

Director's Corner

Significance of Everyday Language

Collaborations between projects and across programs were built into three CREDE sessions at AERA. "Sociocultural Perspectives on Professional Development: CREDE Research and Theory" included researchers whose work is having an impact now in classrooms and on school administrations (this page). "Classroom Observations of Effective Pedagogy in Culturally Diverse Settings" featured three projects that are utilizing CREDE's five standards for effective pedagogy in both observing and assisting practitioners (see p. 3). "Parents as Intellectuals, Parents as Experts" covered four projects in two programs, each with an emphasis on respecting, nurturing, and utilizing the many levels of parental involvement in education (this page).

Unfortunately there is not enough space in one issue of *Talking Leaves* to print the entire snapshot of CREDE's emerging findings and impact on research, policy, and practice. In the next issue, watch for information on additional AERA

see AERA, page 2

This issue of *Talking Leaves* highlights presentations made by CREDE researchers at the 1999 Annual Meeting of the American Educational Research Association (AERA) in Montreal. The Center was well represented at the conference where 63 CREDE researchers and 11 affiliated research partners presented in 54 sessions. For more information on the research studies, see <http://www.cal.org/crede/credeprg.htm>.

Sociocultural Perspectives on Professional Development: CREDE Research and Theory

Can CREDE's five standards for effective pedagogy—teachers and students producing together, developing language across the curriculum, making meaning by connecting school to students' lives, teaching complex thinking, and teaching through conversation—be applied to the professional development process? This question was at the core of CREDE's symposium on professional development and explicated in the paper presentations described below.

Saunders, O'Brien, and Goldenberg (Project 1.5) described the positive effects of teachers engaging in professionally relevant discourse while working and producing together. The researchers are collaborating with school staffs to improve teaching, learning, and achievement in ethnically and linguistically diverse schools, while concurrently documenting the process. They have helped practitioners and administrators work together in four settings: teacher work groups, grade level/department meetings, academic achievement leadership

see Perspectives, page 4

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Parents as Intellectuals, Parents as Experts

This session featured research from CREDE's Instruction in Context and Integrated School Reform research programs. In "Parent-Child Conversations about Science," Callanan described her study (Project 4.3) of "how" and "why" conversations between children and their parents in 48 families of Mexican descent. Over the course of this study, parents kept conversation diaries and researchers observed family visits to a science museum. Early findings from these data indicate that these children engage in "science talk," a result that contradicts some previous research. Callanan concluded that teachers can incorporate children's reflections about science into classroom activities, enabling students to more fully develop science concepts.

AERA, from page 1

sessions featuring CREDE researchers such as Cooper, Foster, Grissmer, Rutherford, and Stoddart.

This column highlights a symposium I organized, "Implications for Educational Policy of Hart and Risley's Research on Everyday Childhood Experiences: Multiple Perspectives," that focused attention on how poor children are placed at risk of educational failure and how poverty is perpetuated across generations. Todd Risley, co-author of *Meaningful Differences in the Everyday Experiences of Young American Children* (1995) and *The Social World of Children Learning to Talk* (1999), spoke about his data and findings. His data track verbal interactions between parents and one of their children in 42 families of varied socioeconomic status and ethnicity. Data span the child's life from 9 to 36 months. Risley's findings show that frequency of verbal interaction is a significant indicator of the degree to which a child will be at risk. Although all the children received the same kinds of everyday language experiences, children in homes with fewer economic resources experienced overwhelmingly less verbal interaction. By age 3, children from families with fewer economic resources already had approximately 600 fewer vocabulary words than their wealthier peers. This difference related powerfully to later vocabulary development, measured IQ, and school success.

