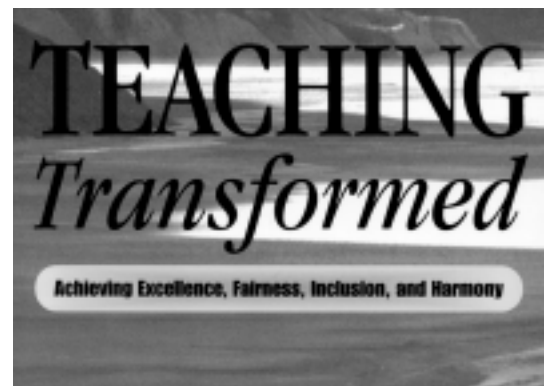


Teaching Transformed: Achieving Excellence, Fairness, Inclusion, and Harmony

Roland Tharp, University of California, Santa Cruz
 Peggy Estrada, University of California, Santa Cruz
 Stephanie S. Dalton, U.S. Department of Education
 Lois A. Yamauchi, University of Hawaii at Manoa

How can the four goals of school reform—academic excellence, fairness, inclusion and harmony—be achieved in today’s classrooms? According to the authors of *Teaching Transformed* (2000), a new publication from Westview Press, implementing the Five Standards for Effective Pedagogy will transform classroom instruction. *Teaching Transformed* presents an explicit five-phase developmental guide for improving classroom instruction. In these phases, educators learn how to build an academic learning community where students work both independently and together in their achievement of the five standards.



“The authors offer a new conception of school reform and more,” says Ronald Gallimore, professor of psychology at UCLA, “a practical action plan that includes all students in equitable and culturally accommodated classrooms that set high academic standards.”

Throughout the book, vignettes of successful “transformed classrooms” illustrate the authors’ framework.

“The claim is that important, foundational change is possible in schools,” says Professor Luis Moll of the University of Arizona. “However, in stark contrast to the dogmatic, reductionist, controlling, ‘one-size-fits-all’ curricular prescriptions that have gained so much favor in the field of education, these authors propose a pedagogy that actually respects the intellect of teachers and students, and that advocates building on their sociocultural resources in creating advanced, flexible, and diverse circumstances for learning.”

Professional educators, parents, and any reader concerned with school reform will find this book helpful in understanding current school reform issues.

Teaching Transformed (2000) is available from Westview Press (<http://www.westviewpress.com>, 800-386-5656, ISBN: 0-8133-2269-3). For more information on CREDE’s Five Standards, see <http://www.crede.ucsc.edu>.

In This Issue

This issue of Talking Leaves highlights several major publications by CREDE researchers. These and more publications by CREDE researchers are available through CREDE’s website in conjunction with Amazon.com: www.crede.ucsc.edu/Portfolio/Books/Books.html.

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National Directory of Teacher Preparation Programs for Teachers of Linguistically and Culturally Diverse Students

As part of their CREDE project, "A National Study of Effective Teacher Education for Diverse Student Populations" (*Talking Leaves*, Vol. 1, No. 1), researchers from CREDE and the BUENO Center for Multicultural Education surveyed teacher preparation program directors, teacher educators, and deans across the U.S. to find out how preservice and inservice programs prepare teachers for linguistically and culturally diverse classrooms. The newly published *National Directory of Teacher Preparation Programs (Preservice and Inservice) for Linguistically and Culturally Diverse Students* profiles 126 programs that emphasize second language learning (ESL and bilingual education), multiculturalism, and special education.

Each profile contains information on program scope, requirements and courses, types of field experiences, recruitment and support practices, induction features, candidate and faculty profiles, and program evaluation.

Programs are also described by diversity indicators, specific program elements and practices that address diversity. These include state, NCATE, TESOL, and NABE standards, course work, methods courses in language(s) other than English, diversity and language requirements, and more.

