



Center for Research on Education, Diversity & Excellence

# Talking Leaves

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## From the Development Schools



### Leaving No Child Behind Begins With Leaving No Teacher Behind

**Barry Rutherford,**  
Principal Investigator,  
Research and Development  
Schools

The No Child Left Behind Act that reauthorized the Elementary and Secondary Education Act, recognizes—even through its compelling title—that there are children who face obstacles to success in America’s classrooms. Children living in poverty, children isolated by geography, children from many cultures and whose first language is not English, struggle as they negotiate unfamiliar contexts and content. While each of us shares the responsibility of assisting student performance, it is the classroom teacher, ultimately, who has the most significant impact on student achievement. What must a teacher know and be able to do to assist students so that every child has an equal opportunity for success in the classroom, with none left behind? In what ways can we support this vital work of America’s teachers?

These two questions were the focus of much of CREDE’s research during its first 5 years. Our researchers explored a range of topics, including teacher preparation, both at the level of preservice teacher education and inservice professional development.

CREDE’s two Research and Development Schools have given us an opportunity to provide extensive professional development for the past 2 years and to examine the effects of our activities there. Operated at Starlight Elementary School in Watsonville, CA, and at Waianae High School in Waianae, HI, these project sites offer the opportunity for studying the relationship between effective pedagogy and student achievement; and

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serve as a base for supporting teachers by providing ongoing and sustained professional development.

We are continuously fine-tuning our professional development program in response to teachers’ needs for information about 1) how to effectively deliver instruction to diverse student populations, 2) classroom management and organization, and 3) scientifically based strategies in content areas. Teachers in both Research and Development Schools participate in the co-construction of knowledge about the delivery of professional development as they strive daily to improve student achievement.

### Starlight Elementary School

Audrey Sirota, CREDE’s Professional Development Specialist, has been working with the teachers at Starlight Elementary School for more than 5 years. She worked in an informal and voluntary basis for the first 2 years, and in various professional development capacities for the past 3 years. She

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# Standards of Professional Development: Measuring Delivery

Robert Rueda, University of Southern California

Denise L. Uehara, Pacific Resources for Education and Learning, Regional Educational Laboratory

A primary goal of CREDE has been the development of research and theory that serves to improve the learning outcomes for all students, especially those in at-risk circumstances. Oftentimes, these are students who come from diverse cultural backgrounds, are in the process of learning to speak English, and are poor. Building on a sociocultural perspective of teaching and learning (Tharp & Gallimore, 1988) and several decades of research across diverse contexts and populations, Tharp and colleagues (Tharp, 1997; Tharp, Estrada, Dalton, & Yamauchi, 2000) have elaborated a set of pedagogical standards meant to inform instruction for this population. There is some evidence that the Five Standards, as they have come to be known, when applied systematically, result in affective, behavioral, and cognitive indicators of improved academic achievement, measured both through self-report as well as through direct observation (Doherty, Hilberg, Pinal, & Tharp, 2003; Estrada, 2000; Hilberg, Tharp, & DeGeest, 2000; Padron & Waxman, 1999).

### From student to teacher: The importance of professional development

At the same time that teaching and learning principles have been afforded increased attention in the education of students from diverse cultural and linguistic backgrounds, many researchers in teacher education, school reform, and related areas have begun to realize the importance of well-prepared, competent teachers in promoting student achievement (Darling-Hammond, 2000a; Darling-Hammond, 2000b). Thus, a parallel development in the work, focused on improving educational outcomes for students and improving schooling, has been the realization that effective instructional environments depend upon well-trained, reflective teachers who are adequately supported in terms of professional development (Darling-Hammond, 2000a). Rather than trying to develop “teacher-proof” curriculum and teaching practices, recent work has focused on

fostering professional communities of learners and lifelong support programs (Sprinthall, Reiman, & Thies-Sprinthall, 1996).

