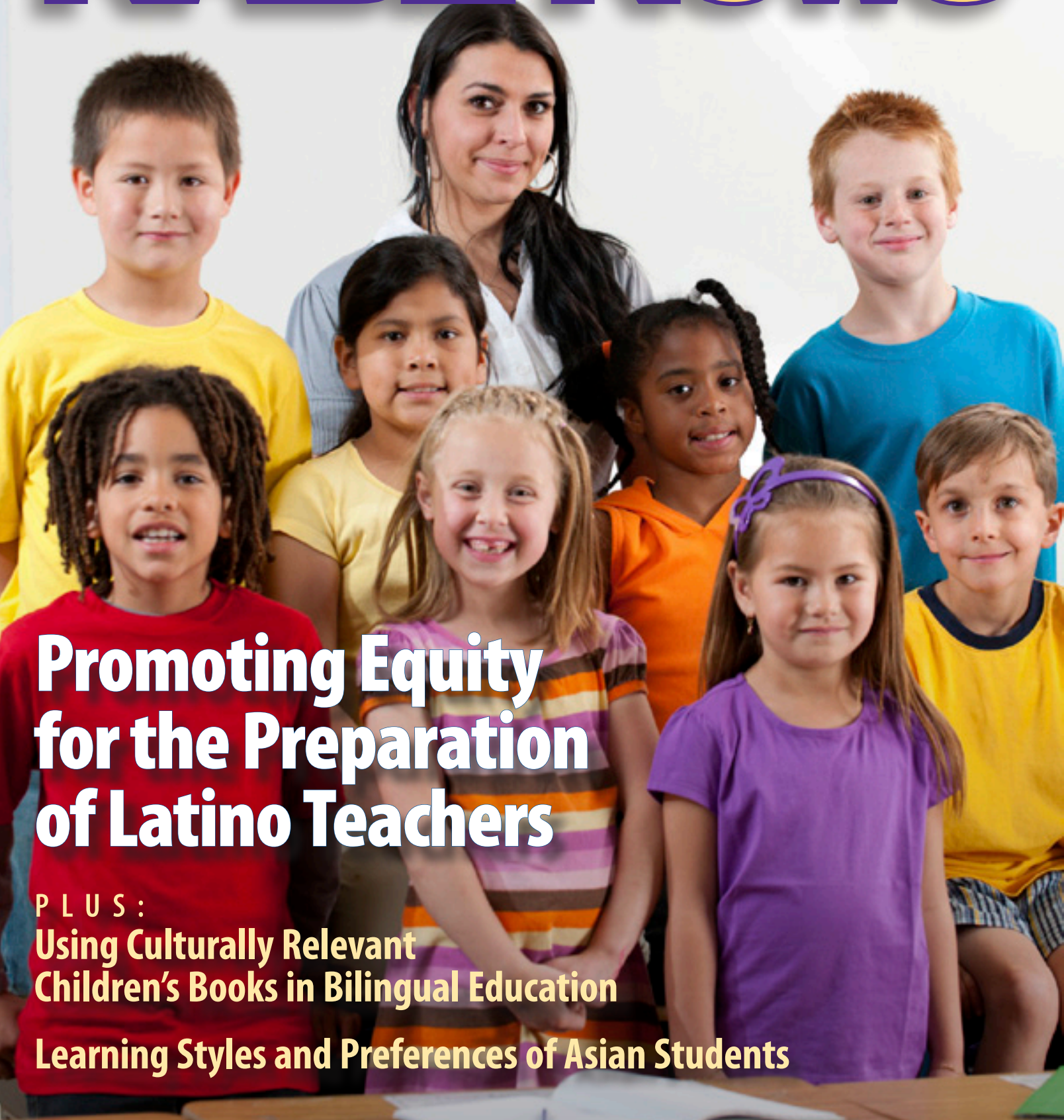


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NABE News



Promoting Equity for the Preparation of Latino Teachers

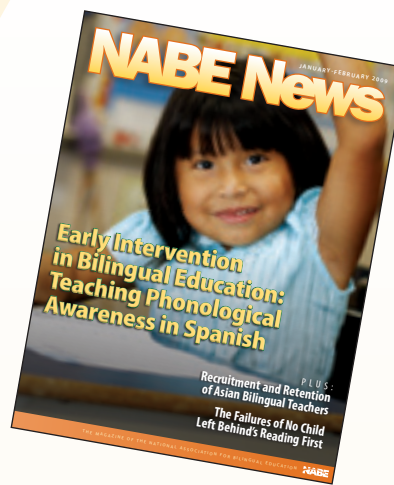
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Articles for *NABE News* must be original, concise, and accessible, with minimal use of jargon or acronyms. References, charts, and tables are permissible, although these too should be kept to a minimum. Effective articles begin with a strong "lead" paragraph that entices the reader, rather than assuming interest in the subject. They develop a few themes clearly, without undue repetition or wandering off on tangents.

The *NABE News* editors are eager to receive manuscripts on a wide range of topics related to Bilingual and English learner programs, including curriculum and instruction, effectiveness studies, professional development, school finance, parental involvement, and legislative agendas. We also welcome personal narratives and reflective essays with which readers can identify on a human as well as a professional level.

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Dr. José Agustín Ruiz-Escalante
jare21@yahoo.com

Columns are Asian and Pacific Islander Education and Indigenous Bilingual Education. (If you have other ideas for a regular column, please let us know.) These articles are somewhat shorter in length (1,000 – 1,500 words, and should be emailed to one of the editors below:

Asian and Pacific Islander Education
Dr. Clara C. Park: clara.park@csun.edu

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November/December issue must be received by October 15. Reference style should conform to Publication Manual of the American Psychological Association (5th ed.). Articles and reviews should be submitted electronically to NABE Editor, Dr. José Agustín Ruiz-Escalante at jare21@yahoo.com in a Microsoft Word file, 11 point, Times New Roman, double-spaced. Be sure to include your name, affiliation, e-mail address, phone and fax numbers.

Photographs and artwork related to the manuscript are encouraged. Please include the name of the photographer or source, along with notes explaining the photos and artwork, and written permission to use them. Photographs should be submitted as separate TIFF, or JPEG/JPG files, not as images imported into Microsoft Word or any other layout format. Resolution of 300 dpi or higher at actual size preferred, a minimum pixel dimension of 1200 x 1800 is required. (Images copied from a web page browser display are only 72 dpi in resolution and are generally not acceptable.) When in doubt, clean hard-copy images may be mailed for scanning by our design staff.

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The Magazine of the National Association for Bilingual Education

Cover Story

Academy for Teacher Excellence: Promoting Equity for the Preparation of Latino Teachers

Belinda Bustos Flores,
Lorena Claeys,
and Ellen Riojas Clark 5

Columns & Articles

Asian and Pacific Islanders Learning Style Preferences of Asian Students

Clara C. Park 9

Using Culturally Relevant Spanish/English Bilingual Books with Emergent Bilinguals

Yvonne Freeman, David Freeman,
and Ann Ebe 11

L2 Literacy Practice through Dialogue Journals

Deoksoon Kim 14

Indigenous Bilingual Education

Forming the Forms of Higher Intelligence: Further than Standards

Terese Fayden 16

Vocabulary Activities for English Learners

Mira Pak, Ph.D. 20

Dar Luz — A Transformative Vision for Bilingual Education Teacher Preparation

Belinda Bustos Flores,
Rosa Hernández Sheets,
and Ellen Riojas Clark 23

Grayson Charter School's Journey

Kathy Pon, Irma Bravo Lawrence,
and Arturo Duran 25

Departments

Letter from the President..... 4

Contributing to NABE News -
Guidelines for Writers 2

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Letter from the President



José Agustín Ruiz-Escalante
NABE Board President

I would like to extend my personal apologies to our membership for the delay of the publication of the *NABE News*. Due to our current financial situation, we made a decision to delay the publication until January 2011. Beginning with this issue, we will continue to publish the *NABE News* every two months with articles and information relevant to the needs of our bilingual learners.

Issues affecting the population we represent continue to arise. For example some state legislatures have proposed legislation similar to Arizona's SB 1070, which is anti-immigrant. Other states, like Texas, are proposing a voting ID law. Some politicians are using the current economic situation as a vehicle to attack education. For example, the Texas Legislature is contemplating raising the student teacher ratio. I have not heard the exact number but some of the discussions are to allow local school district to set their own limits.

As the anti immigrant wave continues to sweep the country in the name of national security, the battle cry of some groups is "Let's control the borders." Some local, state and national elected officials equate immigration with terrorism. If history repeats itself, we are going to see a direct attack on bilingual education and bilingual learners. The English-only movement may become popular once again. Speak English may become the slogan of politicians and right wing groups who are exploiting the possibility of denying U.S. citizenship to children born in this country to undocumented parents.

Some state and national legislators are pushing the modification of the 14th Amendment of the U.S. Constitution. The U.S. House of Representative read the entire constitution the second day of the 2011 Congress. The idea behind the reading was to remind Congress people the importance of the Constitution. However, The constitution was read to an almost empty chamber. The Constitution was read but no one was listening. They should have listen and pay attention to the 14th Amendment. Below is section 1, which grants citizenship to any person born in this country:

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

In direct violation of the 14th Amendment legislature like Arizona want to deny citizenship to a group of children. Meanwhile in Washington, DC, Sen. David Vitter from Louisiana introduced for the third year in a row and a resolution to amend the

continued on page 29 >>>

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Academy for Teacher Excellence: Promoting Equity for the Preparation of Latino Teachers

*Belinda Bustos Flores, Lorena Claeys, and Ellen Riojas Clark –
University of Texas at San Antonio*

Demographic shifts clearly show the growth of minority students, especially Bilingual Learners (BL). This has serious implications for teacher preparation programs, and little is being done at the present time to aggressively address this challenge (Flores, Clark, & Sheets, 2011). Across the country, as the population becomes increasingly diverse, solutions are being sought to address the educational gap of minority students, especially for the Latino population as the fastest growing, youngest, and the least formally educated minority group (National Center for Educational Statistics [NCES], 2007). Despite the calls and efforts for increasing the number of Latino and other diverse teacher populations, the overall projections still show that Latinos only comprise 6.9% of the entire teacher population (NCES, 2008).

It is bewildering that over the years there appears to be a need to justify the importance of ethnic representation among the teacher corps. We know that having a diverse teacher population does make a difference not only for ethnic minority students, but also for the majority student population (Meier, Wrinkle, & Polinard, 1999; Weiher, 2000). Moreover, we are well aware that ethnic minority teachers serve as role models (Villegas & Levine, 2010) and are more likely to engage in cultur-

ally relevant practices (Villegas & Levine, 2010). In 2007, Flores, Clark, Claeys, and Villarreal suggested that efforts to challenge and change the status quo must be comprehensive in nature. One such effort is the Academy for Teacher Excellence (ATE) at the University of Texas at San Antonio, which is the focus of this manuscript.

ATE, while initially established under the auspices of a Title V grant, has continued to successfully create systemic change. From the onset, ATE's goals and strategies used a

research-based framework drawn from the literature on minority student college success (Rendón, 1994; Jalomo, 1995; Padilla, 1999; Tinto, 1993) and minority teacher candidate recruitment and retention (Flores, et al., 2007; Flores, Claeys, & Wallis, 2006). Given the acute shortage of minority teachers in the profession across the nation, ATE identified as a major goal the recruitment, preparation, and retention of Latino, other minority, and low-income college students into the critical teaching shortage areas of mathematics, science, bilingual and special education. To achieve this goal, the following objectives were identified:

- 1) develop support structures that ensure teacher retention;
- 2) increase faculty knowledge and skills in the areas of diversity and technology through professional development and funded research; and
- 3) plan, design, implement, and study innovative demonstration projects for the purposes of disseminating best practices and with the intent of scaling-up innovative projects.

Commonly in teacher preparation programs, teacher candidates follow a prescribed program of study in which they take courses, are engaged in field-work, and then complete a student or clinical teaching experience. Upon completion of the program requirements, including coursework and state exit exams, teacher candidates are then recommended for teacher certification or licensure. While some programs continue to support their graduates through teacher induction, often these programs have not shown much promise (López, Lash, Schaffner, Shields, & Wagner, 2004). Noteworthy, Isenberg et al. (2009) studied one- and two-year induction programs and found no significant impact on classroom practices, student achievement, teacher retention, or satisfaction. Davis and Waite (2006) argued that extended induction programs focusing on academic rigor do impact teacher retention and satisfaction. Nevertheless, effective induction programs have the following features: selecting mentor teachers who model best practices; creating expert and novice mentoring relationships; assuming a developmental stance toward novice teachers; providing a supportive, collegial work environment; and engaging new teachers in assessment (Feiman-Nemser, Carver, Schwille, & Yusko, 1999). For bilingual teachers, it is important that mentors are matched by language and certification (Torres-Guzmán, 1997). Other key program characteristics include: (a) orientation programs, (b) quality, structured mentoring, (c) common planning time with assigned mentor, (d) intensive and ongoing professional development, (e) external network of teachers, and (f) standards-based evaluation (Whisnant, Elliot & Pynchon, 2005; Isenberg et al., 2009).

