California Association for Bilingual Education

The
Multilingual Educator

Language, Culture & Leadership: Co-creating Community

EDITOR'S NOTE

Transforming schools, especially low performing schools takes stakeholders with a vision of what is possible and what the school should and can be for students. Vince Lombardi once said, "The achievements of an organization are the results of the combined effort of each individual." The 2011 issue of CABE's Multilingual Educator has many examples of how when people come together and have a collective vision of success for students, outstanding accomplishments can happen. Our Title Sponsor, ING Financial Services, in a collaborative partnership with CABE, began a tradition in 2010 of honoring young artists through an art contest that provides scholarships to four students. The young artist's experiences in competing for these scholarships are highlighted in this issue. We congratulate the 2011 contest winners for their artistic talent.

CABE's Project INSPIRE Family, School, and Community Engagement program continues to bring success not only to the participating parents, but also to the schools in the longitudinal research study. Project INSPIRE's findings for both Year 3 and Year 4 are consistent: students (those whose parents completed and implemented what they learned from Project INSPIRE's leadership development program) realized a statistically significant improvement in the rate and level of academic growth—above what other students are achieving at the study's control schools. We are seeing administrators, teachers and parents being part of a transformative change in the schools involved in the project. Parents, teachers, and the community working together is also illustrated in the article on Jefferson Elementary School in the Compton USD. By establishing strong partnerships, stakeholders are co-creating their school community to establish an environment in which ELs are meeting with success.

While parents can work collaboratively with the school to make needed changes, teachers in order to improve their teaching, also need guidance and support for this change. It takes a team to make this happen. When schools identify the instructional changes needed and then staff work together to bring about the changes—students benefit. The use of the OPAL is one way of highlighting best practices and examining practices that need change or support for more effectiveness. Armas and Lavadenz developed the OPAL as a way to measure important elements of instruction that make a difference for students and share this information so as to inform others of this important tool.

CABE's vision of "Biliteracy and Educational Equity for All" is transformed into practice through our collaboration with Californians Together. The Seal of Biliteracy program is spreading to over 60 school districts in California. These districts are choosing to honor the language skills of their students by awarding them a seal that goes on their high school diploma telling the world that they are proud of being literate in more than one language. It took the vision of forward thinking individuals and organizations to make it possible.

As you can see transformative change in our schools takes the combined efforts of individuals working together for the benefit of the students we serve in our schools. Anthropologist Margaret Mead was right: "Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has."

María S. Quezada

The *Multilingual Educator*

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A Partnership: CABE and ING's Student Art Appreciation Program

ING ING. Your future. Made easier. [SM]

ING prides itself on being a responsible corporate citizen, committed to sharing our financial knowledge and skills with people who need it most. Through the charitable giving arm of our company, The ING Foundation, we aim to improve the quality of life in communities where ING operates and our employees and customers live. We do this through our charitable giving and employee volunteerism and also by partnering with nonprofit organizations on programs that focus on financial literacy, children's education, diversity and environmental sustainability.

We are proud of our signature programs, ING Unsung Heroes, ING-Girls Inc. Investment Challenge and ING Run For Something Better, because we are helping others gain the resources they need to build satisfying lives and build stronger communities. We believe in empowering people, and our signature programs are just a few ways we can do just that. ING Unsung Heroes awards grants to teachers for their innovative teaching methods, the ING-Girls Inc. Investment Challenge teaches young girls about investing and through

ING Run For Something Better, we are helping children get on the road to healthier lifestyles through running in an effort to help combat childhood obesity.

Partnering with an organization like CABE makes sense because we share a common goal – improving student achievement – whether it's through our employees volunteering to mentor students or enter the classroom to help teachers provide special programming or sponsoring programs and events like CABE's student art appreciation program, we are helping to make a difference in our communities.

During the CABE 2011 conference in Long Beach, California we will be honoring and providing scholarships to students with exceptional talent in art. All of the art entries for this contest were judged by artists/teachers serving on the CABE 2011 Student Artwork Committee. We thank them for sharing their expertise. This year the Student Art Contest Winners tell us in their own words of their experience in participating in this event.

1st Place Winner
Jerry Sanchez
Arroyo Valley High School
San Bernardino City USD

"I am Jerry Sanchez a junior at Arroyo Valley High School in San Bernardino. I have loved doing art since I can remember. I always wished to be the best in drawing at school. I remember sitting around at home watching both my big brothers draw. I wanted to be like them, so I would practice every day to be like them. I have had art classes since sixth grade. I like doing black and white graphite artwork the best. I like to paint but I am not really into color so much. This contest was the first contest that I won prize money. I worked very hard on this poster and I am so excited to have placed in this contest. Thank you to all the judges for picking my poster."

2nd Place Winner
Kassandra Bernal
Orange County Educational Arts Academy

"My name is Kassandra Bernal and I am 13 years old, I attend Orange County Educational Arts Academy (OCEAA). I am a straight 'A' student and I am the president of our school. I attend OCEAA because it is an arts school. I believe it will help me succeed in my dream of being a famous actress and singer. My art piece is a tree (representing peace) with the world on top of it because like humans care for and grow trees, we too do that for our earth. I have incorporated flags surrounding the world representing language, culture, and leadership; it shows people coming together for a better world."

3rd Place Winner
Kristi Su
Diamond Ranch High School
Pomona USD

"I am a 17-year old girl from Pomona. I've lived in Southern California my entire life. I enjoy playing tennis, skiing, and snowboarding, and recently started drawing. At Diamond Ranch High School, I've played on the tennis team all four years, and I am currently involved in INTERACT Club, Habitat for Humanity Club, and California Scholarship Federation. Next year, I hope to attend a four-year university and major in Economics."
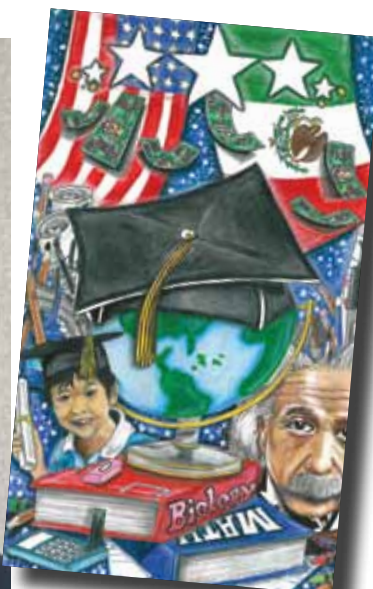
4th Place Winner
Kieu Nguyen

"My name is Kieu Nguyen and I am originally from Vietnam. I have enjoyed doing art, from elementary to middle school and now I have taken art for four years in high school. This was my first poster contest. My intent in creating the poster was based on children stepping forward to get a good education. I have studied hard and tried my best to be successful in school and feel students should be encouraged to work hard in school to succeed. I am honored to have placed in this contest."

When Parents are Engaged, the Schools Get Better!

By Maria S. Quezada, Ph. D, CABE CEO

"No single reform solution really works on its own. Instead, schools, districts, communities, and families must take multiple actions to address the complex problem of turning around chronically low-performing schools." (Weiss, Lopez & Stark 2011)

Over the last seven years, CABE developed and implemented a parent leadership development program that is offered throughout California. Each year, on average, more than 12,000 parents participated in parent sessions designed to provide them information on how to effectively engage with schools for the benefit of their children's education. CABE's Project INSPIRE has four overall goals: 1) Reducing the achievement gap for at risk students; 2) Developing parent knowledge, leadership skills, and educational engagement to raise achievement levels of their children; 3) Increasing the capacity of schools and districts to maintain high quality parent engagement and leadership programs focused on student achievement; and 4) Developing parent leadership skills including the role as trainers of other parents at the school. Besides the direct services to parents listed above, the program also has provided over 150,000 pieces of informational brochures and handouts yearly and reached over 3,000,000 parents and others through radio and television programs where staff shared their expertise to program audiences locally, nationally and internationally.

A Research-based Family, School, and Community Engagement Model

Project INSPIRE's Parent Leadership Development Program Outcomes include:

1. Knowledgeable parents with the leadership skills to take action steps to ensure their children have equitable educational opportunities.

2. Schools and districts serving diverse background students and maintaining high quality parent engagement and leadership programs.

3. Development of parent leaders who can effectively participate in local school reform efforts.

4. Action Team for Partnerships Model (Epstein, 2008) at schools that focus on increased student achievement where schools establish a structure for meaningful parental engagement.

5. Increased student achievement for diverse background students

Project INSPIRE is now in the last year of grant funding provided by the U.S. Department of Education's Office of Innovation and Improvement as a Parent Information Resource Center (PIRC). From 2006-2011, as part of the services provided to schools and parents, Project INSPIRE also is conducting a research study on the impact of parental engagement on student achievement at sixteen school-based centers. This is a longitudinal study of randomly selected Treatment (leadership program provided) and Matched Control (no leadership program) pairs of schools from among the pool of Program Improvement schools in partnering school districts. By tracking parental engagement via each parent's participation in Project INSPIRE's leadership program, as well as the type, frequency, and intensity of parental engagement over time, and monitoring their child's academic achievement in English Language Arts and Mathematics, this study will assess whether parental engagement will significantly improve 1) their child's learning; and, 2) overall school achievement. Preliminary findings are consistent with those from other research efforts examining the relationship between parental engagement and student success at school (C. Nye, J. Schwartz, and H. Turner, 2006; Henderson and Mapp, 2008). Project INSPIRE's findings for both Year 3 and Year 4 are consistent: Treatment Students (those whose parents completed and implemented what they learned from Project INSPIRE's leadership development program) realized a statistically significant improvement in the rate and level of academic growth than their peers (Control Students) whose parents had not participated in the leadership program. Moreover, the average rate and level of academic growth of Treatment Students is also greater than the average peer statewide, suggesting a closing of the achievement gap. Please note, these results are tentative, pending completion of Year 5 (AY10-11) of the study. Nonetheless, these preliminary findings are consistent with other research that suggests that when parents from chronically under-performing schools are engaged, their children can significantly improve their learning. Still to be addressed is to understand the number of parents that need to be engaged, the type of engagement to improve school-wide achievement. Project INSPIRE is documenting a positive and convincing relationship between parent engagement and significant increased academic achievement of their children. Finally, as the majority of the families in Treatment Schools are of color (89%), low-income (68%), and English Language Learners (64%), these findings validate Mapp (2009) that the relationship between parent engagement and student achievement holds across families of all economic, racial/ethnic, and educational backgrounds and for students at all ages.

The CABE Project INSPIRE Family, School, Community Engagement program has three components that are available to all schools and districts.

Project INSPIRE is documenting a positive and convincing relationship between parent engagement and significant increased academic achievement of their children.