One critical aspect of this work is the acknowledgment that professional development for teachers, in the most basic sense, is a learning activity that parallels the learning of students in the classroom. That is, the conditions that facilitate learning for students should not in principle differ from those that facilitate learning with adults. This is not to argue that there are no differences between students and their adult teachers. Clearly, adults may have different and more organized background knowledge, may be more strategic in how they learn, may have different motivations for learning, and may be more aware of their learning such that they monitor and self-regulate more effectively. However, the claim being made here is that the principles that describe effective teaching and learning for students in classrooms should not differ from those for adults in general and teachers in particular.

If professional development can be seen as a special case of learning, one important issue in this work is the

“...professional development for teachers, in the most basic sense, is a learning activity that parallels the learning of students in the classroom....the conditions that facilitate learning for students should not in principle differ from those that facilitate learning with adults.”

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## Measuring, from page 2

delineation of the general principles that support the learning processes underlying professional development efforts. In general sociocultural terms, learning embedded in professional development activities is social and grounded in important activities of everyday life. It is fostered through a process of assisted performance through interaction with more competent others (Tharp & Gallimore, 1988). Reflecting this perspective, the first author (Rueda, 1998) organized principles or standards of professional development that were based on the Five Standards of CREDE. However, as Uehara & Jenner (2003, April) noted, research to date does not address the enactment of these standards and principles. While it describes particular aspects of professional development, it does not provide a way to describe quality in terms of how professional development is delivered. The *how* of professional development is, therefore, as important as the *what* that is presented.

### Extending previous efforts on professional development: The PDRO

Building on previous work, researchers at the Pacific Resources for Education and Learning (PREL), Regional Educational Laboratory have been investigating the issue of the quality of its professional development efforts with a special focus on reading, an area of particular concern for students who do not achieve well academically. As these investigators have noted, currently there are no standardized instruments to measure the effectiveness of how a program of professional development is presented. What do exist are various evaluation forms typically filled out by participants of professional development. While these forms offer useful information about the utility, quality, and impact of the content presented, they do not evaluate the delivery of the professional development. In order to gauge the quality of the professional development in reading, PREL staff created an observation tool.

The *Professional Development in Reading Observation* (PDRO) instrument examines the quality of professional development (PD) in reading, provided by staff of the PREL project, “Pacific Communities with High Performance in Literacy Development” to teachers at intensive school sites known as Co-Development Partner schools. The instrument includes six items, utilizing a 5-point Likert scale with descriptors at high, middle, and low points on the scale. This instrument focuses on effective PD strategies in reading, derived from various research-based sources, including the Five Standards for Effective Pedagogy developed by CREDE, research on

adult learning, and literature on effective PD practices in reading (CREDE, 2002; Learning First Alliance, 2000; Rueda, 1998; Heimlich & Norland, 1994; Brookfield, 1986).

The intent of the PDRO (PREL, 2003) instrument is to provide a thin description of professional development events in the Co-Development Partner school sites. Professional development events range from a single formal group (small or large) structure to one-on-one coaching/mentoring. These events are also characterized

“As research in education reform begins to focus on not only the students but also their teachers, the use of such instruments as the PDRO will likely increase. Such instruments are vital in helping researchers systematically investigate and identify ideal conditions for learning in professional development.”

by individual delivery as well as team delivery of professional development.

As research in education reform begins to focus on not only the students but also their teachers, the use of such instruments as the PDRO will likely increase. Such instruments are vital in helping researchers systematically investigate and identify ideal conditions for learning in professional development. While the PDRO does not represent the only way to approach this issue, it offers one useful means for more carefully describing the optimal approaches and associated outcomes for high-quality professional development activity.

*For references, see Measuring, page 9*



## Five Standards for Effective Pedagogy CD-ROM Series

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# When Real-Life Takes the Place of Simulation: Transforming Teaching and Learning Through Sheltered Instruction

Liliana Minaya-Rowe, Professor Emeritus, University of Connecticut

CREDE's five standards—joint productive activity, language and literacy development, contextualization, challenging activities, and the instructional conversation—are commonly discussed in relation to education for children, but these standards are also important to apply in the arena of professional development.

The work of Rueda (1998) has shown how the five standards can be effectively applied to professional development. He notes that “adults and children learn differently. Adults may be more aware of their learning so that they monitor and self-regulate their own learning better.” He nevertheless asserts that “the principles that describe effective teaching and learning for students in classrooms should not differ from those for adults in general and teachers in particular” (ibid.).