We suggest that prototypical preparation leaves much to chance in terms of teacher development, retention, and success. In addition to an interdisciplinary coursework, candidates' academic, personal, and professional development should be addressed using a holistic perspective in which they are supported through a comprehensive preparation model. ATE supports candidates through six research-based components subsequently explained.

Teacher Academy Learning Community (TALC)

TALC's overarching objective is to provide a support structure for entry or transfer undergraduate college students. Based on college retention research, which suggests that minority students often are deterred from achieving their degree-seeking goals, TALC tackles these issues within a learning community in which candidates are provided a safety net to flourish and succeed. Within the learning community, candidates' academic and personal needs are addressed vis á vis summer bridging institutes and seminars.

To date, ATE has served over 1,000 candidates, with 85% being Latino. When compared to a random sample of non-participating peers, TALC candidates' grade point average was significant higher and they were more likely to participate in extra-curricular activities (Flores et al., 2006). This study also found that the traditional learning community may not meet the needs of first-generation students because of familial and employment obligations. Hence, funding was sought to create an eCommunity to support teacher candidates. The TALC eCommunity is currently supporting 285 freshmen, sophomore, and transfer students and their 10 tutors assigned to assist with specific gate-keeping courses, such as College Algebra, Biology, Chemistry, etc. Of these, 85 are being provided Netbooks and iPhones to narrow the digital divide that occurs among Latino, other minority, and low-income students. In addition, ATE staff members are working with undecided majors to encourage them to consider the teaching profession, especially the critical teaching shortage areas.

Career Transitioning Support (Transitioning Life Stages)

Career Transitioning Support provides candidate/interns with personal and professional support as they navigate and adjust to college life, transition through different life stages, for example from student to teacher candidate or from mid-career professional to teacher. Through the LIBRE (Listen, Identify, Brainstorm, Reality-test, and Evaluate) model, candidates and interns engage in a strengths-based problem-solving process to become self-regulated learners. Over the last 5 years, student-teachers and

teacher interns have been trained using the LIBRE model (Guerra, 2006, 2009a, 2009b). Guerra noted that novices are initially concerned with personal issues. Once these issues are adequately addressed, then novices are able to move forward to deal within professional issues concerning their practices (Guerra, 2009a).

Teacher Academy Induction Learning Community (TAILC)

The TAILC supports candidates/interns commencing with their professional year (methods and student/clinical teaching semesters) and through their novice years as teachers. Specifically, TAILC approaches the retention of novices within a community of practice in which candidates, interns, and novices are provided support through their zone of professional development. To date ATE has provided induction support for 76 candidates and 142 interns; the majority (75%) being Latino. Over the last 3 years, ATE has been piloting, refining, and studying TAILC with the intent of scaling up this project to support all teacher candidates through an eCommunity of Practice. Preliminary analysis indicates that TAILC participants are becoming highly qualified, culturally efficacious teachers and are being retained.

I was a TAILC member, first generation college graduate which is amazing to come from this university and to do that and I was also named the first year teacher of the year and I couldn't have done it without my mentor. ...And so I think that's really beneficial that UTSA has a program like that that they're still keeping in touch regardless of if you are a first year or third year teacher; they want you to know that you made a great decision in continuing your education and they're going to support whichever way you go about it, but you're not going to fall through because you know, you picked a great program and a great school.

Faculty and Curriculum Development

The overall objective of this component is to engage faculty in opportunities to develop diversity and technology com-

petencies. Given that majority of teacher education faculty are white and monolingual (Ladson-Billings, 2005), the rationale for the diversity competency is that too often, faculty themselves have not been prepared to address diversity issues, have not worked with diverse populations, or have backgrounds in multicultural education (Zeichner et al. 1998). To assure that faculty were prepared to infuse diversity into their coursework, Faculty Diversity Competencies were developed for the teacher education department (See http://coehd.utsa.edu/images/uploads/Diversity_Figures.pdf). Reybold, Flores, and Rojas-Cortez's (2006) faculty development model provides a sociocultural conceptual framework to guide planning and designing of faculty development within a community of practice.

Without intentional attention to diversity issues within teacher preparation, Henkin and Steinmetz (2008) observed that student-teachers had a superficial understanding of diversity. Over a five period, professional development seminars were held in which faculty reported a high satisfaction with the content of the diversity seminars. They also reported a greater confidence in their ability to infuse diversity into the curriculum. Faculty were then required to revise their syllabus and demonstrate infusion of diversity issues in their practices. A five-year study found significant differences between the baseline student-teacher cohort and year five cohort. There was an increased cultural teaching efficacy and understanding (Flores, Keehn, Martinez, & Riojas-Cortez, 2010).

Similar to diversity, faculty are expected to infuse technology into their curriculum and promote the use of technology tools as mediums of instruction. Yet, again, often faculty do not have the knowledge and skills to effectively incorporate technology into the curriculum (Georgina & Olson, 2008; Georgina & Hosford, 2009). Currently 42 faculty members are being provided technology support and development to infuse technology tools into their practices. In addition to a Netbook and an iPhone, faculty are given a summer course buy-out to revamp their syllabus and class activities for inclusion of diversity and technology. Preliminary analysis indicates a high satisfaction among faculty in terms of their development. Faculty report an increase of

technology efficacy. Some indicated that their approaches are impacting student retention and outcome. As evident in the following reflection:

The technology training I have received this past year from ATE E3 has resulted in significant changes in the way I teach my courses. I have recently learned to use the forums for class discussions and have also learned to use other tools, such as Jing, for providing visual and audio explanations of teaching ideas via Moodle. In addition, my students in one course complete an online activity about teaching culturally and linguistically diverse students...

Another faculty reflects on changes:

In terms of my teaching, ATE has made me raise the bar tremendously in all levels of my teaching (undergrad, master's and doctoral courses). I took the plunge this year and changed several things in each of my classes that were clearly derived from ATE: in my undergrad bilingual teacher prep course I no longer require a written community ethnography; instead it is a digital story of the community's funds of knowledge researched and created by bilingual, Latino undergrads. They benefit and I benefit by the incorporation of this technologically-advanced assignment.

Through a community of learners approach, faculty are acquiring diverse ways of thinking and using technology tools; they are developing digital literacies. Further research is needed in this area to examine the long term impact on teacher candidates and their practices.

Faculty Research Development

To create systemic change within teacher preparation, ATE supports faculty and doctoral students through mini-grant opportunities. Specifically, calls for proposals request that specifically address minority issues concerning teacher recruitment, development, retention, and effectiveness in relation to Latino student issues and success. These calls have led to faculty collaboration across departments in which fac-

ulty with differing expertise examine issues from an interdisciplinary lens. One such example is research on technology adaptation on second language learners' discourse within a science classroom (Langman & Fies, 2010). In addition to the dissemination of information, strategies, and lessons-learned, the intent is to transform faculty practices for preparing teacher candidates for the diverse classrooms.

Community and School Partnerships

In forming community and school partnerships, ATE's objective is to maximize synergy among partners to remove institutional barriers and to ensure Latino, other minority, and low-income student retention and success (Flores & Claeys, 2011). While collaborative partnerships with school districts are essential for providing mentoring and supervision throughout the teacher candidates' field experiences, student teaching, and first year of teaching, ATE also sees the value of collaborating with partners, such as community colleges and other University offices that play a critical role, either directly or indirectly, in supporting teacher candidates. Latino undergraduates are likely to begin their college career at the community college (Melguizo, 2009; Santiago, 2007). However, issues arise that often deter the bachelor degree-seeking students in achieving their goals. Whether these issues are academic, familial, or financial, in order to increase the ethnic representation of Latinos in the teaching profession, it is important to work in tandem with various entities. ATE collaborative partnership exemplars include: a) with a local community college to ease the transition from the community college to the university; b) established an ENLACE (network) with other University departments and offices to promote the retention of teacher candidates; d) collaborations with Office of P-20, College of Engineering, and the Pre-engineering Program (PREP) in which teacher interns were able to observe and work with master Mathematics and Science college and school faculty; and e) promotion of digital literacies through La Clase Mágica, which supplies Netbooks and iPhones to bilingual education teacher candidates as instructional tools to use at an afterschool program at an elementary school.

Conclusion

As the calls for greater accountability of teacher education programs, teacher educators must find solutions to address plaguing educational inequities. ATE through its work continues to promote education equity for Latino students across the P-20 spectrum. As a support structure it is poised to create systemic change and transformation has occurred. Yet much work still needs to occur for long-term impact on educational practices and student achievement. Further, to sustain change, ATE needs to continue to lead in research and innovation. ATE will continue to engage in research examining ATE's comprehensive teacher preparation model and the innovative demonstration projects. Also, doctoral students and other faculty will be engaged in interdisciplinary research, and disseminate findings across the nation. In addition, ATE will seek additional funding for research and for scaling-up these innovative demonstration projects. In promoting scholarship and innovation, equity permeates and transformation is sustained. ★

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Learning Style Preferences of Asian Students

Clara C. Park, *Cal. State Univ., Northridge*

This study investigated the four basic learning styles (auditory, visual, kinesthetic, and tactile) and preferences for group and individual learning of Asian (Chinese, Filipino, Korean, and Vietnamese) students in secondary schools and compared them with those of White students based upon 803 cases collected from 10 high schools in California. For statistical procedure, multivariate analysis of variance (SPSS MANOVA), univariate F-tests, and post hoc multiple comparisons of means tests (Scheffe test) were used. Reid's (1987) self-reporting questionnaire of perceptual learning styles was used. This is the first comparative study of learning style preferences between Asian American and white students in secondary schools. The findings of this research shed important light on the organization of instructional activities, curriculum development, and teacher training.

Learning styles are broadly described as "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (Keefe, 1979, p. 4). More specifically, style refers to a pervasive quality in the learning strategies or the learning behavior of an individual, "a quality that persists though content may change" (Fischer & Fischer, 1979, p. 245). Schools that addressed the learning styles of previously underachieving American youngsters showed significantly increased achievement test scores and improved the students' attitudes toward school. Similar responsiveness to the learning style preferences of Asian American English learners may increase their school achievement. Asian American students are an expanding ethnic group in U.S. public schools. The majority of Chinese, Koreans, and Filipinos immigrated to this country after 1965 although they have long American roots prior to the Immigration Reform Act of

1965. However, Vietnamese are new immigrants who came to the United States in the 1970s mainly as refugees.

Asian Americans, Chinese and Koreans especially and to a certain extent Filipinos and Vietnamese, have distinct cultural values, such as conformity to authority and

The classroom talk is dominated by the teacher. Thus, Asian students come from a highly controlled and structured classroom environment to a more open and flexible American classroom environment where small group activities and free discussions are encouraged (Park, 1999).

Schools that addressed the learning styles of previously underachieving American youngsters showed significantly increased achievement test scores and improved the students' attitudes toward school.

respect for elders, taciturnity, strong social hierarchy, male dominance, and a high emphasis on learning which are deeply rooted in the Confucian tradition. These cultural traits are exhibited in family socialization practices. In general, Asian American students tend to be passive and nonverbal and rarely initiate class discussions until they are called on. It is because reticence and humility are highly valued Asian cultural traits. Therefore, they do not want to show off what they know nor do they want to lose their face in case their answers are not correct (Park, 1999). In Asian classrooms there are hardly any experiential and interactive learning activities, nor small group activities (Park, 1999). Asian students are apt to learn through rote memorization. They usually listen to a teacher's lecture, take copious notes, and answer teachers' questions. Asian students are taught to be polite and are encouraged to remain silent.

