VOICES FOR CHANGE

The
Multilingual Educator

Arts in Education

Los estándares
comunes en español

Parent Voices

Dual Language
Immersion

Art speaks its own language

Common Core
Instruction
for English Learners

Equitable and
Fair Assessments

Standard English Learners

CHECK OUT CABE'S PUBLICATIONS!

WHEN I DREAM….CUANDO SUEÑO
Author—Francisca Sánchez • Illustrator—Nicolás Sánchez

when i dream how the world could be, i dream of helping children see the brilliant reach of untouched sky that calls our inner souls to fly…
A perfect blend of deep inspiration and beautiful artwork, When I Dream…Cuando sueño, provides a bilingual poetic journey of vision, hope and beauty of what the world could be for our children and ourselves. The imagery of language comes alive with brilliant and profound illustrations to create a piece that will inspire children and adults alike.   Proceeds of book sales go in part to CABE scholarships for beginning bilingual teachers.
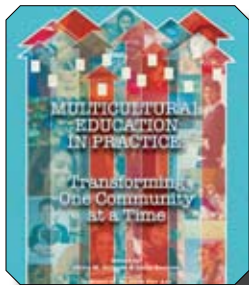
Multicultural Education in Practice:
Transforming One Community at a Time
Edited by Lettie Ramírez and Olivia Gallardo

Multicultural Education in Practice: Transforming One Community at a Time presents a compelling challenge to the prevailing paradigm of American education and how student achievement is conceptualized. The experiences reflected in the text challenge us to speak the truth when we raise issues of race, class, and gender. Similarly, and just as intensely, we are energized and our faith in our abilities to transform education collaboratively is reinforced.
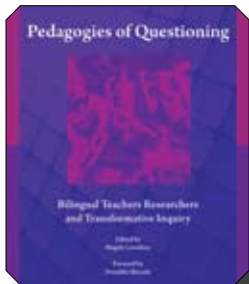
Pedagogies of Questioning:
### Bilingual Teacher Researchers and Transformative Inquiry
Edited by Magaly Lavadenz

In this book you will find the enlightening and encouraging results of thoughtful inquiry into the teaching and learning processes…between research done in universities and the work done in schools. Through a collaborative model that connects universities, schools and professional development academies such as the California Reading and Literature Project and CABE, bilingual teacher-researchers experienced authentic praxis.

Redesigning English-Medium Classrooms:
Using Research to Enhance English Learner Achievement
David Dolson & Laurie Burnham-Massey

Dolson and Burnham-Massey highlight a number of key messages that are intended to assist educators in the design and delivery of instruction for English learners. This book serves as a complement to the 2010 CDE publication, *Improving Education for English Learners: Research-Based Approaches*, and hopes to inform teachers and educational leaders of additional practical, effective, research-based approaches that build and reinforce what English learners know and how best to meet their unique instructional needs in English-medium classrooms.
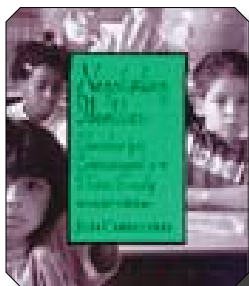
Negotiating Identities:
Education for Empowerment in a Diverse Society
Jim Cummins

The focus of this book is on how power relations operating in the broader society influence the interactions that occur between teachers and students in the classroom. These interactions can be empowering or disempowering for both teachers and students. The basic argument is that culturally diverse students are disempowered educationally in very much the same way that their communities have been disempowered historically in their interactions with societal institutions.

Editor's Note

The Multilingual Educator is CABE's forum to invite researchers, practitioners, and community members to share their expertise and perspective on meeting the needs of our richly diverse students. The articles in this edition couldn't be more relevant—several address implementing the Common Core Standards through the multiple lenses of linguistically and culturally diverse learners—in the content areas, via ELD, in our Spanish programs, through the integration and instruction of the arts, and through the new Smarter Balance assessment system. In addition, we take a look at Transitional Kindergarten teacher support in dual language immersion programs and we hear from the voices of parents leaders.

We are going through an enormous shift in our educational system in California. By the 2014-15 school year, we are called to fully implement the Common Core State Standards and the new ELD Standards along with introducing new state assessments. It's quite an exciting ride we are on as these new elements provide us with the opportunities to dig deeper, think more broadly, and show more creativity in daily classroom instruction. And as we do that, the authors in this edition of the Multilingual Educator call on us to do so always with the lens of the linguistically and culturally diverse student---acutely focused, prepared to step into new challenges and developing our learning experiences with clear VISION, ardent TENACITY, and non stop BELIEF in the success of each and every student.

Jan Gustafson-Corea

Jan Gustafson Corea, CABE CEO

CABE 2013 Artist

Alejandra González, Long Beach

Art Speaks It's Own Language

The artwork of student artist Alejandra Gonzalez is featured on the cover of this edition of the Multilingual Educator. Alejandra is the CABE 2013 Student Art Contest Winner. She is seventeen and a senior in Long Beach USD. Alejandra had this to say about her artwork--*"I love drawing and painting because I find it to be a way to express myself and it offers an escape from reality. I plan to go to college and major in Art. The reason why I chose to draw this Venetian mask was because to me she represents nature. I find nature to be beautiful and, depending on your location in the world, art is truly the language that speaks to everyone."* CABE congratulates and thanks Alejandra for sharing her wonderful talents and meaningful depiction of the connections of art, language, and learning.

