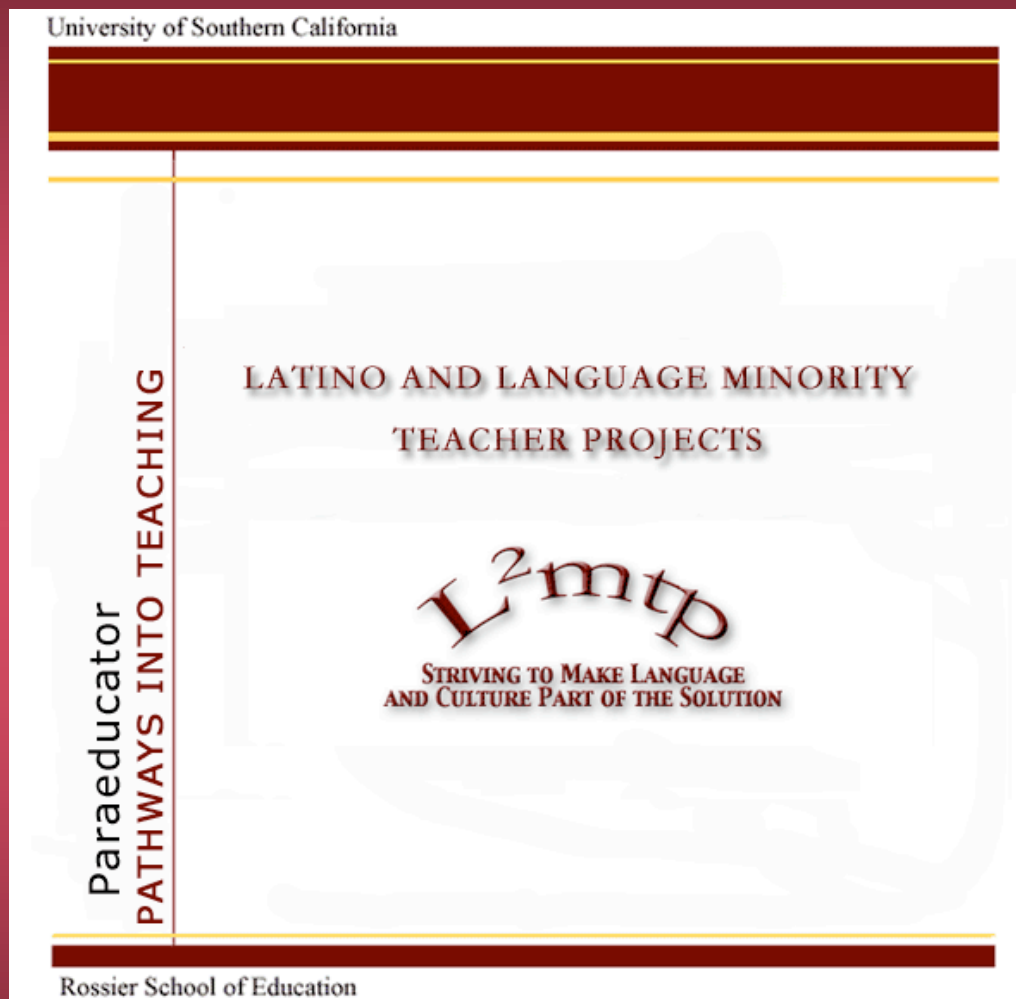


**2003 National Association for Bilingual Education Conference  
New Orleans, Louisiana**



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**Center for Multilingual, Multicultural Research**

# Introduction and Overview

- The Need to Recruit New Teachers in the U.S.
- High Need Areas
- The Teacher Diversity Challenge
- Teacher Prep Programs for Paraeducators
- California's Diversity Challenge
- California's Teacher Diversity Challenge
- Reasons for Establishing Induction Programs
- USC Latino and Language Minority Teacher Project
- Program Empowerment Principles for Latina(o) School & Career Success
- CMMR Principles for Bilingual Paraeducators
- Conclusions
- Future Challenges
- Additional CMMR Internet Resources

# The Need To Recruit New Teachers In The U.S.

## **2,000,000 new teachers needed over next decade:**

- **Rising Student Enrollments:** America's schools are serving more students than ever before - even at the height of the baby boom. (1995: 50.7 million; 2005: 55.9 million)
- **Aging of the Teacher Workforce:**  
Average age of public school teachers is 43.  
Public school teachers with > 20 years' experience: 30%
- **Need for Teachers of Color:** 32.7% of public school students are minority vs. 13.5% of their teachers.  
85% of teachers in preparation are white female.