The practice and policy implications of these findings are profound. If students are placed at risk by lower rates of verbal interaction before beginning school, then a classroom rich in dialogic opportunities (such as those created by CREDE's five standards for effective pedagogy) is critically important. Ordinary recitation-script classrooms are even lower in verbal stimulation than the poorest families in the Hart-Risley study! The data raise other major policy questions. Do we need even earlier intervention with these children? Parental training programs in high school, or earlier? If these issues are so vital for English-only families, what are the dynamics for bilinguals? The education community needs to engage in a deep and long conversation about what we must do, in the light of these startling and dismaying findings. 🌿

-Roland Tharp

Hart, B., & Risley, T. (1999). *The social world of children learning to talk*. Baltimore, MD: Brookes Publishing.

Hart, B., & Risley, T. (1995). *Meaningful differences in the everyday experiences of young American children*. Baltimore, MD: Brookes Publishing.

Parents, from page 1

Collaboration and cooperation among researchers, teachers, and parents were at the center of "Connecting Classroom Curricula to Parents' Knowledge and Goals," presented by McIntyre and Kyle (Project 5.5). As part of the study, researchers and teachers made ongoing family visits to learn about students' home experiences in order to contextualize classroom instruction more closely to student's lives. The time-intensive and challenging research process has successfully influenced the curriculum and made it more meaningful for the rural, impoverished community served by the school. However, the researchers recognize the need to balance the extent that they can be a resource for families with their responsibility for conducting the research.

"Parental/Community Involvement in the Co-Construction of School Related Activities" (Project 5.6) described a summer institute in Zuni, NM in which middle school teachers, parents, and community members jointly planned future curricula and lessons. As Rivera and Guardino reported, the institute encouraged parents and community members to become more active participants in their children's education. By incorporating cultural norms, beliefs, and goals, the institute helped integrate parent and community funds of knowledge in the development of instructional units through joint productive activities.

Another method of establishing relationships between parents and schools was presented by Andrade in "Creating Opportunities for Parents to Pursue Professional Development Experiences" (Project 4.2). Andrade works with four schools in developing math workshops where practitioners and parents discuss teaching and learning, including math activities that parents and children can work on together. In this home/school collaboration, parents, teachers, and researchers work together in an atmosphere of mutual respect and rapport, and much of the activity revolves around mathematical topics and issues suggested by parents. "It is clever on the part of the organizers to develop these workshops," commented one parent, "because through them the entire family comes together, and it becomes a gratifying gathering which is educational and enjoyable." 🌿

Classroom Observations of Effective Pedagogy in Culturally Diverse Settings

This interactive symposium focused on classroom observation tools developed and utilized by CREDE researchers. In the first paper, Hilberg and Epaloose (Project 5.6) reported on the use and reliability of the Standards Performance Assessment Continuum (SPAC), a rubric created to enhance the application of the five standards as an instrument for professional development and instructor evaluation. The SPAC (see www.crede.ucsc.edu/HomePage/Standards/SPAC/SPAC.html) defines a continuum of implementation for each standard, ranging from “not observed” to “present,” and can be used by classroom observers and/or teachers working to implement the standards.

In the second paper, “Patterns of Language Arts Instructional Activity in First and Fourth Grades,” Estrada and Imhoff (Project 5.8) described their adaptation of the Activity Setting Observation System (Rivera, 1998), a tool to research how patterns of instructional activity foster excellence, inclusion, fairness, and harmony in classrooms. Early findings from observations in 27 classrooms showed that teachers who utilized a higher frequency of certain teaching strategies, such as teacher/student dialogue and multiple and simultaneous activity settings, received higher performance scores on the ob-

servaion tool than teachers who used those same classroom activities less frequently.

“Are any of the five standards being enacted in these classes?” was the question at the heart of Waxman’s and Padrón’s “Observations of Effective Pedagogy with English Language Learners in Fourth and Fifth Grade Reading and Language Arts Classrooms” (Project 5.4). Developing benchmarks from indicators of each standard, the research team observed and rated 26 reading classes across three schools. The researchers investigated teachers’ and students’ behavior in the classroom. When they focused on the teachers, they found little to no implementation of the five standards. When they shifted their observations to student outcomes, however, the researchers recorded more reading time, on-task time, and more time attending to instruction, even among those students whose teachers demonstrated “very little” use of the standards. 🌿

Rivera, H. (1998). *Activity setting observation system: Concepts, training, and reliability*. Paper presented at the meeting of the American Education Research Association, San Diego, CA.