The *Multilingual Educator*

CONTENTS

We Are Infinite

(Francisca Sánchez)

there are songs in my head i could sing you[1] she said
songs that could set you free to soar beyond the horizon you see
in your dreams and imagine is the edge of earthly possibility
songs as mysterious as the hum that lulled you to sleep
once upon a time deep in the womb when you were fed
with the wax and wane of strumming blood
when all that you knew was contained in the span
of two hands spread wide and the steady beat
of a mother's heart

there are songs in my head she cried that could give voice
to the silence you hide like a piercing thorn worn deep
in the secret heart of the young girl you were before the curl
of time slowly unfurled to the reveal the woman today
songs powerful enough to shatter the shame you've borne
from believing english only english first english the best
when you are not english and so not first, not the best
when you know in your head that none of it's true
and still inside there like a poisonous shard it rests

nonetheless, there are songs in my head still alive
after all this time so sublime they spill out now
from lips fragrant with unspoken rhymes
just waiting for our words to be heard yours and mine
for our language to pour its wild justice like a baptism of rain
with divine running through it so we can climb once more
to the shelter of stars that await our return healed, whole, holy
so our phoenix songs that carry within them
the tongues of the universe can sing back the shattered skies

why does it surprise you that there are words in my head
that can climb like brilliant kites to dizzying heights
that can illuminate our consciousness with the lights
of exploding stars and capture the first language we ever heard
even before we ever were even before we were taught to regret
that part of us that carries as benjamín[2] said
our mother's mother's mother in us why when we are infinite
beyond measure beyond imagination
why when there are songs in our heads we can sing

From Lorna Dee Cervantes, "There are songs in my head"

Benjamín Alire Sáenz, "My Culture"

Common Core State Standards
Los estándares comunes estatales

Alma Flor Ada, F. Isabel Campoy and Silvia C. Dorta-Duque de Reyes

A true education requires a community of parents and teachers that determine with social responsibility the objectives to be achieved by children and youth.

As a result of a true education, students will recognize themselves as protagonists of their own life, as responsible members of a community, and as creators of their own destiny. At the same time, education must prepare students to critically analyze the social reality around them and to promote equity, justice, and peace.

A standards compilation is a list of specific abilities that educators consider basic at each of the school levels. Two very important recommendations must be taken into account on implementing these standards:

The abilities listed here are not developed independently of each other, but rather—using a metaphor—they are the ingredients needed to prepare a menu. Only when they have been selected, prepared, mixed and cooked together will they be edible and nutritious. It would be a serious mistake

Una educación verdadera requiere una comunidad de padres y profesores que "marquen el rumbo" con responsabilidad social, hacia los objetivos que deben ser alcanzados por los niños y la juventud. Como consecuencia de una verdadera educación cada estudiante debe reconocerse como el protagonista de su propia vida, miembro responsable de una comunidad y creador de su destino. A la vez, la educación debe prepararle para analizar críticamente la realidad social en la que vive y promover la equidad, la paz y la justicia.

La compilación de estándares es un listado de habilidades específicas que un consenso de educadores consideran básicas en cada uno de los niveles escolares. Dos recomendaciones son muy importantes al presentarlas:

1. *Las habilidades en este listado no se desarrollan en forma independiente unas de otras sino más bien -haciendo uso de una metáfora- como ingredientes que harán falta a la hora de preparar un menú. Solo cuando estos ingredientes hayan sido seleccionados, preparados,*

to try to teach the skills in isolation, since it would not only make them difficult to understand, but in many cases, they will not be assimilated and later students won't be able to apply the skills with rigor.

Once the abilities have been presented in an organic form, within a meaningful context that will make them understandable, it will be important to recognize that these skills are not an end in themselves, but rather an instrument to reach an end. The desired goal is to develop the expressive, interpretive, and critical abilities of all students, in order that they may reach a level of competence, and as members of society, become responsible individuals searching for equity and social justice as means to achieve lasting peace.

Language is needed to learn and to think. The better our command of language, the greater our capacity to fulfill our potentials in life. The effective use of language is necessary in order to express our feelings, to tell our experiences, to share our ideas, to understand others, and to be able to collaborate.

The value of language is doubled when two languages are known. By facilitating the acquisition and development of Spanish in children and youth, parents and teachers are offering them better instruments to achieve intellectual, social, and economic success. If Spanish is the home language, to know it well will mean to be able to receive not only the richness of the family heritage, but also the historic legacy held by that language. All research evidence affirms that the mastery of the first language is beneficial for the learning of a second language. To understand, speak, read, and write Spanish well facilitates learning to understand, speak, read and write English in a competent manner. If students are learning Spanish as a second language, they will benefit from the value of knowing another culture, develop their cognitive experiences bilingually, and will be able to communicate with many more people and in many more places.

English and Spanish are global languages. Spanish is spoken in twenty countries worldwide. Every day there are more learners of Spanish as a second language. To be bilingual is an educational necessity in the 21st century that should be promoted by schools and valued at home.

The creation of these standards has been the result of the arduous work of a great number of educators, who with rigor and enthusiasm gave the best of themselves to reach a consensus of pedagogical norms and objectives. May their efforts and faith be rewarded with the attainment of a

mezclados y cocinados juntos podrán ser digeribles y nutritivos. Sería un error grave tratar de enseñar las habilidades aisladamente ya que no sólo dificultarían la comprensión sino que en muchos casos, no llegarían a ser asimiladas, y no podrían luego ser aplicadas con rigor.

