What do Pre-Service Teachers Think About the Recruitment and Retention of Quality Bilingual Teachers in the Classroom?

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Abstract
This study identified important factors that need to be considered concerning the recruitment and retention of teachers certified in bilingual/ESL from the pre-service teacher perspective. The Bilingual Pre-Service Teacher Questionnaire (BPTQ) was developed and administered to seventy-three undergraduate students who were enrolled in courses, which would lead to bilingual certification at a large university in central Texas. Students rated the importance of the following areas: (1) resources and materials for the classroom; (2) compensation/salary; (3) professional development provided by the district; (4) and support from administration, parents, and co-workers. Additionally, students were asked to respond to the following two questions:

(1) Describe when/how you decided to become a teacher/bilingual teacher. (Recruitment)
(2) What challenges do you anticipate facing in your future bilingual classroom? (Retention)

Results indicated that support from administration, parents, and co-workers is most important for retention of bilingual/ESL teachers. The majority of students also acknowledged that it was an influential/inspirational experience working with bilingual/monolingual students that influenced their decision to become a bilingual teacher (recruitment).

Introduction
As the shortages across the nation in the supply of K-12 teachers prepared in bilingual/ESL education grow, (American Association of Employment in Education [AAEE], 2001) the demographic enrollment trend data indicates that English language learners (ELLs) continue to become an increasing proportion of the nation’s student population (National Clearinghouse for English Language Acquisition [NCELA], 2003; US Census, 2000). The need for more highly qualified teachers who are adequately prepared to teach ELLs in our public schools is an urgent problem and is highly recognized by school districts throughout the nation (Darling Hammond, 1997; Diaz-Rico & Smith, 1994). This study identified significant variables, from the pre-service teacher perspective, that will lead to successful recruitment and retention of future teachers in the area of bilingual/ESL education.
Review of Literature

The nation’s shortage in the supply of K-12 bilingual/ESL teachers is alarming, and the problem becomes even more complex as the population of ELLs increases every year. According to NCELA (2007), U.S. public schools serve about 5.1 million second language learners. More than four hundred sixty different languages are spoken among our ELL population. Significantly, eighty percent of ELLs are Spanish speakers (Kindler, 2002). All state agencies reported using at least one type of English language instruction program with 40 states using a bilingual program in addition to English as a second language (ESL).

The national shortage of bilingual/ESL teachers is not limited to specific states. AAEE found that the shortages of bilingual/ESL teachers occurred in every region of the United States. These shortages are not limited to specific states. In fact, the most severe shortages have occurred in states that historically have not had large immigrant populations (2001). For example, the research conducted by the Oregon University System (2000) reported that around half of Oregon’s school administrators had difficulty in finding bilingual/ESL teachers.

Texas, as well as many other states bordering with Mexico, faces a great challenge. The following table depicts that the majority of students attending public schools in Texas are Hispanic.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>African American</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Asian/Pacific Islander</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Count</td>
<td>666,009</td>
<td>2,203,240</td>
<td>16,285</td>
<td>16,285</td>
<td>1,626,638</td>
</tr>
<tr>
<td>Percentage of Total</td>
<td>14%</td>
<td>47%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>35%</td>
</tr>
</tbody>
</table>

(For a total of 4,671,493 students)

(Source: Public Education Information Management System [2007-2008], TEA 2008)

It is important to note that the total identified number of second language learners in Texas is 775,645. Within this group, 718,919 of these students are Hispanic and speak Spanish as their first language (Texas Education Agency [TEA], 2008).

One of the heaviest concentrations of Hispanic ELL’s can be found at the US/Mexico border. The following table depicts the number of bilingual certified teachers by Education Service Center (ESC) regions that border with Mexico in comparison with the number of ELLs attending public schools in those regions.
According to the table above, the bilingual/ESL teacher/ELLs ratio in regions 18 and 19 is alarming. In region 18, there is one certified bilingual/ESL teacher for each 48.63 students and in Region 19 there is one teacher for each 31.80 students.

The increasing growth of Hispanic students across the nation, and specifically in Texas, places greater demands on the recruitment and retention of highly qualified bilingual/ESL teachers to address the academic and linguistic needs of this population.