- **Level 1 - Awareness** of critical information impacting their children (comprised of 12 one and one-half hour modules). These workshop sessions are offered at conferences, district level or at school sites. Parents can attend one or more sessions.

- **Level 2 – Mastery** an in-depth understanding of critical information impacting their children (comprised of 12 three hour modules) Participant-centered and significantly more intensive in terms of content (deeper coverage), time, and effort. Parents are required to complete all 12 training modules, for a total of 36 hours of face-to-face project based learning activities. This is a school-based program

- **Level 3 – Expert**-Development and refinement of leadership knowledge and skills to create and sustain family-school community engagement in supporting student achievement (comprised of 16 three hour modules). A Trainer of Trainers parent leadership development effort that builds upon the knowledge and skills developed in Level 2 training and parents/community liaisons completing the program can offer services to other parents in their schools.

Parental Engagement

Old Paradigm	New Paradigm
Individual Responsibility	Shared Responsibility
Deficit-based/Adversarial	Strength-based and collaborative
Random acts	Systemic
Add-on	Integrated
Events Driven	Learning Outcomes Driven
Compliance	Ownership & Continuous Improvement
One-Time Project	Sustained

Source: Karen Mapp (November 2010) – U.S. Department of Education's National Policy Forum for Family, School, and Community Engagement).

Each of these levels provides relevant and meaningful information to parents so they can participate fully in their children's education. To date the most meaningful change has come from those schools that have participated in the Project INSPIRE research study (Level 2 and 3) for the past four years. At these schools research findings have indicated that children whose parents have developed a strong sense of who they are as parents; that know and understand their role in their child's schooling; and have formed a strong sense of community at their school alongside educators, indeed have seen their children succeeding academically. Project INSPIRE school sites are experiencing increased student achievement and meeting their API and AYP targets. They have a strong focus on implementing the parental engagement component of the essential elements of school reform—creating Family, School, and Community Partnerships.

By engaging in Project INSPIRE parents are learning that, regardless of their own education and experiences, they have a critical role in supporting and guiding their child's education, by drawing upon their life experiences and learning how to engage in a range of activities at home,

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school, and in their community (Epstein, 2009). Parents are learning the far reaching impact of school engagement upon their child in terms of improved student behavior, attendance, increased interest in what they are learning at school, as well as at home. This occurs when parents simply visit the school, help out at the school regularly, speaking with teachers, principal, and other parents, and/or simply sitting down when the child comes home to discuss what the child learned or did that day in class. All if these activities are powerful statements and actions to the child about the value and importance of an education, not the least of which is the engaged parent as an educational role model for their child.

All of these above actions are in line with what can happen when we begin to change the focus of parental engagement efforts. There is a new understanding that parental engagement is an integral part of schooling and that parents, teachers, school site administrators as well as central district are responsible for maintaining and enriching parental engagement opportunities. School personnel need to see families as collaborative agents of change in service of improved outcomes for students, schools and communities. Weiss, Lopez and Rosenberg (2010) in

Beyond Random Acts Family, School, and Community Engagement as an Integral Part of Education Reform state, "it is time to transform family engagement strategies so that they are intentionally aligned with student learning and achievement." Leading experts in parental engagement (Mapp 2010, Weiss, et al 2010) believe that in order to maximize the potential for increasing student academic achievement we must change from an old paradigm of parent education to a new form of parental engagement where collaboration, integration, shared responsibility and a focus on student achievement are the key factors.

The Community Learning Theory-Unity Principle

Families of low come income and culturally diverse backgrounds value education and want their children to succeed. Project INSPIRE has documented that parental advocacy at school also has a positive effect on children's academic performance. When programs and activities for families are linked to what their children are learning and doing in class, there is demonstrable improvement in student achievement. It is important to note that this parental engagement has a positive impact from Kindergarten through College. Traditionally, however, schools and educators have not employed the power parental engagement can bring to the school setting. Through Project INSPIRE's work with parents we have identified four factors that are critical for improving or blocking parental engagement (Ramirez, 2010):

- **Types of Parent Involvement** (what types of engagement and the extent to which parents are introduced to each type of engagement at home, school, and within the community; and provided with opportunities to "practice" each type of engagement);
- **Frequency of Involvement** (i.e., how often parents are provided opportunities to learn, practice, and reflect on each type, as well as, once learned, the opportunities they are provided to implement each type of involvement);
- **Intensity of Involvement** (amount of time parents spend learning, practicing, and reflecting on each Type of involvement, and, once learned, the duration and strength of opportunities they have to implement each type); and
- **Teaching and Learning Strategies** used to help each parent learn, practice, and reflect on how they can support their child's learning at home, school, and in the community as well as how to work with others to engage in on-going team activities

During the four years of implementation Project INSPIRE has shown that it is an exceptional approach to building the capacity of schools to meaningfully engage parents. The approach used in the parent leadership development program acknowledges that parents in different communities have different needs that must be addressed. Further evidence of the exceptional nature of

Project INSPIRE's Parent Leadership Development program has empowered parents at several levels during the last four years of the program. Surveys and focus groups (Principal, Teachers and Parents) conducted at the research sites have documented the following:

a) **Individual Parent level.** Parents consistently expressed amazement that not only could they learn about the important things they needed to know about their children's education, but that they could teach and work collaboratively with others to improve learning for all children at their school. In the last four years of the project 411 parents successfully completed their 48 hour intensive Level 3 leadership development program. Parent leaders (225) began training other parents and to date they have provided 111 parent leadership sessions to 1,629 parents;

b) **Parent-to-parent level.** Friendships have been formed and grown with other parents at their child's school. Parents are more actively involved in and taken more leadership roles at their school site. An example, a CA PIRC-1 Project INSPIRE parent assumed responsibility to develop school-wide activities for parents. One example is an elementary school in an urban community. The parent group took the initiative to organize two school-wide cultural events: Latino Heritage Day and Mother's Day. Students prepared and presented heritage culture, poetry, song, dance, and theater. With parent advocacy and support in preparing students, teachers collaborated to create the parent-initiated events. This event drew approximately 200 family members. Parents in Paramount, California also planned and engaged 300 parents in their annual "Despierta Mujer" conference where personal and educational topics were discussed.

c) **School level.** At one of the eighteen schools, the Principal shared the need to collect money for copy paper. Parent addressed the issue by taking the lead and with the support of other parents they made all parents aware of their schools immediate need and asked for their support. Parents sold tickets to raffle items. This was a win-win for teachers who now had the supplies they needed for instruction. The parents effectively modeled an integrated and coordinated effort for all children at their child's school. The tickets sold raised money for school supplies. From these successful efforts parents began to participate in school site committees and assist their schools in formulating their school level plan for student achievement and parental engagement.

d) **District Level.** A Project INSPIRE partnership with a local urban community is moving towards developing district-wide parent engagement by working alongside the District's Community Liaisons to integrate Project INSPIRE in their community work in every school. This will not only distribute this work to every school in the district, but it will immediately reach and prepare local leaders within the African American, Chinese-speaking, Spanish-Speaking, and English-speaking communities. Through this effort two Project INSPIRE certified presenters, a middle school and a high school community liaison collaborated to bring parents of eighth graders and their students to a Project INSPIRE presentation at the high school their children will be attending. The Level 3 Certified Presenters jointly delivered Module 2—the importance of effective home-school communication.

e) **Regional level.** Project INSPIRE is strategically imbedding its parent leadership program in established organizations by training permanent staff responsible for parent services. Examples include the Archdiocese of San Bernardino wherein staff is training their parent outreach and community liaisons throughout the Archdiocese, impacting all 94 Catholic parishes, some of which are in the poorest bottom third of California's communities. The San Bernardino Diocesan office has signed a letter of Partnership with San Bernardino County Superintendent of Schools to provide Project INSPIRE workshops throughout the Diocese. Project INSPIRE is currently piloting in three churches to provide sessions on how to support their child's academic success. Some of those churches are in the community of some of the lowest performing schools in the San Bernardino City Unified School District.

f) **State level.** Project INSPIRE is a member of a state-wide initiative to increase parental involvement in their children's schooling to increase their academic achievement. Traditionally under-served families and their children are a priority, along with chronically under-performing schools (PI). Knowledgeable parent leaders are available for statewide leadership. In November 2010 school site teams from the research site came together to receive Action Team for Partnership Model training with Joyce Epstein. They are the pilot sites for a statewide effort to bring the Action Team for Partnership Model structure to other districts and schools in California.

g) **National and Binational Levels.** Project INSPIRE is partnering with the Office of the Mexican Consulate as a member of their Binational Advisory Committee to support efforts to increase family and student involvement in educational programs. Project staff works with the Archdiocese of San Bernardino and the Mexican Consulate in San Bernardino and Los Angeles to provide parents with access to the parent leadership development programs as part of a wider effort to reduce dropout rates. Forty-six Parents in 6 of the research sites also take advantage of the opportunity to complete their formal education through the Plaza Comunitaria program developed by Mexico. We have at least eight parents completing their primary education; six parents completed their middle school education; and one became a high school graduate.

Creating Engagement – The Community Learning Theory Unity Principle
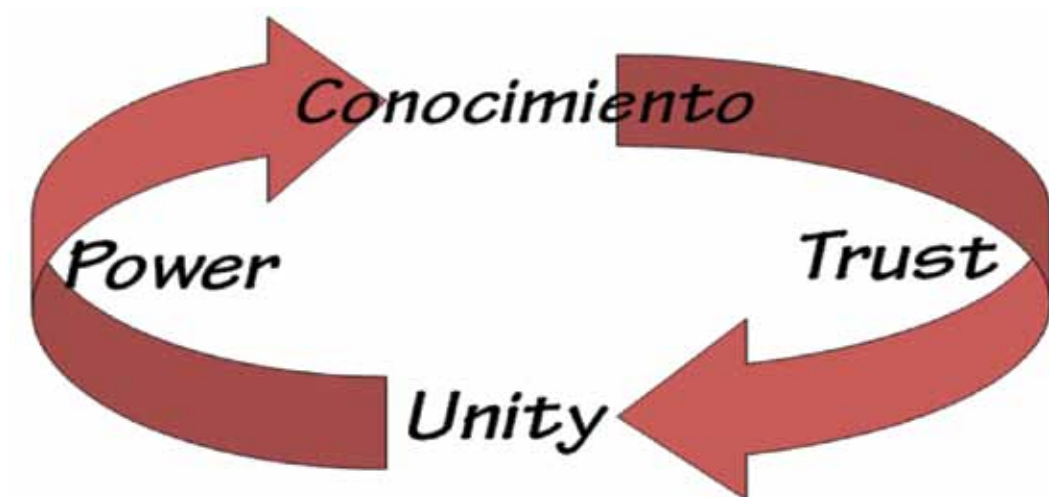
the Project INSPIRE approach is found in the research foundation upon which the project is built. Much of the project is grounded in Community Learning Theory, originally theorized by Roberto Vargas and Francisco Hernandez, which validates and builds on the life experiences of participants. It recognizes parents as the primary teachers of their children and adapts the perspective that the process of empowerment begins with the recognition that each of us possesses knowledge in certain areas, and that by sharing this wealth of knowledge we can achieve our goals—thus creating a sense of community at the school where there is a now a shared responsibility for increasing student achievement.