2. *Una vez presentadas en forma orgánica, dentro de un contexto significativo que permita su asimilación, será importante reconocer que estas habilidades no son un fin en sí mismas, sino un instrumento para llegar a un fin. El fin deseado es desarrollar la capacidad expresiva, interpretativa y crítica de todos los estudiantes para que alcancen un nivel competente como miembros de la sociedad y que así lleguen a ejercer como personas responsables, la búsqueda de la equidad y la justicia social como medios de alcanzar la paz.*

El valor del lenguaje se duplica cuando se conocen dos idiomas. Al facilitar la adquisición y desarrollo del español, los padres y maestros están ofreciendo a los niños y jóvenes más y mejores instrumentos para conseguir el éxito intelectual, social y económico en la vida. Si el español es el idioma del hogar, llegar a conocerlo bien significará poder recibir la riqueza no sólo de la herencia familiar, sino también el legado histórico que representa esa lengua. Toda investigación demuestra que el buen conocimiento de la primera lengua redunda en beneficio del aprendizaje de la segunda. Entender, hablar, leer y escribir bien español garantiza aprender a entender, hablar, leer y escribir de forma competente el inglés. Si los estudiantes están aprendiendo el español como segundo idioma se beneficiarán también de la riqueza que significa conocer otra cultura, desarrollar su experiencia cognitiva de forma bilingüe y comunicarse con muchas más personas y en muchos más lugares.

El inglés y el español son idiomas universales. El español se habla en veinte países, en una amplia extensión del planeta y es un idioma cada día más estudiado como segunda lengua. Ser bilingüe es una necesidad educativa en el siglo XXI que debiéramos favorecer desde la escuela y valorar en el hogar.

La elaboración de este conjunto de estándares ha sido el resultado del arduo trabajo de un gran número de educadores, que con rigor y entusiasmo pusieron lo mejor de sí mismos para llegar a un consenso de normas y objetivos pedagógicos. Que su esfuerzo y su fe en un futuro educativo mejor se vean compensados con el logro de una sociedad estadounidense culta, consciente y bilingüe.

Introducción

La instrucción basada en un sistema estandarizado está a la vanguardia de la reforma educativa, ya que

conscious, knowledgeable, and bilingual society in the United States.

INTRODUCTION

Standards-based instruction is at the forefront of education reform because it presents a framework to ensure that all students are engaged in rigorous curricula and prepared to contribute positively to an increasingly complex world. As we prepare to build capacity in implementing the new California Common Core Standards (CCSS), parents, teachers, principals and educators have identified the need for the translation and linguistic augmentation of the California Common Core *English Language Art and Literacy in History-Social Studies, Science and Technical Subjects Standards* (Common Core ELA/Literacy) into Spanish.

This translated and linguistically augmented version establishes a guide for equitable assessment and curriculum development, resulting in high levels of biliteracy.

LINGUISTIC AUGMENTATION

Every effort has been made to maintain a parallel, aligned, and equitable architecture between the Spanish translation and linguistic augmentation of the *Common Core ELA/Literacy Standards.* The Spanish linguistic augmentations and Spanish language-specific examples are marked in blue font.

The purpose of the linguistic augmentation is to address points of learning, skills and concepts that are specific to Spanish language and literacy, as well as transferable language concepts between English and Spanish as provided in educational settings where students are instructed in both languages.

The linguistic augmentation is based on the conventions for oral and written Spanish from the Real Academia de la Lengua Española (RAE) promulgated in 2010.

The intent is to promote the same expectations and level of rigor for Spanish usage as educators expect for English usage through quality curriculum and instruction.

The linguistic augmentation also provides a structure and specific detail for the development of instructional materials that address the specific features of Spanish in support of students' academic language learning on par with English in dual language programs.

presenta un marco para asegurar que todos los estudiantes estén expuestos a programas de estudios rigurosos y preparados a contribuir positivamente a un mundo cada vez más complejo. Al disponernos a desarrollar nuestra capacidad de aplicar los nuevos Estándares Comunes del Estado de California, (CCSS) padres, maestros, directores y educadores han identificado la necesidad de traducir y suplementar lingüísticamente Los estándares comunes para las artes de lenguaje y para la lecto-escritura en historia y estudios sociales, ciencias y materias técnicas *(Estándares Comunes en Inglés) al español.*

Esta versión traducida y aumentada lingüísticamente al español es importante porque establece una guía para la evaluación equitativa, el desarrollo de los planes de estudios y la instrucción que promueve altos niveles de capacidad tanto en inglés como en español.

ADAPTACIÓN LINGÜÍSTICA

Se ha hecho un gran esfuerzo en mantener una arquitectura paralela, alineada y equitativa entre los Estándares comunes del estado de California para las artes de lenguaje y lecto-escritura en inglés *y los de español. Esta traducción incluye los suplementos lingüísticos específicos al español. Las adaptaciones lingüísticas y los ejemplos específicos para el español aparecen marcados en letra azul.*

El propósito de los suplementos y las adaptaciones lingüísticas es hacer frente a los puntos de aprendizaje, las habilidades y los conceptos que son específicos a la lengua española y su alfabetización. Las adaptaciones lingüísticas también señalan las áreas de transferencia de destrezas entre el inglés y el español para los programas donde se provee instrucción a estudiantes en ambos idiomas.