Moreover, there is significant cultural diversity observed within these Asian American groups. In general, Chinese and Korean students tend to be highly competitive and individualistic, due to their parents' stress upon academic excellence, which often means striving to be the best in class (Park, 2003). For Chinese and Koreans, and to some extent Vietnamese and Filipinos, the Confucian philosophy is very much alive and sets a powerful interpersonal norm for daily behaviors, attitudes, and practices that demand reflection, moderation, persistence, humility, obedience to superiors, and stoic response to pain. The great majority of Chinese and Korean students have had a solid pre-immigration schooling experience (Park, 1991), while many Vietnamese students experienced interrupted schooling prior to their immigration to this country (Trueba, Cheng, & Ima, 1993). On the other hand, Filipino students bring with

In order to provide a viable educational environment for all students, teachers are encouraged to identify the learning styles of their students, match their teaching styles to students' learning styles for difficult tasks, and strengthen weaker learning styles through easier tasks and drills.

them very diverse linguistic skills in English and varied educational backgrounds. Public education at the elementary level is compulsory in the Philippines, although it is often not enforced (Trueba, Cheng, & Ima, 1993). Many Filipinos are direct descendants of Spaniards who conquered the Philippines and are, therefore, Christians; others are black Africans who represent several racial types. As such, the Filipinos are highly diversified ethnically and racially.

Due to these diverse backgrounds, Asian American students show different academic needs and patterns. In order to help close the achievement gap among various Asian American student groups, to reduce their dropout rates, and to meet the different needs of these students, it is crucial that they are provided a viable educational environment by first identifying the preferred learning styles of Asian American students.

Findings and Implications

The findings of this study shed important light on the learning style preferences of Asian students in secondary students and have great implications for educators. Asian students favor a variety of instructional strategies. They exhibit either major or minor learning style preferences for all four basic perceptual learning styles (auditory, visual, kinesthetic and tactile) and individual learning except for group learning style.

Chinese, Filipino, and Korean students appear to be visual learners. Therefore, teachers are encouraged to use more visual materials to provide effective instruction for these Asian American students. Writing the lecture content on the blackboard, showing films and videos, using charts, character webs, graphs, computer graphics, graphic organizers, semantic maps, and other materials that can visualize instructional content

appear to be helpful to these students.

Korean and Chinese students, like white students, do not prefer group learning, while Filipino and Vietnamese students do. This means that cooperative learning activities in small groups appear to match the learning style preferences of Filipino and Vietnamese students, but a mismatch for Chinese, Korean, and white students. Therefore, teachers need to be careful when placing newly arrived Korean or Chinese students in small groups. They might want to put them in pairs rather than in groups during their initial adjustment period and between the same sexes rather than between boys and girls, because most Korean and Chinese boys and girls go to separate middle and high schools in their native countries and still tend to hold traditional concepts of separation between sexes. Korean or Chinese students who are new to this country may initially feel uncomfortable about working closely with the opposite sex in small groups and contribute less than they are capable of.

All ethnic groups in the current study indicate major preferences for kinesthetic learning and minor preferences for tactile learning. Educators are encouraged to plan instructional activities for them to learn by doing and develop curricular materials that will require whole body involvement and provide experiential and interactive learning. For example, teachers may have students conduct interviews of real people in the community, then write an "I-Search Paper," or have a debate on a focus issue based on their research in social studies or literature class. In a math or science class, teachers may use materials that will engage both their mind and body, such as content-related computer games, or provide laboratory experiments to write about. Also, hands-on activities such as math manipulatives, algebra and integer

tiles, geoboards, task cards, electroboards, flipcharts, and computer-assisted instruction will greatly assist all students, especially Vietnamese students. These findings have great implications for materials development and teacher education.

In order to provide a viable educational environment for all students, teachers are encouraged to identify the learning styles of their students, match their teaching styles to students' learning styles for difficult tasks, and strengthen weaker learning styles through easier tasks and drills.

In addition, teachers are also encouraged to teach students diverse and specific learning strategies to improve their academic performance, especially because the majority of them plan to go to college (Park, 1991, 2003)7b. ★

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Note:

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Using Culturally Relevant Spanish/English Bilingual Books with Emergent Bilinguals

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I can't use bilingual books with my students because they have both English and Spanish in the same book. That's like concurrent translation.

There are so many wonderful bilingual books, but how can I use them with my students effectively if I'm supposed to keep the two languages separate?

Over the years, we have had questions like these posed to us by bilingual teachers when we have promoted culturally relevant bilingual books (Paulson & Freeman, 2003) in our talks and in our writing. While we agree with teachers that concurrent translation, moving back and forth between languages, is ineffective because students only pay attention to their stronger language, we are also convinced that bilingual books have a place in classrooms. This is especially true now that so many high quality culturally relevant Spanish/English bilingual books are available.

In this article we discuss three false assumptions about bilingualism. Then, we describe different types of bilingual books. Finally, we show how teachers can use bilingual books to increase students' biliteracy. We illustrate each point with examples of bilingual books.

Three Commonly-Held False Assumptions

One commonly-held assumption is that a goal of bilingual education is to produce balanced bilinguals. A balanced bilingual is someone who is equally competent in two languages. However, since the 1960s

sociolinguistic studies (Grosjean, 2010) have shown that "most bilinguals use their languages for different purposes, in different situations, with different people" (p.21). In fact, the level of fluency that bilinguals attain in either language depends on the need they have for the language in a particular context.

In the past, we pictured the two languages of a bilingual as being like the two wheels of a bicycle that work together equally to carry a rider. The wheels move in tandem and are exactly alike. This is the image of a balanced bilingual. The two languages do exactly the same work and are developed to the same level. Currently, bilingualism is visualized differently as an all-terrain vehicle (Garcia, 2010; García, 2009). The wheels may move in different directions. They go up and down independently to accommodate the terrain they pass over. In the same way, the two languages of a bilingual engage to meet the different contexts in which the individual uses the two languages.

For example, in South Texas many bilinguals we know use Spanish when they pray or communicate with family and friends, and they use English at work. However, in any of these settings they also use the other language when it is appropriate. A bilingual

clerk in a department store will switch languages depending on the customer. With in-laws who don't speak Spanish, they speak English, and when they socialize at work with other bilinguals, they speak Spanish. Like the all-terrain vehicle, they use their languages to negotiate the terrain.

Since bilinguals regularly use the two languages in different contexts, they develop the vocabulary and syntax in each language they need to function in contexts in which they use that language. Their two languages develop differently to meet different needs. Bilinguals gain greater proficiency in one of the languages when the need arises. In school, for example, most bilinguals develop English for academic purposes. Many students in English-only programs would have great trouble completing homework in social studies or science in Spanish since all their instruction in those subjects has been in English. They are not balanced bilinguals who have developed their two languages equally.

A good example of how languages develop differently comes from a colleague of ours who is a professor of bilingual education. He can explain bilingual education much better in English than in Spanish because he only teaches his graduate classes

on bilingual education in English. He hasn't developed many of the technical terms to explain second language acquisition in Spanish. On the other hand, he can explain the benefits of bilingual education to Spanish-speaking parents more fluently in Spanish than in English. He engages his two languages differently just as an all-terrain vehicle's wheels engage differently as the vehicle moves over uneven territory.

A good example, of a bilingual book in which the main character uses her two languages in different settings for different purposes is Alma Flor Ada's *Me llamo María Isabel / My Name is María Isabel* (1993a, 1993b). This chapter book tells about a girl's first experiences in school in the U.S. when the teacher changes her name from María Isabel to Mary López because there are too many Marías in the class. At school and in discussing school subjects, María uses English, and at home, talking with her family, she uses Spanish. María is not a balanced bilingual in the usual sense. Instead, she develops her two languages to meet the needs of communication in different contexts.

A second misconception that many teachers of bilingual students hold is the no translation assumption (Cummins, 2007). While translation is discouraged in classrooms, there have been many studies showing that bilingual children are quite highly skilled translators who serve as language brokers for their parents and other adults (Orellano, Renolds, Dorner, & Meza, 2003).

The bilingual book *Pepita habla dos veces / Pepita Talks Twice* (Dumas-Lachtman, 1995) brings out both the skills and the difficulty young bilinguals have when they are called upon to be translators. Pepita is asked so often by family and neighbors to translate that she decides it is too hard so she is only going to speak English. However, she discovers that using her bilingual abilities is very important as she saves her dog from being hit by a car. When the dog doesn't respond to English commands, Pepita calls to him in Spanish.

While students like Pepita have developed sophisticated translation skills, often helping adults with important business transaction, schools seldom draw on these skills or even acknowledge them (R. T. Jiménez, 2000b, 2005). Cummins (2007) suggests that using translation in the classroom promotes the acquisition of English

as teachers and students translate important messages. Translation promotes biliteracy development when students write and translate their own books. In addition, when bilinguals show their abilities, they are more valued by monolingual English-speaking peers, and they develop their self esteem.

A final, and perhaps more controversial false assumption is what Cummins (2007) has called the two solitudes assumption. This assumption holds that as students are learning in two languages, the two languages should be kept separate at all times. While Cummins acknowledges that it is important to keep largely separate spaces as students learn in the two languages, "there are also compelling arguments to be made for creating a shared or interdependent space for the promotion of language awareness and cross-language cognitive processing" (p. 229).

Students should be able to draw upon all their linguistic resources while they learn. García (2010) supports Cummins' argument when she points out that any bilingual education approach that "does not acknowledge and build upon the hybrid language practices in bilingual communities is more concerned with controlling language behavior than in educating" (p.5). Cummins explains the importance of allowing students to use both languages by drawing on cognates, producing bilingual books and multimedia projects, and engaging "in technology-mediated sister class exchanges using L1 and L2" (p.230).

An example of a project in which students produced a bilingual book is *Soy de dos lugares* and *I am of Two Places* (Carden & Cappellini, 1997a, 1997b). Bilingual elementary school children wrote and illustrated their own bilingual poems about how it feels to be bilingual. A good example is the poem, "*Corazón Partido*" ("Divided Heart," written by Lorena Lozada. The young author writes about her divided heart with the lines, "*Quiero estar allá pero me gusta más aquí. Siento que me corazón está partido*" (p.24).

These three false assumptions have kept some teachers from using bilingual books. However, current research shows that bilinguals are not actually "balanced," that they use their two languages to translate, and that there are times when students benefit by using both their languages together. The many high-quality bilingual books come in different formats and can be used in different ways.

Types of Bilingual Books

There are three types of bilingual books. In some cases there are two separate versions of a book, one in English and one in Spanish. The two books are exactly alike, including the cover and the illustrations, except that they are written in different languages. For instance, *I Love Saturdays and Domingos* and *Me gustan los Saturdays y domingos* (Ada, 2002, 2004) are separate books that tell of a young girl who spends Saturdays with her English-speaking grandparents and los domingos with her Spanish-speaking grandparents. Many emergent bilinguals can relate to the young girl in the story.

The flip book is organized differently. A reader can read the book in one language or flip the book over to read it in the other language. *Yum! ¡MmMm! ¡Qué rico! Brotes de las Américas / Yum! ¡MmMm! ¡Qué rico! America's Sproutings* (Mora, 2007) is a flip book of Haiku poetry about crops of both North and South America and includes informative narratives about them as well. As with separate books, the illustrations, pagination, and covers of these flip books are the same for both versions.

However, the majority of bilingual books are published as a single book with both Spanish and English text on the same page or on facing pages. The story teller, Joe Hayes, has provided many books formatted like this including *A Spoon for Every Bite / Una cuchara para cada bocada* (Hayes, 2005), the tale of a conceited rich man who spends his fortune buying spoons when his poor neighbors tell him about someone who uses a different spoon for every bite. The story's twist is that the spoons the poor neighbor refers to are tortillas used for scooping up food.

Uses of Bilingual books

Bilingual books can be used in a variety of ways. They can provide students a preview in the first language of the text to be read in the second language, they can serve as a resource when comprehension starts to break down, and they can provide opportunities for linguistic investigations and cognate activities.

Vela's *Cuando regresa mi papa* (2008a) is an excellent limited text patterned book for young readers that could be read and discussed with native Spanish speakers first in Spanish as a preview for the English version, *When My Dad Comes Home* (Vela, 2008b).

This is the story of a young boy whose father is away in the Middle East in the military. The boy keeps imagining what he will do with his father when he returns. Once Spanish-speaking students have read and discussed the book in their first language, they will better understand the English version. The first language preview makes the second language version more comprehensible.