The directory is available online (www.colorado.edu/education/BUENO/crede/index.html). Hard copies are available for \$25 from CREDE. For more information, contact Rebecca Cordova at 831-459-3651. 🌸

CREDE

University of California
College Eight, Room 201
1156 High Street • Santa Cruz, CA 95064
831-459-3500 (o) • 831-459-3502 (f)
www.crede.ucsc.edu • www.cal.org/crede
crede@cats.ucsc.edu

Roland Tharp, Director
Barry Rutherford, Associate Director
Ann Gibb, Communications Coordinator
Laurie Burnham, Fiscal Manager
Stephanie Casher, Communications Assistant

Sequoyah, a Cherokee born in the 18th century, used the phrase **Talking Leaves** to refer to the white man's ability to put words on paper. Sequoyah created the first Cherokee syllabary, which transformed Cherokee society from non-literate to literate in one generation.

This newsletter is supported under the Educational Research and Development Center Program (Co-operative Agreement No. R306A60001-96), administered by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. The findings and opinions expressed here do not necessarily reflect the position or policies of OERI.

free CREDE materials online: www.cal.org/crede/pubs

CREDE encourages the free reproduction and distribution of these Research Briefs and ERIC Digests.

Research Briefs

Leading for Diversity: How School Leaders Achieve Racial and Ethnic Harmony
School/Community Partnerships to Support Language Minority Student Success
Standards for Professional Development: A Sociocultural Perspective
Teaching Language Minority Students in Elementary School
Teaching Secondary Language Minority Students
Tracking "Untracking": Evaluating the Effectiveness of an Educational Innovation

ERIC Digests

Developing Language Proficiency and Connecting to Students' Lives: Two Standards for Effective Teaching
From At-Risk to Excellence: Principles for Practice
In Their Own Words: Two-Way Immersion Teachers Talk About Their Professional Experiences
Promoting Successful Transition to the Mainstream: Effective Instructional Strategies for Bilingual Students
Secondary Newcomer Programs: Helping Recent Immigrants Prepare for School Success
The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development

Dual Language Instruction: A Handbook for Enriched Education

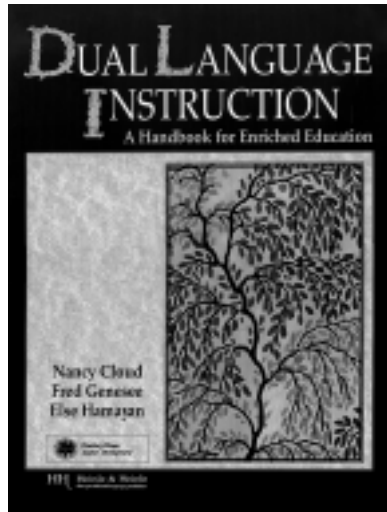
Nancy Cloud, Rhode Island College
Fred Genesee, McGill University
Else Hamayan, Illinois Resource Center

McGill University professor Fred Genesee co-directs the ongoing CREDE project “Two-Way Immersion Education.” In this project, researchers are investigating two-way immersion programs—where language minority and language majority students receive instruction in both English and the native language of the language minority students (*Talking Leaves*, Vol 2, No. 2).

Two-way immersion, however, is just one type of dual language program. Second/foreign language immersion programs and developmental bilingual education programs are also dual language or “Enriched Education” (EE) programs, because, like two-way immersion programs, they emphasize challenging standards in the core curriculum domains and enrich students’ development in both their first and a second language.

In their new book, *Dual Language Instruction: A Handbook for Enriched Education*, Genesee, Nancy Cloud (Rhode Island College), and Else Hamayan (Illinois Resource Center) present a comprehensive, theoretical framework and practical guide to establishing and maintaining a successful dual language program. The authors introduce the book by defining characteristics of EE programs, and the educational, cognitive, sociocultural, and economic benefits of knowing two or more languages. The authors then present nine critical features of effective EE programs. These include programmatic, administrative, and instructional characteristics common to all enriched programs. For example, strong leadership is critical for effective programs, and effective EE programs aim for additive bilingualism.

