



# Educators of English Learners: Availability, Projected Need, and Teacher Preparation



Many educators support English learners (ELs).\* Almost 45% of all public school teachers reported teaching ELs in school year (SY) 2020–21. The numbers and the projected need for EL instructors fluctuate from year to year for a variety of reasons. This infographic addresses topics of EL teacher availability, need, and preparation.

## Diversity Among ELs and Educators\*\*

ELs are a very diverse group. ELs in U.S. schools are of many different ethnicities, speak hundreds of languages, and come from many different countries of origin. Nearly **500** languages are spoken by ELs in the U.S.

In SY 2020–21

- about **80%** of all K–12 public school teachers and **77%** of principals were white.
- **9%** of teachers and principals were Hispanic.
- **6%** of teachers and **10%** of principals were Black.
- **2%** of teachers were Asian and **3%** of principals were of another race or ethnicity.



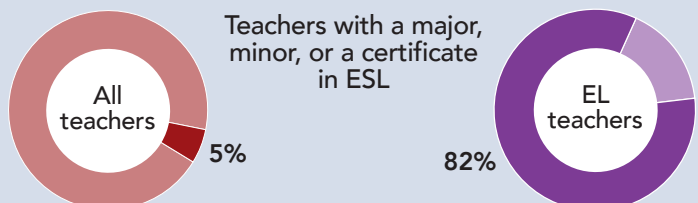
## Teacher Qualifications and Training: SY 2017–18

### Educators Overall

- About **65%** of all teachers had at least one EL in their class.
- About **43%** of all teachers took at least one course on teaching ELs.

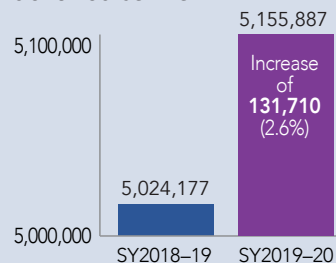
### Educators of English Learners

- **2%** of all teachers were teachers of ELs (e.g., ESL instructors).

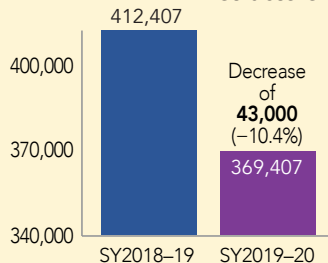


## EL Students and Teachers

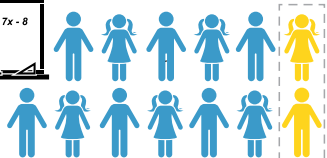
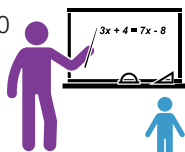
### K–12 Students Identified as ELs



### Certified Licensed EL Instructors\*\*\*



In SY 2019–20 the ratio of EL students to instructors nationwide was **13:1**

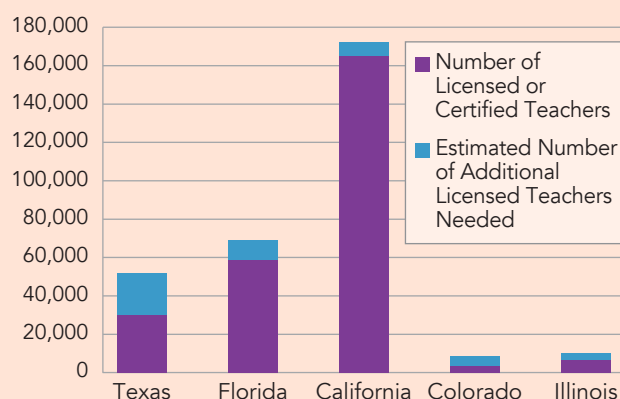


Increase of **2 students per instructor** from previous SY

## Projected Need for EL Educators

ESL and bilingual education jobs were among the top three teaching positions with the **highest vacancy rate—6%**—in recent school years.

### States With Highest Projected Need Counts



- Nationwide, **76,443 additional EL educators are needed** in the next five years.
- The projected need for EL instructors for SY 2019–20 **declined by 6.7%** from the previous SY.
- Texas projected the need for the **greatest number of EL educators—21,900** in the next five years—a **73% increase**.
  - Texas was also the state with the **biggest increase in the population** of ELs from SY 2018–19 to SY 2019–20.
- California, Texas, Florida, and Illinois were among the top five states with the **highest number of identified ELs** in SY 2019–20.