La Mariposa, (F. Jiménez, 1998), available in both Spanish and English, is taken from Jimenez' chapter book, *The Circuit* (F. Jiménez, 1997). In *La Mariposa* the author recounts his own difficult experience entering first grade as a monolingual Spanish speaker. This book is one that many Spanish-speaking children connect with. Previewing and discussing it first in Spanish would give Spanish-speaking children the opportunity to share their own experiences and feelings in their first language before they read the story in English. Because this story is so powerful, the preview would help students more fully engage in the English version and extend their understanding of both languages. In fact, the entire book, *The Circuit*, is often read in secondary schools with students because it connects so well to the Mexican American experience. For native Spanish-speaking students, reading this novel, *Cajas de carton*, (F. Jiménez, 2000) in Spanish provides important background for reading the novel in English. In dual language classes, teachers could read the English version first to provide a preview for English speakers of the Spanish version.

Secondly, bilingual books can serve as a resource for understanding the second language. When students struggle with an important idea in a book, they can look at the first language text to be sure they are on the right track. Then they can return to reading in the second language. A good example of a bilingual book that could serve as a resource is *Lucha libre: The Man in the Silver Mask* (X. Garza, 2005). Boys would be motivated to try to read this book about Mexican wrestling contests in their second language, and they could check difficult passages by looking at the text in their first language. For girls, an engaging story is *Super Cilantro Girl/ La superniña del cilantro* (Herrera, 2003). In this story, a girl worries because her mother goes across the border into Mexico and does not return. The heroine, Esmeralda, picks cilantro leaves and wishes that she could go across the mountains and bring her moth-

er back. She grows bigger, turns green, and flies to save her mother. She awakes the next day and her mother is home. Readers wonder if this really happened or was just a dream. Students could read the story in their second language and then check their understanding by reviewing the text in their first language.

A third use for bilingual books is linguistic investigation. When students are learning a second language, it is interesting for them to compare and contrast their native language with the language they are learning. For example, they could compare sentences in the two languages to identify differences in word order. Even in the title of *A Perfect Season for Dreaming/ Un tiempo perfecto para sonar* (Sáenz, 2008) the adjective perfect precedes the noun in English but perfect follows the noun in Spanish. This beautifully illustrated tale is about a grandfather who dreams about traveling armadillos, a mariachi band of dogs, flying pigs and piñatas. He only shares his strange imaginings with his granddaughter. She, of all the people around him, understands. Throughout the book there are many examples of descriptive words with differing word order.

Students can also use bilingual books to investigate cognates, words related in origin that have the same or similar meanings in different languages. So, for example, family in English is familia in Spanish. Finding cognates is facilitated when the texts of both languages are on the same page as in Carmen Lomas Garza's books about the life experiences of Mexican Americans living in the U.S., *In My Family: En mi familia* (1996) and *Family Pictures: Cuadros de familia* (1990). Students could also find false cognates, words that look similar but have different meanings like *asistir* meaning to attend not to assist or help or the famous *embarazado*, meaning pregnant, not embarrassed.

Conclusion

When bilingual teachers use culturally relevant bilingual books, they offer their students more opportunities to become both bilingual and biliterate. Teachers can use bilingual books to provide a first-language preview, as a resource to build comprehension, or as a source of data for linguistic investigations. Bilinguals naturally use both their languages as they communicate in different settings. Their languages are not separate and the two languages develop in different ways. While there are times that languages should be kept

separate for instruction, there are also times when the two languages should be brought together. Bilingual books bring the two languages together in ways that teachers can use to help emergent bilinguals develop literacy in both their languages. ★

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L2 Literacy Practice through Dialogue Journals

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Q Do you practice your first- (L1) or second-language (L2) literacy on a daily basis?

A English learners constantly and dynamically practice their L2 literacy, but relatively few studies have examined English learners' daily literacy events such as dialogue journals, where literacy is a 'mosaic of utterances' (Bakhtin, 1986).

Dialogue journals weave together both the teacher's and the student's craft and art (Payton & Reed, 1990), based upon authentic conversations between the two, and promote mutuality between them, increasing the shared understanding of experience, and maintaining the values of respect, trust, and cooperation. The journals are meant to be a channel for self-expression, and an opening to share opinions about events and express feelings openly. Peregoy and Boyle (2008) emphasized that, by sharing writing and drawings, dialogue journals also offer a useful resource for examining clear sequences of L2 literacy practice, revealing an English learner's insightful mindsets and inviting the teacher's responses. Dialogue journals for young children are often constructed with three main components: writings, drawings, and the teacher's regular responses.

According to Bakhtin (1986), dialogue journals can be seen as dynamic and continual utterances between two people: dialogues. They demonstrate an English learner's meaning construction while engaging in a writing activity. Drawings leave a more permanent record of the learner's thought processes. As a medium, drawings, represented by images in dialogue journals, are a different form of literacy and are used

to help create deeper understandings of dialogues as another core part of written forms (Unsworth, 2001).

We consider L2 literacy practice to be a set of cultural practices and a product of cultural activities in a situated context. Gee (2002) said that learners in this situated context learn language by exchanging meanings. According to Bakhtin (1986), literacy, as an utterance, consists of three trajectories: the speaker, the active listener, and the situated boundary. Bakhtin's dialogue, taken as an utterance, creates new meanings. This continuity becomes dialogue. Dialogue is an invitation to think and produce meaning. Through meaningful L2 literacy practices, an English learner becomes "a core of self" which is closely linked to his/her social identity (Gee, 2002) - a being recognized by someone or recognizing him or herself (Kim, 2009).

The purpose of this study was to investigate the English learners' dialogic processes based on writing and drawing. The study had two research questions:

1. In what ways does an English learner engage in dialogue journals while practicing English (L2) literacy?
2. How does the English learner utilize dialogue journals, such as writing and drawing, to develop L2 literacy?

Methodology

This qualitative case study examined a first grader, Andrew's English (L2) writing process and his cognition, based on his dialogue journals. Andrew from Korea and his teacher, Ms. Lee, wrote on a regular basis for 10 months, beginning right after Andrew's arrival over the course of the research period. The five data venues included Andrew's dialogue journals (a total of 140 entries written at home and school), his drawings, his teacher's feedback in his dialogue journals, an interview with an ESL learner, and an interview with Andrew's father. I analyzed the drawings (image representation) using Unsworth's (2001) techniques and the journals based on the qualitative research data analysis and grounded theory as expounded by Lincoln and Guba (1985). Andrew's dialogue journals were helpful for listening to his emic voices. I also developed a thick description through narrative, simultaneously confirming the trustworthiness of the study (Lincoln & Guba, 1985).

Findings

The two emergent themes included (a) Andrew as an author, (b) teacher as an active listener within the boundary constructed by dialogue journals.

Andrew as an Emerging Author

Andrew recognized himself as an emerging author from the first day of writing. As an author, he drew about himself and his mother in the airplane moving to a new country. He wrote “NLAB” which represented ‘airplane’ showing his substantial experience and his language proficiency upon his arrival. Three main subthemes within his journals were cultural backgrounds (e.g., Korea, Taekwondo—Korean martial arts), sports (e.g., soccer), and various genres of writing (e.g., mystery story, riddles, jokes, scientific stories). Most of the topics revealed his cultural background along with his interests. In a Taekwondo entry, Andrew showed his pride of being Korean and showed a connection to social activity, filling him with confidence and pride. In his writing, he described his energy as “Oh Ya” with his active emotion in the entry ringing clear in my ear as I read the entry.

Later, Andrew explored various writing genres such as scientific stories, riddles, jokes, and mystery stories. For example, Andrew wrote and drew a ghost story. By showing scary participants in the picture, he developed the content of the story as a genre. He also recognized the audience in this entry. Thus, this picture contains more transactional images (Unsworth, 2001) for the audience to convey how the response occurs while viewing the text and drawings. Andrew also explained the story context: “Ohhoh” and “I—th—ink i-s a –re le- goght!” I sensed his evaluation as well his real emotional expression from his use of hyphens in the sentence. He also offered content knowledge of the principle of the Moon in his scientific story called “Ms. Lee is in the Moon.” Using various vocabularies, Andrew developed more complex sentences. The entries not only showed the integration of visual representations and written journals, but also the influence between the two. Andrew’s drawings were platforms, showing his thinking processes and his aesthetic communication with his teacher. Andrew understood the audience; he crafted scientific stories, riddles, or jokes in sequences. This showed concrete evidence of how Andrew, as an English learner, developed his language and content simultaneously.

Teacher as an Active Listener

Ms. Lee, Andrew’s teacher was a skilled active listener. She listened as Andrew talked through his writings and drawings; she

responded positively and actively. Andrew often said he was waiting for Ms. Lee’s responses, indicating his engagement.

As I read Ms. Lee’s notes, I understood that her feedback and comments occurred in certain patterns. Ms. Lee’s active responses empowered Andrew’s writing and L2 literacy process, and he consequently obtained new information, practicing his vocabulary, writing style, and genres of writing. Ms. Lee responded to Andrew’s dialogue journals in six categories: praising or encouragement (e.g., I like your pictures! Good story!), using Andrew’s ideas (e.g., Do you like to play soccer?), asking questions (e.g., How was the mystery solved?), giving information (e.g., Milk group foods will make you powerful and strong), correcting without rejecting (Are you inside the rocket ship? Watch out for those fire rocks!), and giving direction (e.g., Does anyone live in the Moon?). Obviously, Ms. Lee’s comments were integral for scaffolding Andrew’s ideas or concepts. “Ms. Lee is in the moon” was the best example of Andrew’s content knowledge development in science through dialogue journal activities.

Discussion/ Conclusion

This study revealed the power of dialogue between the learner, the teacher, and the task. Andrew, the subject in this study dialogued with his cultural background and his personal interests at the beginning of this task, and moved to various genres to engage in a deeper dialogue. Andrew was an emerging author and recognized himself as a writer. Andrew was in “a core of self,” recognizing his dynamic identity (Gee, 2002) as a learner, author, and the teacher’s partner. He was empowered: He knew, enjoyed, and articulated his strengths as an English learner, invoking his own cultural knowledge, experiences, and innovative ideas. He positioned himself as an author in the center of this dialogue, asking the teacher to be his audience, to evoke empathy, and to promote equal partnership.

Even as his teacher guided him through her responses, Andrew, an active learner, was concurrently giving his attention and indication to the teacher. The power of discourse was channeled into a partnership between Andrew, the learner and Ms. Lee, the teacher. The teacher became a member of Andrew’s learning community, engaging,

asking questions, laughing with Andrew’s humors, giving directions and guidance, and sharing information. Ms. Lee promoted dialogues with her pupil through her private and non-judgmental responses. She continuously dialogued with Andrew without any rejection, but encouraging his ability and offered to be his partner. Through her short but powerful responses, Andrew read, dialogued, and socialized through this authentic writing activity.

Andrew recognized his identity as he developed an ownership of his learning and became a member of the mutually-understanding society. Andrew developed his language and content by expanding his thinking cycle through practicing L2 literacy. Andrew’s drawings in dialogue journals showed the interrelationship between L2 literacy, L2 content learning, and the learner’s ownership of learning. The drawings in his dialogue journals revealed his aesthetic mindsets, personality, and celebration of authorship. He developed competence and confidence corresponding to his content knowledge and its practice through L2 learning practice. The findings of this qualitative study show that integrating language and content instruction across the curriculum through the use of authentic daily writing activities, i.e., dialogue journals will greatly help improve and reinforce English learners’ L2 literacy development. ★

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Forming the Forms of Higher Intelligence: Further than Standards

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Many minority children are being taught by their teachers in ways that focus on promoting good results on standardized tests. I teach in a southwestern school that serves American Indian and Hispanic youth and can attest that since the advent of the No Child Left Behind (NCLB) Act, the stakes have become high for the schools to achieve respectable outcomes on these exams. If schools don't make AYP (Annual Yearly Progress), everyone's job is threatened and the schools can eventually be taken over by the state, which can fire the staff. While it may be important for students to perform well on tests, doing well on tests doesn't necessarily originate from good education.

For the last few years, the trend has been to teach to the test and only teach those items that will be tested. For example, as a result of poor math scores, math standards that are being tested are those emphasized, and teachers are explicitly directed by their school administrators and coaches to concentrate only on those items, resulting in a narrowed curriculum. Teachers often make statements such as "I won't waste time teaching (this or that) because it won't be on the test," unaware that they are depriving children of a rich and varied curriculum.