Sheltered Instruction: Bridging Diverse Cultures for Academic Success

One of the greatest challenges facing teachers of English language learners is making subject content comprehensible while concurrently developing English language skills. Using English as the medium of instruction for the core curriculum, sheltered instruction addresses this challenge by modifying the curriculum with specific strategies to meet students’ language development needs and content knowledge goals. Echevarria and Short (Project 1.3) reported on their work with colleague Jerome Shaw, assisting teachers in the implementation of effective sheltered instruction through the use of the Sheltered Instruction Observation Protocol (SIOP), a tool the project developed in collaboration with instructors. The SIOP helps teachers with lesson preparation, instruction, and review. The researchers are training teachers to implement the SIOP in districts on the east and west coasts and in the south. Instructors using the SIOP reported professional development growth in several areas, including an increasing awareness and practice of how language and cultural connections can be integrated naturally into content classes. 🌿

Now Available from CREDE:

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

by 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. For students already fluent in English, however, the combined effects of literature logs and instructional conversations were not significantly greater than the effect of a single approach. (RR 6, \$5.00)

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teams, and whole faculty meetings and training workshops. These settings illustrate the standard of joint productive activity (JPA) by fostering focused and substantive collegial dialogue on the mechanics of teaching and learning—dialogues which are crucial for professional development.

Henze, Norte, and Sather (Project 2.4) discussed their study of 21 school leaders who have proactively addressed issues of racial/ethnic conflict. These administrators encouraged positive interethnic relations in the following ways: a) developing school visions that were implemented, b) building structures to foster positive human relations, c) understanding conflict and valuing the dialogue it opens up, and d) defining how the institutional power of school leaders can be used to promote more positive interethnic relations and greater equity. Recognizing that school leaders who have daily interaction with their faculty are an important source of professional development support, the researchers are now working on case-based professional development material for administrators that focuses on nurturing human relations in schools with diverse student bodies.

In a project related to CREDE's mission, Sirota and Tharp presented on effective preservice teacher education. Sirota teaches the five standards in a graduate level course at the University of California, Santa Cruz, enacting them in a "lab" for teachers in training. In this classroom, a community of learners operates in an environment of shared classroom values, where teacher candidates learn multiple, simultaneous, and diversified activities. Prior to their classroom placements, teacher candidates observe and practice each of the standards, both in the class and in a semi-apprenticeship role, by watching previous class graduates at work in K-12 classrooms. These apprenticeships and the opportunities to practice the standards create a rich learning experience.

Rueda and Lilia (Project 2.3) discussed the significant lack of apprenticeship opportunities for paraeducators, based on their study of a sample of Los Angeles schools. Despite the strengths these practitioners bring into classrooms, particularly their knowledge of students' lives outside of school, they are profoundly

underutilized by classroom teachers. "The problems they describe are the same as when I left California 15 years ago," commented Margarita Calderón, a researcher connected with The Johns Hopkins University who attended the session. "Maybe this will get the school districts and state departments of education to look at these organizational structures."

In "Exploring Sociocultural Principles of Professional Development in Changing School Practices within a Centralized and Textbook Driven Environment," Chang presented an international perspective on the application of the five standards. In this project, teachers in Taiwan received professional development to help them implement student-centered instructional components. Facilitators used joint productive activity to guide in-school professional development. Teachers then used JPA and instructional conversations in their teaching and to analyze their successes and failures in utilizing small group instruction and center- or project-based learning in their classrooms. Since many of the practitioners had no experience or training in any teaching style other than direct, whole-class instruction, both the style and content of the professional development was an innovative experience for them.

