

Recruitment, Preparation, and Retention of Bilingual Educators

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IDRA

IDRA is an independent, non-partisan, education non-profit committed to achieving equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college.





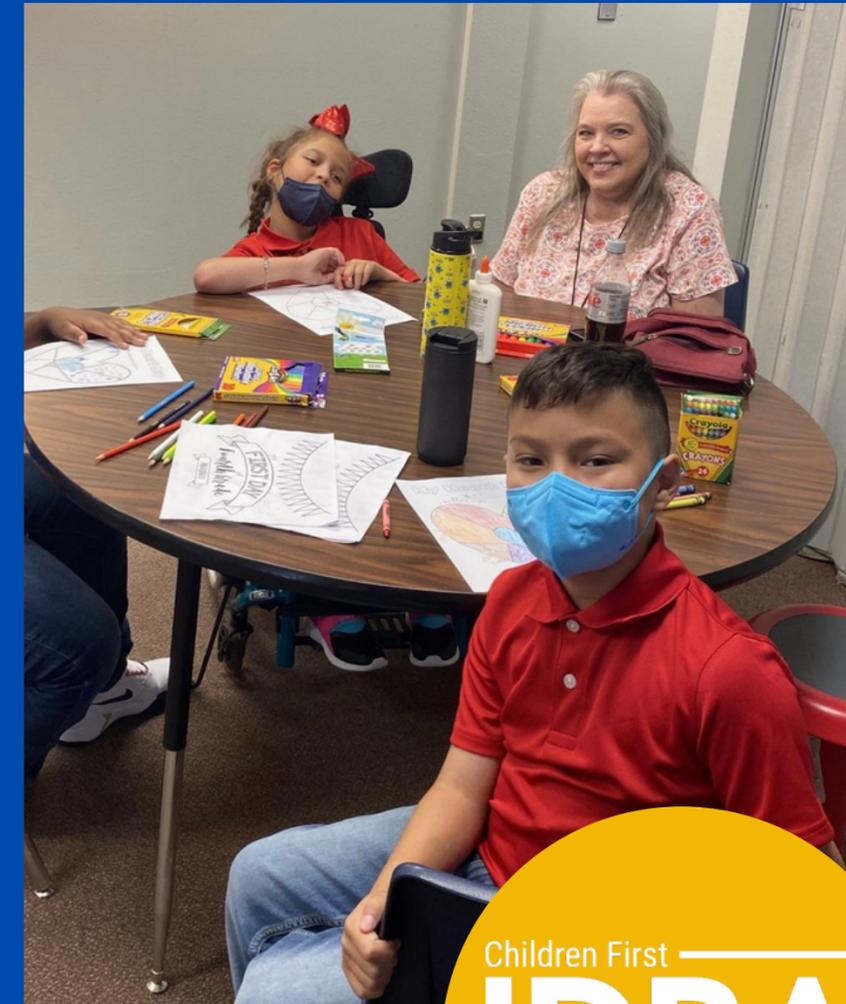
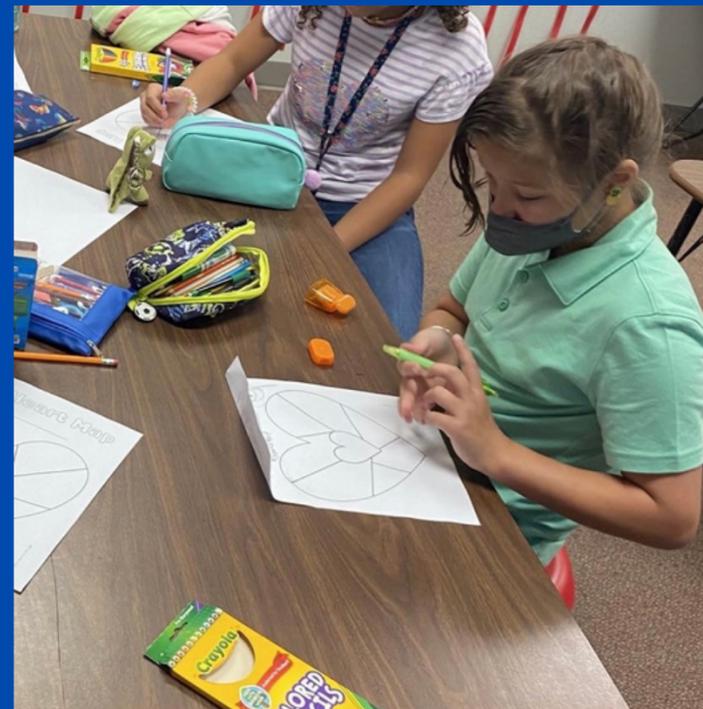
Lizdelia Piñón, Ed.D.:

Former emergent bilingual student

Former public school bilingual teacher

Mother of school-age children

1 in 5 students in Texas is an emergent bilingual learner



CRISIS

Shortage of High-Quality Bilingual Educators



- 50% increase in the need for bilingual teachers, with only 20% of that need being met.
- Texas has struggled to fill bilingual teacher positions since 1990.
- The ratio between students and full-time equivalent (FTE) bilingual/ESL teachers increased from 43.4 students to 1 teacher in 2010–11 to 46.3 students to 1 teacher in 2019–20.
- Highest percentage of substitute teachers.

Obstacles & Barriers



Technical Barriers: Five exams are required to become a bilingual educators as opposed to three to become a general classroom educator.

Financial Barriers: Financial burdens for bilingual education student teachers for the additional tests and the cost of registering with the state if you are an out-of-state educator.

Retirement Penalties: Restrictions for retired bilingual teachers in returning to the classroom.

Texas Educator Exam & Fee Comparison

Core Subjects Grades EC-6 / 4-8

Science of Teaching Reading (293)

TEXES Pedagogy and Professional Responsibilities, or PPR, EC-12 exam (160)

TEXES Bilingual Education Supplemental (164) exam

TEXES Bilingual Target Language Proficiency Test for Spanish (190)

Exam Fee

\$ 116

\$ 136

\$ 116

\$ 116

\$ 116

General



Bilingual



\$ 368

\$ 600

Recruitment Strategies



**Classroom emergent
bilingual learner to
classroom teacher
pipeline**



**Collaborative
partnerships
between school
districts
and higher education**



**Varied modes
of recruitment**

• Retention



**Prepare future
educators**



**Increase
financial
incentives**

“Invisible Work”



Recommendations

Reduce the number of exams for bilingual educators and waive costs of additional exams

Make language test be just about language

Support the use of recruitment & retention strategies

Establish a classroom student-to-teacher pipeline

Require course or overlay of teaching emergent bilingual learners



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