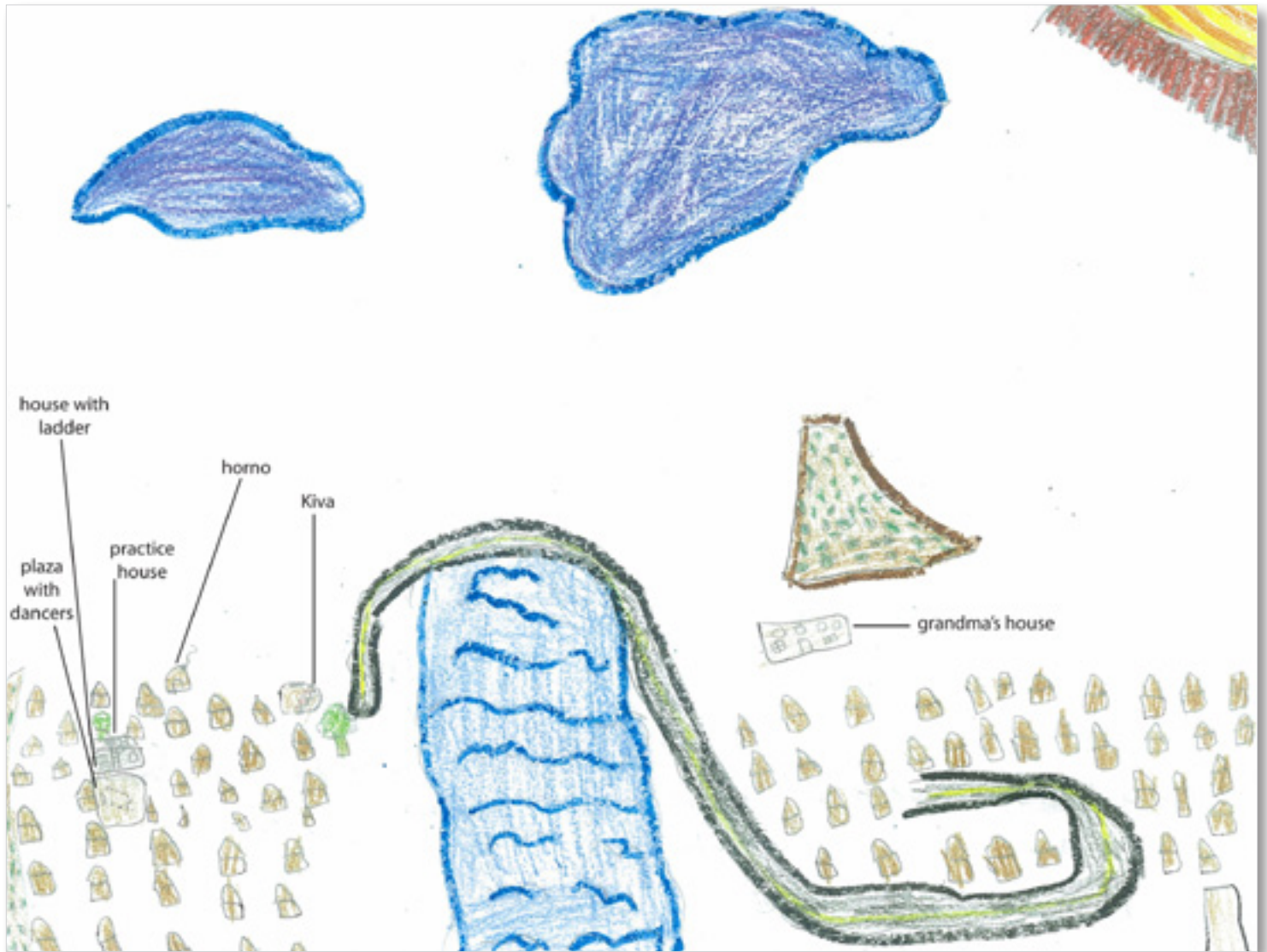
Social studies have gotten the least attention by teachers of minority groups because

it is not yet tested. Teachers complain that there is no time for such "extras." In opposition to this curriculum narrowing, I constantly strive to impart a thinking curricula for the children. In this paper, I outline a project that I did with my first graders that I call "Land and water forms," which is basically a study of maps. Although the children learned a great deal about social studies, it was not my main point to emphasize particulars; rather the goal was to have the students develop the structures that promote higher order thinking, which is advanced through observing similarities and differences, generalizing from specifics, making plans

and problem solving, and using rational thinking. In all, I will show that relating the students' cultures to "school" subject matter provides repeated opportunities to increase the children's mental development.

We started our theme by learning the cardinal directions. The directions are pervasive in Pueblo Indian culture and ceremonials in New Mexico and Arizona, where each point is associated with particular colors and animals (Dozier, 1970). Signs were posted in the classroom, labeling North, East, South and West. We discussed them as locations. The children started to use the points in conversation with others: "I am in the south of the room;" "Maria, go to the west of the room to get your book." We drew and discussed the compass rose and looked at many of them on various maps. We made a class map of the room: The children drew and cut out tables, chairs, shelves, dry erase boards, teacher desk, computers, and other items in the room. They drew little paper books, pencils, and other accoutrements of the classroom. They placed and then pasted the items to the class map, using as their guide, the cardinal directions labeled in the room. When the map was finished, they wanted to represent themselves in the diagram. One of the children grabbed some playdough and made "himself" and

Figure A. one child's map of the Pueblo Indian village, where she lives



placed his replica by the paper listening center bench, one of his favorite places in the room. Next, many others clamored for a piece of clay, making themselves and friends and soon what had been a two dimensional map became three dimensional as they recreated the children in the class and placed them in various locations, noting the particular direction.

My students were learning that maps used *symbols*. This is no small matter, for the ability to symbolize is a vital aspect of literacy making. In the beginning, when we looked at a globe, when told it was representative of the world, they thought it was the world. One child asked how we could fit on it and another asked if we were small *like ants*. Thus, in the beginning, maps are more likely to be understood than the globe as symbols when brought down to a concrete level; the child being able to actually

work the concept through vehicles such as discussion, and using the arts, etc. in this instance, through things they know, such as what constitutes elements in a classroom. Of course this is true for any learning and the teacher should keep this in mind, knowing abstract ideas can be made understandable to young children but they must have opportunities to manipulate the concept. Understanding the symbol of the map is gradual but understandable as the children manipulated real factors but the globe was a challenge because students did not yet have a concept of the world as a sphere that we are all standing on. As the children became more cognizant of symbolic geography, they became better able to grasp the conception of the globe, and, by the end of our study, understood it as the representation that it is.

After we made our class map, the children became very interested in making

symbols of their own personal world. Next, I asked the children to make maps of their communities. Figure A above represents one child's map of the Pueblo Indian village, where she lives. In the village, the children are used to freely roaming about, for it is an area that is separate and strangers are quickly noticed and reported to others. This map making of their environment afforded the students the opportunity of making sense of specific locations in relation to the whole, seeing a particular place as a part of the entire environment. For example, they may have walked to a friend's house but they probably didn't consciously perceive a specific place as part of the whole. In this way, the children's thinking is challenged so that they may increase their perception of things.

I was not as concerned for the accuracy of the map as I was for the children to abstract their thinking and develop their

use of using rational thought through planning, a key aspect of intellectual growth. In Figure A, the child has drawn the quintessential proceedings of her culture, so that the assignment broadened to be a map of her social and ethnic life as well as a map of her physical surroundings. In this process, she became accustomed to using logical thoughts in order to plan. Through this activity the children learned to "think big" about their environment by putting small features into the whole. This map has the requisite (for this area) sun, clouds and mountain. Her description begins moving her hand across the depiction: "These are all the houses" as indeed, the many houses in the village are concentrated like that. Central in the child's map is the Rio Grande River and "that's the road across the river" drawn in exquisite detail complete with a yellow line, solid in some of the areas and broken at others.

Drawings become not mere renditions of the child's impressions but actual tableaux for thinking. She had to go back in time (memory) and visualize the road in all its detail. Next, when the child used the river as a dividing point for two sides of the town, telling me that "My grandma lives on that side [East] and we live on the other side [West], which is the "village" proper, she was looking at the setting from a bird's eye view and was then able to understand the town in its entirety.

All of the essential elements of Pueblo Indian life are concentrated on the West side, the main geographical site being: "That's the plaza, the place where people dance" we can see a square in the center, where the plaza is located. Dance is a vital and frequent part of Pueblo life and is a religious event, a way of praying (Fayden, 2005). The plaza is the main attraction of the village and is where most communal dances and events take place. It has sunken into a bowl- shape 3 feet below its surroundings as a result of the hundreds of dancers pounding the earth thousands of times over the years. The child has drawn the mere illusion of dancers simply to indicate that the plaza represents the dance. "That's where people watch the dance," pointing to the perimeter of the plaza, where I myself have stood, watching various dances. Often, several hundred men, woman and children dance to the beat of a drum accompanied by a chorus

of male singers. Prior to the annual May 1st corn dance, the people rehearse in a house designated for this "That's the place where we practice dancing. It's near the tree." On this important village occasion and on all other's, the women of the village bake bread in special beehive shaped outdoor ovens called "*hornos*." When in use, they have a vent for the smoke to run out, just as the child has drawn it. South of the practice house is a home with a "ladder, door and window" Ladders have been used by the Pueblo for thousands of years, first as part of the history of their emergence to the earth, later, as a way to escape from their enemies (go up and pull the ladder in) and always, simply to get to upper levels. Not mentioned, but drawn in the village, was a kiva, which is the traditional Pueblo religious ceremonial chamber. The omission in her verbal description was no oversight—due to the secrecy of Pueblo spiritual life, the children (as all villagers) are forbidden to publicly speak about anything considered sacred.

Next, I shifted the class' attention to the world political map, which was a large pull down type in front of room. The children oohed and ahed when I presented it to them. We learned that a continent was a large piece of land and I introduced the children to the names of them, first emphasizing where they lived. We also had a rug with a map on it and this map was less complex, only showing and naming the continents. In the absence of a similar rug, the teacher can draw the continents on a large piece of material, perhaps enlisting community members to come to school and create it with the children. Often families of American Indian and Hispanic children feel estranged from the school, where the thrust of relations between the two is the teacher's judging the children's success based on test scores, which families have little knowledge about and which forces them to defer to the teacher's judgment about their child. Inviting families to do "real work" contributes to their feelings of relevance in the school community. Our district and our school have taken many commendable steps to attempt to bridge this gap.

It is important to have both maps, the simple and the regular political one, so that the students can move from the tangible to the more abstract, keeping in mind that all

of the maps are conceptually complex by way of their symbolic nature. At this time, the children were also looking through various children's atlases, during their "quiet" reading time, anything but quiet as they explored these books with friends and discussed what they saw. So they were exposed to a variety of maps while discerning the same world form of the continents on all of the maps. The focus of learning was to increase these young learners ability to perceive, in this case, the *shapes* of the continents, paying attention to the ridges, crests, rims and edges of each piece, so that they could ultimately discern its true nature. Every child was given a die cut shape of each continent. Thus, the children were able to study the configurations and make their own world map, arranging the die cuts on their individual project. Additionally, the students constructed other personal world maps, maps of the hemispheres, by placing puzzle pieces from a world map puzzle on their own paper, tracing them one by one while placing each shape in what they conceived as the proper position. The hemispheres were delineated by the children, using a clear plastic circle. This required intense observation. The teacher can always make a puzzle map by drawing the continents onto a cardboard like material, laminating the whole and then cutting out the specifics for the children to use. These young learners used the various maps as models: the puzzle, the rug, the pull down world map, the various atlas' from our library.

We then moved onto the big political map, which showed boundaries. We had many days of children simply observing what they saw, while they asked numerous questions. Again, they delighted in naming the continents and no matter how many times they did, were always eager to repeat the performance for a classmate, who then also proceeded to name the continents to them. Following that, I introduced various land forms and its corresponding water form. These forms are part of a traditional Montessori course for 3-6 year olds who learn them easily and so I thought, why not expose these student's to these mind expanding concepts? After all, our state Kindergarten performance standard in geography (*New Mexico*, 2007). is merely to define *over, under, near, far, up, down, front, back*, a typical watered down cur-

Figure B. Child making an island, the brown representative of land; the blue, water.



riculum as most pre-schoolers already have this information.

We made a little book with the land-forms and their descriptions. Using this book as their model, they would make that same form out of play dough, thus making tangible a very complex topic (see Figure B).

The students would go to the large class map and find various versions of the same form, so that if they were working on a cape or an isthmus, for example, they would see how many of those same forms they could find on the map. Day after day, little exuberant voices declaring that they had found a particular structure filled the room and warmed my heart. What teacher wouldn't be thrilled when her young students searched a large map exclaiming "There's a bay!" "Look, I see a strait!?" We did this with all our forms. Of course they attempted to sound out and read many of these points of interest. This made phonics an integral part of learning. There were no progressively confining rules such as *you cannot go to the next sound until you master this one*. When reading is regarded as a set of sub-skills that should be mastered individually, children become recipients

of a low level of instruction. In this unit, motivation proved to be the inspiration for reading. There were no "at risk" groups that had to be protected from reading or working beyond their level.