In the final symposium paper, Baca (Project 2.1) reported on products being developed from a national study on teacher education for culturally and linguistically diverse student populations. The researchers have prepared annotated bibliographies on multicultural education, professional development, school reform, second language acquisition, and the standards movement (available online at <http://www.crede.ucsc.edu/HomePage/Resources/resources.html>). They are also preparing a directory of teacher education programs that prepare teacher candidates for the linguistic and cultural diversity of U.S. classrooms. Recommendations for teacher education programs to be included in this directory should be directed to Ruth Kim (rhkim@cats.ucsc.edu or 831-459-3651). Seven case studies covering teacher education programs in California, Colorado, Utah, New Mexico, Texas, and Florida are forthcoming. 🌸

Read past issues of Talking Leaves online:

<http://www.cal.org/crede/>

Evaluation that Informs School Reform

In the symposium, “Evaluating Systemic Reform: Where Are We and Where Do We Go From Here?”, Thomas and Collier (Project 1.1) discussed the findings and design of their national study of school effectiveness for language minority students. The researchers are working collaboratively with the staff of 16 school districts to identify ways to improve the education of rapidly increasing numbers of language minority students.

Their paper noted that typical language minority students score at about the 10th national percentile in reading achievement in English by the end of their school years. Thomas and Collier compute and compare the effect sizes of common language minority student programs from their work and from the work of Willig (1985), Ramirez (1991), and Greene (1989). They noted that comparable programs have consistent effect sizes across these studies. Also, they pointed out that all of these studies find that both the short-term effect sizes of all common English-only and remedial bilingual programs, as well as the long-term schooling effect sizes that follow, are too small to allow language minority students to reach long-term achievement parity with native-English speakers during their school years. Thus, school reform is strongly needed, across the U.S.

Thomas and Collier described the methodology of their collaborative work with local school districts in which they encourage districts to make decisions based on locally collected data, thus contextualizing reform to district needs. They organize and restructure local data from tests, student information systems, surveys, and interviews in five stages of exploratory, descriptive, cross-sectional, and longitudinal data analyses. Using these analyses, the researchers provide school districts with information on the long-term outcomes of local curricular choices and guide local educational reform in collaboration with each district. 🌿

Greene, J. (1998). *A meta-analysis of the effectiveness of bilingual education*. Claremont, CA: Tomas Rivera Policy Institute.

Ramirez, J. D. (1992). Longitudinal study of structured English immersion strategy, early-exit, and late-exit transitional bilingual education programs for language-minority children (Executive summary of the final report). *Bilingual Research Journal*, 16 (1&2), 1-62.

Willig, A. (1985). A meta-analysis of selected studies on the effectiveness of bilingual education. *Review of Educational Research*, 55, 269-317.

On the Threshold of Language Revitalization

How has participation in a unique program transformed teachers' and administrators' identities as both educational practitioners and Hawaiians? Yamauchi and Ceppi (Project 1.6) reported on the perceptions of educators involved in Papahana Kaiapuni, the nation's only K-12 public school program taught entirely in Hawaiian. The researchers conducted individual interviews and focus group discussions with teachers about their roles and experiences in the program. For many teachers, Papahana Kaiapuni has improved their cultural knowledge and encourages a strong commitment to preserving the Hawaiian culture and language. Teachers also

mentioned a sense of connectedness to students as members of an extended family; many teachers enjoy a close relationship with their students. For example, at one school teachers eat lunch with their students every day, thus influencing other teachers to consider spending “non-duty” time with their students. As one teacher reflected, “We teach here with our whole heart, soul, mind...spirit, everything we do here is...for our people.” The emphasis on Hawaiian culture and language, as well as the close relationship among teachers and students, has changed the way practitioners view their roles as both teachers and Hawaiians. 🌿

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Reflections on AERA '99

Gil Garcia, Office of Educational Research and Improvement, U.S. Department of Education

Montreal provided a stimulating setting for the 1999 annual meeting of the American Educational Research Association (AERA). Like the United States, Montreal is rich in linguistic and cultural resources. It was exhilarating to hear a wide assortment of Montreal residents and visitors speaking both French and English. As in the U.S., these resources pose challenges for educators. For example, the *Montreal Gazette* reported on students speaking English at a local school where all instruction is in French and which prohibits the use of English on campus, even for social purposes. Capturing the essence of the dilemma, one student exclaimed, "Why shouldn't we be able to speak whatever language we want to each other? It's not going to change the way we learn" (Lampert, 1999).