El suplemento lingüístico se basa en las normas y reglas para el uso del español oral y escrito de la Real Academia de la Lengua Española (RAE), promulgada en 2010. La intención es el promover a través de los estándares, los planes de estudio y una pedagogía de alta calidad, las mismas expectativas y nivel de rigor en el uso del español que los educadores esperan en el uso del inglés.

El suplemento lingüístico también proporciona la estructura y los detalles específicos necesarios para el desarrollo de materiales educativos que corresponden a las características específicas del idioma español. Esta estructura también aborda el apoyo del lenguaje académico necesario para los estudiantes que aprenden el español conjuntamente con el inglés, en los programas bilingües o de doble inmersión.

The Accent Mark

A separate cluster within the Foundational Skills in grades K-5 was added to appropriately address instruction of the Spanish accent mark. The *Common Core Language Arts/Literacy* standards in Spanish present an integrated approach to the accent mark throughout the foundational skills strands of Print Concepts, Phonological Awareness, Phonics, Word Recognition and language conventions.

The *Common Core LA/Literacy* standards in Spanish, follow a well-articulated scope and sequence, in step with research to ensure mastery of usage of the accent mark in Spanish.

Leadership and Opportunity

The translation and linguistic augmentation of the Common Core Standards in Spanish affords us the opportunity to re-conceptualize classroom practices by acknowledging the ways that students authentically use a primary and second language to organize higher mental processes, mediate cognition, and develop autonomy as they become proficiently biliterate.

The Spanish translation of the *California Common Core State Standards for Language Arts, Literacy in History/ Social Studies, Science and Technical Subjects,* also present a new opportunity for the leadership of students, parents, teachers, and school administrators to recognize the link between cognitive development and language, and embrace the responsibility for the continuous improvement of our educational system.

Alma Flor Ada
http://almaflorada.com

Isabel Compoy
http://isabelcampoy.com

Silvia Dorque-Duque de Reyes
http://www.sdcoe.net

La Acentuación

Se ha añadido una sección en los estándares relacionados con la enseñanza del acento dentro del grupo de destrezas fundamentales del kindergarten al quinto grado. Los Estándares Comunes del Estado de California en Español (EECCC en Español) *exponen un método integrado para la enseñanza de los acentos que se enlaza a través de los conceptos de lo impreso, la conciencia fonológica, la fonética, el reconocimiento de palabras, y de las normativas del idioma español.*

En base a las investigaciones pedagógicas, Los Estándares Comunes del Estado de California en Español *presentan una secuencia de instrucción articulada y desarrollada para la enseñanza del acento que sigue una progresión evolutiva hacia el dominio del uso del acento en español.*

Liderazgo y Oportunidad

La traducción y el suplemento lingüístico de Los Estándares Comunes del Estado de California en Español, *nos dan la oportunidad de reconceptualizar las prácticas de enseñanza en el salón de clase al reconocer la manera en que los estudiantes utilizan un primer y segundo idioma auténticamente para organizar complejos procesos mentales, mediar la cognición y desarrollar la autonomía y capacidad competente en inglés y español.*

Los Estándares Comunes del Estado de California para Las Artes del Lenguaje en Español y para la Lecto-Escritura en Historia y Estudios Sociales, Ciencias y Materias Técnicas, *también representan una nueva oportunidad para el liderazgo de estudiantes, padres, maestros y administradores escolares.*

Por lo tanto, esta comunidad en pleno reconoce el enlace entre el desarrollo cognoscitivo y el lenguaje y se responsabiliza del mejoramiento continuo de nuestro sistema de educación.

California Association for Bilingual Education

Project
CORE

Common Core State Standards for English Language Learners: Retos y Oportunidades

By Cristina Alfaro

Given the cultural and linguistic diversity in today's classrooms, it is my belief that in order to make the Common Core State Standards attainable for all students, especially English learners, my instruction must begin with a critical examination of my belief about language, literacy and learning.

Project CORE Dual Language Teacher

A national conversation about the implications of the Common Core State Standards (CCSS) for English language learners (ELs) continues against a backdrop of economic recession, budget cuts to education, a fast-growing Latino population, and an urgent need to prepare 21st century, college- and career-ready students. The CCSS are deeper, wider, higher, clearer, and fewer than the previous standards. They represent an astronomical reform for K-12 education in the United States. Project CORE is concerned with the most critical aspect of the CCSS yet to be addressed: the implementation for ELs (Quezada & Alfaro, 2012).

Research strongly indicates a critical need for our educational system to improve academic achievement among ELs (Cummins, 2000; Gándara & Hopkins, 2010; Olsen, 1997; Short & Fitzsimmons, 2007), and suggests this civil rights issue is a structural problem that must be addressed along the entire educational pipeline (Olsen, 2010). Culturally and linguistically responsive pedagogy recognizes and builds upon the assets brought by ELs and their families, as well as accounts for the economic and social circumstance—poverty—that often accompanies ELL status (Bunch, Kibler, & Pimentel, 2012). More significantly, recent empirical research on the academic achievement of ELs indicates strong evidence that the educational success of ELs is positively related to sustained instruction through the student's first language (Gándara & Hopkins, 2010; Genesee & Riches, 2006; Lindholm Leary & Genesee, 2010).