As with all themes, I always conclude with a performance exhibition for the families. Whereas in the learning events, process is more important than product, the inverse is true for presentations. Families love to see their children "showing off" their knowledge. We created a slide show with a projected power point presentation. The children sat in a semi-circle on the stage, cheerfully reciting their lines, telling the audience about the cardinal directions and continents and land and water forms while periodically their rendition of a form or a drawing or pointing to a particular place on the projected world map demonstrated to the families that they were indeed, very smart children. This is what school should be about. Children learning through an advanced and explorative curriculum, children learning when teachers' are willing to think of their charges as extraordinarily brilliant and see their job as feeding into that belief.

Einstein said that he wasn't really smarter than other people but that *he paid more attention*. Fleming *noticed* something strange in a Petri dish: a mold later known as penicillin. Neither one of these genius' could have made their mark unless they joined powers of observation with a keen intellect. Shouldn't we base learning on those elements that promote mental prowess? While each child in the class may not grow up to discover something phenomenal as a result of this geographical excursion, it is more likely that children who had full use of their minds in early childhood will have a sharper intellect than those whose minds grew dull through skill and drill and pre-set standards. The challenge for all is to go beyond the standards. Let's give all children the tools for maximum growth! ★

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Vocabulary Activities for English Learners

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Recently, when I spoke with middle and high school teachers who teach Sheltered science and mathematics classes, I was surprised by how many of them did not use the constructivist vocabulary activities of List-Group-Label, Vocabulary Self-Awareness Chart, and Word Sorts with their English Learners (ELs). Some of the teachers did not know what these activities were, some of them had learned about them and then forgotten, and still others were not sure how to use these activities with ELs. After discussing the challenges of teaching the sheer number of words that ELs need to learn, I looked up these activities in my EL pedagogy texts and did not find them in many of the tables of contents or subject indexes.

Based on Piaget's (1977) claim that people actively construct knowledge by assimilating new information with what they already know or by rejecting it, the constructivist philosophy of teaching is one in which students are encouraged to construct meaning by fitting in new information with what they already know. In my experience working with Sheltered teachers, I saw them using constructivist vocabulary activities that assisted students with learning single words (e.g., semantic word maps) but rarely saw these teachers use vocabulary activities that demanded students to make sense of many words at a time. Not only do List-Group-Label, Vocabulary Self-Awareness Chart, and Word Sorts encourage students to create their own understanding, but they also assist students to create understanding and relationships between many words at a time.

List-Group-Label (Taba, 1967) is an activity largely used as a pre-reading exercise to tap into prior knowledge. The instructor identifies a concept or topic to be studied or read, the students brainstorm words and/or phrases associated with that concept/topic, and then group those words in a logical manner. The last step is to label each group with a header that indicates why the words in each group belong together. After a List-Group-Label activity, instructors can highlight words the students brainstormed that will become target words for the unit, or the instructor can have students fill out a Vocabulary Self-Awareness Chart for the words their peers came up with that **individual students may not know**. (See List-Group-Label Example below.)

While there are many versions of a chart that students use to list words they are learning (e.g., Peer Vocabulary Teaching, Rating Vocabulary, Vocabulary Knowledge Rating), I have found that the

Vocabulary Self-Awareness Chart (Fisher & Frey, 2008) is a comprehensive chart that is effective with ELs in content area classrooms. The Vocabulary Self-Awareness Chart has six columns and as many rows as there are words being studied. The first column lists the words, the second column has a header with a + sign for students to check if they know the word and can give an example and definition. The third column has a header with a ✓ for students to check if they know a word only well enough to write a definition or example (but not both), the fourth column has a header of – for students to check if they do not know the word. The fourth column has the header “example” for the student to write an example, and the last column has the header “definition” for the students to write their own definitions. The students are advised to work in pencil since they will make changes to the chart as they learn the words throughout the unit. (See Vocabulary Self-Awareness Chart below.)

List-Group-Label Example

Angles			
Terms	Devices to Measure	Terms for Circles	Types
sides	protractor	arc	right
ray	compass	circumference	obtuse
vertex		chord	acute
endpoint		diameter	
		semicircle	
		radius	
		center	
		pi	

Vocabulary Self-Awareness Chart

Word	+	√	-	Example	Definition
1. democracy	√			The United States of America is a democracy.	A government run by the people (either directly or through representatives).
2. dictatorship		√		Cuba has a dictator.	

Even though List-Group-Label and Vocabulary Self-Awareness Charts initially were not used widely with the Sheltered teachers I spoke with, they were aware of these activities and reminded of their value as they began to use them with ELs as a management tool for assisting them to keep track of all the words they were learning in a given unit. It was, however, the Word Sort activity that proved to be new and most popular with many of the Sheltered teachers. A Word Sort (Gillet & Kita, 1979) “requires students to organize and classify words based on their prior knowledge about the words” (Lenski, Wham, & Johns, 1999). The words for sorting usually are ones an English Language Development (ELD) teacher identifies as the target language from a text, lesson, or unit of study. The main goal in a Word Sort is to group words together based on a common characteristic. There are two main types of Word Sorts: Closed and Open (Gillet & Kita, 1979).

A Closed Word Sort is one in which the ELD teacher predetermines the categories into which the words will be sorted. One I model with my teacher credential candidates involves transportation. On the side of the board, I have the following words written: boat, roadster, raft, helicopter, roller skates, jet, motorcycle, Segway. On the top of the board, I have written: land, sea, air. I explain that I need the class to help me place the words in their appropriate categories. I ask, “How does a boat travel from one place to another?” A student usually replies, “On water,” to which I write “boat” under the category header “Sea.” At the end of the exercise, the board should look like the following:

Land	Sea	Air
roadster roller skates motorcycle Segway	boat raft	helicopter jet

The common characteristic that each of the words within their categories share is the medium on which they operate. This is a Closed Word Sort because I, the teacher, predetermined the categories.

An Open Word Sort allows ELs to create their own categories. So, for the transportation words above, I ask students what other categories they might have created to sort the words into logical groups. One example students have proposed is weight: “under 100 pounds,” “101 pounds to 3,000 pounds” and “3,001 pounds and over.” The trick is for the ELD teacher to suggest no less than three categories and no more than five, or whatever other parameters appear logical. If there are too few or too many categories, then students do not examine each word and think about it in relation to other words in the Word Sort. You may also have to give students “off limit” categories, such as categories based on syllables (unless the lesson is about syllables) or alphabetical order. As one might guess, such superficial categories do not foster deep word study.

If necessary, I do allow a “Miscellaneous” category for words that the ELs do not know. As a teacher, this category is helpful because when walking around as pairs of students work on a Word Sort, if I observe many of the students have the same words in the Miscellaneous category, I know which words I need to (re)teach. In the example above, some students are confused by “Segway,” and so that is put into the Miscellaneous category. In this way, Word Sorts serve as a formative vocabulary assessment for students as they examine each word and try to place it into a category. At the end of the activity, they realize which words they know well, which words they know a little, and which words they do not know at all. In the same way, Word Sorts also inform teachers what words our ELs do not know. As the students become acquainted with Word Sorts, often they can be the ones who choose the words to sort, either

from pre-reading a text and pulling words they do not know, or from reviewing past vocabulary lists and selecting words they want to work with more.

This activity can serve as a pre-reading predictive activity as well as an end of reading/lesson/unit exercise. By the end of the Word Sort, ELs become aware of the words they may have thought they knew but actually do not, and so do I. This knowledge assists me in planning lessons and serves as a signal to students to be on the watch for certain words as they appear in the text or lesson. As a final lesson/unit activity, this knowledge helps me to plan which words I need to fold into the next lesson/unit, and it reminds my ELs which words they need to study again. In this way, students take some ownership in knowing which words they know and which ones they need to spend more time learning. Having students re-visit their Vocabulary Self-Awareness Charts after a Word Sort also scaffolds students into taking more responsibility for monitoring their own learning.

In addition to providing a venue for ELs to spend quality time actually looking at words deeply, Word Sorts, especially the Open kind, encourage higher order cognition by creating opportunities for students to extend word meanings and concepts (Vacca & Vacca, 2008). English Learners create relationships between words and the concepts they represent and make connections between new vocabulary based on knowledge of primary language cognates. This exercise asks ELs to think about words they have already learned as well as words they are currently learning, all at the same time. English Learners are encouraged to create their own connections and mnemonic devices: Any prior knowledge they have is validated and honored. Sometimes, an EL appears to have sorted a word under an illogical header, and I ask why the word is in that category. Often, the EL has a valid explanation, one which would never

In my experience as a literacy coach, I found that teachers of ELs had wonderful constructivist activities for individual word learning but needed more activities that utilized all of the target words on the list.

have occurred to me, but when logically explained, I understand. Just as often, the EL does not have an explanation and has placed the word in a category based on a misunderstanding; this knowledge is valuable to us both. It is through these discussions between ELs and me, or ELs and their peers, that word knowledge is constructed and academic language developed. While individual ELs working on Word Sorts is certainly valuable, the verbal negotiation between student pairs (or student groups) as they navigate word meanings and nuances together in a Word Sort and their subsequent articulation to me creates a rich, engaging way for ELs to practice oral language skills.

Any content area with vocabulary ELs need to learn can benefit from this activity. Fisher and Frey (2008) share an example from a biology teacher who used the following Open Word Sort to prepare students for a concept map (p. 71). The words were: Saccharides, DNA, glycerol, amino acid, fatty acids, carboxyl, RNA, and R-group. After discussion, a group of four students sorted the words into the following categories: Nucleic Acids, Proteins, Carbohydrates, and Lipids. Vacca and Vacca (2008) show a high school art Open Word Sort: Jordan, Cornwall stone, ball, slip, scale, kaolin, cone, wheel, roka, leather, oxidation, mortar, bisque, chrome, lead, sgraffito, amtimony (p. 160). Students sorted the words into three categories: Types of Clay, Pottery Tools, and Coloring Agents.

In my experience as a literacy coach, I found that teachers of ELs had wonderful constructivist activities for individual word learning but needed more activities

that utilized all of the target words on the list. A lot of the teachers of ELs lamented that although they taught words in context, they could not think of many ways in which to revisit more than one vocabulary list at a time. Games such as Vocabulary Baseball and Vocabulary Jeopardy provided an interactive word review, but such games are not time efficient nor do they allow ELs to delve deeply into the words and construct their own understanding based on prior knowledge and primary language strengths. In addition, such games do not hold students accountable for every word; in a Word Sort, ELs are expected to think about each word and then place it into a logical category.

Logistically, Word Sorts also provide ELs a tactile experience with vocabulary. My two favorite methods for this activity are to print the words in a large font and have students cut them out, or have students copy the words onto self-stick note paper. Larger self-stick notes are used for category headers. This way, the ELs can move words around on desks and arrange, then re-arrange the words as they collaborate on meaning and categories. The fluidity of the exercise supports the notion that words have multiple meanings, uses, and contexts. Once the ELs are finished, they may glue or tape the words on large paper. Since the purpose of the Word Sorts is the process by which students decide on the sorting categories, rather than any final product, I often have the students save the words in an envelope for another Word Sort later in the unit or semester rather than attach them. Either way, when students do a Word Sort later using these

words, they can compare the results to the earlier, glued version, or they can create anew without attachment to any previous categorization.

Teachers of ELs have many activities from which to choose when teaching content, and I would champion the use of List-Group-Label, Vocabulary Self-Awareness Charts, and Word Sorts as regular activities. In addition to the appealing, interactive nature of these exercises, they also challenge students to define, re-define, and actively create meaning for target vocabulary. ★

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Dar Luz — A Transformative Vision for Bilingual Education Teacher Preparation

Belinda Bustos Flores, Rosa Hernández Sheets, and Ellen Riojas Clark

Ya es tiempo to transform how U.S. bilingual education teacher preparation is conceptualized, practiced, and evaluated. In this manuscript, we draw from our book *Teacher Preparation for Bilingual Student Populations: Educar para Transformar* (Flores, Sheets, & Clark, 2011) to introduce our vision and our transformative, bilingual education teacher preparation model. In this text, we proposed that there is a need to study, evaluate, and transform the ways we prepare bilingual education *aspirantes* as well as graduate students entering the professoriate as teacher educators. We intentionally identify Bilingual Learners (BLs) as students in the U.S. who are simultaneously acquiring, constructing, and developing Spanish in varying socio-contexts within the home, school, or community, while learning English. Further, we acknowledge that the preparation of teachers for a “linguistically and culturally diverse populations call for a deeper understanding of the interaction of BLs’ language and culture and the prevailing school language and culture” (García, 2011, p. xi).