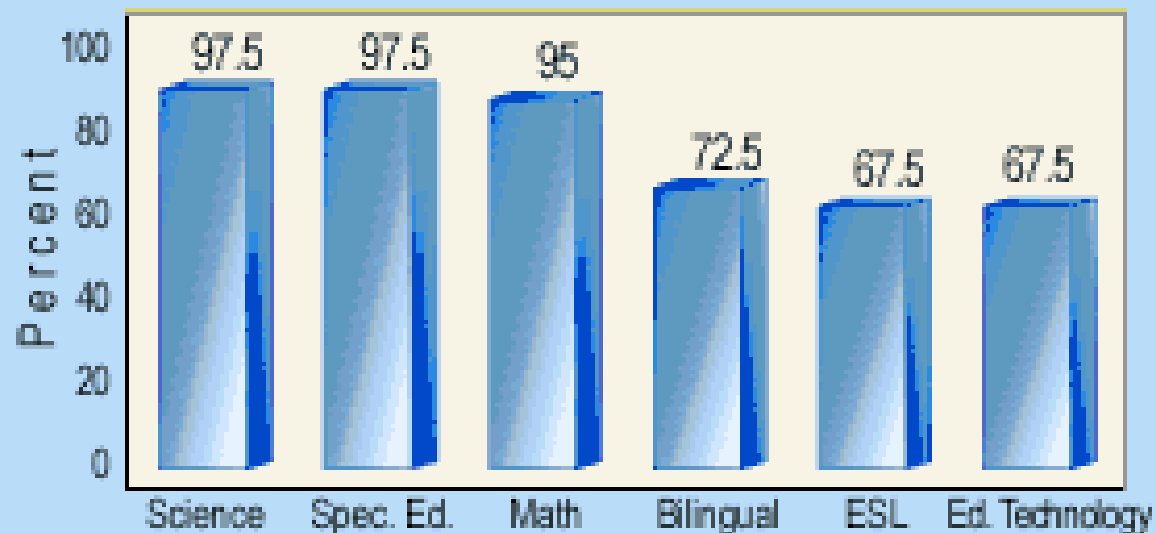
# High Need Areas

- **Geographic (particular states, disadvantaged urban, rural schools)**
  - Owing to school enrollment increases, growing student population diversity (racial/ethnic and linguistic), class size reduction.
- **Subjects/fields:**
  - Special education, bilingual education, mathematics, science.
- **Teachers from underrepresented groups**
  - 42% of America's schools have no minority teachers at all.
  - Male teachers

# Teacher Demand

## Teacher Demand

Below are the percentages of 40 urban districts reporting during the 1998-99 school year those teaching specialties in "immediate" demand.



SOURCE: Recruiting New Teachers Inc.

# The Teacher Diversity Challenge

- **Minority Percentage of Current Teachers:**
  - White = 86.5%
  - Minority = 13.5%
- **Minority Percentage of Candidates for Bachelor's in Education:**
  - White = 80%
  - Minority = 20%
- **Minority Percentage of School-Age Children:**
  - White = 68.5%
  - Minority = 31.5%

# TEACHER PREP PROGRAMS FOR PARAEDUCATORS

## National Survey Findings Indicate

- Over 9,000 participants in responding programs
- More than 3/4 from groups underrepresented in teaching
- 200+ programs located in 30 states, DC, and Canada
- California, Texas, and New York have the most programs.
- Close to 3/4 of responding programs operate in urban areas, but not exclusively.