In the summer of 2002, I team taught (with two doctoral students) a three-credit graduate university course on bilingual education and biliteracy. We focused on CREDE's language and literacy standard to teach the class. For most course participants, Spanish was their second language, and classes were conducted almost exclusively in Spanish, guided by the theoretical framework for learning both language and content through the Sheltered Instruction Observation Protocol (SIOP) Model (Echevarria, Vogt, & Short, 2000). One theoretical underpinning of the SIOP Model is that second language acquisition is enhanced through meaningful use and interaction. The lessons are similar to high-quality non-sheltered teaching for native Spanish speakers but careful attention is paid to the students' second language development needs. The sheltered instruction (SI) approach, developed to teach content to English language learners (ELLs), became a professional development tool to show teachers of ELLs how to implement this approach.

### Sheltered Instruction (SI)

- ◆ SI provides second language learners with the means to develop academic and linguistic knowledge in their second language (Echevarria & Graves, 1998).

- ◆ Some key components of SI are lesson preparation, comprehensible input, lesson delivery, and interaction. SI is scaffolded and mediated to provide refuge from the linguistic demands of second language discourse that limit the access of a second language learner to the academic content of material being presented (Shaw, Echevarria, & Short, 1999; Short, 1999).
- ◆ SI can be described as a melding of elements of second language principles and elements of quality teaching. It is also influenced by sociocultural theory because it occurs within the social and cultural contexts of the classroom and school.
- ◆ SI facilitates a high level of student involvement and interaction in the classroom. Teachers relate material to their students' language and culture as well as that of the school. Students may learn new material through the lens of their own language or culture.

“This course became a bridge between the theoretical content and the practical reality of the second language classroom.”

*See Sheltered, page 6*

## Sheltered, from page 5

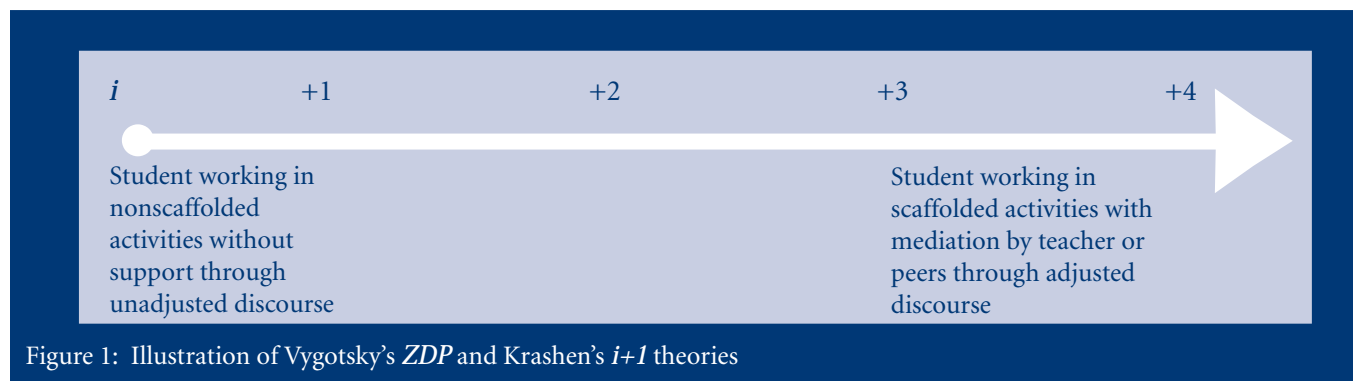
The student teachers and classroom teachers taking our course experienced an SI model not only as the framework for the course work, but also as the framework for the methods they practiced and lessons they prepared in the second language. Real-life experience took the place of simulation because teachers experienced first-hand the difficulties and challenges their own students face when having to attend to new language and content at the same time (Minaya-Rowe, 2002).