Based on our collective experience and research in bilingual education teacher preparation, we unveil *Educar para Transformar* (*Educar*) as an exemplary, transformative model for the preparation of bilingual education *aspirantes*. *Educar* prepares *aspirantes*, bilingual education teacher candidates, to be vested in the community they serve; and, to understand how to *educar*, rather than to school bilingual learners (BLs). Our vision — *Dar luz* illuminates our transformative ways of thinking, knowing, and being for developing exemplary bilingual education teacher programs and, as such, it

supports a socio-cultural transformative perspective and a revolutionary framework to actualize teacher preparation through explicit, well-defined dimensions of *iluminación*, praxis, and *concientización*. These will be further detailed in the subsequent section.

Educar para Transformar Model

The *Educar* model is conceptualized within two overarching, interdependent, complementary frameworks, *transformación* and *revolución*, with three interconnecting dimensions — *iluminación*, praxis, and *concientización*, directing programmatic

content (Sheets, Flores, & Clark, 2011). Its vision, *Dar luz*, guides the revolutionary spirit permeating throughout and frames a transformative way of thinking, knowing, and being in exemplary bilingual education teacher programs (Flores, Clark, & Sheets, 2011). It clarifies the purpose, describes the mission, conveys goals, values, and responsibilities and justifies a desired transformed future.

Educar’s focus on deep understandings of sociocultural learning theory and transformative bicultural/bilingual pedagogical skills is enhanced by explicit curriculum examining issues such as identity, efficacy, epistemological belief systems, advocacy, teacher responsibility, and commitment to sustained service in bilingual communities. *Aspirantes* embraced and supported by continual movements of *transformación* and *revolución* throughout flourish.

Educar’s Dimensions

We maintain that curriculum in a teacher preparation program has the power to illuminate *aspirantes’* identity development, shape praxis, and generate consciousness. *Educar’s* dimensions intersect, combine, and unite in practice. The first dimension, *Iluminación*, centers on the awakening and development of *aspirantes’* personal and professional identities and beliefs. Its goal is to strengthen bilingualism, critical reflective thinking, and cultural competency.

Freire (1986) defines praxis as “reflection and action upon the world in order to transform it” (p. 36). Whereas *Iluminación* uses reflection to center on various aspects of *aspirantes’* self-development, Praxis moves toward conscious actions and skilled pedagogical behaviors in classrooms. Since we view learning-teaching as a symbiotic, inseparable process, *Educación’s* coursework, Praxis is based on these interrelated components: sociocultural learning theory, bilingual/bicultural pedagogy, and evaluation.

The third dimension, *Concientización*, extends the circle of knowledge, commitment, and responsibility. We begin with self (*Iluminación*), move to spaces in the classroom (Praxis) and finally our journey takes us into places where societal issues affect the community — *concientización*. Experiences in coursework addressing this dimension includes *aspirantes’* participation in reflexive processes of reconsidering, reframing, questioning, and challenging sociopolitical contextual elements, existing policies, and community resources influencing the schooling of BLs. Deliberate efforts are made to inspire and motivate *aspirantes* to become *concientizados*.

Transforming Teacher Preparation

We believe that programs guided with the vision—*Dar luz*—of the *Educación* model has optimal potential to prepare *aspirantes* with relevant bilingual/bicultural pedagogical knowledge and consciousness to assist them to interpret and respond to schooling events with social, political, and ideological purpose and clarity. We choose to *educar aspirantes* to become *iluminados, concientizados*, engage in *praxis y tener el poder para educar*. These *aspirantes* will have the capacity to become culturally efficacious teachers characterized as having cultural competency, positive teaching efficacy, dynamic epistemological knowledge, and bilingual/bicultural transformative pedagogical skills. They will understand how to contextualize and facilitate instruction in diverse, situational settings. The actualization of these skills, attitudes, and behaviors in practice assure BLs success.

Since the purpose of *Educación* is to transform the practice of teacher preparation, the major goals guiding this text are grounded in our *sabiduría*:

1. *Donde no hay voluntad, no hay fuerza: Transformación* occurs when there is recognition that change is necessary. We begin the journey with our vision *Dar luz*, establish *Educación* as a preparation model, *iluminar* through the examination of issues pertinent to *aspirantes’* development, examine praxis as we move towards specific pedagogical approaches, promote *concientización* as we examine policies and practices to transform schooling, and move towards *revolución* as we advocate for equity in BLs’ schooling.
2. *Busca tu mejores bienes, que adentro de ti los tienes:* We suggest that to advance teacher educators’ knowledge of research-based best practices and assist in the *transformación* of the teacher preparation program requires acknowledgement that cultural and linguistic knowledge and power are central.
3. *Querer es poder:* Teacher educators must be prepared to have the courage and desire to design, sustain, and evaluate social and cognitive conditions in preparation programs for *aspirantes* from different ethnic, linguistic, economic, and cultural groups.
4. *El pueblo que pierde su historia, pierde su destino:* Teacher educators must be inspired and encouraged to use our epistemological knowledge and enact social justice advocacy in developing exemplary bilingual education teacher preparation programs that result in pedagogical effectiveness and achievement success for BLs.

We acknowledge that teacher educators can assume responsibility to create and sustain emotional and cognitive conditions in preparation coursework and field experiences that enable *aspirantes* from different ethnic, linguistic, economic, and cultural groups learn what is required of future teachers of BLs. Pedagogical effectiveness and achievement success with BLs often depends on their commitment and ability to prepare *aspirantes* with relevant experiences, knowledge, and skills. While the issues surrounding the schooling of bilingual learners (BLs) are complex and the stakes are high, we can transform the ways we prepare *aspirantes* as well as graduate students entering the professoriate as teacher educators.

Call to Action

“Cultural action . . . is an instrument for superseding the dominant alienated and alienating culture. In this sense, every authentic revolution is a cultural revolution” (Paulo Freire (1970, p. 180).

As proposed by Clark, Sheets, and Flores (2011), “In this, our legacy of revolutionary thinking creates a new language—so we at the front line can change preparation to provide all students with cultural efficacious teachers that demonstrate cultural competence, critical consciousness, social responsibility, and social activism. We trust that this emerging work supports scholars and practitioners in the field of bilingual education teacher preparation, and perhaps serve as a framework for the creation of a new cadre of *aspirantes bien educados*” (p. 240).

Tenemos que hacer la lucha. Es tiempo . . . ★

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Grayson Charter School's Journey

Kathy Pon, Irma Bravo Lawrence, Arturo Duran

Education either... is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity, or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

—Paulo Freire

Vivid recollections come to mind as we look back to 1998 when Proposition 227 passed in California and Structured English Immersion became the law of the land. This law required English Learners to receive instruction in English for the majority of the instructional time during the first year in U.S. schools and perhaps a second year if needed. After this period of Structured English Immersion, according to this law, English Learners would theoretically be reasonably fluent in English and be able to participate meaningfully in the mainstream classroom. National researcher and expert on the subject James Crawford responded by saying the following: “By a more reasonable standard, however, a preponderance of the evidence favors the conclusion that well-designed bilingual programs can produce high levels of school achievement over the long term, at no cost to English acquisition, among students from disempowered groups.” This conclusion is found in many studies such as the work of Kenji Hakuta, 1998.

It was a devastating blow to educators in the State that supported dual language instruction because they understood how successful late exit dual language programs

had been. Research continued to confirm the benefit of a dual language program for English Learners and their English speaking counterparts. According to Pettito, Kovelman, and Baker: “Bilinguals learning to read in two languages might also have an advantage in grasping the symbolic nature of sound-to-letter correspondence, as a plethora of sounds in their two languages corresponds in a very multifaceted manner in their two writing systems.” In addition, these authors conclude through their brain research, that metalinguistic awareness has shown to develop faster and more effectively in bilinguals as compared to monolinguals. However, in 1998 with the passing of Proposition 227, some local educational agencies saw it as the perfect opportunity to dismantle bilingual programs, and many did.

On the west side of Stanislaus County lies a town whose school district stands firm on the ideologies that are justified for preparing students for the 21st century. Bilingualism is seen as an asset, as enrichment, and beneficial for students, communities, and society in general. Therefore, the dual-language program in the district did continue at Grayson Charter School which

is a part of Patterson Joint Unified School District so it is important to share the struggle as well as celebrate the success of this school. Grayson Charter School is a small, K-5 elementary school serving the rural neighborhoods of Grayson and Westley, 7 miles north of the City of Patterson. Walking through the school campus, one observes the simple and aged buildings that come to life with beautiful, culturally appropriate murals. These murals include worn, but colorful replicas of villagers making music, children playing in the warm sun and mothers raising their hands to the sky. The staff and students are very proud of these artistic contributions to their home away from home.

Numbers cannot tell the entire story, but here are some facts that help describe the cultural context of this school: According to CBEDS, enrollment in October 2009 was at 250 students. Virtually all the students (97.3%) at Grayson are Hispanic/Latino, and more than three-fourths (77.7%) are English Learners. Most (96%) of the students qualify for free/reduced lunch. Grayson's significant subgroups are Hispanic/Latino, Socioeconomically Disadvantaged students, and English

Learners. Membership in these groups overlaps significantly at Grayson, given the very high percentage of students who fall into all three subgroups.

The Grayson certificated and classified staffs reflect the demographics of the student population. Fourteen teachers (93.3%) are fully credentialed and one is an Intern. The Grayson teachers have an average of 5.8 years of teaching experience. All hold appropriate authorization to work with English Learners, and none is assigned outside an authorized subject area.

In 2001 Grayson Elementary was one of the few 90-90-90 schools on the west side of Stanislaus County that received a paltry 493 from a possible 800 API score, according to California's first API rating. The 90-90-90 refers to schools with 90% free or reduced lunch, 90% ethnic minority, and 90% of the students met the district or state standards. Immediately, the school was identified as low performing for not meeting its annual yearly progress target set by the federal government's Title 1 Program Regulations. Two years later it was one of the first schools in the county to enter into what was then titled NCLB's "Program Improvement".

Grayson Charter School initiated a 50-50 Dual Language Immersion program in 2002-03 to meet the expressed desires of parents and community members. This program's goal then and now is for students to become bilingual and biliterate in Spanish and English, and to achieve at high academic levels on local (district benchmark) and state (California Standards Tests) assessments in both languages. The program is implemented

using state-approved and district-adopted materials (Open Court in Language Arts, and Houghton Mifflin in Math as of June 2008). In 2007-08, the dual immersion program served the entire school of Kindergarten through fifth grade students. All students in grades K through 5. This small community holds great aspirations for its students. While most schools and school district were conforming to Structured English Immersion, Grayson was working towards transforming itself by taking courageous steps to create a school-wide dual language program.

In 1999 governor Davis signed the Public School Accountability Act (PSAA). The cornerstone of this act was the establishment of the Academic Performance Index (API). Under this new state law a new accountability system was created for K-12 public schools in California. The API is a single number, ranging from 200 to 1000, reflecting a school's performance level, based on the results of California Standards Test. The API is calculated by inputting the number of students according to their performance levels on the California Standards Test in English Language Arts and Mathematics in fifth grade their performance level is entered in science as well. The result is the API.

The API's design is based on an improvement model. It is used to measure the academic growth of a school from one year to another. It also sets forth targets for the school from one year to another, as well as for all numerically significant subgroups. Schools failing to meet growth targets and in the lower five API deciles are eligible for interventions in the Immediate Intervention

of Underperforming School Grant (IIUSP) and High Priority School Grant (HPSG).

Nine years later, this dual language school has achieved a 770 API, and its 277 point gain clearly illustrates the unwavering dedication to improvement. Now, there exists a changed school which is frequently visited by outside teams. District and county leaders attribute this dramatic growth to the current principal and staff's commitment to academic rigor and determination not to compromise the goals of dual language in their quest for improvement. The principal is an active participant in the Central Valley Dual Language Consortium, which meets regularly to plan ways to support dual language program schools and parents. The Consortium is made up of district and site personnel from three counties. The Patterson Joint Unified School district has also fully supported Grayson Charter School in its bold efforts that have clearly resulted in improved teaching and learning. The Superintendent of 11 years has been a staunch proponent of bilingual education. He has continually enlisted the support of Patterson's School Board to provide such a program of excellence for the students of Grayson. Under his leadership, he created a dependent charter school in December of 1999 to make sure the necessary curriculum and instruction could be implemented for the dual language program to succeed.