# TEACHER PREP PROGRAMS FOR PARAEDUCATORS

## Current Participants - Number and Characteristics:

- Over 11,000 paraeducators (conservative estimate)
- Highly experienced
- Mature
- Women outnumber men by nearly 5 to 1.
- 77% are from groups underrepresented in teaching

# TEACHER PREP PROGRAMS FOR PARAEDUCATORS

## Incentives and Accommodations:

- **Financial:**
  - scholarships, forgivable loans, waivers
  - book allotments
  - stipends, salary replacement
  - fee waivers, reductions
- **Flexible class scheduling:**
  - evening
  - weekends
  - summer term
- **Support for meeting state requirements,**
  - e. g. , test preparation workshops
- **Preference, priority in hiring**

# California's Diversity Challenge

## ★ Demographic Story

- ◆ Over 64% of California. Students come from minority backgrounds -- now “majority” with LM students accounting for 25% (1.55 million) of the state total.
- ◆ 84% LM student population Latino (1.3 million) in state, followed by 2.4% Vietnamese, 1.7% Hmong, 1.6% Cantonese, 1.3% Pilipino, 1.2% Korean, and .9% Cambodian,
- ◆ L.A. County (89%) Spanish speaking & 570,000 ELLs in 56 languages).
- ◆ 81% of the student population in L.A. is racially/ethnically other than White, with 60% Hispanic, 11.2 African American, 7.8% Asian, 1.9% Filipino, and 1/2% Pacific Islander.

# California's Teacher Diversity Challenge

- ◆ By contrast the diversity of California's teaching force has not kept pace with student population -- 43% Hispanic (2.6 million), 36% White (2.1 million), 8% African American (1/2 million), 8% Asian (less 1.2 million), 25% English Learners (1.5 million) with 83% Spanish Speakers (1.3 million) followed by 55 other languages.
- ◆ 74% of California's teachers are White
- ◆ 71% of candidates preparing to teach statewide are Anglo
- ◆ Majority of L.A. teacher are White (58%), Latino (22%), Asian (7%)
- ◆ Chronic shortages of teachers for LM students -- over 1500 in 2003 for bilingual classes and 29,500 total in 2003.
- ◆ Minority teacher recruitment has become high priority

# Reasons for Establishing Induction Programs

- Recent Attempts to increase the number of teachers prepared to meet the instructional needs of LM students have proven unsuccessful.
- Promising strategy is to recruit potential candidates from the pool of LM paraeducators. Have ideal attributes needed:
  - From the same ethnic minority communities
  - Familiar with student's background, beliefs and values
  - Many are native speakers of languages other than English
  - Many have personal insight into experience of learning English

# Reasons for Establishing Induction Programs

## ■ Large Numbers Available

- The total number of bilingual paraeducators (23,000) involved in primary language instruction exceeds the estimated 20,000 bilingual teachers needed in California.
- Studies report that 50% of paraeducators have aspirations to become teachers (Lavadenz, 1994)
- Additional studies indicate that after working as paraeducators for 5 years 75% planned to become teachers (Genzok, 1995).

## **USC Latino and Language Minority Teacher Project** **“Striving to Make Language and Culture Part of the Solution”**

### **■ Primary Objective**

- To increase the number of Latinas(os) and language minorities in the teaching profession by creating a career pathway for language minority paraeducators.

### **■ Primary Strategy**

- Provide support and assistance, financially, socially and academically to promising paraeducators to enable them to successfully complete a teacher education program and become successful bilingual teachers.