Guided by the latest research on second language acquisition and multilingual education, and in consideration of the demands of the 21st century, global economy, socially conscious educators, policy-makers and researchers have made substantial strides toward successfully steering the contemporary discourse on ELs away from a language of deficit-thinking. They have powerfully shifted the conversation to an understanding of language development and multilingualism as socially situated and context dependent. A convergence of research clearly indicates that multilingualism is not just an economic asset but also a necessary cultural asset. However, there is more work to do.

To address the challenges and opportunities in the Common Core Era, a five-year federal grant was awarded to fund Project CORE, a national professional development program through the Office of English Language Acquisition (OELA). Project CORE is a San Diego-based professional development program tasked with implementing a system-wide response to confront the education debt owed to ELs. The goal is to transform education for ELs through CCSS, especially Common Core Language Arts Standards (CCLAS). The project involves stakeholders along California's educational pipeline including the University (College of Education), the County Office of Education, and three local school districts. Through these partnerships, Project CORE coordinates professional learning communities (PLC's) for College of Education faculty, county and district leaders, pre-service teacher candidates and in-service teachers.

The pronounced shift in the CCSS's ramping up the level of text and task complexity alone will not ensure positive outcomes for learners lacking academic proficiency (Kinsella, 2012). Project CORE intentionally and creatively foregrounds educators' values and beliefs regarding culture, language

and power in order to address the following challenges as identified in the research literature on academic achievement of ELs and as implied by the CCSS: 1) the need to improve literacy development in ELs across all domains of language, including reading, writing, speaking and listening; 2) the need to use research-based instructional practices to provide ELs access to grade-level, rigorous academic content, and 3) the need to develop assessment methods for measuring ELL achievement in academic English (August, 2012; Dabach & Callahan, 2011; Durán, 2008; Goldenberg, 2008; Gottlieb, 2011; Olsen, 2010; Short & Fitzsimmons, 2007). This article gives a general look at the ways Project CORE is realizing short-, mid- and long-term goals pertaining to these challenges so that ELs are given access to the rigor of the CCSS and the opportunity to acquire 21st century, college- and career-ready skills.

Foregrounding Values, Beliefs and Practices

If we expect this educational reform to be different in terms of truly addressing the needs of ELs—then College of Education faculty, that prepare teachers and administrators, need to work side by side with school districts to re-think and dialogue about values, beliefs, and practices. In this manner we can create a common understanding and common language in the Common Core Era.

School Principal, Project CORE Partner

Project CORE brings together College of Education faculty, County Office of Education leaders, and leaders from three partner districts to coordinate PLC's for College of Education faculty, county and district personnel, pre-service teacher candidates and in-service teachers (see Figure 1). This collaborative approach ensures that as many educators as possible receive requisite professional development so that all students are positioned to meet expectations of the new and very rigorous CCSS. The thinking is simple: since the CCSS requires all students to achieve at higher levels and research shows that ELs

achieve at higher levels when teachers provide culturally and linguistically responsive pedagogy, then the University in step with local educational agencies must prepare more culturally and linguistically proficient teachers, specifically Dual Language teachers. However, enacting change is not easy: Project CORE engages educators' values and beliefs surrounding cultural and language diversity and its impact on classroom instruction in order to assess and build upon their strengths in providing equal educational opportunity. The questions are always: What does the research tell us? What are educators doing well? How can we build upon these strengths? and What do we need to learn more about?

Project CORE gradually scaled up its work focus, starting with district leaders and faculty participants in the first year, followed by pre-service teacher and in-service teacher participants in the second year. District leaders receive professional development alongside College of Education faculty participants at planning retreats, focused symposiums and periodic conferences. College of Education faculty participants, representing eight departments, also receive professional development from colleagues and lead researchers who specialize in the CCSS, instruction and assessment for ELs and biliteracy, so that their methods courses addresses the demands of the CCSS and the needs of ELs. Additionally, pre-service teacher participants attend a series of symposiums throughout the academic year as a supplement to their coursework, and in-service teacher participants take one of two certificate programs: the English Language Development for Academic Literacy Certificate program or the Dual Language for Academic Literacy Certificate program. PLC's will continue for the remainder of grant funding through 2016.

From conception, leaders from the County Office of Education and Project CORE's three partner school districts showed tremendous enthusiasm for the opportunity to work closely with the College of Education that prepares the vast majority of their teachers. An all-day Collaborator's Retreat, attended by county and district leaders, College of Education faculty and Project CORE's lead researchers, set a tone of partnership for the planning
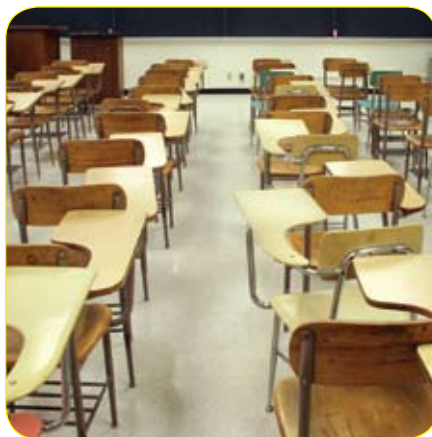
of targeted professional development for College of Education faculty participants, pre-service teacher and in-service teacher participants.