Student achievement at Grayson improved substantially from 2001 to 2005, but did not show the same level of improvement for the next two years. The Academic Performance Index increased a total of 157 points between 2001 and 2006, but

Grayson Charter School's Journey of School Improvement

Table A* - First Five Years of Annual Yearly Progress

	Year 1 - 2001	Year 2 - 2002	Year 3 - 2003	Year 4 - 2004	Year 5 - 2005
API	493	530	631	612	672
Annual Yearly Progress	No	No	No - School Improvement Year 3	No - School Improvement Year 4	Safe Harbor Stayed at Year 4

Table B* - Second

	Year 5 - 2006	Year 6 - 2007	Year 7 - 2008	Year 8 - 2009
API	649	647	687	770
Annual Yearly Progress	No - School Improvement Year 5	No - School Improvement Year 6	No - School Improvement Year 7	No - School Improvement Year 8

* Tables contain the Academic Performance Indicator score given by the State of California and the Annual Yearly Progress (AYP) result indicating if the school reached federal targets or not.

declined by 41 points in the next two year period. At that time, both site and district staff worked with private and county consultants to identify areas that needed more support and change and to, “stop the bleeding” as described by principal Arturo Duran.

How did Grayson accomplish so much? It was through a commitment to adapt the 50-50 model to increase student language proficiency and academic achievement. Grayson’s dual language model is not one that is widely used in Stanislaus County or in the State. The model was adopted based on the philosophy that the students, who came almost entirely from Spanish speaking homes, should build on their home language and learn English simultaneously. Therefore, the model gave equal weight to instruction in both languages, and was based on a plan by which the students would not exit the program until after fifth grade. This too is a research-based decision as noted in the work by Virginia Collier and Wayne Thomas. They describe English Learners attending one-way dual language performed outstandingly high in Spanish at the range of 60-75 percentiles from grades 1-5. Their high achievement in Spanish significantly influenced their high achievement in English. After four years in a 50-50 program, students started reaching the 72 percentile in English on the Terra Nova exam.

While most dual language programs were experimenting with 90-10 models, Grayson made a decision that students would be shared by two team teachers to achieve the 50-50 model. Students, in essence, have core subjects in one language one week and in the other language the next. This model has necessitated careful planning, as teachers need to communicate daily with each other to make sure they do not repeat lessons or units taught in one language or the other, but instead, build upon them. An unintended consequence of this high degree of collaboration has been that teachers are keenly focused on individual student’s needs every week. Decisions were made each week regarding what skills need to be integrated through the following week, against what students have mastered or not, thus saving instructional time. One of the most celebrated achievements for students at Grayson were the 4th grade writing scores which were higher than peers in town from a school that received over 800 on the API.

The fact that Grayson students’ manuscripts for the writing tests are in both English and Spanish is quite an accomplishment.

Early into the implementation of this model, it was evident that the academic test results and CELDT score were not increasing as expected. In 2007, Arturo Duran began to work with an outside consultant and with the Central Valley Dual Language Consortium experts to retool the 50-50 model. The decision was made to teach one additional core subject in English on a daily basis to give “an extra dose” of instruction in the English language. Mathematics was the subject that was chosen, and this modification has rendered positive results. In addition in 2008, County Office of Education experts were brought in to strengthen the delivery of English Language Development and the use of Avenues materials. The rigor of the ELD lessons was increased as the staff became proficient in integrating an academic language focus, a fluency development component, and forms and functions of language into their daily lessons. These modifications to the instruction have strengthened the implementation of this 50-50 model

Professional Development And Building Leadership Capacity

Staff development is an integral part of the school culture at Grayson Charter School. Professional development here continually improves and refines teachers’ knowledge, skills, and attitudes so they become effective in their role as teachers in a dual language immersion program. Staff development has evolved at the school throughout the years as the school restructured its program under the demands of NCLB. It has been a major vehicle to provide training for teachers to assist them in adjusting their practices and effectively delivering grade level standards to students. It has progressed to an inquiry based model where best practices and student data are studied and refined over time. This culture of support and collaboration among all staff has been one of the primary reasons for the dramatic increases in the API. It has also made professional development practice a major enterprise for all the teachers.

The peer coaching model is a specific professional development practice at Grayson Charter that has propelled the professionalism and instructional capacity of teachers at the site. School simply put,

teachers learn from each other at Grayson School. The school site uses peer observations, conferencing, and reflection to facilitate teacher learning. Peer coaching activities have the capacity to increase professional dialogue and foster trust among staff (Robbins, 1991.) Grayson’s model is based on trust, ownership, confidentiality, and a validation of professional expertise. It promotes professional growth in a non-judgmental manner and has truly helped Grayson staff take the implementation of best practices to a deeper level.

Professional development could not have had such profound impact if not for the role of Grayson’s Literacy/English Learner Coach. Her job has many facets including professional development, facilitation of data analysis, and work with parents and family literacy. These contributions are so important that, even in tough budget times, the staff, the principal and the school district worked to keep her position.

Cycle of Inquiry and the Use of Data To Inform Instruction

The Cycle of Inquiry as practiced at the school is a systematic process of asking questions, identifying problems, setting goals, developing action plans, and analyzing outcomes using data. The Cycle of Inquiry is a process tool identified by the Bay Area School Reform Collaborative (BASRC) in 1996.

This deliberate process has allowed the teachers to discern cause and effect amid all that is happening in the school. This process helps teachers to make thoughtful, informed choices about instruction, interventions and programs. The school utilizes benchmark assessments to analyze student performance on an **ongoing basis**. For Grayson, it is essential that staff minimize “busy work” and document only the assessment data that can truly **inform instruction**. The cycle of inquiry consists of four phases. Below is a brief description of the four phases:

Teacher to Student Performance Chats

Teacher to Student Performance chats are structured meetings in which the teacher meets with every student to discuss how the student did on a curriculum embedded assessment. These meetings take about 5-10 minutes per student. If necessary, a roving sub is brought in to assist the teacher in accomplishing this task. These meetings

Improvement is not a single action in time, but the channeling of best practices from the many components of a system that creates energy and momentum, and ultimately, improvement. Grayson has spent considerable time defining the dual language program and the optimal delivery of this program that will best meet the needs of its students.

assist each teacher to have a clear picture of the levels of student achievement for every child in his/her class. It is also the place where discussions take place about how to individualize instruction for specific students who are not showing adequate levels of growth. Information attained from the chats guide discussion and decisions for the next phase. Teachers meet with each individual student at the beginning of each year to analyze his/her performance on the previous year's CST. This analysis is broken in areas of strength and areas of future growth. A form is filled out that will constitute a student instructional action plan for the year.

Grade Level Meetings

Grade level meetings are structured gatherings in which the teacher meets with her/his grade level peers to discuss how students did on curriculum embedded assessments. The purpose of these meetings is to have instructors at specific grade levels form questions, identify problems and analyze outcomes. The results help identify strategies that are more effective for student learning or where re-teaching is needed. These meetings guide professional development in terms of identifying areas of need, and in some cases, guide the reallocation of resources.

Student Performance Meetings

Student performance meetings are structured so that the principal, coach and special education resource teacher meet with every teacher to look at classroom instructional practices. These meetings take approximately 20 minutes per teacher

and require the use of a roving substitute teacher. The purpose of these meetings is to attain a clearer understanding of class performance and instructional practices within each classroom. The Student Performance Meeting is the place to address any concerns the teacher might have. At the initial Student Performance Meeting, a summative information form and a detailed assessment log are used to help teachers organize information and reflect on the current realities in their classrooms. Here, the classroom information is also used as part of a larger collaborative accountability system with the district. The final two Student Performance Meetings are much more reflective in nature with the purpose of revisiting student achievement data and progress, and ensuring no student "fall through the cracks".

Parent Involvement In Meaningful Capacities

While parents have always been highly visible at Grayson, over time there has been considerable work to create meaningful parent involvement. Grayson, as a rural school in a poor community, also houses a Family Resource Center, a Health Clinic, and a State Preschool on site. Parents, therefore, have always used the school as a one-stop shop to obtain health and nutrition resources and assistance with housing, as well as a source for early childhood education assistance. However, when the school became a Dependent Charter, the district helped to create the FAMA (Families and Agencies Moving Ahead) Council. In collaboration with the School

Site Council, these groups form a joint advisory board for the site's school plan, budget, and program improvement actions. This advisory board has provided parents a voice in the education of their children. While not always unanimously approving Grayson's goals and fiscal priorities, parents and representatives of Grayson agencies have been solid supporters of the dual language program resulting in bilingualism and bi-literacy for their children.

The School Principal, Arturo Duran, has worked in two significant ways to build the capacity of his parent community. He has invited School Site Council members to learn about important instructional elements as those found in Direct Instruction and Special Designed Academic Instruction in English, and then assisted them in identifying the implementation of such practices through classroom visitations. This has promoted parent understanding of teacher expectations. For teachers, it has elevated the value of informing parents about the teaching-learning process. In 2008, Mr. Duran brought trainers from the Parent Information Resource Center to his school site English Learner Advisory Committee to assist them in better defining the site's parental involvement policy and goals. This has resulted in continued understanding and support for the program by parents. Even when given the option of School Choice through Program Improvement sanctions, not one parent has requested to transfer their child out of Grayson in seven years.

This year, Grayson has had the good fortune to be involved in a Toyota Family Literacy Program. Since November, 20 parents have each committed 10 hours a week to the program activities. These include 6 hours a week of English as a Second Language instruction, two hours of time in their children's classroom, learning, side by side with their students, and two hours a week of parent seminar time. Early program assessment data is showing student attendance and achievement to be better than those of non-program participants, and parents are verbalizing their appreciation of the techniques they are gaining knowledge about and transferring to the learning in their homes. Although still in its infancy, this program is certain to have a positive impact on the overall achievement of Grayson students.

Overall Utilization of a Systems Approach and Commitment to Continual Improvement

Peer coaching has de-privatized the act of teaching and created a culture in the school of teachers as professional leaders. Staff development and teacher empowerment are at the core of this practice and are enhanced by allowing teachers the opportunity to interact as professionals and exchange ideas.

Improvement is not a single action in time, but the channeling of best practices from the many components of a system that creates energy and momentum, and ultimately, improvement. Grayson has spent considerable time defining the dual language program and the optimal delivery of this program that will best meet the needs of its students. The principal and district have invested in the development of its staff to ensure excellent teaching. It has created a culture that uses data to ensure positive academic outcomes for its students. It has involved parents as true partners in its journey as a way to attain success for all. This is a systems approach to continual improvement and is the hope for the children of Grayson Charter School. ★

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Letter from the President

»»» continued from page 4

14th Amendment to deny citizenship to children of undocumented people. This year Sen. Rand Paul from Kentucky is co-sponsoring the resolution. It is called Senate Joint Resolution 2:

“A person born in the United States shall not be a citizen of the United States unless—

“(1) one parent of the person is a citizen of the United States;

“(2) one parent of the person is an alien lawfully admitted for permanent residence in the United States who resides in the United States;

“(3) one parent of the person is an alien performing active service in the Armed Forces of the United States; or

“(4) the person is naturalized in accordance with the laws of the United States.”.

Amending the US Constitution is not an easy task. Below is the process that needs to be followed:

- ▶ Two-thirds of both houses of Congress vote to propose an amendment, or
- ▶ Two-thirds of the state legislatures ask Congress to call a national convention to propose amendments. (This method has never been used.)

To Ratify Amendments

- ▶ Three-fourths of the state legislatures approve it, or
- ▶ Ratifying conventions in three-fourths of the states approve it. This method has been used only once -- to ratify the 21st Amendment -- repealing Prohibition.

I do not think that the 14th Amendment will be changed, but this proposal is an indication of the mood of a faction in this country. We need to be ready to face many attacks in many different fronts. As bilingual educators, we must protect and advocate for the rights of our students. It is time to put our differences aside, so we can present a united front at the local, state, and national level. Together we can advance education opportunities for bilingual learners, while divided we will help create more barriers to educational equity. Let's put our ideas and resources together for a better tomorrow for our children.

Sincerely,

José Agustín Ruiz-Escalante

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