The authors answer a number of frequently asked questions about how dual language programs are developed and maintained (e.g., “What is the relationship of the EE program to the rest of the school?” “How are staff located and prepared?”). They identify and discuss seven areas to consider when starting up a program, from gaining support for the program to staffing and student selection. They also discuss important areas related to



program maintenance, including program coordination, staff development, teacher competence, time allocation by language, material selection, and the role of parents.

In the chapter on oral language development, the authors describe ways to promote oral language proficiency in four different learning contexts: a) the native language arts class, b) the second language class, c) content area classes, and d) social interactions with peers and adults. Teachers and parents from around the U.S. share their thoughts and successful strategies.

By considering the foundations of dual literacy development, including how to introduce literacy in two languages and how to plan for transfer of skills across the two languages, the authors present a framework for teaching that includes the development of vocabulary and background knowledge, and the teaching of skills and strategies. They suggest a range of instructional strategies to use with learners at different stages of development and with different background characteristics.

The chapter on teaching content outlines the goals of integrated language and content instruction, and helps teachers plan lessons and select or modify curriculum materials. The authors provide sample second language lessons. The first lesson is a primary grade literature-based, thematic unit for second language learners of Spanish. The lesson specifies the content, language, general skills, and cross-cultural objectives, describes grouping arrangements for students, and presents teaching activities by phase of instruction. Recommended curriculum materials and assessment strategies are also detailed and the adaptations that would be needed if delivered in a dual language or developmental bilingual education program are provided.

The second sample lesson is a middle school, content-based ESL unit on the theme of weather. The detailed plan lists the essential concepts, vocabulary, skills,

see Dual, page 4

Products Available from CREDE

Research Reports

***RR 1 • From At-Risk to Excellence: Research, Theory, and Principles for Practice**

R. Tharp

By summarizing findings from previous investigations that examined effective educational programs for these learners, and studies of effective educational reform in general, Tharp sets out principles for school reform. (1997, \$5, also available at no cost online*)

***RR 2 • Scaling up School Restructuring in Multicultural, Multilingual Contexts: Early Observations from Sunland County**

S. Stringfield, A. Datnow, & S. M. Ross

This report examines 13 culturally and linguistically diverse elementary schools, each of which is implementing one of six externally developed school restructuring designs. (1998, \$5, also available at no cost online*)

***RR 3 • Becoming Bilingual in the Amigos Two-Way Immersion Program**

M.T. Cazabon, E. Nicoladis, & W.E. Lambert

This report examines students' attitudes, through their school achievement in Spanish and English and through their responses to questionnaires, toward becoming bilingual in the Amigos two-way immersion program. (1998, \$5, also available at no cost online*)

***RR 4 • Pedagogy Matters: Standards for Effective Teaching Practice**

S. Dalton

This report presents CREDE's Five Standards for Effective Pedagogy: joint productive activity, language and literacy development, meaning making, complex thinking, and instructional conversation. (1998, \$5, also available at no cost online*)

***RR 5 • Educational Reform Implementation: A Co-Constructed Process**

A. Datnow, L. Hubbard, & H. Mehan

This report presents initial findings from a study of two CREDE projects: one on the implementation of the school reform efforts in "Sunland County" schools, and the other on the implementation of the Advancement Via Individual Determination (AVID) untracking program in

Kentucky schools. (1998, \$5, also available at no cost online*)

***RR 6 • The Effects of Instructional Conversations and Literature Logs on the Story Comprehension and Thematic Understanding of English Proficient and Limited English Proficient Students**

W. M. Saunders & C. Goldenberg

In a study of English language arts transition programs for Spanish speaking students, researchers found that when teachers used both literature logs and instructional conversations with limited English proficient fourth and fifth graders, the students understood the literature being studied better than when teachers used only one of the techniques. (1999, \$5, also available at no cost online*)

RR 7 • Collaborative Practices in Bilingual Cooperative Learning Classrooms

J. Gumperz, J. Cook-Gumperz, & M. Szymanski

In cooperative learning environments, small groups of students work together to accomplish specific tasks and teachers act as facilitators. What happens when students are left alone to work on classroom tasks? This report examines the role that everyday informal conversation among students plays in cooperative learning situations in monolingual and bilingual classrooms. (2000, \$5)

see Pubs, page 6

Dual, from page 3

and strategies to be taught along with the teaching activities and resources to be used in delivering the lesson. A five-step lesson cycle is followed: an experiential phase, conceptual preview phase, focused learning phase, transfer and expansion phase, and learner action phase. The lesson also includes a companion literature unit.