SI and the SIOP Model relate to Vygotsky's ZPD (Zone of Proximal Development) and Krashen's  $i+1$  (comprehensible input) theories (see Figure 1 below). Both theories emphasize the distance between what a child does by him/herself and what he/she can achieve by working in collaboration with an adult or more capable peer. Both describe properties that portray teacher behavior in the planning and delivery of effective lessons for ELLs.

groups) were encouraged to maximize learning possibilities. Students with lower levels of Spanish would benefit from the input provided by more proficient classmates, and students with higher proficiency levels would benefit from the need to explain cognitively demanding tasks in Spanish to their "limited Spanish proficient" classmates.

## Results

Surveys, interviews, and observations revealed that course participants benefited from the course and demonstrated 1) command of the second language to the extent that they could function in relatively fixed linguistic exchanges (e.g., at school, with their students and their students' parents), 2) increased awareness of the teaching and learning process, and 3) the ability to apply the SIOP strategies to promote linguistic and academic success for their students.



## A Spanish SI Course

The SIOP Lesson Planning Guide's 30 items—which are grouped into the three main sections of Preparation, Instruction, and Review/Assessment—were used to enhance instruction (Echevarria, Vogt, & Short, 2000). The Preparation items were used to determine the language and content objectives, the use of supplementary materials, and the relevance of the activities in each lesson. The Instruction items were used to build background, provide comprehensible input, encourage interaction, use strategies, and deliver the SI lesson. The Review/Assessment section was used to review the key vocabulary and content concepts, assess student learning, and provide feedback to students.

Heterogeneous groupings based on differences in Spanish proficiency (i.e., deliberate mixing of high proficiency with low proficiency students within learning

## Implications

- ◆ This course became a bridge between the theoretical content and the practical reality of the second language classroom.
- ◆ Teachers and teachers-to-be are likely to have had little or no formal instruction about second language acquisition and teaching methodology. They need to integrate these perspectives into the content and structure of their lessons to teach ELLs.
- ◆ English monolingual teachers need to become familiar with the principles of SI and their application to language-rich environments and need to develop a working knowledge of a minority language.

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## Sheltered, from page 6

- ♦ The current structure of university courses and of district-led professional development needs to provide teachers or teachers-to-be with the opportunity to go through the process of learning a minority language and to reflect on and analyze the needs of students going through the second language acquisition process.

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## Talking Leaves Web Guide

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For information on **SIOP Model materials for professional development**, visit <http://crede.ucsc.edu/products/multimedia/siopvideo.html> or [www.cal.org/projects/si/sivideo/](http://www.cal.org/projects/si/sivideo/)

To learn more about **CREDE's Five Standards for Effective Pedagogy**, visit [www.crede.ucsc.edu/standards/standards.html](http://www.crede.ucsc.edu/standards/standards.html)

## Development, from page 1

has conducted small-group study sessions, worked with grade-level collaboration teams, and currently provides intensive professional development to a group of fourth- and fifth-grade teachers.

Using a coach/mentor model of professional development, Sirota meets on a bi-weekly basis with the teachers. These sessions focus on intensive discussion and analysis of each of CREDE's Five Standards for Effective Pedagogy, with particular emphasis on the Joint Productive Activity and Instructional Conversation standards. Classroom observations using the Standards Performance Continuum (SPC) identified these two standards as the ones needing the most attention. Twice each month, Sirota visits classrooms and observes teachers as they implement the standards in their lessons. Six times during the year, teaching episodes are videotaped. The videotapes are used to provide feedback on standards implementation, as well as to document exemplary classroom practices in reading.

## Waianae High School


Teachers in Waianae's Hawaiian Studies Program meet weekly with CREDE Principal Investigator Dr. Lois Yamauchi. For the past 3 years, Yamauchi has worked with



Starlight Elementary School in Watsonville, CA, is one of two CREDE Research and Development Schools.


them on understanding the theoretical base and practical application of the Five Standards. During the weekly sessions, educators discuss effective teaching through the use of the standards and reflect on their teaching experiences through journaling. All participants have the opportunity to critique their own teaching, and to provide constructive feedback to other teachers on the team.