**Shortage of Bilingual/ESL Certified Teachers in Texas**

Studies have documented that successful recruitment of bilingual/ESL certified teachers has been a persistent problem in school districts throughout Texas (Texas State Board for Educator Certification [SBEC], 2002; AAEE, 2001). The study conducted by Lara-Alecio, Galloway, Irby and Brown (2004) from the Texas A&M University Bilingual/ESL Teacher Retention and Recruitment Coalition revealed 40% of the 843 Texas school districts that participated in the study had bilingual/ESL vacancies in the fall of 2002. Of those teachers assigned to a bilingual/ESL classroom, 40% of school districts reported that less than 10% of those teachers were fully certified.

In addition, according to the Austin American Statesman (2004), universities are not producing enough educators who can teach elementary students in English and their native language. According to this article, there are a number of factors that contribute to the national shortage of bilingual teachers. These factors include low salaries, high turnover among new teachers and early and routine retirement. According to Gold (1996), the lack of systematic, psychological, and academic support is one of the most important reasons for the shortages of bilingual/ESL teachers. The shortage of bilingual teachers in general constitutes an inconsistency in the student population demographic (National Education Association [NEA], 2002).

**Bilingual/ESL Certified Teacher Retention/Recruitment**

The retention of teachers who have already been certified in the bilingual/ESL area is addressed by several researches. Nineteen percent of new teachers leave after their first year of teaching because they don’t have seriously needed professional support (Texas Center for Educational Research [TCER], 1999). According to Viadero (2002) 29% percent of new teachers leave the education field within their first three years, and by the end of five years, 39% have
left. The need for retaining bilingual education teachers was examined by Gonzales and Sosa (1993). They emphasized that states and schools need to create support systems to help smooth new teachers’ transitions. The school systems have included mentor-type support systems where older and more experienced staff members are teamed with new teachers for one or more years. Ingersoll and Smith (2003) stated that the loss of new teachers played a major role in the teacher shortage problem; however, the efforts to recruit more teachers will not alone solve the diminishing school staffing problem. The study emphasized retaining teachers by increasing support for new teachers from school administrators and improving teachers’ working conditions. These research findings suggest that the first year of a teacher’s career is critical in teacher retention, and programs that help them succeed should be implemented (TCER, 1999).

Strategies to Recruit/Retain Bilingual/ESL Teachers

Lara–Alecio, Galloway, Irby, and Brown (2004) studied retention and recruitment strategies of bilingual/ESL teachers by school districts in Texas. The study revealed some strategies that superintendents employ to recruit and retain bilingual/ESL teachers. These strategies include: a) prioritizing recruitment, b) providing fringe benefits, c) professional development opportunities, d) formal mentoring/induction programs, e) encouraging paraprofessionals and teachers to obtain degrees/certification, f) assisting financially, and g) collaborating with universities and other educational entities. The study also points out that school districts must develop and implement policies and strategic plans aimed at addressing the need for bilingual/ESL teachers.

Darling-Hammond (1997) identifies the following factors in the retention of bilingual teachers: a) student motivation and discipline, b) recognition and support with the administration, c) salary is a factor though not a prominent one, d) attrition rates particularly in high poverty schools, and e) control over salient elements of working environment that includes: influence over policy, professional prestige, resources available, support from administrators, general work conditions, and opportunities for advancement.

Summary

The number of second language learners across the nation is dramatically increasing in the nation and in Texas (Green, 2006; NCELA, 2003; TEA, 2008; US Census, 2000). At the same time, there is a shortage of highly qualified bilingual/ESL certified teachers nationwide (AAEE, 2001). Thus, there is a strong need to produce and retain certified bilingual/ESL teachers. In the studies mentioned above, researchers agree on several factors that need to be considered in regards to the recruitment and retention of teachers certified in bilingual/ESL. These factors include: working conditions, administrative support, professional development and salary (Darling Hammond, 1997; Gold, 1996; Gonzales & Sosa, 1993; Ingersoll & Smith, 2003; Mandel, 2006; Lara–Alecio, Galloway, Irby, and Brown, 2004; TCER, 1999). It is also noted in the literature that the first year of teaching is a critical year and strong support and mentorship is recommended (TCER, 1999).