Additional chapters address assessment and advocacy. Appendices include a glossary of terms for dual language teachers, publishers of curriculum materials, useful organizations and resource centers, and more.

Dual Language Instruction: A Handbook for Enriched Education (2000) is available from Heinle & Heinle (800-354-9706, www.heinle.com. ISBN: 0-8384-8801-3). For more information on the CREDE two-way immersion project, see www.cal.org/crede/twi/. 🌿

* See www.cal.org/crede/pubs to download publication.

Making Content Comprehensible for English Language Learners: The SIOP Model

Jana Echevarria, California State University, Long Beach
MaryEllen Vogt, California State University, Long Beach
Deborah Short, Center for Applied Linguistics

In their CREDE project, “The Effects of Sheltered Instruction on the Achievement of Limited English Proficient Students,” (*Talking Leaves*, Vol. 2, No. 2) CREDE researchers Jana Echevarria and Deborah Short worked with middle school social studies, math, science, health, and language arts teachers to identify key practices for sheltered instruction. First they developed a model of sheltered instruction that encourages teachers to plan and enact lessons with both language and content objectives. Then they tested the model in four districts on the east and west coasts. After training, teachers implemented the model in their classrooms, while the researchers videotaped, observed, and rated the sheltered lessons three times per year.

Initial findings from this research were published in the CREDE Educational Practice Report, *The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development* (1999) and an ERIC Digest with the same title. This year Allyn & Bacon published *Making Content Comprehensible for English Language Learners: The SIOP Model* (2000), a new resource that gives teachers, teachers in training, and administrators a practical, comprehensive, and research-based means of planning, implementing, and evaluating effective sheltered instruction. A unique resource for teachers facing the increasing number of English language learners in today’s classrooms, *Making Content Comprehensible for English Language Learners* is a guide to the successful implementation and evaluation of sheltered instruction. It presents the first field-tested model of sheltered instruction, the Sheltered Instruction Observation Protocol (SIOP).

The SIOP includes 30 items grouped into three main sections: preparation, instruction, and review/assessment. The six items under “Preparation” examine the lesson

planning process, including the language and content objectives, the use of supplementary materials, and the meaningfulness of the activities. Instruction is subdivided into six smaller categories: Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, and Lesson Delivery. The 20 items in these six categories emphasize the instructional practices that are critical for English language learners, such as making connections with students’ background experiences and prior learning, adjusting teacher speech, emphasizing vocabulary development, using multimodal techniques, promot-

ing higher-order thinking skills, grouping students appropriately for language and content development, and providing hands-on materials. As part of the “Review/Assessment” section, four items consider whether the teacher reviewed the key vocabulary and content concepts, assessed student learning, and provided feedback to

“I am an administrator in northern California and have recently read this new book. I can’t say enough good things about how usable it is for teachers in sheltered instruction classes, for administrators to guide and mentor teachers, and for staff developers to promote discussion and improvement in this area.”

Carla Tarazi, Mountain View, CA

students on their output.

Each item of the SIOP can be rated on a Likert-type scale from 0-4 and is very specific. This specificity allows researchers and teachers to analyze and evaluate what they find in sheltered classrooms systematically and focuses on the key dimensions of such classrooms. For example, under the heading of Preparation, observers are asked to consider the language objectives for a particular lesson separately from the content objectives: Were there clearly defined language objectives for students (a score of 4)? Were language objectives for students implied (a score of 2)? Or were there no clearly defined language objectives for students (a score of 0)?

