

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
TEXAS A&M UNIVERSITY
Graduate Program in Hispanic Bilingual Education

General Program Description

Introduction

Texas is the nation's fastest growing state in numerical terms with a population of 20 million reported in the year 2000 (U.S. Census, 2000). The 1990-2020 projections for the Hispanic population state an increase from 4.9 million to 10.3 million making them the largest ethnic group in Texas (Census Bureau Projections and Report, 2000). The school population enrollment saw an increase of 18.2% from the year 1990 to 2000 resulting in a significant growth of English Language Learners [(ELLs) (84% increase from 1990) (Office of English Language Acquisition, 2000)]. The Texas Education Agency (TEA) reports that the Hispanic population has the highest school dropout rate over the last decade (Dropout Study: A report of the 77th Legislature, TEA, 2000). Specifically, the ELLs have shown a dropout rate of 28.5% in 1999 alone.

Bilingual/ESL Teacher Shortages

With the rapid increase in ELLs, the State Board of Educator Certification in Texas (SBEC, 1999) has recognized the Bilingual/ESL teacher shortages as a critical factor. Over 20% of vacant positions remain unfilled (over 3,000 positions), and 40% of the teachers are less than fully certified (Texas A&M University Regent's Report, 2002). The highest concentration of ELLs and therefore teacher shortage is found in urban and suburban areas of Texas (Lara-Alecio et al., 2003).

Given the demographic changes, shortages of bilingual/ESL teachers and staff, and the Texas A&M University's commitment to continue serving the needs of Texans, the bilingual education program offers its teaching, research, and services to enhance the quality of education of Texans.

In 1987, the bilingual and English as a second language (ESL) education program was initiated in the Department of Curriculum and Instruction and was placed within the reading area. In 1991, it became a stand-alone program within Curriculum & Instruction since bilingual education encompasses all four language skills (reading, writing, speaking and listening) and other academic areas in two languages and not just reading. Bilingual/ESL remained in the renamed department, Department of Teaching, Learning, and Culture until 2000. In 2000 the program was approved to be moved to the Department of Educational Psychology. The rationale for this move was that the EPSY Department has more faculties with areas of expertise specifically in Bilingual Education and research. ESL education remained in the Department of Teaching, Learning, and Culture; however, the two programs continue to work jointly in preparing teachers for Texas' diverse student needs. Thus far, the program has graduated over 21 doctoral

students and over 300 masters students. Almost 850 pre-service and in-service teachers have completed their certification in bilingual/ESL Education.

The program has been extremely successful gathering external resources for supporting new teacher candidates and graduate students in bilingual and ESL education. For over 12 consecutive years during the time the federal funding was available, the program had the Doctoral Bilingual Fellowship program. This federally funded program allowed doctoral students in the program to have his/her coursework paid, and provided full-time students with a monthly stipend. The doctoral fellowship program also provided some monies for travel and books. This bilingual fellowship program at Texas A&M was the largest in the nation and former fellows are now serving in state and national leadership capacities such as Associate Deans, State Directors of Migrant Programs, Bilingual School District Directors, and of course faculty in Colleges of Education across Texas and the nation in areas with high concentrations of ELLs.

Since 2000, the program has gathered over five million dollars to provide training to graduate and undergraduate pre- and in-service teachers. In addition the program has been extremely successful implementing high technology, interactive television, using the University TTVN system. In addition students in the programs are using Web CT and e-mail to enhance the quality of teaching. The program currently has four interactive television site locations in the areas of Galveston, University Center at The Woodlands, TAMU at College Station, and Central Texas. The program had another site in Jacksonville until the teachers completed their certifications.

Due to the quality and reputation of the program, the bilingual program has started a close relationship with Texas A&M University at Texarkana one of the Northeast campuses affiliated with the TAMU System and with Region VIII Educational Service Center at the request of TEA. Graduate and undergraduate course work in bilingual education will be provided to the 52 school districts in that region that are in critical need for certified, well-prepared ELL teachers.