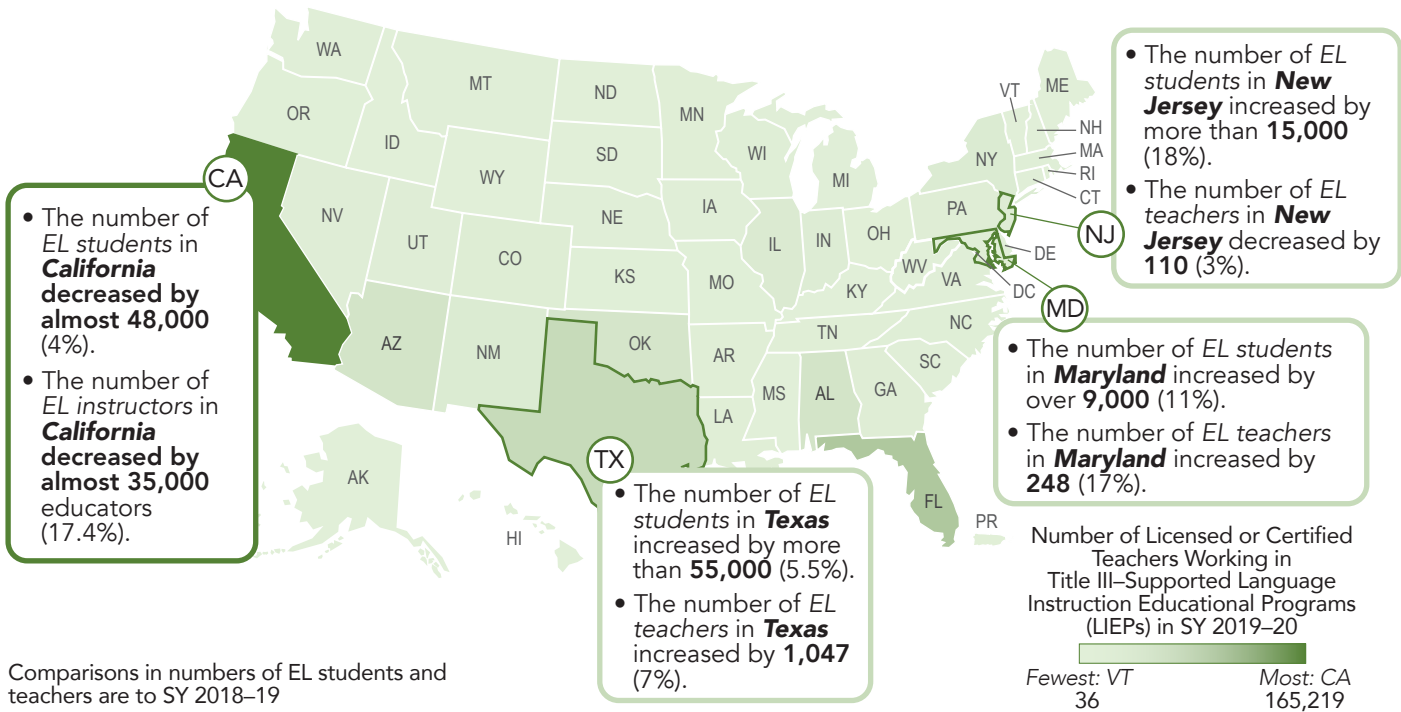
\*The term *English learner(s)* refers to the population of students as defined in section 8101(20) of the *Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act*.

\*\*These data represent all educators; the data are not specific to teachers of ELs.

\*\*\*The number of certified licensed EL instructors refers to EL instructors working in Title III-Supported Language Instruction Educational Programs.

Note: COVID-19 impacted states' ability to collect and report data. The Department urges abundant caution when using the data and recommends reviewing the relevant data notes and state comments prior to use and interpretation.

## EL Students and Teachers: State-level Data in SY 2019–20



Comparisons in numbers of EL students and teachers are to SY 2018–19



### OELA's National Professional Development (NPD) Program

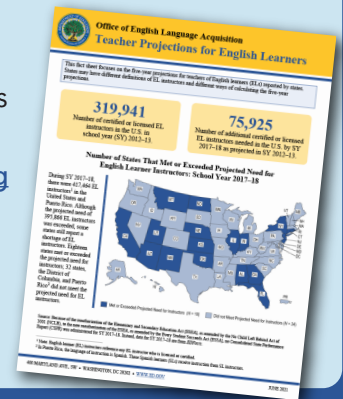
The NPD program provides grants for eligible entities to implement in-service and preservice professional development activities intended to improve instruction for ELs and assists education personnel working with ELs to meet high professional standards.

The targets for the 2018 and 2021 NPD cohort are to serve **157 pre-service educators** and **971 in-service educators**.

### Resources for EL Educators

Office of English Language Acquisition produces and publishes a variety of resources for EL educators. A number of resources address EL teacher availability, training, and preparation.

- Webinar:** [Developing Educator Expertise to Work with English Learners](#). Expert discussion of professional learning that is aligned to strategic goals and results in enhanced professional expertise
- Podcast:** [EL Teacher Preparation: Zooming In on Maryland's Eastern Shore](#). Discussion of the TARGET Training and Retraining Grades K–12 Eastern Shore Teachers (NPD grantee)
- Fact Sheet:** [Teacher Projections for English Learners](#). Five-year projections for teachers of EL reported by states
- Fact Sheet:** [Educational Staff Working With English Learners](#). Review of Consolidated State Performance Report data related to teachers in LIEPs in districts that receive Title III funds



**Sources:**

Taie, S., and Lewis, L. (2022). *Characteristics of 2020–21 Public and Private K–12 School Teachers in the United States: Results from the National Teacher and Principal Survey First Look* (NCES 2022-113). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics. <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2022113>.

Taie, S., and Lewis, L. (2022). *Characteristics of 2020–21 Public and Private K–12 School Principals in the United States: Results From the National Teacher and Principal Survey First Look* (NCES 2022-112). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics. <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2022112>.

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U.S. Department of Education, Office of English Language Acquisition, *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2018–20*, Washington, D.C., 2022. <https://ncela.ed.gov/resources/report-2018-2020-biennial-report-to-congress-on-the-title-iii-state-formula-grant-program>.