The key strength of the book is that each of the SIOP items is illustrated with three classroom vignettes from a

see SIOP, page 6

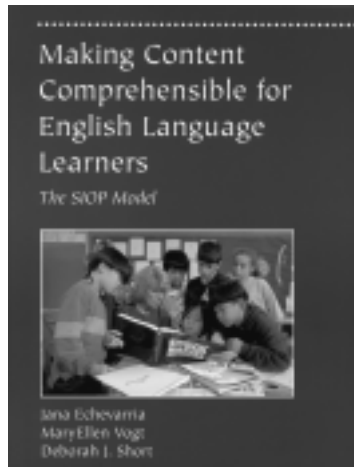
SIOP, from page 5

variety of SI contexts. These vignettes show concepts being applied successfully, adequately, or not at all, and their discussion extends the usefulness of the book as each teacher is rated on the SIOP item under discussion. For example, the SIOP suggests that teachers include supplementary materials to support the core curriculum and contextualize learning. After giving an explanation of why supplementary materials are essential, the authors describe concrete examples of such materials: hands-on manipulatives, adapted text, visuals, demonstrations, and more. Next, scenarios from three classrooms learning about the Gold Rush are recounted. These scenarios are evaluated using the SIOP and their scores are explained, reinforcing the concept of supplementary materials and giving practical instances of their proper use. Finally, each chapter concludes with a series of questions that can be used to facilitate discussion.

While the SIOP is designed principally for evaluating and improving sheltered instruction in classrooms, it can also assist in lesson planning. The "SIOP Lesson Planning Guide" is included as an appendix. It is a reproducible form that encourages teachers to structure their lessons by taking into account all of the SIOP features.

The Sheltered Instruction Observation Protocol can help school personnel by providing an objective measure of high-quality, sheltered teaching, thereby enabling administrators to offer clear, concrete feedback to the teachers they observe. Both current and prospective teachers can use the protocol and book as an introduction to effective sheltered instruction strategies, as a vehicle for deepening their understanding of these concepts and reflecting on their teaching, and as a lesson planning aid.

Making Content Comprehensible for English Language Learners (2000) is available from Allyn & Bacon (800-666-9433, <http://vig.abacon.com>. ISBN: 0-205-29017-5). For more information on the CREDE sheltered instruction project, see <http://www.cal.org/crede/si.htm>. 🌸



Pubs, from page 3

Educational Practice Reports

*EPR 1 • Program Alternatives for Linguistically Diverse Students

F. Genesee, Editor

This report describes newcomer programs, transitional bilingual education, developmental bilingual education, and two-way immersion. In addition, second language/foreign language immersion is explained for students of majority language backgrounds who are studying through a second or heritage language. The report also discusses sheltered instruction, an approach that can be used with all students learning content through a second language. (1999, \$5, also available at no cost online*)

*EPR 2 • Successful Transition into Mainstream English: Effective Strategies for Studying Literature

W. Saunders, G. O'Brien, D. Lennon, & J. McLean

This report describes four effective instructional strategies used in a language arts transition program for Spanish-speaking students in Grades 2-5 in the Los Angeles, CA area. The strategies are a) building on students' background knowledge, b) drawing on students' personal experiences, c) promoting extended discourse, and d) assisting students in re-reading the text. The program uses 8-week literature units to promote first and second language acquisition and academic achievement. (1999, \$5, also available at no cost online*)

*EPR 3 • The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development

D. Short & J. Echevarria

This report describes a research-based model of sheltered instruction, an approach where teachers use specific strategies to teach content curriculum (e.g., social studies or math) to English language learners while promoting their English language development. The report presents the Sheltered Instruction Observation Protocol, which operationalizes the model and is used by teachers to plan sheltered lessons and researchers to measure implementation of the model. (1999, \$5, also available at no cost online*)

EPR 4 • Personalizing Culture Through Anthropological and Educational Perspectives

R. Henze & M. Hauser

This report shows teachers and teacher educators how to gain specific knowledge about the cultures of their individual students and their families. Through this

personalization of culture, teachers can use students' prior knowledge and skills as rich resources for teaching and learning, and help create culturally responsive schools. (1999, \$5)