Purpose of the Study

It is evident that there is a strong need to recruit and produce more highly qualified bilingual/ESL teachers. This is especially apparent in Texas where the number of second language learners continues to increase at a very fast pace. There is also a need to find ways to keep the bilingual/ESL teachers already teaching in elementary school classrooms. There is published research in regards to the retention of mainstream teachers and limited published evidence in regards to
the recruitment and retention of bilingual/ESL teachers (Darling-Hammond, 1999; 1997; Diaz-Rico and Smith, 1994; Lara–Alecio, Galloway, Irby, and Brown, 2004). At the time of this publication, published evidence in regards to recruitment and retention of bilingual/ESL teachers from the pre-service teacher perspective was not located.

The purpose of this study was to investigate which factors are most important in recruiting and retaining bilingual teachers from the viewpoint of bilingual pre-service teachers. Therefore, an answer to the following question was sought:

Which of the following factors will lead to bilingual teacher recruitment and retention from the perspective of pre-service teachers that are working toward teacher certification in bilingual/ESL education: (a) resources and materials for the classroom, (b) compensation/salary, (c) professional development provided by the district, and (d) support from administration, parents, and co-workers?

Furthermore, the students were asked to respond to the following two questions which yielded additional qualitative data:

(1) Describe when/how you decided to become a teacher/bilingual teacher. (Recruitment)

(2) What challenges do you anticipate facing in your future bilingual classroom? (Retention)

Methodology

The following section will discuss the methods and procedures used to collect and analyze data on the factors that will lead to recruitment and retention of bilingual teachers from the perspective of pre-service teachers that are working toward teacher certification with an emphasis in bilingual/ESL education. This section specifically contains a description of the respondents, instrument, data gathering procedures, and data analysis and results.

Respondents

Seventy-three undergraduate students who identified themselves as future bilingual teachers and were enrolled in courses (Introduction to Bilingual Education and the Psychological Foundations of the Bilingual Child), which would lead to initial bilingual/ESL teacher certification, filled out a questionnaire addressing bilingual/ESL teacher recruitment and retention. The courses that they were enrolled in were in a block format with a field component. Students met for class with course instructors once a week for a three hour time period. On a separate day, students spent approximately 3 hours in an elementary bilingual classroom as interns. During this time, students were expected to observe classroom routines, work with individual students and small groups, develop lesson plans and assist and perform normal teacher duties.

Sixty-seven of the students who responded to the questionnaire were female while only 6 were male. The majority of the respondents were Hispanic. The respondents were informed by the authors/researchers that the questionnaire was critical in identifying factors that helped them to choose bilingual education as a career. The questionnaire would also recognize reasons that would possibly lead them to remain in the classroom as a bilingual teacher for an extended period of time in the future.

All of the respondents were enrolled at Texas State University-San Marcos, a doctoral granting university that is located in the Austin-San Antonio corridor. Presently, there are over 28,132 students enrolled in the university. Thirty percent of the student body comes from ethnic minorities. Texas State is also one of the top 20 producers of Hispanic baccalaureate graduates in the United States (Texas State University [TSU], 2008).
Texas State University began as Southwest Texas State Normal School in 1903. The original mission of the university was to prepare public school teachers. Today, Texas State University-San Marcos is one of the top three university producers of teachers on a yearly basis in the state of Texas (TSU, 2008; Texas Higher Education Coordinating Board [THECB], 2008).

During the fall of 2007, approximately 4,900 students made up the College of Education. Roughly 2,500 of those students were enrolled in the Department of Curriculum and Instruction. Of those students, approximately 1,900 were White (76%) and 500 (20%) were Hispanic (TSU, 2008; THECB, 2008).

Procedure and Instrumentation

Initially, the authors and researchers reviewed the literature for all possible information on the topic of recruitment, retention and future bilingual teachers. They found that there is published research in regards to the retention of mainstream teachers and limited published evidence in regards to the recruitment and retention of bilingual/ESL teachers (Darling-Hammond, 1999; 1997; Diaz-Rico and Smith, 1994; Lara–Alecio, Galloway, Irby, and Brown, 2004). However, at the time of this publication, published evidence in regards to recruitment and retention of bilingual/ESL teachers from the pre-service teacher perspective was not located.

Based on the lack of research in the field and the experience of the researchers as former bilingual teachers, supervisors, and university professors, the Bilingual Pre-Service Teacher Questionnaire was developed. The first questionnaire was given to 18 elementary bilingual/ESL teachers from a school district located in the Brazos Valley. Minor wording alterations were made to the first questionnaire to make it appropriate for pre-service teachers.

