



Success for English Language Learners – In-district Teacher Education and Certification

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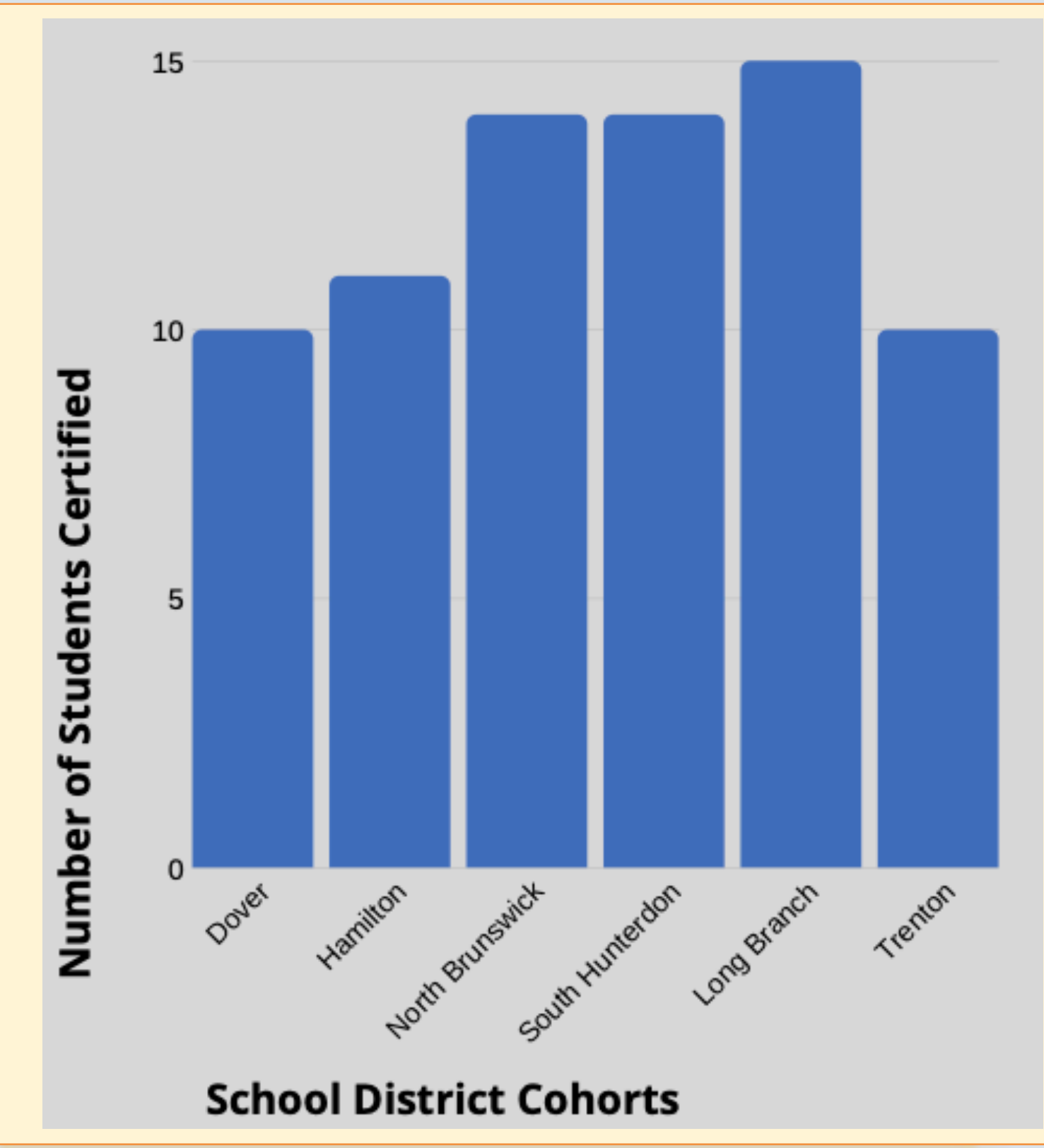


ABSTRACT

The research goals of the grant are to understand the viability of a scalable grant-funded model of teacher education within school districts.

METHODOLOGY

The methods used were creating partnerships with LEAs, creating a two-payer funding system (grant and participant) with tuition, material, and logistical supports.



ESL/Bilingual Certification Enrollment by District

INTRODUCTION/ HYPOTHESIS

New Jersey has a shortage of English as a Second Language and Bilingual Educators. The working hypothesis is that the National Professional Development funding can create more than 60 certified teachers in five years by offering coursework in-district and using a scalable model of funding.

RESULTS

The Grant optimized efficiencies in funding and partnerships to produce over 160 certified ESL teachers in the state of New Jersey. Further, the grant provided professional development to 750 current certified teachers in ESL/Bilingual teaching methodologies and best practices.

APPLICABILITY IN FIELD

Grant participants indicated that the in-district offering of coursework at a grant-funded rate incentivized them to pursue the certification when they otherwise would not. This resulted in more teachers trained and certified to meet the needs of English Language Learners.

DISCUSSION/CONCLUSION

Results indicated that logistical and financial support were key to developing the widespread impact of this model. The two-payer system enhanced the grant impact by allowing the distribution of dollars to be extended to a wider participant base.

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Approximately 5 out of 6 New Jersey school districts have English language learners (ELLs) in their school(s).