What are the admissions criteria for a degree program/certificate in bilingual education?

- ☐ Teacher certification
- ☐ Number of education credits
- ☐ Specific undergraduate GPA
- ☐ Knowledge of second language
- ☐ Fluency in a second language

5. In which subject areas do you offer bilingual education specialization?

	Early Childhood	Elementary	Middle	Secondary
Social Studies	☐	☐	☐	☐
Science	☐	☐	☐	☐
Math	☐	☐	☐	☐
Special Education	☐	☐	☐	☐
Reading	☐	☐	☐	☐
Other (Please specify in text box below)	☐	☐	☐	☐

6. Which courses are required for obtaining a degree/certificate in bilingual education?

- ☐ Linguistics/Educational Linguistics/Language Teaching
- ☐ Psycholinguistics
- ☐ Sociolinguistics
- ☐ Cross-Cultural Perspectives
- ☐ Bilingual Education methods
- ☐ Bilingual Education curriculum development
- ☐ Methods in Content Courses (e.g. Social Studies for Bilingual Teachers)
- ☐ Practicum
- ☐ Language Structure/Grammar
- ☐ Bilingual Assessment
- ☐ Cultural & Linguistics Diversity/Multiculturalism
- ☐ Second Language Acquisition
- ☐ Sheltered Content Instruction
- ☐ Bilingualism
- ☐ Literacy/Biliteracy
- ☐ Language Requirement
- ☐ Other (Please specify):

7. Does the bilingual education teacher preparation program at your institution target the instruction of a specific language group? (e.g., Spanish, Chinese, etc.). Please specify.

Submit Clear all answers

Note: If you have any questions regarding this survey, please contact Said Yasin at: (202) 293-2450, or e-mail him at: syasin@aacte.org

Glossary:

***Bilingual education** teacher education programs prepare teachers to instruct limited English proficient (LEP) students at the early childhood, elementary, middle school and secondary levels. This type of program offers courses in basic theoretical linguistics, applied linguistics and target second language acquisition, as well as courses in bilingual teaching methods and curriculum development. It is typically interdisciplinary in its approach.
***License** is the official recognition by a state governmental agency that an individual has met state-mandated requirements and, therefore, is approved to practice as a duly licensed educator in that state.

***Limited English proficient (LEP)** is the term used by the federal government and most states and local school districts to identify those students who have insufficient English to succeed in English-only classrooms.
***Basic program** is a college or university program for the initial preparation of teachers. This course of study commonly leads to a baccalaureate degree; exceptions may include the M.A.T or other extended programs designed to prepare teachers for initial licensure.
***Advanced program** is a post-bachelor's program for (1) the advanced preparation of teachers, and (2) the initial and/or advanced preparation of other school personnel. Graduate credit is commonly awarded. Master's, Specialist, and Doctoral degrees are included, as well as nondegree programs offered at the graduate level.

Appendix B:

Institutions with Bilingual Education Programs by State and Degree

STATE	Name of Institution	BASIC		ADVANCED		
		Bachelor's	Post-Bachelor's Or Master's	Post-Bachelor's Or Master's	CAS/ Specialist	Doctoral
Arizona	Arizona State University	X	X			X
Arizona	University of Arizona	X	X	X	X	X
California	Cal Poly State University		X			
California	California Lutheran University			X		
California	California State University, Dominguez Hills		X	X		
California	California State University, Bakersfield		X	X		
California	California State University, Chico		X	X	X	
California	California State University, Fresno			X		
California	California State University, Fullerton		X			
California	California State University, Hayward		X			
California	California State University, Long Beach		X			
California	California State University, Monterey Bay		X			
California	California State University, San Bernardino		X	X		
California	California State University, Stanislaus		X			
California	Loyola Marymount University			X		
California	National University		X			
California	Pacific Oaks College	X	X			
California	San Francisco State University			X		
California	Sonoma State University		X			
California	University of California, Berkeley					X
California	University of California, Riverside	X	X			
California	University of California, Santa Barbara		X			
California	University of San Diego	X	X			
California	University of the Pacific	X		X		
Colorado	Fort Lewis College	X				
Colorado	Metropolitan State College of Denver	X				
Colorado	University of Colorado at Denver			X		X
Connecticut	Fairfield University, Fairfield, CT			X	X	
Connecticut	University of Connecticut		X	X	X	X
Delaware	University of Delaware	X	X			
Guam	University of Guam	X				
Idaho	Albertson College of Idaho	X				
Illinois	Chicago State University	X		X		
Illinois	Illinois State University	X				
Illinois	Roosevelt University		X			
Illinois	University of Illinois at Chicago	X	X			
Illinois	University of Illinois at Urbana-Champaign			X	X	X
Illinois	Western Illinois University	X	X	X		
Indiana	Ball State University		X			
Indiana	Saint Mary's College	X				