In addition to the vocal support of district partners, College of Education faculty showed an overwhelming interest in the work of Project CORE because of the urgency to adjust content of teacher preparation courses in light of the new CCSS and the persistent achievement gap of ELs. To date, faculty participants have attended three all-day symposiums that included an in-depth unpacking of the K-12 Anchor Standards with an emphasis on the vertical and horizontal planning across grade levels and content areas. Faculty participants also discussed strategies for aligning their course syllabi to the major shifts of the CCSS and they are presently overhauling their course syllabi to mindfully create access for ELs to the CCSS.

Pre-service Teacher Candidate Professional Development— Preparation of Biliteracy Teachers

In response to the partner school districts' urgent demand for culturally and linguistically proficient teachers who can effectively serve their majority Latino and ELL student population, Project CORE selected and awarded scholarships to its first 2012-2013 cohort of 32 pre-service bilingual participants. Project CORE lead researchers, College of Education faculty, and County Office of Education leaders facilitate three symposiums per semester, which cover fundamental information relating to the CCSS, Common Core en Español and the Next Generation ELD Standards. This program of study supplements pre-service participants' standard coursework. Project CORE closely monitors pre-service participants' ar-

eas for improvement using formative assessment tools, and gives ample opportunity to apply the information they have learned in group work and simulated instruction. Through pre-service participants' evaluations of project activities, the following topics were marked as important areas in need of attention and support:
Project CORE finds that, after professional development, pre-service participants know how to read the CCSS document and what the standards mean, but they need assistance using the CCSS to write lessons that address these standards for their classrooms. A communication system is in place to communicate to their professors how they can best support and provide an intervention in their methods courses based on participant feedback. Future pre-service teacher symposiums will address the application and assessment of the CCSS, the alignment of the CCSS and the New Generation English Language Development Standards, as well as more professional development on the Common Core en Español.

In-service Teacher Professional Development—English Language Development for Academic Literacy and Dual Language for Academic Literacy Certificate Programs

In-service teacher participants from Project CORE's partner school districts take a series of four courses to earn an English Language Development for Academic Literacy Certificate or a Dual Language for Academic Literacy Certificate. Project CORE awards 30 full scholarships, per year, for in-service teacher certificate programs, which prepare teachers with the skills to align CCSS with levels of language proficiency. These certificate programs prepare in-service teacher participants to lead professional development in their respective schools. These teachers will sustain a trainer-of-trainers model so that their skills will be shared with other current teachers in the three partner school districts.

Project CORE's work is focused on its long-term goal of institutionalizing and creating an infrastructure for professional development programs that address the dynamic needs of ELs. This can only be realized through well-funded and strategically supported Dual Language teacher preparation programs at the University level. Current efforts to achieve this goal are promoted through Project CORE's strong coalition with the County Office of Education and local school districts, who have been increasingly vocal about the need for Colleges of Education to increase the number of Dual Language teachers and to more effectively prepare English Language Development teachers.

- **Understanding common underlying proficiencies for L1 and L2**
- **Teaching for language and skill transfer**
- **Explicit teaching of text structures of informational text to enhance language learning**
- **Close reading for ELLs**
- **Teaching and learning strategies that improve meta-cognition and language skills**
- **Instruction/clarification of the CCSS in specific content areas**
- **Lesson planning and assessment integrating the CCSS**

Teachers as Intellectuals

To actualize the goal of 21st century literacy skills for our increasingly culturally and linguistically diverse student population, we must take inquiry as a stance to become scholar-practitioners. We need to study our community, the latest research, and rethink our current practice. Then we can determine how to best ride the Common Core Wave.

ELD Teacher, Project CORE Partner

Project CORE recognizes teachers as intellectuals with the capacity to enact meaningful pedagogy, informed by research, for ELs in both Biliteracy and English Only programs. In order to realize this shift in educational culture, Project CORE employs a participant-operated Online Learning Community. The Online Learning Community intends to build capacity through making research-based resources available to teachers so they can design relevant curriculum and instruction. It is necessary to build an infrastructure that effectively disseminates best practices through ground-up community and insider research, rather than top down professional development, so that teachers take ownership of teaching as inquiry. Figure 2 illustrates Project CORE's process for connecting theory and practice.

The Project CORE Online Learning Community was developed to facilitate the sharing of resources, the latest research, strategies for the deconstruction and implementation of the CCSS, and best approaches pertaining to the CCSS for ELs. It also serves as an electronic library of relevant materials and updates regarding Project CORE events and activities. Users create their own library of resources and post this library to share with others. Ultimately, Project CORE envisions the Online Learning Community as a central hub for connecting all stakeholders, including Project staff, College of Education faculty, County Office of Education leaders, district leaders and classroom teachers, in order to increase awareness of important issues related to ELs, Dual Language and the CCSS.

Authentic Dialogue

Authentic dialogue with College of Education colleagues, district partners, and lead researchers in the area of ELs and CCSS has caused me to question and to rethink the fundamental principles, beliefs and values in my current practice. In this short time, I have found the dialogue to be informative and critical to remaining relevant in the field of teacher preparation.