Acknowledging and building on parents' existing cultural "funds of knowledge" not only increases the likelihood of success in giving parents vital school information, but also is a critical link to improving student achievement. Additionally, incorporating Joyce Epstein's six types of parent involvement (parenting, communicating, volunteering, learning at home, decision making and collaborating with community) and the Action Team for Partnership Model provides Project INSPIRE with the framework for developing Family-school-community collaborations that are essential to reach the increased student achievement goal of the project as well as change the academic success of students at program improvement schools throughout California.

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Become a Member!
Join CABE! Join a Team!

The California Association for Bilingual Education (CABE) is a non-profit organization incorporated in 1976 to promote bilingual education and quality educational experiences for all students in California. CABE has 5,000 members with over 50 chapters/affiliates, all working to promote equity and student achievement for students with diverse cultural, racial, and linguistic backgrounds. CABE recognizes and honors the fact that we live in a rich multicultural, global society and that respect for diversity makes us a stronger state and nation. CABE's vision: ""Biliteracy and Educational Equity for All" ensures we prepare students for the future.

CABE is an advocacy organization whose mission is to promote equity and educational achievement for students with diverse cultural, racial, and linguistic backgrounds. CABE's key initiatives include:

1. A focus on student achievement;
2. being the premier source of professional development for educators and parents who work with students learning English;
3. working with legislators and policymakers to ensure educational equity and resources for English Learners;
4. creating powerful allies through educational, business and community partnerships;
5. financial responsibility to carry out all key objectives and
6. full involvement of our 4,000 members in school and advocacy initiatives.

CABE Vision: Biliteracy and Educational Equity for All

Dr. Isabel Schon

In Memoriam

It is with great sadness that we report the loss of a much-beloved CABE supporter. Dr. Isabel Schon was a CSU San Marcos Founding Faculty member and Professor Emeritus. Dr. Schon was the founding director of the Barahona Center for the Study of Books in Spanish for Children and Adolescents. The Center was created with a multidisciplinary perspective to serve as a stepping-stone to enlarge the professional dimensions of faculty and students in the field of literacy as well as to transmit knowledge about the Spanish-speaking world. She received several national and international awards and authored 25 books and more than 400 research and literary articles in the areas of biliteracy/multicultural education and literature for Latino children and adolescents. Dr. Schon was a consultant on bilingual/bicultural educational materials to schools, libraries, and ministries of education in Mexico, Colombia, Guatemala, Argentina, Venezuela, Chile, Spain, Italy, Ecuador, and the United States. After her retirement from CSUSM in 2008, she became the director of the Isabel Schon International Center for Spanish Books for Youth, San Diego Public Library, which provides information about high-quality books in Spanish for children and adolescents published around the world, as well as noteworthy books in English about Latinos.

Dr. Schon will be greatly missed by all of us at CABE who knew her and remember her as a significant contributor to increasing biliteracy and the love for reading in Spanish.

The Observation Protocol for Academic Literacies (OPAL) A Tool for Supporting Teachers of English Language Learners

By Elvira G. Armas, Ed.D. and Magaly Lavadenz, Ph.D., Center for Equity for English Learners, Loyola Marymount University

Table 1. OPAL Domains, Definitions, and Description of Indicators	
OPAL Domains	**Description of Indicators**
1.0 Rigorous and Relevant Curriculum *A rigorous and relevant curriculum is cognitively complex, relevant, and challenging. It allows educators to value and capitalize students' linguistic and cultural backgrounds.*	1.1 Emphasizes problem solving and critical thinking 1.2 Provides access to materials, technology, and resources 1.3 Establishes high expectations 1.4 Organizes curriculum and teaching 1.5 Provides access to content in primary language 1.6 Facilitates transfer of skills from primary language
2.0 Connections *Bridging connections with students' prior knowledge is the ability to link content to students' lives, histories, and realities in order to create change.*	2.1 Relates instructional concepts to students' realities 2.2 Helps students make connections 2.3 Makes learning relevant and meaningful
3.0 Comprehensibility *Comprehensibility is the attainment of maximum student understanding in order to provide access to content for all students.*	3.1 Scaffolds instruction 3.2 Amplifies student input 3.3 Explains key terms 3.4 Provides feedback and checks for comprehension 3.5 Uses informal assessments
4.0 Interactions *Interactions are varied participation structures that facilitate access to the curriculum through maximum engagement and leadership opportunities.*	4.1 Facilitates student autonomy 4.2 Modifies procedures to support learning 4.3 Communicates subject matter knowledge 4.4 Uses flexible groupings

Schools and school systems are experiencing an instructional support gap that results in limited opportunities for educators to analyze, reflect on and improve research-based practices for ELLs so that outcomes for culturally and linguistically diverse students can change. To address this need, an inter-disciplinary research team from the Center for Equity for English Learners[1], comprised of educational leaders, teachers, researchers, and content experts developed a classroom observational instrument - the Observation Protocol for Academic Literacies (OPAL). The OPAL is intended for teachers, educational leaders, coaches, and others to conduct focused classroom observations for three potential purposes: research/evaluation, professional development, and coaching.

Cultural and linguistic diversity has increased in California and throughout the United States. There are over five million students in the United States whose first language is not English, representing a 57% increase over the past ten years (Ballantyne, Sanderman, & Levy, 2008). Increased diversity in the United States points to the need for an increased multicultural orientation in education, as well as enriched opportunities for students to establish a strong language foundation as a requisite for acquiring academic literacy. National and state student achievement standardized test data indicate increasingly widening gaps in reading and math achievement between English-proficient students and English Language Learners (Center on Education Policy, 2005, NAEP; Batalova, Fix, & Murray, 2007). This evidence points to the need for more teachers to receive comprehensive and sustained professional development required to refine classroom practice so that all students, including English Language Learners (ELLs), can achieve academically.

Research on effective professional development models for teachers of ELLs affirms several requisite components for effective teacher engagement and collaboration, including on-going, job-embedded opportunities for educators to learn, practice, and reflect on their teaching through coaching, mentoring or observations (Castro, 2010; Gallimore, Ermeling, Saunders, & Goldenberg, 2009; Ballantyne, Sanderman, & Levy, 2008; Darling-Hammond & Bransford, 2005). Focused, evidenced-based conversations about effective classroom practices support teachers in developing knowledge and expertise and provide differentiation, organizational support, and alignment of professional development goals with expectations for implementation (Diaz-Maggioli, 2003; Villegas & Lucas, 2002; Walqui, 2001). However, few classroom observational tools exist to support this type of development of teacher expertise for ELLs (Waxman, Padron, Franco-Fuenmayor, & Huang, 2009). Consequently, schools and school systems are experiencing an instructional support gap that results in limited opportunities for educators to analyze, reflect on and improve research-based practices for ELLs so that outcomes for culturally and linguistically diverse students can change.

To address this need, an inter-disciplinary research team from the Center for Equity for English Learners[1], comprised of educational leaders, teachers, researchers, and content experts developed a classroom observational instrument - the Observation Protocol for Academic Literacies (OPAL). The OPAL is an 18-item Likert-scale developed from a theoreti-

cal model based on four constructs: Rigorous and Relevant Curriculum, Connections, Comprehensibility, and Interactions. It was developed for use in pre-school through twelfth grade second language development and content area classrooms, namely English Language Development, Language Arts (English and Foreign Language), Mathematics, History/Social Science, and Science. The OPAL is intended for teachers, educational leaders, coaches, and others to conduct focused classroom observations for three potential purposes: research/evaluation, professional development, and coaching.

A Research-Based Classroom Observation Tool
The OPAL is a research-based classroom observation tool that captures classroom practices and interactions from sociocultural and language acquisition perspectives. This observation protocol utilizes a six-point Likert-type scale (1-6, Low to High) to describe instruction for academic Literacies, defined as a set of 21st century skills, abilities, and dispositions developed through the affirmation of and in response to students' identities, experiences and backgrounds. It is aligned with the National and California Standards for the Teaching Profession and encapsulates the four domains of

research on teacher expertise for English Language Learners: Rigorous & Relevant Curriculum, Connections, Comprehensibility, and Interactions. Table 1 provides an overview of the OPAL Domains and a synthesis of the indicators corresponding to each domain.

Three broad areas of research were used to establish the OPAL's theoretical framework. First, we considered sociocultural issues in English Language Learner education, given that teaching and learning English in the United States cannot be conceptualized exclusively through the exploration of language theories and methods. At its centrality are concepts such as the relationship between language majority and language minority groups, perceptions of language status, immigration, economics, and language planning and policies (Skutnabb-Kangas, 2000; Cummins, 1991). Effective instruction for ELLs must consider the historical, social and political contexts within which we develop, define, and implement curriculum and instructional practices for ELLs. As an extension of this, a classroom observation tool must not only consider the quality of instruction, teacher expertise, and instructional program, but also the ability to address micro-level contacts ELLs have with others on a daily basis.

Focused, evidenced-based conversations about effective classroom practices support teachers in developing knowledge and expertise and provide differentiation, organizational support, and alignment of professional development goals with expectations for implementation

Furthermore, a sociocultural approach serves to counter negative and deficit orientations regarding ELLs that stem largely from pointing to what they do not know and are not able to do as evidenced by standardized assessments (Abedi, 2007; Lucas & Beresford, 2010). Accordingly, notions such as subtractive and additive bilingualism, which either seek to eliminate (or subtract) the first language of students or augment the home languages of students (additive approaches) are part of the sociocultural context for learning English and illustrate the complex relationship between the development of the primary language and the second language from the standpoint of language status (Lucas & Beresford, 2010; Rumberger & Gandara, 2009).Thus, sociocultural approaches for ELLs are additive, consider contexts for learning, include appropriate teacher practices/ opportunities to learn, and examine status issues as important variables in education (Garcia, Kleifgen, & Falchi, 2008; Santamaria, 2009).

A second area of research important to the development of the OPAL is teacher expertise in second language literacy and acquisition. The National Literacy Panel for Language Minority Children and Youth (August, & Shanahan, 2006) examined the relation between general language skills, content-specific literacies, and content learning for ELLs. They concluded

Students who participated in programs that emphasized the use and development of primary language skills showed an increase in the acquisition of second language literacy.

that ELLs who have a higher level of academic language development performed better on literacy tasks in all content areas. Additionally, students who participated in programs that emphasized the use and development of primary language skills showed an increase in the acquisition of second lan-

guage literacy. However, there is a lack of research to inform practice as to how educators can best develop reading and writing abilities (National Research Council, 1998). Gibbons (2002), Cummins (2000), August and Hakuta (1997) and Short (1994) contend that an essential component of academic language development should include opportunities for interaction and oral language input and output.