Kansas	University of Kansas		X	X		X
Kentucky	Western Kentucky University	X		X		
Massachusetts	Salem State College		X			
Massachusetts	University of Massachusetts, Boston		X			
Michigan	Eastern Michigan University	X	X			
Minnesota	College of St. Scholastica	X				
Minnesota	Hamline University			X		
New Jersey	Fairleigh Dickinson University		X			
New Jersey	Georgian Court College	X				
New Jersey	New Jersey City University			X		
New Jersey	The College of New Jersey			X		
New Jersey	William Paterson University			X		
New York	Bank Street College of Education			X		
New York	Brooklyn College	X	X			
New York	C.W. Post College, Long Island University		X			
New York	Fordham University			X		
New York	Hofstra University		X			
New York	Lehman College	X	X	X		
New York	Long Island University, Brooklyn Campus/School of Education		X			
New York	Pace University	X	X			
New York	Rhode Island College	X	X			
New York	St. Johns University			X		
New York	State University of New York, Brockport	X				
New York	Teachers College-Columbia University		X			X
New York	University of Buffalo		X	X	X	X
Oklahoma	University of Oklahoma		X			
Oregon	Oregon State University		X	X		
Oregon	University of Oregon		X			
Pennsylvania	Mercyhurst College			X		
Pennsylvania	Penn State University			X		X
Texas	Baylor University	X				
Texas	Houston Baptist University	X		X		
Texas	McMurry University	X				
Texas	Our Lady of the Lake University	X		X		
Texas	St. Edwards University	X				
Texas	Texas A&M International Univ.	X	X	X		
Texas	Texas A&M University, College Station		X	X		X
Texas	Texas A&M University, Commerce	X	X			
Texas	Texas A&M University-Kingsville	X	X	X		X
Texas	Texas Tech University			X		X
Texas	The University of Texas at Tyler			X		
Texas	U of Houston	X	X	X		X
Texas	University of Houston, Clear Lake		X			
Texas	University of St. Thomas	X	X	X		
Texas	University of Texas at San Antonio	X				

Texas	University of Texas Pan America	X	X	X		
Texas	West Texas A & M	X	X			
Utah	Weber State University	X				
Washington	Central Washington University	X				
Washington	Washington State University	X	X	X		
Wisconsin	Alverno College	X				
Wisconsin	University of Wisconsin, Oshkosh		X	X		
Wisconsin	University of Wisconsin-Milwaukee	X	X			

Appendix C:

Institutions with TESOL Programs by State and Degree

State	Name of Institution	Basic			Advanced	
		Bachelor's	Post-Bachelor Master's	Post-Bachelor's or Master's	CAS/ Specialist	Doctoral
Arizona	Arizona State University	X				
Arizona	Grand Canyon University	X	X			
Arizona	niversity of Arizona	X				
Arkansas	University of Arkansas		X			
California	Cal Poly State University	X				
California	California State University, Dominguez Hills	X	X			
California	California State University, Chico		X			
California	California State University, Fresno		X			
California	California State University, Fullerton	X				
California	California State University, Hayward		X	X		
California	California State University, Long Beach		X	X		
California	California State University, San Bernardino			X		
California	University of California, Santa Barbara			X		
California	National University	X	X			
California	Pacific Oaks College		X	X		
California	San Francisco State University		X	X		
California	University of California, Berkeley	X				
California	University of San Diego	X				
Colorado	Fort Lewis College	X	X			
Colorado	University of Colorado at Denver	X		X		
Connecticut	Fairfield University, Fairfield	X	X	X		
Connecticut	University of Bridgeport			X	X	
Connecticut	University of Connecticut		X			
Delaware	University of Delaware	X				
Florida	Florida Atlantic University			X		
Florida	University of South Florida	X				
Georgia	Atlanta Christian College		X			
Georgia	Berry College	X	X			
Georgia	Kennesaw State University	X	X	X		
Guam	University of Guam		X			
Idaho	Albertson College of Idaho	X				
Idaho	University of Idaho	X				
Illinois	Illinois State University			X		
Illinois	University of Illinois at Urbana-Champaign		X	X		
Illinois	Western Illinois University	X	X			
Illinois	Wheaton College		X	X		
Indiana	Ball State University		X			
Iowa	Coe College	X				
Kansas	University of Kansas	X				
Maine	University of Southern Maine	X				

State	Name of Institution	Basic			Advanced	
		Bachelor's	Post-Bachelor Master's	Post-Bachelor's or Master's	CAS/ Specialist	Doctoral
Maryland	University of Maryland		X			
Massachusetts	Eastern Nazarene College			X		
Massachusetts	Salem State College	X				
Massachusetts	Wheelock College		X			
Michigan	Eastern Michigan University		X			
Minnesota	Hamline University	X		X		
Minnesota	University of Minnesota, Twin Cities	X	X			
Mississippi	University of Mississippi			X		
Mississippi	University of Southern Mississippi		X	X		
Missouri	Missouri Southern State College		X			
Missouri	Washington University in St. Louis	X	X			
Montana	University of Montana				X	
Nevada	Sierra Nevada College	X				
Nevada	University of Nevada, Reno			X		
New Hampshire	University of of New Hampshire		X	X		X
New Jersey	Fairleigh Dickinson University		X			X
New Jersey	New Jersey City University		X			X
New Jersey	The College of New Jersey			X		
New Jersey	William Paterson University	X				
New York	C.W. Post College, Long Island University	X	X	X		
New York	Fordham University			X		X
New York	Hofstra University			X		
New York	Lehman College	X	X	X		X
New York	Long Island University, Brooklyn Campus/School of Education	X	X			
New York	St. Johns University			X		
New York	Teachers College-Columbia University		X			X
New York	University of Buffalo		X	X	X	X
North Carolina	East Carolina University			X		
North Carolina	University of North Carolina Charlotte					X
Ohio	Kent State University			X	X	X
Ohio	Ohio University College of Education			X		X
Ohio	University of Cincinnati		X	X	X	X
Ohio	Wright State University	X	X			
Oregon	Oregon State University	X	X			
Oregon	University of Oregon		X			
Pennsylvania	Temple University	X		X		
Puerto Rico	University of Puerto Rico, Rio Piedras Campus			X		X
Rhode Island	Rhode Island College		X	X		X
Tennessee	Maryville College		X			
Tennessee	Tennessee State University		X			
Texas	Baylor University			X		X

State	Name of Institution	Basic			Advanced	
		Bachelor's	Post-Bachelor Master's	Post-Bachelor's or Master's	CAS/ Specialist	Doctoral
Texas	Houston Baptist University	X				
Texas	Lamar University			X		
Texas	McMurry University			X		
Texas	Our Lady of the Lake University	X	X	X		
Texas	St. Edwards University		X			
Texas	Texas A&M University, College Station			X		
Texas	Texas A&M University, Commerce	X	X			
Texas	Texas A&M University-Kingsville	X				X
Texas	Texas Tech University		X	X		
Texas	U of Houston		X			
Texas	University of Houston, Clear Lake	X	X			
Texas	University of Texas Pan America	X				
Texas	West Texas A & M			X		
Utah	Brigham Young University	X				
Utah	University of Utah / Graduate School of Education		X	X		
Virginia	Eastern Mennonite University		X	X		
Virginia	Ohio Dominican College	X	X			
Virginia	Radford University	X	X			
Washington	Central Washington University			X		
Washington	University of Washington	X	X			
Washington	Washington State University	X	X	X		
Wisconsin	University of Wisconsin, La Crosse		X			
Wisconsin	University of Wisconsin, Oshkosh	X	X			
Wisconsin	University of Wisconsin-Madison			X		
Wisconsin	University of Wisconsin-Milwaukee	X	X			