The Bilingual Doctoral Program

The Doctoral Degree in Educational Psychology with an area of emphasis in Hispanic Bilingual Education prepares graduates for university positions or leadership positions in the field of Hispanic bilingual education, including consultation, assessment and evaluation, teacher training, and supervision or coordination of programs. A combination of coursework, practica, internship and program competencies, plus the final dissertation, ensure both breadth and depth in training. The doctoral program consists of 75 semester hours beyond the Masters degree. The main components of this 75-hour program are illustrated in Table 1.

Table 1. Main Components of the Doctoral Degree in Educational Psychology with an Area of Emphasis in Hispanic Bilingual Education

Area	Credit/hours
Bilingual Education Core	15
Research, Assessment and Evaluation	15
Practica and Internships	24
Specialization/Cognate Electives	09
Dissertation Study (12 credit hours minimum)	12
Total	75

The required courses ensure strengths in all graduates while permitting sufficient flexibility in practica, internships, and elective courses to prepare students for a wide variety of professional leadership positions.

Five main competencies must be successfully demonstrated within the program. They are

- (a) College Teaching (mentored and supervised)
- (b) Field supervision of bilingual education practitioners
- (c) Research: planning, executing, writing, presenting and submitting for publication (two studies prior to dissertation)
- (d) Program evaluation and assessment: Planning, executing and writing up, and
- (e) Grant Writing (Co-writing and submitting).

Required Graduate Courses

Table 2 illustrates the required courses. Courses are identified by Department abbreviation, course number, course title and number of credit hours.

Table 2. Required Graduate Courses for Doctoral Program

Dept. Abbr.	Course	Course Title	Credit Hours
		Bilingual Education Core	15
EPSY	610	Hispanic Bilingual Assessment and Monitoring Students.	3
EPSY	611	Dual Language Programs Methodologies	3
EPSY	612	Content Area Instruction for Hispanic Bilingual Programs.	3
EPSY	613	Spanish/English Biliteracy	3
EPSY	616	Spanish for Bilingual and Dual Language	3
		Research Assessment and Evaluation	15
EPSY	636	Basic Statistics	3
EPSY	630	Single-Case Research	3
EPSY	631	Program Evaluation	3

EPSY	640	Experimental Design in Education	3
EPSY	689	Special Topics in Qualitative Research	3
		Practica and Internship	24
EPSY	683	Field Practicum in Hispanic Bilingual Research	6
EPSY	683	Field Practicum in Grant Writing	3
EPSY	683	Field Practicum in College Teaching	3
EPSY	683	Field Practicum in Supervision	3
EPSY	684	Professional Internship in Hispanic Bilingual Education	9
		Specialization/Cognate Electives	9
SPED	620	Bilingual Special Education	3
EDTC	621	Graphic Communication and Interface Design	3
SPED	622	Community Based Integrated Services	3
SPED	630	Reading for At-Risk & Disabled Learners	3
EHRD	633	Adult Literacy Education	3
EHRD	635	Family Literacy	3
EDTC	645	Microcomputer Applications in Education/Instruction	3
EDTC	668	Application of Telecommunications in Education	3
EPSY	647	Intelligence and Creativity	3
EPSY	678	Language, Learning and Instruction	3
EPSY	689	Special Topics in Curriculum Development for Second Language Learners.	3
SEFB	610	Special Education and the Family	3
		Research	12
EPSY	691	Dissertation 12 credit hours minimum	12
		Total hours listed for credit	75

Our doctoral and masters graduate students in the program.

Currently, we have over 50 in-service bilingual/ESL teachers completing course work and other academic requirements for their masters degree in Educational Psychology with an area of emphasis in bilingual/ESL Education. Teachers are from a consortium of ten school districts working together with the Bilingual/ESL Program at TAMU. School district partners are: Galveston ISD, Aldine ISD, Houston ISD, Cy-Fair Bank ISD, Waller ISD, College Station ISD, Bryan ISD, Belton ISD, Temple ISD, Waco ISD and Jacksonville ISD. We also are working very close with Blinn Community College and its two branches in Schulenburg and Brenham.