EPR 5 • Implementing Two-Way Immersion Programs in Secondary Schools

C. Montone & M. Loeb

This report offers practical advice for two-way immersion programs considering expansion into middle school and high school. It includes an overview of likely challenges, options for meeting these challenges based on the experiences of programs that have already implemented secondary TWI programs, and detailed portraits of seven articulated programs. (2000, \$5)

Directories and Other Reports

***Secondary Newcomer Programs in the United States: 1996-1997 Directory**

D. Short & B. Boyson

This directory contains profiles of 60 middle and high school newcomer programs in 18 states, identifying location, size, length of enrollment, student demographics, features of instruction, staffing, and more. (1997, \$15, also available at no cost online*)

***Secondary Newcomer Programs in the United States: 1997-1998 Supplement**

D. Short & B. Boyson

This supplement contains 26 new profiles from the 1997-1998 school year. (1998, \$10, also available at no cost online*)

***Secondary Newcomer Programs in the United States: 1998-1999 Supplement**

D. Short & B. Boyson

This supplement contains 24 new profiles from the 1998-1999 school year. (1999, \$10, also available at no cost online*)

***Two-Way Bilingual Immersion Programs in the United States, 1997-1998 Supplement**

C. McCargo & D. Christian

This supplement contains 21 new profiles from the 1997-1998 school year. (1998, \$8, also available at no cost online*)

***Two-Way Bilingual Immersion Programs in the United States, 1998-1999 Supplement**

M. Loeb

This supplement contains 31 new profiles from the 1998-1999 school year. (\$8, also available at no cost online*)

The Role of Classroom Assessment in Teaching and Learning

L. Shepard

This report develops a framework for understanding a reformed view of assessment, where assessment plays an integral role in teaching and learning. The author explains how assessment can be used in classrooms to help students learn when a) the content and character of assessments is improved, and b) the gathering and use of assessment information and insights becomes a part of the ongoing learning process. (2000, \$8)

Multimedia

Teaching Alive!

An Interactive Professional Development CD-ROM

Designed as a textbook for teacher preservice or inservice education, this virtual classroom presents five principles for effective teaching of at-risk K-8 students; 35 minutes of real video clips of excellent teaching practices for all students, including those placed at risk by cultural, linguistic, racial, geographic, and economic factors; and transcripts of each lesson, which scroll down the screen in pace with the video. (1998, \$49 for individuals, institutions; \$39 for students, university bookstores)

Pedagogy, Research, and Practice:

A Videodocumentary of Change

This video documents a model of teacher and classroom change at a secondary school in Santa Cruz, CA, illustrating what reformed classrooms should look like. The video shows effective teaching strategies that helped teachers transform a high school social studies class. It explores the rationale for change, CREDE's Standards for Effective Pedagogy, the creation of multiple activity settings, and the professional development support required for teacher change. (1999, \$20)

To Order

To order publications, send check or purchase order payable to CAL/CREDE, 4646 40th Street NW, Washington, DC 20016. Include 10% for shipping (20% for international orders). We do not accept credit card, e-mail, or telephone orders. For more information, see www.cal.org/crede/pubs or contact CREDE at 202-362-0700 or crede@cal.org.

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Apprenticeship for Teaching: Professional Development Issues Surrounding the Collaborative Relationship Between Teachers and Paraeducators



Robert S. Rueda and Lilia D. Monzó

This study examined the relationship between Latino paraeducators and collaborating classroom teachers, finding that a lack of interaction between the groups with little time for paraeducators to ask questions of the teachers or for teachers to assist paraeducators in developing effective teaching strategies. The schools' cultures were not structured to support collaboration. Policy implications for professional development are discussed. (RR 8, \$5)

Broadening the Base: School/Community Partnerships Serving Language Minority Students At Risk



Carolyn Temple Adger and Jennifer Locke

This report outlines findings from a study of school/community-based organization (CBO) partnerships that promote the academic achievement of language minority students. It describes the types of CBOs that partner with schools, the ways partners work together, and the work they do. Crucial elements of program success are discussed, as well as challenges that partnerships may face. (EPR 6, \$5)

(See p. 7 for ordering instructions.)