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**Titles by CREDE Researchers for Effective Professional Development Programs**




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## Development, from page 8

Videotaped demonstrations of teaching, journal reflections, and sample units/lessons are included in a portfolio that teachers create throughout the year. This process parallels the portfolio activity that teachers require from their students. With Dr. Yamauchi's assistance, these teachers have created a true learning community, where they can explore their own teaching and maximize student achievement.

Evaluation data of our professional development programs in these two sites indicate that teachers are very satisfied with the program and believe their participation has benefited both them and their students. Teachers report that the content of professional development is consistent with their needs and is tailored to provide them with research-based, scientifically proven strategies in content areas.

Data were gathered at the two sites on the relationship between implementation of the Five Standards and student achievement in both quasi-experimental and experimental studies. Those data provide solid evidence that student achievement is higher in classrooms where teachers implement the Five Standards at high levels and attend to classroom management and organization (Doherty, Hilberg, Pinal, & Tharp, 2003). The data sets do not focus on professional development, per se; however, the strong link between professional development activities and improved classroom practices in our Research and Demonstration Schools suggests that professional development plays a critical role in supporting teachers as they enact effective pedagogical strategies to improve student achievement.

By providing teachers with the skills to deliver instruction in effective ways for all students and the knowledge of best practices and scientifically based strategies in content areas, we can ensure success for all children. As ambitious as the goal of leaving no child behind may seem, it can be achieved. We have created effective models in our development schools that show this goal is attainable and that the pathway to success begins with providing America's teachers with effective professional development.

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## Measuring, from page 3

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### Latest Data on Five Standards and Student Achievement Published in NABE Journal

The inaugural edition of the *NABE Journal of Research & Practice* (2003) features an article by CREDE researchers R. William Doherty, R. Soleste Hilberg, America Pinal, and Roland G. Tharp (University of California, Santa Cruz) on research data that show a correlation between the use of the Five Standards for Effective Pedagogy and increased student achievement. Titled “Five Standards and Student Achievement,” the article details two studies focusing on 15 teachers and 266 third- through fifth-grade students in a public elementary school serving predominantly low-income Latino English language learners (ELLs). The article can be viewed at [www.uc.edu/njrp](http://www.uc.edu/njrp).

### CREDE Publications Available Online through the University of California

CREDE reports, briefs, and other documents are now posted on the University of California’s eScholarship Repository site. The site hosts more than 1,200 papers from some 90 groups from the nine UC campuses. CREDE publications can be downloaded from <http://repositories.cdlib.org/crede/>. To see other repositories on the site, visit <http://repositories.cdlib.org/escholarship/>.

### New Resources and Publications

*A National Study of School Effectiveness for Language Minority Students’ Long-Term Academic Achievement* report (2002), by CREDE researchers Wayne Thomas and Virginia Collier (George Mason University), details findings from their longitudinal study on the academic achievement of language minority students in five U.S. school districts. Groundbreaking in its scope, this report examines student performance across different language program designs. Included is a description of the study design, extensive data and analyses, and thought-provoking implications for educational policy. \$25 (ordering information, page 11).

The related CREDE Research Brief #10, *A National Study of School Effectiveness for Language Minority Students’ Long-Term Academic Achievement*, provides a summary

of the study design and highlights selected findings. The brief can be read online at [www.cal.org/crede/pubs/ResBrief10.htm](http://www.cal.org/crede/pubs/ResBrief10.htm).



CREDE’s latest Educational Practice Report, *Two-Way Immersion 101: Designing and Implementing a Two-Way Immersion Education Program at the Elementary Level* (EPR 9, 2002), is authored by Elizabeth R. Howard and Donna Christian (Center for Applied Linguistics). Drawn from more than 15 years of two-way research, including the

CREDE “Two-Way Immersion” project, this report is designed to inform decisions for implementing such programs. The report describes essential features for all two-way programs and variable features for which practitioners must make deliberate programmatic decisions. It also incorporates advice from those working in existing two-way programs. \$5 (ordering information, page 11).

*The Dual Language Program Planner: A Guide for Designing and Implementing Dual Language Programs* (2003), by Elizabeth R. Howard (Center for Applied Linguistics), Natalie Olague, and David Rogers (Dual Language Education New Mexico), offers a collection of tools, such as discussion prompts and graphic organizers, for a dual language program planning team to work through together. \$10 (ordering information, page 11).