More than in past conferences, AERA presentations focused on key issues in education today, including linguistic and cultural diversity, comprehensive school reform, teacher training, and evaluation. The AERA Distinguished Lecture by Luis Moll and the Dewitt Wallace Award lecture by Richard Elmore offered insights into educational improvement. Moll cautioned that language can be used as a political tool to influence school initiatives, practitioners, and students; and Elmore stressed that school change does not equal school improvement.

The sessions on intervention research in classrooms with at-risk students and in low performing schools were particularly informative. Action research appears to be on a growth curve again, and promises to have a significant impact on teaching and learning. It was refreshing to hear so many presenters talk about trying to make a difference in schools. I was encouraged by the discussion of the utility and effects of scripted curricula, especially for teachers and students in low performing schools.

While AERA sessions clearly addressed more language and cultural diversity issues than in the past and CREDE researchers were able to showcase their studies, I would like to see additional improvements to the AERA program: a) more mainstream educators and researchers motivated to attend sessions on at-risk and linguistically and culturally diverse students and schools, and b) more opportunities for interactive sessions that engage audiences with in-depth discussion and reflection rather than the standard "10 minutes to read a paper" session. 🌸

Lampert, A. (1999, April 20). School ignoring problems: Parents. *Montreal Gazette*. Page A6.

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The Relationship Among Instruction, Cognition, and Culture of Rural Children of Appalachian Descent

Kline, McIntyre, and Kyle reported on a collaboration between two CREDE projects. One project is examining the relationships among children's instruction, family life, and achievement in Kentucky's nongraded programs (Project 5.5). The second is developing the PASS+S (Planning, Attention, Sequential and Simultaneous Processing, plus the Speed of processing) assessment (Project 6.2), a culturally sensitive, dynamic instrument to measure cognitive competence for schooling. The researchers are looking for possible links between culture and cognition in order to understand better how a child's environment prepares him or her for the cognitive demands in a formal learning situation.

Researchers, classroom teachers, and families collaborated on an ethnographic study of interactions between Appalachian parents and children at home. Then researchers administered the PASS+S to some of the rural, first grade

student participants. Comparable assessment data has been collected from a sample of low socioeconomic status Mexican descent students who were similarly or more disadvantaged than the rural Appalachian students. Assessment data has also been gathered from a group of mainstream Anglo-American students. The researchers are using all the data to explore relationships between environmental influences and school readiness. For more information on the PASS+S assessment, contact Sybil Kline (kline@cats.ucsc.edu or 831-459-3672). 🌸

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Leading for Diversity: Lessons on Developing Positive Interethnic Relations

This symposium focused on emerging findings from the Leading for Diversity project (Project 2.4), which is documenting school leadership approaches that proactively address racial and ethnic conflict and promote positive interethnic relations in K-12 settings. In addition to the three CREDE-supported papers reported here, the session also included papers on the types of conflict documented in the study's 21 schools, and the range of leadership roles taken on by administrators, teachers, and students in two high schools.

In "Structures 'Beneath the Skin': How School Leaders Use Their Power and Authority to Create Institutional Opportunities for Developing Positive Interethnic Communities," Norte discussed five areas of intervention where school leaders can make a difference: content, process, structure, infrastructure, and staffing. He described how principals in this study think about and use their authority to effect changes in human relations in their schools and how school leaders prioritize needs. Norte offered theoretical and organizational models that illuminate what effective leaders do and how they do it. Although these models are particularly useful for diverse school communities, they can also be applied to more homogeneous schools.