At the doctoral level, the programs has currently five doctoral students working toward their Ph.D. degree in Educational Psychology with an area of emphasis in bilingual/ESL education. Among the areas of expertise offered by the program are:

- Bilingual Education
- Bilingual/ESL Education
- Bilingual Assessment and Evaluation
- Bilingual Pedagogy, Theory and Validation
- Bilingual Content Areas of Instruction
- Hispanic Parental Involvement
- Hispanic Gifted Identification
- Hispanic Education
- International Bilingual Education
- Technology in Bilingual/ESL Education

Research and Innovation

The field of bilingual/ESL education is rich in opportunities for research and innovation. Faculty make every effort to involve graduate students in multiple research and innovative projects during their programs. Following is a list of research already published in refereed and non-refereed journal. In addition, faculty in the field have been involved assisting school districts in the process, writing textbooks at the pre- and elementary levels. Program faculty are two of the editors of one of two national bilingual research journals that is partially sponsored by Texas A&M University. The NABE Journal of Research and Practice provides opportunities for experience in submission of manuscripts. Also, the program involves students in the process gathering data for writing up performance reports. What follows is a sample list of the most recent scholarship from our program. Finally, graduate students have access to state of the art educational products already published by private industry.

Publications

- Irby, B. J., & Lara-Alecio, R. (in press). Complementing the assessment of gifted bilingual students with the Hispanic bilingual gifted screening instrument. *Special Edition, NYSABE Journal*.
- Lara-Alecio, R., Irby, B. J., & Pérez Gabriel, A. M. (in press). An educational policy of the gifted/talented students: A Profile. *Special Edition, NYSABE Journal*.
- De la Colina, M. G., Parker, R., Hasbrouck, J. E., & Lara-Alecio, R. (2001). An intensive intervention in reading fluency for at-risk beginning Spanish readers. *Bilingual Research Journal*, 25(4), 417-452
- Lara-Alecio, R., Bass, J., & Irby, B. J. (2001). Ethnoscience: Considering Mayan culture and astronomy. *The Science Teacher*, 68(3), 48-51.
- Liu, P., Parker, R., & Lara-Alecio, R. (2001). Using standardized tests unconventionally: Adapted reading assessment. *Reading Improvement*, 38(1), 27-37.

- Lara-Alecio, R., & Irby, B. J. (2000). The culturally and linguistically diverse gifted. In C. Reynolds (Ed.), *Encyclopedia of Special Education* (Vol. 1, pp. 506-510). New York: John Wiley & Son.
- Lara-Alecio, R., Irby, B. J., & Morales-Aldana, L. (1998). An arithmetic lesson from the Maya civilization. *Teaching Children Mathematics*, 5(3), 154-159.
- Lara-Alecio, R., Parker, R., Irby, B. J. & Morales-Aldana, L. (1998). La enseñanza de las matemáticas a estudiantes hispanos que aprenden inglés como segunda lengua. El uso del material manipulable. *Educación Matemática*, 10(3), 37-64.
- Lara-Alecio, R., Parker, R., Mason, S., Avila, C., & Irby, B. J. (1998). Un estudio de evaluación educativa usando manipulativos en el aprendizaje de las matemáticas con estudiantes Hispanos adquiriendo Inglés académico como segundo lenguaje. [An evaluation study using manipulatives in the learning of mathematics with Hispanic students acquiring English as a second language]. *Bilingual Research Journal*, 22(2, 3 & 4), 215-235.
- Morales-Aldana, L., Lara-Alecio, R., & Irby, B. J. (1998). Enfoques, técnicas y métodos en la enseñanza de la matemática. [Approaches, techniques and methods for the mathematics teaching]. *Revista Universidad del Valle de Guatemala*, 8, 10-16.

Psychometric Instrument

- Irby, B. J., & Lara-Alecio, R. (1999). *The Hispanic Bilingual Gifted Screening Instrument*,
<http://www.teachbilingual.com/product.cfm>
This scale consists of 78 items clustered in eleven sections.

Texts

- Irby, B., & Lara-Alecio, R. (2003). *Little Rabbit's Journey*. (2003)
SRA, McGraw Hill: OH
- Irby, B., & Lara-Alecio, R. (2003). *El Viaje del Conejito*. (2003)
SRA, McGraw Hill: OH
- Lara-Alecio, R., & Irby, B. (2003). *The Cowboy Mouse* (2003).
SRA, McGraw Hill: OH
- Lara-Alecio, R., & Irby, B. (2003). *El Ratón Vaquero* (2003).
SRA, McGraw Hill: OH
- Schiller, P., Lara-Alecio, R., & Irby, B. (2003). *Teacher's Resource Anthology*.