In the new ERIC Digest, *Theoretical Perspectives, Research Findings, and Classroom Implications of the Learning Styles of American Indian and Alaska Native Students*, authors R. Soleste Hilberg and Roland Tharp (University of California, Santa Cruz) discuss tendencies observed in the learning styles of American Indian and Alaska Native students. These include organizing information in holistic, nonlinear ways, understanding information through visual contexts, processing reflectively, and working collaboratively. This digest also explores general theoretical perspectives on learning styles and addresses case studies of instructional approaches that accommodate different learning styles. To download a pdf version of the digest, visit: [http://crede.ucsc.edu/products/print/eric\\_digests.html](http://crede.ucsc.edu/products/print/eric_digests.html).

## NEWS FROM CREDE



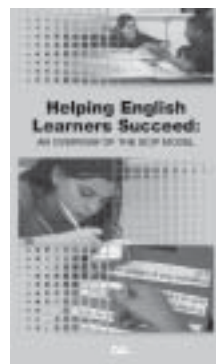
Two CD-ROMs, *Teaching Alive for the 21<sup>st</sup> Century: The Five Standards for Effective Pedagogy in Elementary Settings* and *Teaching Alive for the 21<sup>st</sup> Century: The Five Standards of Effective Pedagogy in Secondary Settings* (2003), are now available for purchase.

Authored by Roland Tharp, Soleste Hilberg, Stephanie Dalton (University of California, Santa Cruz), and Annala Teemant (Brigham Young University), the CD-ROMs feature more than 100 minutes of video clips of master teachers. The clips are accompanied by transcripts of each lesson, as well as a virtual library of reports and briefs from the nation's leading researchers in teacher education and diversity education. Mac and PC Compatible. \$30 (ordering information below).

*Using the SIOP Model: Professional Development Manual for Sheltered Instruction* (Center for Applied Linguistics, 2002), by Deborah Short, Justine Hudec, (Center for Applied Linguistics), and Jana Echevarria (California State University, Long Beach), is organized into 11 workshop sessions. It offers activities, strategies, and techniques for presenting the SIOP Model approach for sheltered instruction to teachers in programs of professional development or teacher education. The workshop sessions are designed to mirror many features of the SIOP Model so that teachers may experience the strategies first-hand. Each section also includes black line masters for use in presentations or workshops.

This facilitator's manual is a companion to the 77-minute video *The SIOP Model: Sheltered Instruction for Academic Achievement* (Center for Applied Linguistics, 2002) and to the book that explains the approach, *Making Content Comprehensible for English Language Learners: The SIOP Model* (Echevarria, Vogt, & Short, 2000). The SIOP

Model and related materials were developed through CREDE research project 1.3 "The Effects of Sheltered Instruction on the Achievement of Limited English Proficient Students." \$50 (ordering information below).



*Helping English Learners Succeed: An Overview of the SIOP Model* (Center for Applied Linguistics, 2002) is a 26-minute video that concisely presents the SIOP Model. The video uses footage from K–12 classrooms of exemplary teachers to illustrate components of an effective, research-based approach to planning sheltered lessons. This video is designed for administrators,

policy makers, and teachers. It is also a fitting supplement to teacher methodology classes. \$50 (ordering information below).

### Forthcoming Publications

Howard, E. L., Christian, D., & Genesee, F. (in press). *The development of bilingualism and biliteracy from grade 3 to 5: A summary of findings from the CAL/CREDE study of two-way immersion education* (Research Rep. No. 12). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.

Short, D., & Boyson, B. (in press). *Creating access: Language and academic programs for secondary school newcomers*. McHenry, IL: Delta Systems and Center for Applied Linguistics.

Waxman, H. C., Gray, J. P., & Padrón, Y. (in press). *Student resiliency: Success despite adversity* (Research Rep. No. 11). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.

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**Talking Leaves  
Spring 2003, Vol. 7 No. 1**

Sequoyah, a Cherokee born in the 18<sup>th</sup> 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.

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