The questionnaire consists of 4 questions in which students were to rate the importance of the following areas on their importance pertaining to recruitment and retention: resources and materials for the classroom, compensation/salary, professional development provided by the district, and support from administration, parents, and co-workers. These four factors were identified as critical to include on the questionnaire as they are commonly cited in the literature concerning teacher recruitment and retention (Darling Hammond, 1997; Gold, 1996; Gonzales & Sosa, 1993; Ingersoll & Smith, 2003; Mandel, 2006;; Lara–Alecio, Galloway, Irby, and Brown, 2004; TCER, 1999). The questionnaire also asks students to answer the following two questions:

(1) Describe when/how you decided to become a teacher/bilingual teacher. (Recruitment)

(2) What challenges do you anticipate facing in your future bilingual classroom? (Retention)

Seventy-three undergraduate students who were enrolled in bilingual education courses (Introduction to Bilingual Education and the Psychological Foundations of the Bilingual Child) filled out the questionnaires in regards to bilingual teacher recruitment and retention. Because the questionnaire was a required assignment for the students enrolled in the bilingual education courses, all respondents completed the questionnaire. Respondents were given the opportunity to turn in their questionnaire anonymously and still receive credit for the activity.

Respondents rated the four areas using a five point Likert scale of 1, 2, 3, 4, and 5 with 1 and 2 indicating the lowest level of importance and 4 and 5 indicating the highest level of importance (1=not very important and 5=extremely important). Respondent also answered the two additional questions provided which yielded qualitative data.
Analysis and Results

For the purpose of this study, an answer to the following question was sought:

Which of the following factors will lead to recruitment, retention and job satisfaction from the perspective of pre-service teachers that are working toward teacher certification in bilingual/ESL education: (a) resources and materials for the classroom, (b) compensation/salary, (c) professional development provided by the district, and (d) support from administration, parents, and co-workers?

Mean scores and standard deviations were calculated for each of the four areas. For this portion of the study, recruitment and retention as a bilingual/ESL teacher were identified as the dependent variables. The four factors that were rated by respondents (resources and materials, compensation/salary, professional development, and support) were identified as independent variables.

Respondents rated support from administration, parents, and co-workers as the most important factor leading to recruitment and retention with a mean score of 4.64. Respondents rated resources and materials for the bilingual classroom as the second most important factor with a mean score of 4.64. Professional development provided by the school district was rated as the third most important factor leading to recruitment and retention as a bilingual/ESL teacher with a mean score of 4.49. It is important to note that even though the respondents rated professional development third out of four factors, it is still important because the mean score was over 4. This indicates that the respondents still rated it as very important to extremely important.

Finally, the respondents rated compensation/salary as least important. Compensation/salary was the only factor that did not receive a mean score over 4. However, it is important to note, that the mean score was over 3, so the respondents still indicated that it was somewhat important.

Additionally, students were asked to respond to the following two questions:

1. Describe when/how you decided to become a teacher/bilingual teacher. (Recruitment)
2. What challenges do you anticipate facing in your future bilingual classroom? (Retention)

The qualitative data provided by the pre-service teachers was analyzed using the constant comparative method (Glasser & Strauss, 1967; Lincoln & Guta, 1985; Maykut & Morehouse, 1994) by coding and categorizing the most common themes and strands.
The most common reason mentioned by the pre-service teachers (40% of responses) for becoming a teacher/bilingual teacher was because of a previous influential/inspirational experience working with bilingual and/or monolingual students. This is evident in the following pre-service teacher responses:

Pre-service teacher response: I decided to become a bilingual teacher my junior year in high school. I was an elementary aid with the Headstart program. I was able to see a change in the students as they started learning English.

Pre-service teacher response: I decided to become a bilingual teacher when I worked as a tutor. It was amazing how so many students needed help translating. I like working with students. I was fortunate to know Spanish, so why not help others in need?

Pre-service teacher response: During high school I took an education class that allowed us to go into kinder classes and help the teacher while getting to know the students. This is when I decided to look into education.

The second most common reason mentioned for becoming a bilingual teacher was having an inspirational teacher when the pre-service teacher was young. The following pre-service teacher responses illustrate this reason:

Pre-service teacher response: My fourth grade teacher is the one who inspired me to become a teacher. After the fourth grade, I knew I was going to be a teacher. She was so amazing and touched the entire class with her teaching methods.