SDSU Faculty Project CORE Participant

In addition to the individualized professional development programs, Project CORE offers large-scale semiannual professional development symposiums meant to ground the project in the latest research and best practices on CCSS and the education of ELs. Individuals representing every stakeholder group attend Project CORE's symposiums. Information ranging from macro-level, historical background and policy analysis to micro-level deconstruction of anchor standards and strategies for their alignment to the New ELD Standards provide attendees a common awareness about the CCSS. These symposiums cultivate authentic dialogue, which, in turn, informs the program content of Project CORE's PLC's. That Project CORE brings together representatives at every point along the educational pipeline including students, classroom teachers, school administrators and support staff, school district leaders, county leaders, university faculty and administrators, researchers and policy-makers supports Project CORE's long-term goal of promoting and coordinating a strong shift toward biliteracy and critical consciousness-raising at the school, university, county and state levels.

Conclusion

Project CORE faculty and district partners' initial symposiums focused on how to create access for ELs to the CCSS through critically analyzing issues around Long Term English Learners, Biliteracy Development, Context Dependent Pedagogy, and Understanding Language. Additionally, in May 2013, Project CORE will credential 32 CCSS prepared Biliteracy Teachers and in December 2013, 30 in-service teachers will receive either a Dual Language Academic Literacy Certificate or an English Language Development Academic Literacy Certificate. Furthermore, a College of Education and District Partners Symposium entitled "Assessment for ELs in the Common Core Era: Smarter Balance and the Role of Technology in Assessment;" is scheduled to kick-off the 2013 Spring Semester.

In summary, the three guiding principles that inform Project CORE's efforts to spark institutional change in schools, school systems, and universities include: 1) clear articulation of the ways stakeholders' knowledge, experience, values and beliefs inform their disposition, interpretation and delivery of the CCSS, 2) teachers as intellectuals with the capacity to enact meaningful pedagogy, informed by research, for ELs in both Biliteracy and English Only programs, 3) authentic and critical dialogue among all stakeholders.

Dialogue among critical partners has propelled a vibrant and creative force around the notion of an "evolv-

ing criticality" that prepares educators at both the ideological and pedagogical levels for the pronounced shifts in the CCSS. During Project CORE's first year of implementation great strides have been made in uniting key stakeholders from university methods courses to the reality of the culturally and linguistically diverse classroom.

The easy process of seeking a comfortable consensus, among stakeholders, has been abandoned. Too often in Colleges of Education consensus that is proclaimed around the education of ELs becomes a pseudo agreement. Project CORE participants work collectively to dig deeper into the foundational principles necessary to develop a common language and a common understanding in the CCSS Era.

Dr. Cristina Alfaro is the Director of College and Community Engagement for Multilingual Initiatives in the College of Education at San Diego State University. She served on the 2012 Expert Panel for the California State Department of Education English Language Development (ELD) Standards where her work focused on the alignment of the New Generation ELD Standards to the Common Core State Standards (CCSS). She is the Principle Investigator and Director of Project CORE. For more information regarding the work of Project CORE please visit: http://coe.sdsu.edu/projectcore/index.html.

Cristina Alfaro
http://coe.sdsu.edu/projectcore/index.html

Works Cited

August, D. (2010). English-language Learners and the Common Core Standards [PowerPoint Presentation].

Bunch, G, Kibler, A. & Pimentel, S. (2012). Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards. Retrieved December 1, 2012, from Stanford University Understanding Language Web site: http://ell.stanford.edu/papers/practice

Cummins, J. (2000). Language, power and pedagogy: Bilingual children in the crossfire. Clevedon, UK: Multilingual Matters.

Dabach, D.B., & Callahan, R.M. (2011). Right versus Reality: The Gap between Civil Rights and English Learners: High School Educational Opportunities. Teachers College Record. Retrieved December 21, 2011 from http://tcrecord.org Durán, 2008

Durán, R. (2008). Assessing English-Language Learners' Achievement. Review of Research in Education, 32, 292-327. Retrieved December 1, 2012 from JSTOR database.

Gándara, P. & M. Hopkins (2010). Forbidden Language: English Learners and Restrictive Language Policies. New York Teachers College Press.

Genesee, F & Riches, C. (2006). Instructional issues in literacy development. In F. Genesee, K. Lindholm-Leary, W. Saunders, & D. Christian. (Eds.), Educating English language learners: A synthesis of research evidence (pp. 109-175). New York: Cambridge University Press.

Goldenberg, C. (2008). Teaching English language learners: What the research does—and does not—say. American Educator, 32(2), 8-44.

Gottlieb, M. (2011). English Language Development Standards: The Common Core and More! [PowerPoint Presentation]. Denver, CO: Language, Culture and Equity Leadership Academy.

Kinsella, K. (2012). "Disrupting Discourse: Cutting to the Common Core." Language Magazine. Vol. 12, No. 2, pp. 19-23.

Lindholm Leary, K. & Genesee, F. (2010). Alternative educational programs for English language learners. In California Department of Education (Ed.), Improving education for English learners: Research-based approaches. Sacramento: CDE Press.

Olsen, L. (1997). Made in America: Immigrant Students in US high schools. New York: The New Press.

---. (2010). Reparable Harm: Fulfilling the unkept promise of educational opportunity for California's Long Term English Learners. Long Beach, CA: Californians Together.

Short, D.J., & Fitzsimmons, S. (2007). Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners—A Report to Carnegie Corporation of New York. Washington, D.C.: Alliance for Excellent Education.

Quezada, R. & Alfaro, C. (2012). "Moving Pedagogic Mountains: Cutting to the Common Core." Language Magazine. Vol. 11, No. 12, pp. 19-22.