One theme emerging from the study's findings is that a personalized school experience fosters a school climate with more positive interethnic relations. In "Keepin' it

Real: Personalizing School Experience for Diverse Learners to Create Harmony Instead of Conflict," Katz described her work with two elementary schools whose leaders are striving to foster a more personalized school environment. Leaders at both schools focus on creating a caring environment, increasing parental involvement, and restructuring student groups. In both cases, the results are positive—student conflict has decreased, academic performance is improving, and parents find they are welcome collaborators in their children's education.

One high school in the study has integrated interethnic relations into its curriculum. In "Curricular Approaches to Developing Positive Interethnic Relations: Roles of Teacher Leaders and Administrators," Henze described several of the school's curricular innovations, such as ethnic focus classes, topics on interethnic relations as part of required language arts and social sciences classes, and an introductory course that focuses on ethnicity and gender. In addition, individual teachers infuse interethnic relations issues in their courses. Research results show that students value and learn from these multicultural curricula. However, the process of moving in the direction of more multicultural curriculum has not been easy. Henze identified barriers teachers and administrators have faced and suggested several ways schools can make such curricular reforms part of the institutional culture. 🌿

New Directions in American Indian and Alaskan Native Research

During this symposium on indigenous peoples, CREDE researcher Demmert presented initial findings from "Case Studies of Exemplary Native American Education Conducted in the Context of Native Language, Culture and Community" (Project 5.7). The five case study sites—schools in Hawaii, Alaska, South Dakota, Oregon, and Ojibew Country, which is located in Canada and the U.S.—share several important characteristics. The communities or tribes have made improved academic performance a high priority. The schools have established programs with well-articulated purposes, and have developed partnerships with parents, communities, and institutions of higher education. At each site, the loss of fluent speakers of the tribal language is a major concern, and schools are recruiting Native language speakers to participate in their programs. Each program has Native teachers and/or administrators who support the language

and cultural curriculum, and each has a high level of community and tribal involvement in school policies and activities. In each case study, students who participate in extracurricular activities (athletics, music, and clubs) appear to do better academically and have higher levels of motivation than students who engage in no extracurricular activities.

Based on the case studies, Demmert made several recommendations for ways other programs serving Native students can improve academic performance and cultural knowledge of Native American students, including the following: a) creating or strengthening community-based early education programs that focus on language development, b) training Native language speakers as resources for school language and cultural programs, and c) incorporating traditional knowledge and a greater understanding of traditional mores into formal school settings. 🌿

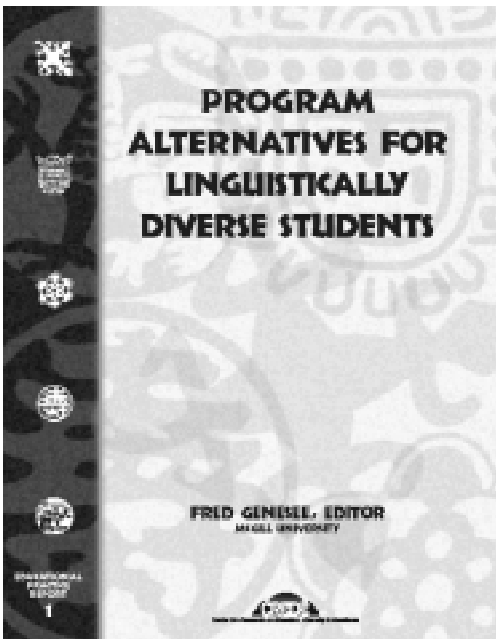


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NEW REPORT FROM CREDE



Program Alternatives for Linguistically Diverse Students

Fred Genessee, Editor

Helping second language learners succeed in K-12 schools is of great concern to policymakers and administrators. CREDE's new educational practice report sets out the goals of several alternative program models and factors related to their implementation in a clear and concise format. Four program alternatives specifically for English language learners are described. These are 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 through a second language. This guide will help decision makers in schools and school districts identify the instructional approaches and programs that would best serve students learning English, meet students' educational goals and needs, and match local resources and conditions to program model. (EPR 1, \$5.00)

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