Consequently, the OPAL was developed to address academic language development as a notion that is beyond solely a discrete set of linguistic features that can be taught (language functions and structures). It expands this notion to include academic discourse and register (Halliday, 1978; Solomon and Rhodes, 1995). Schleppegrell (2002) characterizes this as the discourse used in academic, professional and technical contexts, characterized by its high level discipline-specific vocabulary and rhetorical styles. More recently, new literacy studies (New London Group, 2000) have expanded these limited notions of academic language to contend that *academic literacies* require learners

to develop more complex sets of literacies that are essential for learning in the 21st century.

We include a third conceptual area—that of teacher expertise for English Language Learners. Wong, Fillmore, and Snow (2000) posit that effective classroom practices with ELLs require the following tenets of knowledge, skills, and attitudes: (a) teacher as communicator; (b) teacher as educator; (c) teacher as evaluator; (d) teacher as a human being who is educated and seeks knowledge continually; and (e) teacher as an agent of socialization. The expert teacher is a knowledgeable professional who is accomplished in curriculum, linguistics, cross-cultural understanding, assessor and a student advocate. Reflective cycles inform accomplished teachers' practices, and in turn affect the quality of instruction and curriculum delivery (Walqui, 2001).

There is a compelling need to better understand the sociocultural and language demands in teaching ELLs, and to simultaneously address the ways in which teachers can accelerate both language and content learning for their students. Accordingly, we framed the OPAL around four essential constructs that encapsulate effective teaching and learning for ELLs: (1) Rigorous and Relevant Curriculum; (2) Connections; (3) Comprehensible Input and Output; and (4) Interactions. The research supports these four critical areas of classroom practices as a means of addressing the academic and content area literacy development of ELLs. Additionally, investigation of teaching and learning in these areas provides the opportunity to collect research-based evidence that can lead to meaningful teacher reflection and inquiry.

The OPAL – Alignment to Teaching Standards

Creating a standards-based classroom observation tool required careful examination of the California Standards for the Teaching Profession (California Department of Education, 1997, 2009) and the National Board for Professional Teaching Standards (U.S. Department of Education, 2002). This was a critical phase in the OPAL's development process and ensured a correlation between the purpose of the instrument and the potential support for teacher reflection and continued professional development.

Using the OPAL

A condition for the use of the OPAL is the adequate training of the observers (Roberson, 1998). Key studies on classroom observations indicate that the skill, bias, and preparation of the observers are essential factors that affect the accuracy of results and the extent to which an instrument such as the OPAL can be used to promote reflective teaching and learning through professional development, coaching, and/ or research and evaluation (Douglas, 2009). Consequently, special attention must be given to issues of training and inter-rater reliability.

As part of the OPAL Training Modules, an observation guide was developed to establish guidelines with consider-

The OPAL is a research-based classroom observation tool that captures classroom practices and interactions from sociocultural and language acquisition perspectives.

ation for time, process, and procedures. Classroom observations are pre-arranged and range from 20-30 minutes in duration. A purpose and/or focus for each observation is determined prior to the observation. This is an essential part of the process given that the OPAL can be used to support district-wide, school-wide, or collaborative teacher professional development efforts. The observer uses the OPAL observation form to provide feedback for the classroom teacher in the form of a rubric score (if agreed upon prior to the visitation) and anecdotal notes based on evidence noted from the observation. Anecdotal notes provide objective statements about classroom practices, interactions, resources, and student engagement.

In the next section, we discuss ways in which developing a common language based on focused OPAL observations have been used to move the conversation regarding effective practices for English Language Learners forward. We address three main potential purposes for applying OPAL results in these conversations: 1) for coaching purposes and 2) for informing broader professional development, and 3) for research purposes.
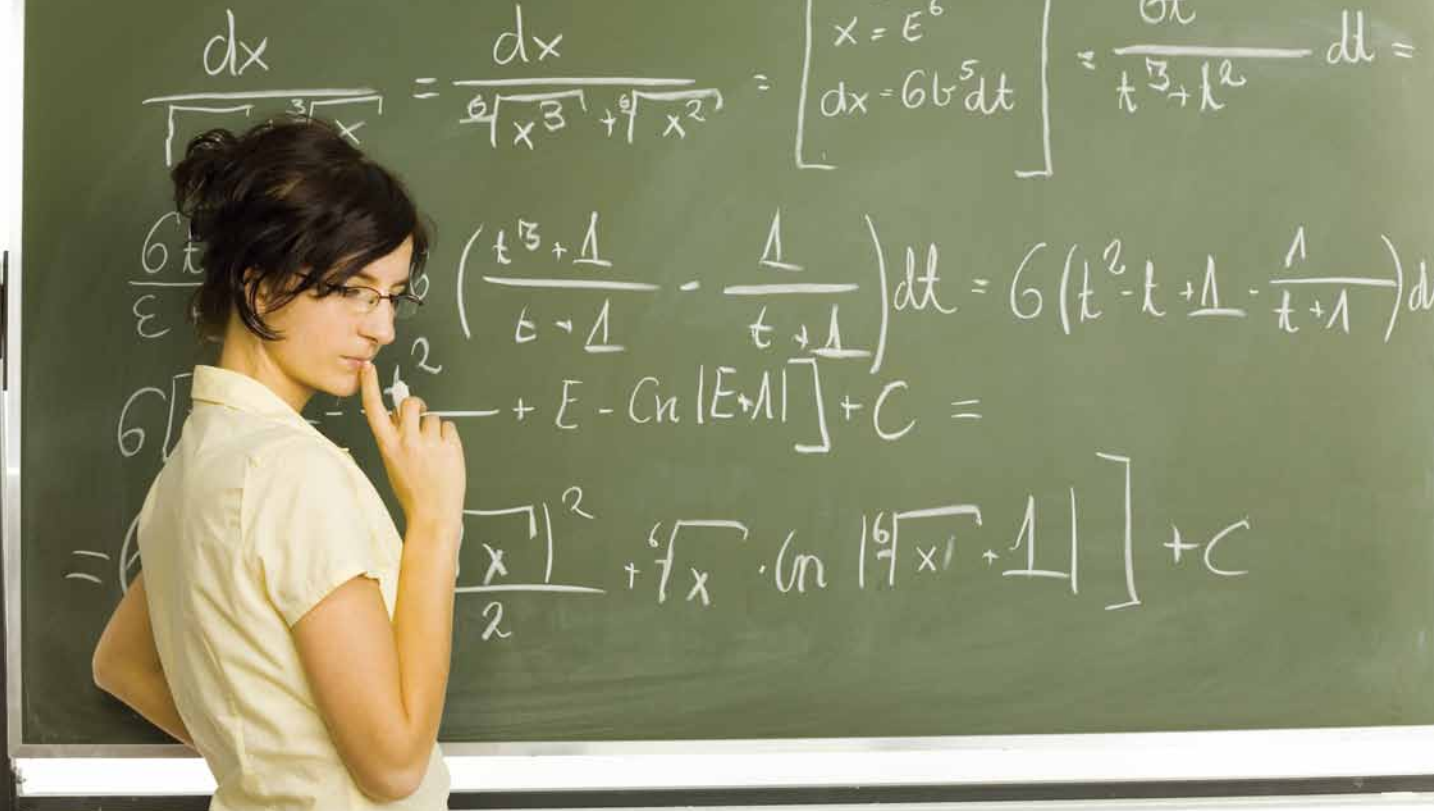
The OPAL in Action

Professional Development and Coaching - CABE & JP Morgan Chase Grant

CABE's advocacy in promoting and supporting research-based practices for teachers of English Language Learners continues to be evidenced by the projects in which they engage. During the 2010-11 school year, CABE was awarded a JP Morgan Chase Grant focused on working with schools in the Los Angeles Unified School District[2] that have a high concentration of ELLs and are looking to refine and improve professional development for teachers of ELLs. A partnership between CABE and CEEL resulted in training a group of instructional leaders from each site on the implementation of the OPAL to support teacher professional development.

The use of the OPAL afforded instructional leaders the opportunity to reflect on classroom practices and identify areas of strength and need in on-going practices as a method of identifying targeted professional development topics and areas of investigation for teacher groups at their respective sites. Teams of teachers will attend focused training at an intensive 2-day institute on Student Interaction Through Cooperative Group work at the annual CABE conference. As a follow up, teachers will work collaboratively with instructional leaders from each site to reflect on their practice and identify change in practice using the OPAL as a reflective teaching tool. An option for this work will involve OPAL-based coaching whereby teachers and instructional leaders will engage in reflective conversations. These conversations will be structured by an examination of practices around the OPAL's domains and anecdotal notes, or evidence, recorded during classroom observations.

Research and Evaluation - The PROMISE Initiative

The use of the OPAL for a research and/or evaluation project affords counties, districts, and schools the opportunity to identify a system for change, implement a system-wide (or school-wide) project, and measure the effects of implementation. As such, the OPAL was used to document changes in classroom practices over a three-year school-reform study -- the PROMISE Initiative[3]. Over the duration of this project, staff from LMU's Center for Equity for English Learners (CEEL) conducted OPAL-based classroom observations to generate an evidence base for powerful and transformative teaching for ELLs that developed as a result of teachers' engagement in a variety of research-based professional development.

The research questions that framed the investigation for the study were:

- *What are teachers' current practices in instruction of ELLs?*

- *How do these practices reflect current research on effective instruction of ELLs as measured by the OPAL?*

- *What are teachers' perceptions of current practices for meeting the needs of ELLs?*

- *What professional development do they still need?*

A total of 381 classrooms were sampled from 14 PROMISE schools in the southern California region, wherein reside over 65% of the 1.6 million English Language Learners in the state. These schools service students in Preschool through grade 12, and represent the full spectrum of educational situations for ELLs, from schools where as few as 14.7% of the students are socio-economically disadvantaged (SED), to schools where as many as 86.5% of the students are SED.

Aggregate OPAL scores were calculated, maintaining the anonymity of individual classroom teachers and schools, and providing an overall picture of the effects of the PROMISE Initiative on classroom practices. PROMISE Leadership groups comprised of district, school, and county-level representatives were presented mean scores for each of the OPAL Domains and provided with patterns and themes that emerged from the anecdotal notes recorded during OPAL-based classroom observations. The following key findings summarize the PROMISE Classroom Impact Study[4]:

1. Overall, quantitative data from the OPAL observations reveal low to middle-range ratings across the observed domains: Rigorous and Relevant Curriculum, Connections, Comprehensibility, and Interactions. Ratings were lowest in the areas of Rigorous and Relevant Curriculum and Interactions.