- The DLM Early Childhood Express. SRA, McGraw Hill: OH.
- Schiller, P., Clements, D., & Lara-Alecio, R. (2003). *Home Connections Resource Guide*. The DLM Early Childhood Express. SRA, McGraw Hill: OH.
- Schiller, P., Clements, D., Lara-Alecio, R., Sarama, J., & Irby, B. (2003). *Teacher's Edition A*. The DLM Early Childhood Express. SRA, McGraw Hill: OH.
- Schiller, P., Clements, D., Lara-Alecio, R., Sarama, J., & Irby, B. (2003). *Teacher's Edition B*. The DLM Early Childhood Express. SRA, McGraw Hill: OH.
- Schiller, P., Clements, D., Lara-Alecio, R., Sarama, J., & Irby, B. (2003). *Teacher's Edition C*. The DLM Early Childhood Express. SRA, McGraw Hill: OH.
- Schiller, P., Clements, D., Lara-Alecio, R., Sarama, J., & Irby, B. (2003). *Teacher's Edition D*. The DLM Early Childhood Express. SRA, McGraw Hill: OH.
- Willis, C. A, Irby, B., Brown, G., Lara-Alecio, R., & Rodríguez, R. (2003). *Inclusive Classrooms Resource Guide*. The DLM Early Childhood Express. SRA, McGraw Hill: OH.

Book Chapters

- Irby, B. J., & Lara-Alecio, R. (2001). Educational policy and gifted/talented, linguistically diverse students. In J. A. Castellano & E. Díaz (Eds.), *Reaching new horizons: Gifted and talented education for culturally and linguistically diverse students* (pp. 265-281). Needham Heights: Allyn & Bacon.
- Lara-Alecio, R., & Irby, B. J. (2001). Bilingual and English as a second language programs. In G. Schroth & M. Littleton (Eds.), *The administration & supervision of special programs in education* (pp. 77-96). Iowa: Kendall/Hunt.
- Lara-Alecio, R., & Irby, B. J. (1995). Bilingual education and multicultural education: A symbiotic relationship. In P. Larke & E. Castle (Eds.), *Multicultural education, issues and practices. Multicultural Education Special Study Group of the American Association of Colleges for Teacher Education*: College Station, Texas.
- Lara-Alecio, R., & Rendon, E. (1995). Field experiences in multicultural environments. In G. Slick (Ed.), *Emerging trends in teacher preparation: The future of field experiences*. Corwin Press: Thousand Oaks, CA. [Monograph].

External Funding

A lot of the bilingual programs' success is due to the ability of its personnel to gather outstanding external funding. A brief example of the major accomplishment is presented in table 3.

Table 3. External funding for the bilingual programs from 1998-present. (>\$ 5,214,986)

Grant Description	Amount
Lara-Alecio, R. “ <i>Texas 2+2 Project: Certifying Teachers of LEP Students. A Rural and Sub-urban initiative</i> ”. Project Director & Principal Investigator. Office of Language Acquisition, National Development Program, USDOE, June 2002, \$1,955,937	\$1,955,93
Lara-Alecio, R. “ <i>The State of Minority Teacher Recruitment in Texas 2002.</i> ” Project Director & Principal Investigator. Regents’ Initiative Collaborative Research Grants. The Texas A&M University System’s, Regents’ Initiative for Excellence in Education. College Station, Texas, March 2002, \$10,000	\$10,000
Lara-Alecio, R. “Technology-based instruction in Bilingual Education Program.” Project Director & Principal Investigator. Regents’ Initiative Academy for Educator Development Fellowships. The Texas A&M University System’s, Regents’ Initiative for Excellence in Education. College Station, Texas, March 2002, \$4,000	\$4,000
Lara-Alecio, R., <i>Bilingual Teachers and Personnel Grant</i> . Project Director & Principal Investigator. Office of Bilingual Education, Title VII, USDOE, June 2000, \$1,244,422. Budget Period 09/01/2000-08/31	\$1,244,442
Lara-Alecio, R., <i>Bilingual Career Grant</i> . Project Director & Principal Investigator. Office of Bilingual Education, Title VII, USDOE, June 2000 \$1,214,637. Budget Period 09/01/2000-08/31/2005	\$1,214,637
Lara-Alecio, R., & Cannela, G. <i>Training for ALL Teachers Bilingual Grant</i> . Co-Project Director & Co- Principal Investigator. Office of Bilingual Education, Title VII, USDOE, June 2000, \$709,990. Budget Period 09/01/2000-08/31/2003	\$709,990

