



BMEAC Pipeline Sub Committee August 4, 2020 Revised Advisement

Bilingual and TESOL Education

Geni Flores

Keeping Bilingual Education Alive

- The state of New Mexico continues to experience a severe shortage of qualified teachers in the field of Bilingual Education. At many universities, undergraduate teacher education numbers are very low. The result of fewer teacher candidates in our university undergraduate programs is a further reduction of teacher candidates pursuing Bilingual Education and ESL (TESOL) endorsements to accompany elementary, secondary or special education licensure. Yet, there is high demand from school districts all over New Mexico for bilingual and TESOL endorsed teachers to fill vacant positions and keep bilingual education programs alive.

Alternative Licensure

Currently there is a rise in teacher candidates pursuing alternative licensure routes to acquiring teaching licenses. Because such programs, as mandated by PED, are approximately one year in length and kept at a maximum of 21 hours, it seems adding extra hours toward endorsements would interfere with this fast-track approach to teacher education. The pipeline committee suggests that with the growth in numbers of teacher candidates in alternative licensure programs, this is where the state should look to enhance the number of bilingual and TESOL endorsed teachers.

Subject	Grade Level	Standard
Mathematics	1	1-MA.1.1-1
Mathematics	2	2-MA.2.1-1
Mathematics	3	3-MA.3.1-1
Mathematics	4	4-MA.4.1-1
Mathematics	5	5-MA.5.1-1
Mathematics	6	6-MA.6.1-1
Mathematics	7	7-MA.7.1-1
Mathematics	8	8-MA.8.1-1
Mathematics	9	9-MA.9.1-1
Mathematics	10	10-MA.10.1-1
Mathematics	11	11-MA.11.1-1
Mathematics	12	12-MA.12.1-1
Science	1	1-SC.1.1-1
Science	2	2-SC.2.1-1
Science	3	3-SC.3.1-1
Science	4	4-SC.4.1-1
Science	5	5-SC.5.1-1
Science	6	6-SC.6.1-1
Science	7	7-SC.7.1-1
Science	8	8-SC.8.1-1
Science	9	9-SC.9.1-1
Science	10	10-SC.10.1-1
Science	11	11-SC.11.1-1
Science	12	12-SC.12.1-1
Language Arts	1	1-LA.1.1-1
Language Arts	2	2-LA.2.1-1
Language Arts	3	3-LA.3.1-1
Language Arts	4	4-LA.4.1-1
Language Arts	5	5-LA.5.1-1
Language Arts	6	6-LA.6.1-1
Language Arts	7	7-LA.7.1-1
Language Arts	8	8-LA.8.1-1
Language Arts	9	9-LA.9.1-1
Language Arts	10	10-LA.10.1-1
Language Arts	11	11-LA.11.1-1
Language Arts	12	12-LA.12.1-1

Alternative Licensure



Colleges and universities offer Alternative Licensure Programs in Elementary Education, Secondary Education, and Special Education. We are recommending two possible solutions for acquiring Bilingual Education and TESOL endorsements through the alternative licensure procedure.

Option # 1: Bilingual Education or TESOL Endorsement built into Alternative Licensure

TESOL Endorsement built into Alternative Licensure

- This option would mean a rethinking of the current offerings in an alternative licensure program so that TESOL coursework would be built into the alternative licensure classes. For example, a course such as *Literacy Assessment and Evaluation* would become *Literacy and ESL Assessment and Evaluation*. *Theories of Learning and Motivation* would become *Theories of Learning and Motivation for English Learners and English Speakers*. *Educational Diversity* could become *Educational and Linguistic Diversity*. This idea would embed the TESOL endorsement into the teacher education program under Alternative Licensure and not increase the required hours.

Create a Bilingual Education Alternative Licensure

- This option would be in addition to the existing alternative licensure programs. A program specifically for bilingual education would be developed at the various institutions. Such a program could consist of two core education classes (6 hours) and four bilingual education pedagogical classes (12 hours) plus a 3 hour internship for a total of 21 hours.

Obstacle!

Informal questioning of university professors in Colleges of Education reveal a strong objection to option # 1. The prevailing feeling is that there are too few hours in the Alternative Licensure program to be able to sacrifice any part of the current pedagogy to add extra learning in the fields of Bilingual Education or TESOL. The view is that the result would be a lack of vital knowledge in both fields.



Option # 2: TESOL and Bilingual Education in addition to Alternative Licensure

- Alternative Licensure programs must remain at a maximum of 21 hours of course work, including practicum. TESOL endorsement can be completed with 6 hours of TESOL pedagogy and 6 hours of foreign language, for a total of 12 hours. Bilingual endorsement can be completed with 12 hours of Bilingual Education pedagogy or 9 hours of pedagogy and one culture or literature class taught in Spanish, for a total of 12 hours. This would mean a total of 33 hours for completion of either. Such course work could be completed simultaneously or with the endorsement following the licensure.

Obstacle!

- Option # 2 involves an overabundance of hours for teachers involved and would, therefore, need to be incentivized.

First Year of Teaching

Taking the coursework simultaneously could create an overwhelming experience for new teachers. For many of us, our first year of teaching followed a teacher training program and a student teaching experience. Yet, we were overwhelmed by learning the procedures of our school district, planning lessons for the first time, acquiring materials for the first time, and acquiring our classroom “sea legs.”



Alt Licensure 1st year



As the program currently stands, our Alternative Licensure candidates enter the classroom with no teacher training and no prior classroom experience. They are expected to take their teacher education coursework at the same time. That means experiencing all of the classroom “firsts” mentioned above, plus taking 6 hours of college graduate classes in education at the same time. To complete a TESOL or Bilingual Endorsement program simultaneously would mean taking 9 hours of course work per semester in the first year of teaching.

Endorsement taken subsequently



Possible Solutions

Option 1, Endorsement built in

This option for Alternative Licensure, as proposed and approved by PED through any university willing to attempt such a modification, could be a separate program, maintaining regular Alternative Licensure for teacher candidates not interested in this modified option.

PED could incentivize universities to develop combined programs by increasing the maximum number of credit hours permitted.

Option 2, Endorsement remains separate

- The addition of either endorsement be prioritized for scholarship, fellowship, or grant money.

Recommendations

1. PED permits colleges and universities to propose combined Alternative Licensure Programs consisting of up to 27 hours, with bilingual education or TESOL built in.
2. Monies be appropriated for financial incentive for Alternative Licensure candidates to add TESOL or Bilingual Education endorsement to existing program.
3. Teachers need to feel valued for their work with bilingual students and English Learners in our public schools. Such appreciation could be shown through an evaluation system that awards points to teachers who work in such programs and who prove to be effective.

The state of New Mexico and the Public Education Department currently face a financial shortfall due to the economic down-turn as a result of the Covid 19 pandemic, combined with the Yazzi/Martínez law suit requiring that more be done to serve English Learners and gifted students from minority communities. Prioritizing monies for bilingual and TESOL coursework at the graduate level, along with incentivizing classroom work with English Learners through such programs could help fill the void while meeting requirements of Yazzi/Martínez.

Final Thoughts: Yazzi/Martínez