2. Findings around teachers' practices and perceptions about planning and delivery of curriculum revealed that teachers, especially at the elementary and middle school levels are challenged by many of the pacing plans that are part of the curriculum delivery in many low performing schools. Additionally, observations and interviews revealed that there is limited use of supplemental materials that are linguistically, developmentally, and culturally appropriate for a diverse student population.

3. OPAL observations and teacher interview results indicate that the predominant method of instructional delivery was teacher directed, allowing few opportunities for student-to-student interaction, student-to-teacher interaction, and differentiated instruction. Limited interactions often affected opportunities for students to engage in meaningful and purposeful learning in order to process, internalize, and solidify concepts and skills.

Many teachers reported that the PROMISE Initiative emphasized an additive approach to working with ELLs and provided a unique opportunity to collaborate with peers and create structures for learning about and addressing the needs of English Language Learners. Additionally, teacher interview data showed that most teachers acknowledged a need for additional professional development in the area of effective instruction for ELLs and recognized the possibilities of focused professional development, but also requested more support and focus in the effort.

We've been introduced to various professional development sessions. It shouldn't be just for English Learners. We also differentiate across the curriculum, across grade levels and with common assessments. [Middle School Teacher]

I don't think I'm an expert in teaching English Learners. I think the teacher workshops are helpful. I don't agree with everything they portrayed, but I am willing to learn and would like more help in my teaching. [High School Teacher]

We have applied only a few of the strategies, but I see a big difference from last year to this year. We should continue the focus. [Elementary School Teacher]

I felt as if my lens was out of focus. I could see things that I had never noticed before. I saw inequity in the system that I possibly was aware of, but hadn't realized… With this PD (professional development), I suddenly realized that these are different techniques and they may be appropriate in a regular class, but if you use them in the right way you can move students very quickly so that the playing field is leveled. [High School Teacher]

An extension of the OPAL can provide researchers an opportunity to conduct teacher interviews to expand on observed classroom practices focused around the OPAL's four domains. The team of CEEL researchers interviewed 177 teachers using a semi-structured interview protocol to introduce the following questions:

1. What professional development has most impacted your teaching practices with English Learners?
2. Relevant and Rigorous Curriculum Your lesson today was on (interviewer inserts specific point from observation). How do you plan to ensure that you differentiate instruction for ELs? How do you make decisions about the curriculum you teach?
3. Comprehensibility When you were (interviewer inserts specific point from observation), what strategies were you using to make sure that students understood what you were teaching?
4. Connections & Praxis What strategies do you use to help ELs make connections to content or daily lives?
5. Interactions How do you handle the grouping of students in your classroom? What has been most successful?
6. Do you have any questions for us?

Almost all teachers welcomed the opportunity for professional growth and readily identified additional professional development programs/efforts targeting teaching and learning for English Language Learners. Many teachers identified the need for guidance and professional development in the area of student grouping to promote more varied and positive classroom interactions. Several teachers also named specific training programs such as Project GLAD, Project WRITE, Step Up to Writing, Systematic ELD, and others that provide a structure and guidance for promoting comprehensibility through instructional scaffolds, targeted vocabulary instruction, and formulaic oral and written processes. Gathering focused information about the effects of a program implementation such as the PROMISE Initiative can lead to effectively retooling teachers to utilize and implement practices that positively affect the school-wide culture for teaching and learning in culturally and linguistically diverse settings.

Conclusion

Given the national achievement gap between ELLs and their native English speaking peers, the OPAL, when used appropriately in supportive and guided professional development settings, can serve as a vehicle for examining and refining dynamic teaching and learning situations in US schools. As such, the OPAL can be used in a variety of settings to support professional development, conduct research/evaluation, or focus coaching conversations. Collaboration between professional developers, teacher educators and classroom coaches in the effort of improving teacher practices with ELLs will be essential in narrowing the achievement gap.

Elvira G. Armas is the Associate Director for the Center for Equity for English Learners (CEEL) and concurrently serves as an Adjunct Professor in the School of Education and an English Learner consultant for the Los Angeles County Office of Education. Magaly Lavadenz serves as a Professor in the School of Education and is the Director of CEEL and the Bilingual/Bicultural and TESL Education Programs. For additional information contact the authors at earmas@lmu.edu or mlavaden@lmu.edu.

Endnotes

[1] The Center for Equity for English Learners (CEEL) was established at LMU in 2006. The Center's Mission is to pursue equity and excellence in the education of English Learners by transforming schools and educational systems through its research and professional development agendas. Visit http://soe.lmu.edu/centers/ceel.htm for more information.

[2] Six school sites from the Los Angeles Unified School District are participating in the CABE/JP Morgan Chase Grant for 2010.

[3] The PROMISE Initiative (Pursuing Regional Opportunities for Mentoring, Innovation, and Success for English Learners) was a collaborative of six southern Californian county offices of education wherein reside 65% of the 1.5 million ELs in the state.

[4] A complete report of this study can be found in **The PROMISE Research Monograph** available on the CEEL website: http://soe.lmu.edu/ceel.

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Preparing Students for the 21st Century—Biliteracy in Schools an Asset to California Business

By Chuck Weis, Ph.D and
Shelly Spiegel-Coleman

The Seal of Biliteracy is an award given by a school district or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Appearing on the transcript of the graduating senior, the Seal of Biliteracy is a statement of accomplishment for future employers and for college admissions.

Why is developing Biliteracy Skills Important?

Students in the 21st Century, in order to succeed and be powerful forces in our communities, have to be academically prepared, multilingual, multi-culturally competent, technologically and information literate, civically oriented, excellent communicators, socially and environmentally responsible and active advocates for their community (Sanchez 2002). If students only have monolingual language skills they will be less competitive in a global society and economy.

In twentieth century America, a commonly heard regret was about not having taken the time to learn a foreign language or a pledge to learn one when things 'quiet down a little.' Generally speaking, the U. S. remained a monolingual society and it did not matter too much in the business world because of our preeminent position. Now, as we enter the second decade of the 21st century, the world has changed considerably. It continues to "flatten" and the U.S. must use all available tools to retain its economic leadership. California's leadership has also changed considerably. We have a wealth of languages spoken around us. The majority of our student population now comes from our major trading partners and daily retail shoppers. These include Central America, China, Japan, Korea, Mexico, the Philippines and Vietnam.

Multilingualism is an important tool and opportunity for California. In forty school districts and County Offices of Education, California students may now receive the Seal of Biliteracy or Pathway Award Toward Biliteracy Attainment Certificate with their diplomas. Criteria for attaining the Seal of Biliteracy ensure that students are truly biliterate, and the recognition presents students' important added skills in job markets. The Pathway Award Toward Biliteracy Attainment Certificate is designed for students in grades K-8 who demonstrate effort and skill in learning both English and one or more other languages.

Multiple skills in the workforce also provide employers valuable added business assets in world and California marketplaces. Multilingual employees can not only talk to customers and trading partners in their languages, but also possess deeper insights into important cultural mores. Former State Superintendent of Public Instruction, Jack 0'Connell (2006-2010) states, "Preparing all students with 21st century language and communication skills is critical for being college and career ready. These students will be equipped to be leaders in the areas of international trade, the global economy and public service vital to our diverse communities.

In response to this call for preparing students more fully Glendale Unified School District pioneered and envisioned the Seal of Bilingual Competency. Assemblyman Joe Coto also instituted the Seal of Biliteracy during his tenure as Superintendent of East Side Union High School District in San Jose, California. In 2008, Californians Together in a proactive effort to promote multilingualism established the Seal of Biliteracy Program and made it available to districts throughout California. A Seal of Biliteracy (and the pathway awards) is a statement by the school system that biliteracy is important. When a district implements the program it encourages students to pursue biliteracy, and communicates clearly that mastery of two or more languages is an important skill for participation in a 21st century diverse world and economy. It is a way of honoring the skills our students attain, and can be attractive to future employers and college admissions officers who are aware of the importance of knowing more than one language.

A Seal of Biliteracy is granted to all students who meet the criteria for the award. For each level, criteria are set for students, whose first language is English and are learning a second language, as well as, for English Learners who are developing academic proficiency in their home language while mastering English. Advanced Placement Tests (a score of "3" or higher) are available in many languages, but not all. Some districts have developed their own assessment process for languages where there were no existing tests –and use a common rubric for scoring the tests. Currently, schools use a combination of assessments, course requirements, student work and performance.

The High School Seal of Biliteracy is awarded upon attainment of a high level of proficiency in two or more languages. In addition to the High School Seal, awards can be provided for students along the pathway toward attainment. These may be given at preschool graduation, the end of elementary school, and the end of middle school. Awards can be granted at a school or district reception, celebration, special award assembly. They can be part of the school graduation and/or affixed to the transcripts of graduating seniors.

At this time over 40 districts in California award the Seal of Biliteracy to students who are bilingual/multilingual and over 30 districts are on their way to adopting the Seal of Biliteracy for their students. This program is well on its way to ensuring that California acknowledges the richness of our diversity and the value of its linguistic resources.

Campaign to have a "California Seal of Biliteracy"

CABE and Californians Together are on a campaign to have legislation so that biliterate students can also have a state Seal of Biliteracy. On February 18, 2011 Assembly Member Julia Brownley, Chair of Assembly Education, introduced AB 815 which would create the California Seal of Biliteracy. California would recognize the achievement of each student who graduates biliterate in English and one or more languages and having met the criteria expressed in the bill. California would be the first state in the Union to officially honor students' multilingual skills as a step to being college and career ready. This recognition would be in addition to what local districts have already implemented.

Districts and individuals interested in supporting AB 815 should contact Dr. Maria Quezada, CEO from CABE at maria@bilingualeducation.org. In addition to Californians Together, the California Federation of Teachers is co-sponsoring this bill.

Who is eligible for a Seal of Biliteracy?

Seals of Biliteracy are for students who master standard academic English and any other language, including American Sign Language. The purposes of instituting a Seal of Biliteracy and the "Pathways to Biliteracy" Awards are:

1. To encourage students to pursue bilingualism
2. To certify attainment of biliteracy
3. To recognize and value the biliteracy skills of all students
4. To provide employers with a method of identifying people with language and biliteracy skills
5. To provide universities with a method to recognize and give credit to applicants with biliteracy skills
6. To prepare students with 21st Century Skills

For further information on how to implement a Seal of Biliteracy in your county, district or school contact Shelly Spiegel-Coleman at Shelly@CaliforniansTogether.org or 562-983-1333. There are resources on the Californians Together website, www.californianstogether.org/reports.