## **USC Latino and Language Minority Teacher Project**

### **■ Background**

- Center for Multilingual, Multicultural Research at USC founded Latino Teacher Project
- Initial funding from Ford Foundation to support the initiation and operation of a Consortium to carry out the operating goals of the Project
- Subsequent funding to support on-going operations provided by the USDOE Office of English Language Acquisition (OELA)
- Partner organizations have succeeded in streamlining the “pathway” to teaching for participating paraeducators

## **USC Latino and Language Minority Teacher Project**

### **Program Description**

**Project has transformed teacher education experience into seamless induction process that actively involves universities, school districts, schools, and labor organizations**

**“Early Induction” - includes the teacher education course work supplemented by a supervised laboratory experience that paraeducators encounter at participating project schools**

## **USC Latino and Language Minority Teacher Project**

### **Program Description (cont.)**

**“Intermediate induction” extends the apprenticeship model, allowing paraeducators to complete their student teaching while receiving assistance from carefully selected master teachers, individual mentors, and university personnel.**

**“Advanced induction” provides the support and assessment that have been lacking for new teachers to both improve instructional performance and retain this population in a workforce very susceptible to burnout.**

## **USC Latino and Language Minority Teacher Project**

### **Program Description (cont.)**

**“Post induction” involves an advanced integration into the teaching profession through graduate study, professional staff development support, and leadership development.**

**We have developed an advanced induction program for first and second year bilingual teachers, including LTP graduates in Los Angeles (LMBTSA).**

## **USC Latino and Language Minority Teacher Project**

### **★ Consortium Structure**

- **The Project is administered by the USC CMMR and overseen by a widely representative consortium that shares in decision making and provides substantial support for participants which includes four core universities, six school districts, a county office of education, and two labor organizations representing both bilingual paraeducators and teachers.**
- **From the start, consortium members have met as a committee of the whole to review plans and progress.**
- **Much of the work to date has required cooperation among all consortium partners.**

## **USC Latino and Language Minority Teacher Project**

### **■ Founding Consortium Partners included:**

- **University of Southern California**
- **California State University, Los Angeles**
- **California State University, Dominguez Hills**
- **Loyola Marymount University**
- **Los Angeles Unified School District**
- **Little Lake City School District**
- **Lennox School District**
- **Los Angeles County Office of Education**
- **L. A. City and County School Employees Union Local 99**
- **United Teachers Los Angeles**

# USC Latino and Language Minority Teacher Project

## ■ Governance of Consortium - Shared Decision Making

### ● Policy Determinations

- “Committee of the Whole” meets regularly to govern project
- Project policy is determined by consensus of Committee

### ● Financial Judgements

- Made by Principal Investigator and Director informed by Policies set by Committee of the Whole
- Individual contracts and agreements are negotiated with Consortium members and outside contractors for services needed

## **USC Latino and Language Minority Teacher Project**

### **■ Activities of Consortium Members**

#### **• School District, Labor Organizations and Project Staff**

- Identified and elicited participation from schools with high need for Latino/Bilingual teachers.**
- Identified Paraeducators who were interested and qualified in participating in the Project.**
- Identified faculty mentors and helped to develop policies so that mentors would be able to provide services to Project participants.**
- Collaborated on financial, social and academic conditions favorable to support participating Paraeducators.**

## USC Latino and Language Minority Teacher Project

### ■ Activities of Consortium Members

#### • Universities

- Heads up effort to meet and interview Project participants.
- Developed a “Program of Studies” - acts as guide or survival manual.
- Coordinates on-going meetings with other IHE’s who participate to assure this information is pertinent to all participants.
- Designs and implements university advisement components.

# USC Latino and Language Minority Teacher Project

## ■ Activities of Consortium Members

### ● **County Office of Education**

- Set up Project Seminars - DAP
- Assisted with School site presentations to staff
- Assisted in IHE communications

# USC Latino and Language Minority Teacher Project

## ■ Identification and Selection of Project Schools

- Schools selected from various participating School Districts, LAUSD, Baldwin Park Unified, Montebello Unified, Lennox School District.
- Because selected schools play a pivotal role in the determination of project goals and their implementation, their selection is taken seriously.
- Once the schools have been selected, the Project recruits para's from these sites.