Pre-service teacher response: I decided to become a teacher in middle school. I had a very good teacher and she inspired me.

Other reasons mentioned by the pre-service teachers for becoming a teacher/bilingual teacher included having a relative in the teaching field, and wanting to help students who are in the same position they were in previously (pre-service teachers were English language learners in bilingual programs when they were young). Additional pre-service teacher responses pertaining to the aforementioned reasons include:

Pre-service teacher response: I knew I wanted to become a teacher by watching my mom in her classroom. I think there is not better reward in any job than watching and helping children learn and grow.
Pre-service teacher response: I decided to become a bilingual teacher because I would like to help those kids just like me. I was told by some teachers that I would probably not make it to college which inspired me to show them that I can succeed knowing other languages.

The most common challenge anticipated in future bilingual classrooms mentioned by the pre-service teachers (25% of responses) is getting cooperation and support from parents, teachers, and/or students. This is evident in the following pre-service teacher responses:

Pre-service teacher response: I anticipate facing challenges with parents, support from faculty and administrators, and an overwhelming workload.

Pre-service teacher response: I anticipate that cooperation might not be easily received from students and teachers.

Pre-service teacher response: The challenge I feel that I might face is maybe working with a school district that doesn’t allow enough freedom for me to teach to my children with their needs in mind. I don’t just anticipate it, I fear it.

The second most common challenge anticipated by the pre-service teachers in their future bilingual classrooms is speaking the Spanish language fluently and being able to communicate confidently with their students and the parents. The following pre-service teacher responses illustrate this concern:

Pre-service teacher response: I know my Spanish is not perfect, so until it is better I feel that may be a challenge.

Pre-service teacher response: One challenge is my Spanish level. I plan to work on it as much as I can, but I know I will never be as good as someone whose first language is Spanish.

Other anticipated challenges mentioned by the pre-service teachers included not being skilled enough to teach bilingual students properly and not having enough or proper resources for bilingual students. Additional comments made by the pre-service teachers pertaining to the aforementioned anticipated challenges include:

Pre-service teacher response: I am a bit scared of having a bilingual classroom where all the children are at different levels. I’m scared of not being able to help each one equally.

Pre-service teacher response: I think the materials for a bilingual class have gotten better, but this is where I think a lot of the challenge will be.

Finally, some additional challenges that did not show a significant trend, but were also mentioned by the pre-service teachers included having discipline and classroom management issues, teaching to the Texas Assessment of Knowledge and Skills (TAKS) and having cultural differences with the parents and students.

Discussion of Results

Through the completion of the BPTQ, seventy-three respondents rated support from administration, parents, and co-workers as the most important feature for recruitment, retention and job satisfaction. This is consistent with the literature (Darling-Hammond, 1997; Gold, 1996; Gonzales & Sosa, 1993; Ingersoll & Smith, 2003; Mandel, 2006; TCER, 1999). It appears that the pre-service teachers show astuteness in their recognition that parents, communities, school administrators and teachers need to support each other and be consistent. This is evident by the following comments made on the questionnaire by some of the pre-service teachers pertaining to support:

Pre-Service Teacher Response: Without support from the extended school community, my job could become very frustrating. Children benefit most when teachers, administrators, parents,
and faculty cooperate well together to help the kids achieve. I will certainly look at this aspect of the districts and schools I hope to work for.

Pre-Service Teacher Response: I believe that children learn best when everyone important in their lives are involved with their academics. If the parents make education an important factor, the children will be motivated to learn. I really hope I have supportive administration and co-workers, because as a team we can work better to help the child.

It is interesting that salary was rated lowest in importance. Again, this is consistent with the literature (Darling-Hammond, 1997). Perhaps, the pre-service teachers are already aware that teachers' salaries are typically low. This is again evident by many of the comments made by the pre-service teachers pertaining to support:

Pre-Service Teacher Response: I chose to be a teacher to help children not for the salary. I believe that it is very rewarding to see the progress in my students.

Pre-Service Teacher Response: I chose to be a teacher to help children not for the salary. I believe that it is very rewarding to see the progress in my students.

The pre-service teachers rated resources and materials second. This shows that the pre-service teachers are aware of the importance of materials that are age and language appropriate when working with English language learners.