Charles Weis, Ph.D is the Santa Clara County Superintendent of Schools where under his leadership SCCOE has been a statewide and local leader in promoting the development of biliteracy in two or more languages. The SCCOE's involvement encourages such biliteracy among all thirty –two of the County's school districts.

Shelly Spiegel-Coleman is the Executive Director of Californians Together, a statewide coalition of 23 partner organizations.

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Seal Of Multilingual Proficiency: A 21st Century Skill Recognized and Celebrated

By Irma Bravo Lawrence

Never in the past has it been more timely and important to learn another world language as it is now in the 21st century. We are living in a globalized society that requires linguistic and technological skills from today's workforce.

The United States, and especially California, is home to people from many parts of the world who speak different languages. The diversity of population is definitely an asset. Students come in contact with people who speak languages other than English often, either in person or through technology. According to Vivian Stewart, author of Becoming Citizens of the World, U.S. high school graduates will sell to the world, buy from the world, work for international companies, manage employees from other cultures and countries, and collaborate with people from all over the world in joint ventures.

Stanislaus County Office of Education (SCOE) has embarked in an effort to recognize and celebrate high school students who are proficient in more than one language. The motivation for launching a new system by which students can earn the Seal of Multilingual Proficiency is based on a desire and sense of responsibility to prepare students for the workplace, college, and improved cross-cultural relations. The inspiration for this has been the work of Californian's Together, specifically Laurie Olsen and Shelly Spiegel-Coleman. They have been instrumental in helping SCOE and many other districts to establish the Seal of Biliteracy. The work at SCOE began almost two years ago with a visit by Laurie Olsen to the county office to present information to interested districts. Much work, collaboration, and dedication have resulted in a partnership between SCOE and seven K-12 districts to create a process that will award qualifying students. Modesto City High, Newman-Crows Landing Unified, Patterson Joint Unified, Riverbank Unified, Turlock Unified, and Waterford Unified School Districts, partnering with SCOE, recognize that this award will serve to emphasize the value of learning many languages, highlight the contribution that can be made to global understanding and encourage others to learn languages for enrichment purposes.

To be eligible to apply for the SCOE Seal of Multilingual Proficiency, students must have passed both sections of the CAHSEE and have scored proficient or advanced on their ELA CSTs at least once during high school. In addition, students must have gained proficiency in a language other than English and attend a participating high school. A strict timeline for applying must be observed and commences when a student submits the Intent to Apply Form. This serves a critical organizational role and triggers the search for the assessors to match the "target" language needs of students who intend to apply. A language portfolio, or "LinguaFolio," is required which contains a student application, a parent permission to release data, school verification (of test scores), a letter of recommendation from an adult proficient in the "target" language and the very important, Language Biography. The Language Biography contains five writing prompts to be addressed in English by the student. The five prompts are designed to gain information about the student in regard to background in learning the target world language, authentic connections to the people of that culture, and knowledge of linguistic differences and similarities by making comparisons between the two.

Additionally, students are expected to express themselves with clarity and efficacy as they respond orally in both English and the "target" language in interviews. On the day of the interview, students are required to complete an on-demand writing sample in the "target" language. The students who pass these rigorous assessments will be awarded the Seal of Multilingual Proficiency. An official seal will appear on the graduation diploma and the school transcript will verify linguistic proficiencies.

On February 19, 2011, students who applied for the award, passed the English writing portion based on the Language Biography, and submitted a successfully completed LinguaFolio were interviewed at SCOE with the help of many assessors in English and Spanish or Mandarin. The following table speaks to the results with a few cases still pending:

	Number of Intents to Apply	Number of submitted LinguaFolios	Number of expected students on 2/19/11	Number of students on 2/19/11	Number of Seals conferred
Modesto City Schools	64	35	25	22	13*
Newman Crows Landing	19	8	7	7	7
Patterson	17	12	12	12	11
Turlock	27	12	10	9	7*

number may change based on one pending case

Stanislaus County Office of Education will provide the actual seal to be placed on the diploma. Partnering districts will provide for transcript notation and celebrate students who earn the Seal of Multilingual Proficiency. SCOE is proud of our multilingual students who applied for this recognition. Without the many assessors, this endeavor would not be possible. It is important to continue to inform the community, families, students, teachers, administrators, board members and counselors about this great opportunity. The support and leadership by Susan Rich, Assistant Superintendent of Curriculum and Instruction, and that of Tom Changnon, County Superintendent of Schools, have been invaluable.

A message from the Superintendent,

One of the many assets of the Central Valley of California is the diversity of its population. Many of our citizens and neighbors represent international cultures and speak a variety of languages. The Stanislaus County Office of Education applauds students with mastery in multiple languages. The Seal of Multilingual Proficiency recognizes those students who have developed proficiency in English and at least one other world language. This proficiency enhances a student's education and value in the market place. Our economy is tied to that of other nations, and Californians who can participate across international borders bring strength and potential to this State's global enterprises.

Co-Creating **School Communities** Focused on **Academic Achievement**

How Language, Culture and Leadership Changed Our School Culture. Engaging, Rigorous and Thriving Learning Environments for English Language Learners.

By Irella Perez-Martinez, Ph.D
CABE 2011 Administrator of the Year

As principal at Thomas Jefferson Elementary School, Dr. Perez-Martinez is an instructional leader who dedicates herself to community service. She oversees an effective bilingual program, incorporating curriculum development and staff training to increase academic achievement for English Learners through initiatives such as: "Road to 800"; "Safe and Healthy Scholars"; "Campus Beautification"; "Arts, Science and Technology"; and "We're Going to College." She also capitalizes on family strengths to promote student achievement. Thomas Jefferson Elementary School also received the CABE Seal of Excellence Award for 2011

Changing the school culture to ensure that English Language Learners (ELLs) are making adequate academic progress can be challenging, but using language, culture and leadership can help facilitate the process. By establishing strong partnerships, stakeholders can co-create their school community to establish an environment in which ELLs in their schools are successful.

When I became principal of the school nearly three years ago, the students (we call them scholars) had achieved substantial improvements in regards to their AYP and API scores, but school improvement is an ongoing process. Two areas at our school were in need of improvement: reclassification and how to continue school-wide academic growth. Zero students had been reclassified the previous year, and our state test scores hit a plateau. In order to stay ahead of the curve, we needed to rapidly adjust what we were doing in regards to our ELL population. Furthermore, the teachers had not received any additional ELD instructional training beyond their initial credential requirements. I realized that although I had visions for the best implementation, the structure for systematic and continued success was lacking. Inconsistent growth was becoming frustrating. I soon understood that fundamental changes needed to occur if we were to provide meaningful assistance for our ELL scholars.

One of the first changes I made was to my own vocabulary when referencing my students. Since it is a site goal that each child will attain high levels of proficiency in English in order to attend a university, I refer to the students as scholars. I remember how much that terminology influenced my own educational path. Our school became an intellectual community and all of our scholars are "College Bound."

Next, a conversation was initiated with other stakeholders at the school. I knew that parental engagement was critical for any meaningful change to take place. Effective school involvement has to do with the extent to which parents (in particular) and communities are both supportive of and involved in a school. Marzano (2003) outlined three factors to effective parent participation: communication, participation, and government. One of the defining features of ef-

Our school became an intellectual community and all of our scholars are "College Bound."

fective parental and community involvement appears to be good communication, from schools to parents and community and vice versa (Antunez, 2000). It is not the obligation of the parents to reach out to the school. Rather it is the responsibility of the school to create an atmosphere where parents feel invited to participate in communication regarding their child's education.

Building Relationships

As the principal I quickly realized that I needed to listen to "mi pueblo", my people because I needed to get to know them. To get their acceptance and gain their trust, they needed to know about me, but most important I needed to know about each one of them. Where they came from, why they came from there, who they were, who they thought they needed to be, and what they dreamed they could be. Building trust was essential for me if I was ever going to help to move the school forward. What I found out—that the most important thing was for me to like them and for them to like me. Common ground needed to be found for us to start building a relationship. When people have so much in common-they become one in the same. What we wanted was the best quality education for our youngsters. That became our mission, and our vision became the co-creation of an engaging, rigorous and thriving learning environment.

When teachers make parent involvement part of their regular teaching practice, parents increase their interaction with their children at home, feel more positive about their abilities to help their children in the elementary grades, and rate the teachers as better teachers overall. Furthermore, students improve their attitudes and achievement (Becker & Epstein, 1982, 1986). The goal is to bring parents into the teaching and learning process. The aim is to empower all of our parents to extend learning beyond

the classroom by promoting literacy in the home whether in their primary or secondary language. We want parents to start turning-off passive entertainment and turning-on engaged learning through discussion and participation. We know that the more educated and informed the parent, the more engaged and motivated the scholar.

Building Powerful Learning Opportunities

Through conversations with school stakeholders, we realized too many of our ELLs were at risk of having minimal choices in their future. Too many were not accessing grade level curriculum, nor were they receiving differentiated instruction. Furthermore, the ELL students had no alternative but to continue taking low-English-leveled ELD courses in high school, because they had never achieved reclassification. All of our ELL scholars needed systematic instruction in the domains of listening, speaking, reading and writing.

While the teachers at my school are hard working, caring, and eager to help their scholars, they have continuously voiced concerns about the lack of ELD and SDAIE training. In addition, a large percentage of our ELLs require

proper ELD and SDAIE strategies be used throughout the day in all subject areas to access core content. What was completely missing from our predominantly English speaking teaching population's curriculum and instructional strategies was Content-based ELD. We know that teachers with the ability to speak more than one language have intrinsic linguistic insight and provide a foundation for learning a new language with more ease. However, in my current district, there are only 23 teachers teaching in a language other than English and four of them are at my school. Thus, in order to help our low-English-language learners to access core content and build literacy, Coaching Alongside, Inc. came into the picture and changed the academic school culture for our ELLs.

In addition, we noticed that our teachers using Spanish as the vehicle for teaching English also needed assistance for improving their strategic approach to teaching and learning. Coaching Alongside was able to provide a template for all of our teachers to speak the same language for high quality instruction. They were able to differentiate the training as well as create uniformity in practice. By putting these structures in place, teachers and scholars could focus on declarative knowledge building (Antunez 2000) within a solid foundation for learning.

This being said, we engaged the teachers in a conversation about the

steps needed to be taken to alleviate the situation. Overwhelmingly, they requested to be trained and coached in Content-based ELD for intensive vocabulary development leading to literacy at grade-level, ELD, SDAIE, and universal access to core curriculum. Our primary-language teachers in our bilingual program also requested the training to build their own capacity for teaching and for school-wide consistency and best practice. The consensus was that we needed this sooner rather than later!