# Characteristics of Selected Schools

- A history of providing a supportive, nurturing environment for paraeducators
- A critical mass of bilingual paraeducators wishing to become teachers
- A preponderance of experienced, credentialed bilingual education teachers willing to work with the para's
- A sufficient number of bilingual teachers willing to serve as faculty mentors for the project para's
- Scheduling flexibility for para's so they can attend staff development activities, project-sponsored seminars and workshops, and conferences
- Scheduling flexibility for para's who need to prepare for college-related work, i.e. exams, lectures, assignments

# Project Participants

- Selected schools identify, assess, and nominate bilingual paraeducators to join the project. The project admits para's in their sophomore, junior, senior, or postbaccalaureate years of teacher preparation.
- To maintain eligibility in the Project and meet state certification requirements participants must:
  - maintain a 2.75 - 3.0 GPA (depending on IHE)
  - show evidence of making steady progress toward program completion

# Factors in Selection of Candidates

- **Recommendations from principals and others in schools where para's employed**
- **Strong academic records**
- **Availability of suitable mentor teachers at school sites**
- **Fluent self-reported bilingual (read, write, speak, comprehend)**
- **Committed to becoming bilingual teachers**

# USC Latino and Language Minority Teacher Project

## Components of Support

### ✦ Financial Assistance

- Students of low socioeconomic status, which includes the majority of paraeducators, depend greatly on financial aid to pursue degrees in higher education.
- Participants receive scholarship paid biannually providing they maintain normal progress toward degree completion (2.75 GPA & 20 semester units over a 12 month period)
- Scholarship can be used for non-academic expenses such as child care, transportation, etc.
- Scholarships are academic “bribes” to promote interactions with advisers, mentors, project staff.

## **USC Latino and Language Minority Teacher Project**

### **★ Academic and Social Factors**

- Language minority paraeducators may also be “at-risk” even if they meet grade point average requirements in high school and in college.
- Para’s are typically the first generation in their families to attend college and many are inadequately prepared in high school for college despite qualifying grade point averages that are inflated.
- Para’s often feel insecure in higher education settings and frequently experience a sense of isolation, more so when they attend predominantly White universities.
- The demands of a full-time job and part-time studies tend to create family tensions for many as well.

# USC Latino and Language Minority Teacher Project

## ■ Academic and Social Support

To address these academic and social concerns, the project has developed a creative network of support.

- On-site Faculty mentors & University mentor
- Project socials, including annual award luncheon.
- School site presentations and meetings
- Professional development support
- Support for conference participation
- On-site bi-monthly meetings
- Continued attention to balancing work, school, and family obligations.
- Sequencing of college course work to meet minimum English and math proficiencies RATHER than workshop preparation for required basic skills test such as the CBEST.

## Program Empowerment Principles for Language Minority Student School & Career Success

**Institutional Support** - LM students must access institutional support embedded in social networks that provide attachments to individuals as “institutional agents”. These agents have the capacity and commitment to provide or negotiate institutional resources, support and opportunities. To gain access to the “institutional funds of knowledge,” LM students must be provided access to these social networks.

**Social Capital** - LM students must access the social relations and networks from which they can derive institutional support. LM students must be encouraged to rely on the social capital they have as a group to collaborate and cooperate to succeed in college and encourage the success of future generations.

**Social Scaffolding** - LM students must be placed in a *zone of proximal development* where they can learn from a more capable peer while engaged in an academic task and where they can learn from a more experienced mentor with respect to their career development. **Mentoring** is an essential feature of social scaffolding.

# Program Empowerment Principles for Latina(o) School & Career Success

**Additive Caring** - In order for LM students to enjoy the same advantages as more privileged peers, we must build upon these students “community funds of knowledge” in an additive fashion that promotes **bilingualism, biculturalism, and binationalism** while also providing them with the resources to cross cultural and social borders.

**Pro-active Front loading** - In order for LM students to navigate the higher education system, programmatic interventions cannot wait for students to reach a transition period, but must engage them well before they enter the next system of education. Examples include a fast-start program, a pre-articulation program, a pre-college academic socialization boot camp, high school/community college co-enrollment, and community college four year college co-enrollment.

**Anticipatory Professional and Integrative Socialization** - Many LM students are not familiar with the U.S. occupational structure, the features of a credentialing society, and how these are tied together. Many LM students are akin to vocational education students but in a traditional university academic setting. Programs must build upon this vocational orientation and academically and culturally enrich it.