Finally, the pre-service teachers rated professional development provided by the school district as third. It appears that the pre-service teachers are aware of the fact that it is important to keep up to date with new research, ideas and methods in order to best serve their bilingual students.

The pre-service teachers were also asked to complete two questions pertaining to recruitment and retention on the BPTQ. When asked for reasons why they decided to become teachers (recruitment), the most common answer given dealt with having a previous influential experience working with bilingual and/or monolingual students. Perhaps, providing more opportunities for students to work with younger English language learners would help in recruiting more individuals to become bilingual teachers. These opportunities may help students to discover a passion for working with children and lead them to choose a career as a bilingual educator.

Other reasons given for becoming a bilingual teacher included having had an inspirational teacher at some point during their education and having a relative in the teaching profession. Another reason given for becoming a bilingual teacher was the fact that several of the pre-service teachers had been in bilingual programs as English language learners when they were younger. They knew what it felt like to be learning English as a second language and wanted to help students who were now in the same situation they had been in years earlier. In terms of recruitment, it may be helpful to identify high school students who were previously second language learners and provide them with information on attending college and becoming bilingual teachers. Again, this may encourage and inform these high school students not only on how to choose teaching as a career, but also what procedures to follow in order to attend college.

When the pre-service teachers were asked to identify challenges that they anticipate having in their future bilingual classrooms (retention), the most common answer given was that they would not get the support and cooperation needed to be successful. This is consistent with the literature (Darling-Hammond, 1997; Gold, 1996; Gonzales & Sosa, 1993; Ingersoll & Smith, 2003; Mandel, 2006; TCER, 1999) as well as with the results of the quantitative portion of the BPTQ. Again, the pre-service teachers show that they recognize the importance of support in order to be successful educators. This indicates the importance of having support systems in place in order to keep these teachers in the classroom for an extended period of time.
Other anticipated challenges that the pre-service teachers identified included speaking the Spanish language fluently, not being skilled enough to teach bilingual children properly, and not having enough or proper resources. This indicates how important it is, as illustrated through the results of the quantitative portion of the BPTQ, that bilingual teachers continuously receive appropriate professional development. These professional development opportunities could include Spanish language courses. Through effective professional development sessions, teachers could keep up with the most current research and methods for successfully teaching English language learners.

Resources should also be provided for bilingual teachers whenever needed. Bilingual teachers work toward helping children to become biliterate. Because the children are learning in two languages, the teachers need as many if not more resources than monolingual English teachers. Many times, materials in Spanish are more expensive or harder to find. Administrators need to take this into consideration when purchasing supplies for classrooms. So, according to the pre-service teachers, it can be concluded that providing effective professional development and appropriate resources for the bilingual classroom will help in retaining bilingual teachers in the classroom where they are so desperately needed.

Limitations of the Study

The limitation of this study concerns the fact that it was conducted with pre-service teachers/respondents who were attending and working toward bilingual/ESL certification at one university. The classroom and field experiences for these respondents would therefore be very similar and may be unlike pre-service teachers in other bilingual education programs at other universities.

Conclusions and Reccomendations

At this juncture, it is important to continue to disseminate the questionnaire (BPTQ) to respondents who are enrolled in bilingual/ESL education programs at other universities. As the population of English language learners continues to grow, as much data as possible in this area is needed in order to help administrators and university faculty to develop and implement successful strategies and programs that will lead to the recruitment and retention of highly qualified bilingual/ESL teachers.

Significance of the Study

The findings of this type of study are particularly significant because of the need for highly qualified bilingual/ESL teachers who are adequately prepared to teach the English Language Learners in our public schools (Diaz-Rico & Smith, 1994; Darling- Hammond, 1997; Darling-Hammond & Berry, 2006). It is of great importance for school administrators to know what factors need to be addressed in order to recruit and retain these bilingual/ESL teachers in the classroom for the benefit of the students and for accountability purposes according to No Child Left Behind legislation which focuses on high standards and increasing academic achievement for all students (Darling-Hammond & Berry, 2006; Francis, Rivera, Lesaux, Kiefer, & Rivera, 2006; U.S. Department of Education, 2001). It is also important for university faculty involved in teacher preparation programs to be aware of this information as they recruit students into their bilingual/ESL programs and as they build relationships with school districts.
References