A foundation for improvement was set. Structure and consistency were put into place. Our intensive three year professional development consisted of standards alignment, quality program, and quality teaching and learning. We followed a program that provided maximum engaged learning time, effective strategies, daily warm-ups based on intentional learning, and ELD to ELA standards alignment. Coaching Alongside, Inc. provided content connection, teacher capacity for training and coaching peers, and principal training for consistent implementation.

The three areas of focus spearheaded by our professional development trainers were: (1) quality teaching and learning, (2) best use of individualized academic learning time, and (3) standards-based learning through quality program. This training was designed to help teachers to deliver scaffolded lessons that more effectively allow students to meet grade level ELD to ELA standards. In addition, lessons were designed to integrate the core curriculum science and social studies standards. The training began in the fall of 2009, and by October 2010, all of the teachers were trained to effectively utilize the new ELD/Content-based ELD/SDAIE strategies for universal access. Originally, three coaches were trained, including our EL Specialist. These teachers in turn trained their colleagues to develop site and district capacity. Our conversation and paradigm focused on building trust and

establishing learning communities at the school site. This was accomplished as each teacher honed his or her craft resulting in their colleague acquiring the new teaching techniques. Thus the slogan rang true: "I do it for you, and we do it together, so you can do it on your own." (Antunez, 2000).

Building Effective Teaching Practices

Lessons are designed to provide students with daily ELD instruction in the four domains of listening, speaking, reading, and writing. The teachers were trained to guide scholars through intentional instruction and daily reviews that assisted students to master their grade level ELD to ELA content standards. The lesson components of the ELD to ELA instruction commenced with a daily 15-minute block of teacher-led vocabulary development, in which the listening and speaking domains standards were taught. During this time, the students learned new vocabulary words by repeating words, phrases, and sentences through meaningful experience and social strategies. The students continuously metacognate their learning with partners to discuss the new concepts taught as well as reiterate former learning. The teacher used strategies that elicited responses from all students. Within the lesson sequence, the teacher facilitated a block that was designed to allow students to discuss preselected vocabulary words through reading and writing, all the while circulating to check for understanding, re-teach, and meet with small groups for extended learning.

At the end of a particular unit of study, the scholars published their writing and formally showcased and reflected what they had learned. One of the most telling aspects of the training was how much teachers learned to lower the affective filter in the classroom and increase the level of student engagement and conversation. By eliminating pacing guides and scripted lessons the classroom environment took on a new tone. Although the lessons were indeed paced and in alignment with the published CDE Release Standards and questions, teachers used the information as guidance and owned the instruction to check in on each scholar's differentiated learning ability. Scholars regularly utilized pair-share opportunities to learn from each other. Scholars were encouraged to speak in their home language, to think about their thinking, and metacognate the learn-

ing. In addition, through the professional development, teachers were encouraged to spend necessary time to ensure that all scholars mastered key vocabulary, concepts, and learning before moving on to a new area of study. Rather than slow down the pacing of instruction, students took ownership of the learning and responsibility for growth.

The culture of the learner is always taken into consideration when choosing appropriate instructional materials, and guiding classroom discussions. Our teachers were trained to use the home language and culture as an anchor upon which to build new learning. Appropriate literature that celebrated the traditions of the scholars was used to add interest and relevance to the lessons. Cultural pronunciations or grammar usage was also used as learning opportunities.

Our professional development also focused on corrective recasting (Antunez 2000) while students practiced academic language and sentence structure. For instance, a student might have verbally described a picture using grammatical errors. With a positive demeanor, teachers celebrated the attempt, and then immediately used the sentence as a building block to form a slightly advanced, grammatically correct sentence. This corrective recasting helped the student feel positive about his initial attempt and immediately learn the correct usage. "Saving face" while uttering a mistake helped students be open to trying again. Modeling appropriate usage provided scholars the tools needed to learn from their mistakes and tackle more complex utterances. Teachers promoted individual and group practice in listening, speaking, reading, and writing new words and sentences. The goal was to promote student academic practice within the classroom context. The goal was also to encourage students to facilitate their own learning.

After being trained to use the new ELD strategies, our teachers have had ample opportunities to plan collaboratively in Professional Learning Communities. Our teachers then use these standards and assessments to modify instruction to best service the needs of their classroom. In addition, instructors are provided lesson plans that have scaffolded visual graphics and activities that enable the creation of meaningful ELD lessons. These lessons are based upon the California State Standards for language arts, ELD, and the content core curriculum that is being accessed.
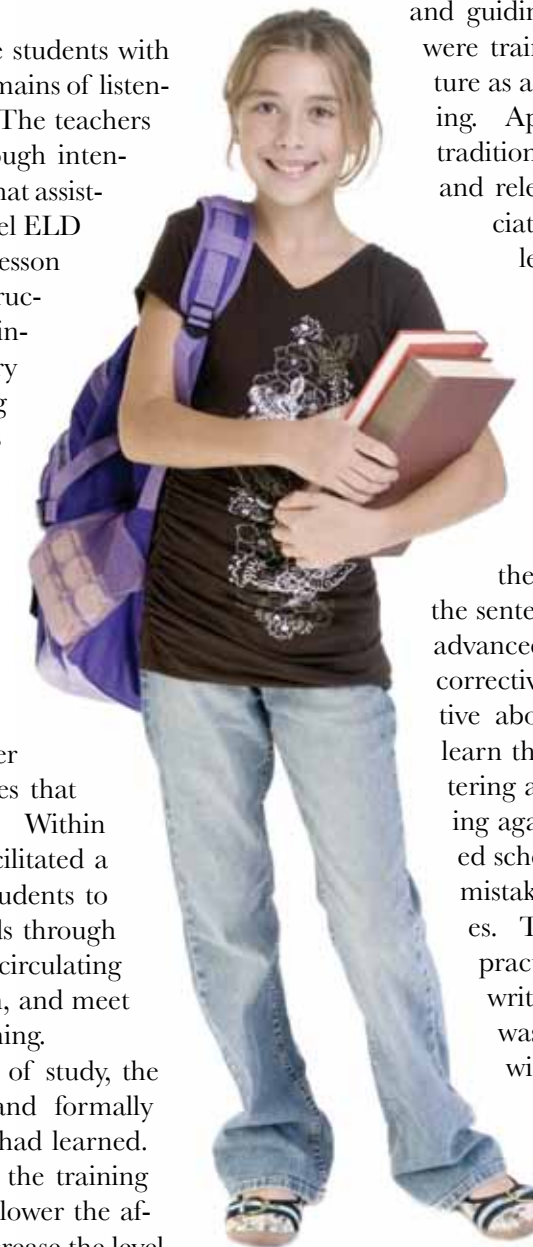
Celebrating our Achievements

Since we focused all of our efforts into creating an engaging, rigorous and thriving learning environment for the school, our ELL subgroup has demonstrated academic proficiency by meeting its API goal with a score of 770 during the school year, 2009-2010. Further evidence of proficiency is that 68% of the scholars in the bilingual program showed growth on the CELDT test, and 65% of scholars in the bilingual program scored Basic or higher on the CST. In addition, during the 2008-2009 school year, 19% of the ELL scholars were reclassified, and we had a 13% reclassification rate for the 2009-2010 school year. This current year, 2010-2011, 21% of the eligible ELL scholars are either in the reclassification process, or are projected to be reclassified.

Yet most importantly, our teachers, scholars, staff, parents, community members, outside partners and administrators have co-created this engaging environment of academic success that develops life long learners.

Dr. Irella Perez-Martinez is principal of Thomas Jefferson Elementary School in the Compton Unified School District. Jefferson Elementary School is a thriving, community-based school in the city of Compton. They offer educational services for preschool, elementary, and adult scholars, 76% of whom are English Learners. It is the only school in the Compton Unified School District to offer a bilingual choice.

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STUDENTS ENROLLED IN CALIFORNIA PUBLIC SCHOOLS DIAGNOSED WITH AUTISM

An Analysis of Data Shows Major Differences between Racial/Ethnic Groups

Autism is a complex developmental disability that causes impairments in: receiving, processing and/or responding appropriately to information; social interaction; and, communication. It also can provoke unusual behaviors and interests.

By Sheila Cassidy, J. David Ramírez, Carol Bakken, Nancy Gadzuk, and Martha Alvarez-Martini

With approximately one in every 100 children in the United States diagnosed with autism, it is a growing issue for families and has major implications for education and communities. Understanding autism provides: 1) a basis to design and implement effective programs to meet the many needs of individuals with autism and the people who support them at home, school, and community; 2) opportunities for early identification of children with autism; and, 3) opportunities for early intervention with appropriate services, can benefit most children diagnosed with autism.

In order to learn more about the percentage of students in California public school who are diagnosed with autism, the Wexford Institute, a non-profit education agency, analyzed three years of data from the Dataquest dataset available on the California Department of Education website. This analysis was conducted to answer three questions about students enrolled during 2007-08, and/or 2008-09, and/or 2009-2010, with a diagnosis of autism.

Question 1:

What percent of students enrolled in California public schools were diagnosed with autism?

Question 2:

How does this percentage compare with the national percent ages of children diagnosed with autism?

Question 3:

Are the proportion of students in California public schools and diagnosed with autism comparable between each racial/ethnic group?

Following are the Findings of the study related to those three questions.

- *Question 1: What percent of students enrolled in the California public schools have been diagnosed with autism?*
  Overall, there has been an increase in the number of students in California public schools who have been diagnosed with autism from less that 1% in 2007-08 and 2008-09 to 1%, almost 60,000 students, in 2009-10.

- *Question 2: How does that compare with the percentage of children with autism nationally?*
  The total percentages in California are very similar to recent national estimates of the percentage of children diagnosed with autism growing from below 1% to 1% or more.

- *Question 3: What are the percentages of students in California public schools with autism, from each racial/ethnic group, and are these percentages comparable between racial/ethnic groups?*
  There is no research indicating different rates of autism overall nor between racial/ethnic groups. We would thus expect to find comparable rates of students diagnosed with autism between racial/ethnic groups. However, we found that proportion of students varied greatly between racial/ethnic groups. Some racial/ethnic groups in California fell well below the state and national proportion of 1% (each respectively). Other groups exceeded the 1% national and California' percent of students identified with autism. Pointedly, the proportion of Asian, White, and Multi-Racial students in California public schools identified with autism is twice or more than that of Hispanic, Native American, and Pacific Islander students. Finally the proportion of African American students diagnosed with autism is close to the national and state proportion of 1%. (Following is a summary of 2009-2010 data.)

What do California's figures indicate?

The statewide percentage of children diagnosed with autism attending California schools shown in Table 1 closely parallels the national figures. The aforementioned subgroups, however, continue to vary in their representation. The data collected by the California Department of Education that is presented in Tables 1 and 2 are not longitudinal data where a single child is necessarily reported over time, but is merely a "snapshot" each year of the numbers of students diagnosed with autism for whom California schools are responsible.