<p>Lara-Alecio, R. Project Director and Principal Investigator. <i>Bilingual Doctoral Fellow Grant. EDCI Department Texas A&M University & the Office of Bilingual Education and Minority Language Affairs, Title VII, USDOE, Total amount allocated for the three Academic Years, 1998-2001, \$600,000. Ten doctoral students for different programs in EDCI are involved and are economically supported by this Doctoral Fellows Grant. This competitive grant allows students to receive money for up to 27 credits/hours per year, money for books, travel and a monthly stipend of \$500.00. The budget expenses for this academic year were over \$76,000</i></p>	<p>\$76,000</p>
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Referred Conferences

Students are expected to present their research at refereed regional, state and national conferences. This experience provides opportunities for exchange of ideas, feedback, and mentoring to improve their research agenda and effective practices. Faculty are involved with these national organizations in leadership capacities and support students initiation into these professional organizations. The bilingual program is an active member of the Texas Association of Bilingual Education (TABE), National Association of Bilingual Association (NABE), American Association of Educational Research (AREA) Bilingual Research SIG, Texas Two-way Consortium and the Texas A&M University System’s Academy for Educator Development.

Websites

The bilingual Education program at Texas A&M University proudly developed and hosts the following websites:

The Language Diversity Network (LDN)

<http://ldn.tamu.edu>

This is the home of the TAMU Bilingual Education Program. Among multiple lines of information you find issues related to our Graduate and Undergraduate Education Programs as well as research, teaching and scholarship resources.

The Texas TWO-WAY/Dual Language Website

<http://texastwoway.org>

This website is an online directory of all the known Two-way programs in Texas and the home of the Texas Two-way Consortium. This survey and database were developed by the bilingual program. The website also hosts an online forum dedicated to two-way/dual language issues.

The NJRP-The NABE Journal of Research and Practice

<http://njrp.tamu.edu>

This new NABE journal can be accessed here online as well as general information about the NABE Research and Evaluation SIG and an online forum for discussion related to bilingual research.

For further information about Texas A&M's Bilingual Education Program or these websites contact us at 979-845-2599 or Bilingual@tamu.edu

Faculty

Rafael Lara-Alecio, Ph.D.

Professor & Director of Bilingual Programs

Areas of interest and expertise:

Assessment and Evaluation, Bilingual Classroom Pedagogy, Bilingual Content Area-Instruction, Hispanic Parental Involvement, Hispanic Gifted Identification, International Educational.

Douglas J. Palmer, Ph.D. Professor & Department Head.

Areas of interest and expertise:

Special Bilingual Education, Motivation and Cognition, Minority At-Risk and Disabled Youth.

Richard I. Parker, Ph. D. Associate Professor

Areas of interest and expertise:

Program Evaluation, Classroom Observation and Alternative Assessment, Single subject research design, Program Evaluation and assessment.

Salvador Hector Ochoa, Ph.D. Associate Profesor

Areas of interest and expertise:

Peer Relations, Bilingual Psychoeducational Assessment, Psychosocial Variables.

Martha Galloway, ABD

Areas of interest and expertise:

Bilingual/ESL assessment and Methodologies
Biliteracy, Technology and curriculum Development
for second language learners.

Dr. Gonzalo Garcia, Ph. D. Associate Professor.

Career counseling, research methods, educational measurement, Statistics, computer career guidance, career development, mid-life career change, Minority leadership, and organizational culture.

Dr. Beverly J. Irby, Ed.D.
Visiting Professor
PK-Elementary Education
Bilingual/ESL Education
Gifted Education/Bilingual gifted Education
Instructional Leadership
Teacher appraisal, effective school research
Technology innovations and Curriculum Development for English language learners.

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