

No Child Left Behind

**The Trojan Horse
of Educational Reform**

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“Highly Qualified Teacher”

Requirements

- Bachelor’s (or higher) degree from an accredited institution
- Full state certification/licensure
- Demonstration of competence in each academic subject

Report on Teacher Quality

“To meet the ‘highly qualified’ teachers challenge, then, states will need to streamline their certification system to focus on the few things that really matter: verbal ability, content knowledge, and, as a safety precaution, a background check of new teachers.”

Meeting the Highly Qualified Teacher Challenge (USDOE, 2002)

NCLB requires “highly qualified teachers” only in core subject areas

Core subjects are defined as

- English
- Reading
- Language Arts
- Math
- Science
- Foreign Languages
- Civics and Government
- Economics
- Arts
- History
- Geography

TESOL Position Statement on “highly qualified teachers”

“Highly qualified teachers of English language learners who are credentialed in bilingual education, ESL, or English for speakers of other languages (ESOL) have not only met the core curriculum requirements in education, but have also received specialized training in second language acquisition, bilingualism and biliteracy development, linguistics and applied linguistics, second language pedagogy and methodology, literacy development, curriculum and materials development, assessment, cross-cultural communication, and multiculturalism. . .

TESOL Position Statement on “highly qualified teachers” (cont.)

“ESL and bilingual educators are responsible not only for helping English language learners acquire English, but are also the first teachers responsible for teaching according to standards for core subjects. This requires the competence to present challenging content to students with limited English skills. Therefore, TESOL recommends that those ESL and bilingual educators who are fully credentialed by their state be recognized as and considered highly qualified under NCLB.”

“Scientifically Based Research”

Characteristics

- Rigorous & Objective
- Empirical Methods
 - *observation & experiment
 - *control groups
 - *random assignment to treatments
 - *hypothesis testing
- Valid & Reliable
- Replicable & Generalizable

Imagine . . .

What our professional
knowledge base would be if
we had limited our research
on language teaching and
learning to these conditions

TESOL Position Statement on “scientifically based research”

“In a field as diverse and multifaceted as TESOL, research must be epistemologically flexible and inclusive.

... Many types of research can contribute to knowledge in TESOL provided that the research is conceptually and methodologically sound, open to critical peer review, and the results are accessible to others. In turn, such research findings can serve as the basis for sound educational policies.”

Laurie Olsen (1997) writes:

“A commitment to serving ‘all’ students is reiterated over and over. The ‘all’ is intended as a sufficient term to imply inclusion. But beyond the insertion of ‘all’ in statements about serving students, there has been little leadership or explicit reform dialogue addressing exclusion, equity, and the needs of students related to language and color.”

Made in America: Immigrant Students in our Public Schools

As TESOL professionals we must

(Prepare teachers to)

- Understand, value, and conduct qualitative as well as quantitative research.
- Understand assessment issues and document student progress. Highlight student achievements.
- Closely examine content and teacher standards used in their school/district/state. Are they appropriate?
- Serve as advocates and resource teachers as well as classroom teachers, and mentors (changing roles).
- Push for professional certification qualifications for teachers of ELLs as specialists. (ESL is *not* just good teaching!)