# Program Empowerment Principles for Latina(o) School & Career Success

**Affirmation of Family and Community** - Family is of foremost importance to most LM students. For many LM student completing college requires balancing family, work, and university obligations. Successful interventions attend to this balance through child care, pooling of resources, flexible apprentice work hours, and flexible scheduling of classes.

**Public Celebration and Acclaim for Accomplishments** - Nothing reaffirms the collective conscience and spirit than does public acclaim for accomplishments, including award banquets, newsletters, certificates of awards, special graduation ceremonies, and other activities that articulate culturally responsive norms of LM students-generated success.

# Program Empowerment Principles for Latina(o) School & Career Success

**Affirmation of Differences within the LM Community** - Interventions must be sensitive to cultural and nationality differences, but they must also attend the incorporation of LM students to the U.S. Those who come as political refugees will feel a duty to bring remaining family to the U.S.; those whose families migrated with the intention of returning but who settled must deal with articulating their own acculturation; and those who immigrated without the intention of returning are motivated to overcome all obstacles. Native-born LM students succeed to the extent that they perceive schooling will pay off.

**Student Community Self-Empowerment** - LM students must be placed in settings that lead to self-empowerment. We cannot wait for schools and universities to change; instead, students and community must learn to access institutional funds of knowledge. They must control their own destinies with the mediated assistance of institutional agents who can provide institutional funds of knowledge and opportunities.

# CMMR Principles for Bilingual Paraeducators

## Structured within the context of the California Standards for the Teaching Profession

- As part of a teacher-paraeducator instructional team, engage and support all students in learning.
- As part of a teacher-paraeducator instructional team, create and maintain an effective and culturally responsive environment for student learning.
- As part of a teacher-paraeducator instructional team, organize subject matter in a comprehensible and meaningful manner for student learning.

# CMMR Principles for Bilingual Paraeducators

## Structured within the context of the California Standards for the Teaching Profession

- As part of a teacher-paraeducator instructional team, plan instruction and design culturally and linguistically responsive learning for all students.
- As part of a teacher-paraeducator instructional team, assess student learning in a culturally and linguistically responsive manner.
- As part of a teacher-paraeducator instructional team, reflect on teaching practices and university preparation to develop as a culturally and linguistically responsive professional educator.

# Conclusions

- To effectively recruit paraeducators into teacher education and to retain them through graduation and certification, programs must be specifically designed for them.
- By changing the way colleges and universities operate we can provide the sorely needed language minority teachers for understaffed schools.
- With the involvement of other significant stakeholders that will benefit from the upward mobility and professional preparation of this potential workforce, we are not only providing minority teachers but also creating a vision of possibilities for revising teacher education for all candidates. In this evolving model, teacher education is an extended induction process in which schools and other participating agencies are active partners in selecting and preparing future teachers for students.

# Future Challenges

- Potential elimination of the community college entry pipeline given the vast majority of Latino(a) students begin their post-secondary careers through the community college.
- Potential elimination of the “intern credential option” to begin paid full-time teaching.
- Possible requirement that all students regardless of major pass the CSET -- adding this comprehensive test to the CBEST (basic skills test), RICA (reading instruction test), and other tests.
- Increase need to finance the student teaching phase when paraeducators must resign their paid work to student teach, especially with the removal of the emergency permit as an option and potentially the elimination of the intern credential option.

## **USC Center for Multilingual, Multicultural Research**

**For additional information visit our websites at:**

- **Center for Multilingual, Multicultural Research**

<http://www.cmmr.org>

- **Latino and Language Minority Teacher Projects**

<http://www-rcf.usc.edu/~cmmr/LTP.html>

- **National Clearinghouse on Paraeducator Resources**

<http://www.usc.edu/dept/education/CMMR/Clearinghouse.html>

- **Language Minority Beginning Teacher Support & Assessment**

[http://www.usc.edu/dept/education/CMMR/CMMR\\_BTSA\\_home.html](http://www.usc.edu/dept/education/CMMR/CMMR_BTSA_home.html)