Appendix D:

Institutions with Bilingual and TESOL Programs by State

Arizona	Arizona State University
Arizona	University of Arizona
California	Cal Poly State University
California	California State University, Dominguez Hills
California	California State University, Chico
California	California State University, Fresno
California	California State University, Fullerton
California	California State University, Hayward
California	California State University, Long Beach
California	California State University, San Bernardino
California	National University
California	Pacific Oaks College
California	San Francisco State University
California	University of California, Berkeley
California	University of San Diego
Colorado	Fort Lewis College
Colorado	University of Colorado at Denver
Connecticut	Fairfield University, Fairfield
Connecticut	University of Connecticut
Delaware	University of Delaware
Guam	University of Guam
Idaho	Albertson College of Idaho
Illinois	Illinois State University
Illinois	University of Illinois at Urbana-Champaign
Illinois	Western Illinois University
Indiana	Ball State University
Kansas	University of Kansas
Massachusetts	Salem State College
Michigan	Eastern Michigan University
Minnesota	Hamline University
New Jersey	Fairleigh Dickinson University
New Jersey	New Jersey City University
New Jersey	The College of New Jersey
New Jersey	William Paterson University
New York	C.W. Post College, Long Island University
New York	Fordham University
New York	Hofstra University
New York	Lehman College
New York	Long Island University, Brooklyn Campus/School of Education
New York	St. Johns University
New York	Teachers College-Columbia University
New York	University of Buffalo
Oregon	Oregon State University

Oregon	University of Oregon
Texas	Baylor University
Texas	Houston Baptist University
Texas	McMurry University
Texas	Our Lady of the Lake University
Texas	St. Edwards University
Texas	Texas A&M University, College Station
Texas	Texas A&M University, Commerce
Texas	Texas A&M University-Kingsville
Texas	Texas Tech University
Texas	U of Houston
Texas	University of Houston, Clear Lake
Texas	University of Texas Pan America
Texas	West Texas A & M
Washington	Central Washington University
Washington	Washington State University
Wisconsin	University of Wisconsin, Oshkosh
Wisconsin	University of Wisconsin-Milwaukee

Appendix E:

Bilingual Education Programs by Language Group Specialization

STATE	INSTITUTION	LANGUAGE GROUP SPECIALIZATION
Arizona	Arizona State University	Spanish
Arizona	University of Arizona	Spanish-English
California	California Lutheran University	Spanish
California	University of the Pacific	Spanish
California	Sonoma State University	Spanish
California	California State University, Long Beach	Spanish, Khmer, Vietnamese (Cantonese, Mandarin & Korean through a consortium).
California	University of California, Santa Barbara	Spanish
California	University of California, Berkeley	
California	University of California, Riverside	Spanish
California	University of San Diego	Spanish
California	National University	Spanish
California	California State University, Stanislaus	Spanish, Lao, Hmong, Cambodian
California	California State University, San Bernardino	Spanish
California	California State University, Bakersfield	Spanish
California	California State University, Dominguez Hills	Spanish, Asian consortium (Korean, khmer, Chinese).
California	California State University, Chico	Spanish and Asian Languages, primarily
California	California State University, Fresno	Spanish and Hmong
California	California State University, Fullerton	
California	California State University, Hayward	Spanish
California	California State University, Monterey Bay	
California	Loyola Marymount University	Spanish
California	Cal Poly State University	Spanish
California	Pacific Oaks College	Spanish
California	San Francisco State University	Spanish
Colorado	Metropolitan State College of Denver	Spanish
Colorado	Fort Lewis College	Spanish, Navajo
Connecticut	Fairfield University, Fairfield, CT	Spanish or Portuguese; some Haitian, Vietnamese
Connecticut	University of Connecticut	Spanish
Delaware	University of Delaware	No, but Spanish language background
Guam	University of Guam	Chamorro
Idaho	Albertson College of Idaho	Spanish
Illinois	Illinois State University	Spanish.
Illinois	Chicago State University	Spanish
Illinois	University of Illinois at Urbana-Champaign	No, but support is offered for Spanish, Korean, Polish, and Chinese
Illinois	University of Illinois at Chicago	Mainly Spanish; (Polish, German, etc.)
Illinois	Roosevelt University	
Illinois	Western Illinois University	Spanish and English
Indiana	Saint Mary's College	
Indiana	Ball State University	No, most students are Spanish language students but some are Lao and Hmong. Other options exist.
Kansas	University of Kansas	No
Kentucky	Western Kentucky University	
Massachusetts	University of Massachusetts, Boston	No
Massachusetts	Salem State College	No, most students are Spanish speakers, due to the area's demographics
Michigan	Eastern Michigan University	Spanish
Minnesota	College of St. Scholastica	Ojibwe
Minnesota	Hamline University	No

New Jersey	Georgian Court College	Spanish
New Jersey	William Paterson University	No
New Jersey	The College of New Jersey	No
New Jersey	New Jersey City University	geared for all language groups
New Jersey	Fairleigh Dickinson University	Spanish/Korean
New York	St. Johns University	Spanish, Chinese and Haitian-Creole
New York	Pace University	No
New York	University of Buffalo	Spanish
New York	State University of New York, Brockport	Spanish
New York	C.W. Post College, Long Island University	Spanish
New York	Fordham University	Mostly Spanish teachers are enrolled in our programs, which is a Bilingual extension,
New York	Brooklyn College	Mainly Spanish. Chinese & French speakers.
New York	Long Island University, Brooklyn Campus	Spanish, Chinese, Haitian
New York	Bank Street College of Education	Spanish
New York	Lehman College	Spanish (classroom teachers)
New York	Rhode Island College	No
New York	Hofstra University	Spanish
New York	Teachers College-Columbia University	Spanish for preservice/Chinese, Korean, Haitian for in-service.
Oklahoma	University of Oklahoma	Mainly Spanish, however other language groups are covered.
Oregon	Oregon State University	Spanish
Oregon	University of Oregon	No
Pennsylvania	Mercyhurst College	Spanish
Pennsylvania	Penn State University	Not offered
Texas	McMurry University	Spanish
Texas	Texas A&M International Univ.	Spanish
Texas	The University of Texas at Tyler	Spanish
Texas	U of Houston	Spanish—working towards Vietnamese Bilingual certification.
Texas	Texas Tech University	Spanish
Texas	Baylor University	no
Texas	University of Texas at San Antonio	Spanish
Texas	University of St. Thomas	Spanish primarily
Texas	University of Texas Pan America	Spanish
Texas	Our Lady of the Lake University	Spanish
Texas	Texas A&M University, College Station	Spanish
Texas	West Texas A & M	Spanish
Texas	Texas A&M University, Commerce	Spanish
Texas	Texas A&M University-Kingsville	Spanish.
Texas	University of Houston, Clear Lake	Spanish
Texas	Houston Baptist University	Spanish
Texas	St. Edwards University	Spanish
Utah	Weber State University	
Washington	Washington State University	No. However, nearly all of the students completing bilingual endorsements are proficient in Spanish. We have had several with Japanese, Russian, and one with Hmong.
Washington	Central Washington University	Spanish
Wisconsin	Alverno College	Spanish, Hmong, Lau

Wisconsin	University of Wisconsin-Milwaukee	Spanish and Hmong
Wisconsin	University of Wisconsin, Oshkosh	Spanish, Hmong

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☒ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").