Table 1 Number and Percentage of Students Enrolled in California Public Schools Who Were Diagnosed with Autism, By Race/Ethnicity in 2009-10 Data from California Department of Education: http://dq.cde.ca.gov/dataquest/ - January 5, 2011			
2009-2010			
Race/Ethnicity	Students Diagnosed with Autism	Total Enrollment	% Diagnosed with Autism
Asian	8,422	526,866	1.6%
White	24,039	1,673,278	1.4%
Multi-Racial	1,368	96,785	1.4%
African-American	4,564	424,327	1.1%
Hispanic	20,780	3,118,404	0.7%
Native American	288	44,915	0.6%
Pacific Islander	229	37,012	0.6%

Table 2
Number and Percentage of Students Enrolled in California Public Schools Who Were Diagnosed with Autism, By Race/Ethnicity and by Year (2007-08, 2008-09, 2009-10)
(Data from California Department of Education: http://dq.cde.ca.gov/dataquest/ - January 5, 2011)

Race/Ethnicity	2007-2008 Students Identified with Autism	2007-2008 Total Enrollment	2007-2008 % Identified with Autism	2008-2009 Students Identified with Autism	2008-2009 Total Enrollment	2008-2009 % Identified with Autism	2009-2010 Students Identified with Autism	2009-2010 Total Enrollment	2009-2010 % Identified with Autism
Asian	5,112	526,403	1.0%	5,916	516,253	1.1%	8,422	526,866	1.6%
White	20,687	1,741,664	1.2%	23,161	1,790,513	1.3%	24,039	1,673,278	1.4%
Filipino in 07 and 08	1,802	168,112	1.1%	2,091	167,385	1.2%			
Multi-Racial In 09							1,368	96,785	1.4%
African-American	3,895	454,781	0.9%	4,327	466,141	0.9%	4,564	424,327	1.1%
Hispanic	14,270	3,064,614	0.5%	17,165	3,056,616	0.6%	20,780	3,118,404	0.7%
Native American	242	46,446	0.5%	294	47,543	0.6%	288	44,915	0.6%
Pacific Islander	188	39,510	0.5%	229	39,693	0.6%	229	37,012	0.6%
Total	46,196	6,041,530	0.8%	53,183	6,084,144	0.9%	59,690	6,018,372	1.0%

Table 2 is the summary of the 3-year data analysis conducted by the Wexford Institute. This illustrates a parallel increase in the percentage of students identified with autism across all subpopulations as well as the disparity between ethnic/racial groups.

Why Are These Findings Important?

It is very likely that there are at least between 10,000 and 15,000 Hispanic, Native American and Pacific Islander students in California public schools who have autism but have not been diagnosed, and are, therefore, not receiving the services they need to develop to their full potential. An early diagnosis of autism is considered critical to ensure children receive critical services to minimize the impact of autism upon their development as well as to maximize development increasing areas of strength. Factors that may be barriers to students being diagnosed with autism include:

- lack of family and educator awareness of the signs of autism and the services available to students and families;

- lack of access to diagnostic services (physical and mental health care); and,

- access to diagnosticians and service providers who are linguistically and culturally competent to diagnose students from diverse backgrounds.

What Can Educators and Families Do?

Educators can analyze data for their schools and districts to see if certain groups of students may be under-identified for autism. If so, they can provide more information to teachers and families to help identify students who may possibly have autism. They may need to find additional school personnel who are linguistically and culturally competent to diagnose students from diverse backgrounds.

Educators and families can watch for these early warning indicators of autism. Having any of these indicators does not necessarily mean a child has autism. Diagnosing autism is a complex process since early warning signs may be misdiagnosed for other disabilities. A child showing any of the behaviors listed below should have further evaluation by a multidisciplinary team, including a developmental pediatrician, neurologist, psychologist, speech/language therapist, learning consultant, classroom teacher and other professionals knowledgeable about autism.

Early Indicators of Autism
From the National Institute of Neurological Disorders and Stroke

Early Communication Indicators

- ✓ has not babbled, pointed, or made meaningful gestures by age 1
- ✓ has not spoken a word by 16 months
- ✓ has not spoken a two-word phrase by two years
- ✓ does not respond to name
- ✓ loses any language or social skills
- ✓ may appear at times to have a hearing impairment

Social and Emotional Indicators

- ✓ has poor eye contact
- ✓ appears disinterested in other people
- ✓ does not know how to play imaginatively with toys
- ✓ does not know how to play with others
- ✓ does not smile socially or respond to smiles
- ✓ has difficulty regulating emotion

Repetitive Behaviors

- ✓ is unusually attached or interested in particular toys or objects, or parts of objects
- ✓ has odd movement patterns or repetitive behaviors
- ✓ needs consistency in routine
- ✓ may be preoccupied with certain topics

These are examples of how autism might affect older students.

Examples of Behaviors Associated with Autism in Older Students
From the Autism Information Center at the Centers for Disease Control and Prevention

Social Behaviors

- ✓ avoids eye contact
- ✓ looks away or turns away
- ✓ is not interested in having friends
- ✓ is not interested in the activities of others
- ✓ does not share/show objects or interests with parents
- ✓ prefers to play alone
- ✓ lives in a world of his/her own
- ✓ does not imitate actions or language

- ✓ does not smile (or only at familiar people)
- ✓ seems unaware of others
- ✓ uses people as a tool (puts mother's hand on jar rather than asking or looking at person for request)
- ✓ only interacts to achieve a desired goal
- ✓ has flat or inappropriate affect or facial expressions
- ✓ has odd posture (e.g., looks sideways at a person)
- ✓ does not understand personal space boundaries
- ✓ avoids or resists physical contact

Communication Issues

- ✓ repeats words/phrases of others (echolalia)
- ✓ uses own language
- ✓ repeats words or phrases
- ✓ reverses pronouns I/me/my and you/your
- ✓ refers to self by name
- ✓ does not respond to conversational initiation
- ✓ uses few or no gestures

- ✓ makes comments unrelated to conversation topic
- ✓ gives unrelated answers to questions
- ✓ does not point or respond to pointing
- ✓ talks in monotone or robot-like
- ✓ does not respond to own name
- ✓ does not engage in pretend play, does not understand pretend play
- ✓ does not understand jokes, sarcasm, idioms, teasing, or similes

Examples of Behaviors Associated with Autism in Older Students (Continued)
From the Autism Information Center at the Centers for Disease Control and Prevention

Repetitive Behaviors and Unusual Interests

✓ lines up toys
✓ plays with toys in the same manner every time
✓ is very organized
✓ is rigid about routines or object placements
✓ is upset by changes
✓ has obsessive interests
✓ engages in hand flapping/finger flicking/toe walking

✓ engages in repetitive motor movements
✓ likes spinning objects
✓ likes to spin him/herself
✓ likes parts of objects (e.g., wheels)
✓ does not use toys appropriately (e.g., lines up cars by colors rather than zooming them)
✓ has special areas of talent or expertise
✓ perseverates or engages in repetitive behaviors

Other Behaviors

✓ eats few foods or only certain textures
✓ eats inedible things like rocks and dirt (pica)
✓ smells foods

✓ is insensitive to pain or is unaware of danger (e.g., hot things)
✓ has tantrums for no apparent (to the observer) reason
✓ walks over things (e.g., toys) unaware

Additional Help
CABE and Wexford Institute have developed a partnership to provide Wexford Institute's online Professional Development and Family Education Academy resources and courses free to educators, families, and community. These resources and information on accessing them will be announced at the CABE Conference in March 2011.

Wexford Institute Staff Contributors:
Sheila Cassidy, Executive Director; David Ramirez, Senior Researcher; Carol Bakken, Deputy Director; Nancy Gadzuk, Senior Researcher and Course Developer; and, Martha Alvarez-Martinez, Senior Researcher.

Looking For A Few Good Writers...

CABE's goal for the Multilingual Educator is to provide CABE members and the wider community relevant, timely information about quality practices and programs for English Language Learners.

SUBMISSION CRITERIA

If you have written articles which you would be interested in sharing with our members and community, please consider submitting them for publication. The following are criteria for publication.

1. Submissions must be type written, double-spaced in a clear legible 12-point font (i.e. Arial, Times, Garamond). Please include an electronic copy of your submission saved as a Rich Text Format (RTF) file without tabs or formatting information.

2. Submissions may include, but are not limited to:
• Current program practice descriptions
• Parent/Teacher/Student/Community views and experiences (opinion)
• Policy analysis/discussion
• Teacher ideas, lessons, inquiry projects, etc.
• Brief research reports

3. Submissions should be from 500 to 3,000 words in length, depending on the type of article and venue for publication.

4. Please provide pictures and/or other graphic material, when possible, and be sure to include identifying information on each picture/graphic item submitted along with any necessary permits and/or photo/graphic credits. All graphic material should be included at the end of your article or as a separate enclosure. CABE reserves the right to select which, if any, graphics are included in the article.

5. Submissions in languages other than English are encouraged, and should be submitted with English translation. If submitting articles in languages other than English or Spanish, please include all fonts used and contact information for at least two (2) additional persons who would be able to edit/proof final versions of the article.

Upon receipt of your article you will receive notice of receipt. CABE reserves the right to make appropriate editorial changes to any article subject to author approval. CABE has the right to decide whether to publish any article, and in which issue the article will be placed. Upon selection for publication, you will receive notice of the date & issue in which your article will appear.

We thank you in advance for your submission and hope that you will consider enriching our publications with your research, stories or ideas.

The Multilingual Educator
California Association for Bilingual Education

CABE Headquarters
Attn: María S. Quezada
16033 E. San Bernardino Road Covina, CA 91722-3900
626.814.4441 phone 626.814.4640 fax
http://www.bilingualeducation.org

CABE Salutes

Padres y Maestros Unidos
2011 CABE Courage to Act Board Award Winners

Padres y Maestros Unidos brings people together with different strengths who complement each other well. From articulate parents to professionals with different areas of expertise, the group is an incredible force. Alone, the group could not have accomplished as much -- together, Padres y Maestros Unidos, have shaken the foundation of the Alisal Union School District. In particular, La Coalición Primero de Mayo has added backbone to the group through its strong parent component and community organizing abilities.

We congratulate the CABE Salinas Chapter for their support of parents and for their advocacy efforts to maintain a research-based bilingual education program in the Alisal School District.

To invest for tomorrow, is to educate today.

ING is proud to empower thousands of children through education.

At the ING Foundation, we are strongly committed to cultivating beneficial change and opportunities in our communities. Through grants, volunteering, employee giving, and other partnerships, we are helping to improve our children's education. In these ways we help empower the next generation to succeed in the classroom and in the community.

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