Equitable and Fair Assessments of English learners in California's New Assessment System

By Norm Gold, Magaly Lavadenz, Martha Hernández, and Shelly Spiegel-Coleman.[1]

In October 2011, California adopted AB 250 (Brownley), a measure intended to lead to a new generation of state curriculum frameworks and assessments, and – eventually – to a set of measures that could be built into a new generation accountability system. The current STAR assessment system will be inoperative as of July 1, 2014, and new state assessments need to be developed, piloted, and put into place for the 2014-15 school year. Some of these assessments are to be provided by the Smarter Balanced Assessment Consortium (SBAC).   Others will need to be developed by the state. [1]

[1] Both educational assessment and accountability are likely to resurface in 2013 as major state and national topics with deliberations about the long-overdue reform and re-authorization of the federal Elementary and Secondary Education Act, ESEA and its 2001 extension, No Child Left Behind (NCLB).   California and other states are moving ahead to plan for a new assessment system, but the ultimate measure of fairness and validity of any tests depend on the uses to which they are put -- the accountability system.

The SBAC is a national consortium of 25 states that have been working since 2011 to develop a student assessment system aligned to the Common Core State Standards in English Language Arts and Math. As Abedi and Levine point out these new assessments will require that, "... all students, including ELLs, must not only master math content knowledge, but they must also be quite proficient in all domains of English... to perform successfully..." (2013, p. 27). California is one of the governing states of SBAC.

The purpose of this article is to focus on the specific assessment needs of English learners (ELs), and to provide a comprehensive set of recommendations regarding equitable and fair assessments for these students. It is our hope that the Legislature, State Board of Education (SBE) and the California Department of Education (CDE) will respond favorably to these recommendations in crafting the next generation of state assessments, and ultimately will take them into account as a new accountability system is developed.

California's 1.4 million English Learners constitute a significant subgroup for analysis of test results in the state (23 percent of all students). In many school districts, they are the major underperforming subgroup. Unfortunately, ELs lack the explicit individual protections of federal law that are enjoyed by students with disabilities, protections that include specific accommodations, variations or modifications as needed by individual students in instruction as well as assessments.

As a group, ELs perform lower than most other subgroups on current state standardized tests, and other academic indicators (high school graduation, participation in a-g course requirements, participation in Advanced Placement (AP) classes, etc.). They have well-documented language-related needs that often inhibit their ability to demonstrate what they know and can do academically when they are assessed using test directions and items designed for native speakers of English.

There are at least four specific areas where the explicit language-related needs of ELs argue for state policy and procedures that can ensure that these students are treated with equity and fairness in the state's assessment system. Each of these variations or accommodations has been shown to be necessary and feasible for at least some groups of ELs, and – when done with utmost care -- can yield results that are valid, reliable and comparable to the English assessments. That is, these are variations that do not alter the construct being assessed, and therefore can

ensure a fairer and more equitable system of assessment.[2] While there are a number of costs and complexities in developing and using such variations, the next generation of assessments must be equitable and fair for all. We are greatly concerned that current policies waste scarce resources on invalid and unreliable assessments that distort the capabilities of ELs.

We recommend that California exclude ELs from high-stakes assessments in English until they have scored above the equivalent of CELDT level 2 (Early Intermediate), but for no more than three years after the date of first enrollment in a U.S. school.[3]

2 Some of the variations we recommend are allowed (but they are not supported, and consequently are rarely used) in the current STAR program and other state assessments.
3 We acknowledge that the three-year limit is arbitrary, and many ELs may still have inadequate English skills after that time. Nevertheless, there is evidence to support the assertion that a substantial portion of ELs will be able to participate fairly in an assessment system **if that system makes full use of the variations and accommodations noted below.** The CELDT will ultimately be replaced by a new generation assessment of English proficiency, now that the SBE has adopted (November 2012) new English Language Development standards. See: http://www.cde.ca.gov/sp/el/er/eldstandards.asp

There is no psychometric or educational rationale for having students sit for an assessment where it is known in advance that they do not know the language of the test. While it is unfair and unjust to assess these students in a language they do not command, it also invalidates the reliability of test results and contaminates the quality of aggregated and disaggregated numbers being reported to the public. These students will of course take an annual English Language Proficiency test (now the CELDT), and would ideally take high stakes assessments in the primary language, as recommended below, while they are learning English.   They would also take and benefit from interim and formative assessments that make use of appropriate test variations or accommodations (see below).

In 2012*, the Smarter Balanced Assessment Consortium (*SBAC) issued Guidelines for Accessibility for English Language Learners (ELLs). The SBAC guidelines state, in part:

For English language learner students (ELLs) who take large-scale content assessments, the most significant accessibility concern is associated with the nature of the language used in the assessments. Because ELLs have not yet acquired complete proficiency in English, the use of language that is not fully accessible to them in assessments will degrade the validity of the test score interpretations that can be inferred from their results. In extreme cases the use of language on an assessment that is not accessible to ELLs will lead to test scores that have limited to no validity as indicators of the students' content knowledge. (Young *et al.*, 2012: 1)

The general principles stated in these guidelines, and the specific examples regarding accessibility are quite useful. They highlight the need to attend to clarity of language overall, to vocabulary, syntax, idiomatic expressions; also highlighted is the need to attend to cultural references and the use of the primary language of students in the writing of test directions and items.

We also recommend that specific test variations or accommodations for ELs include the following:

1. Provision of either home language translations of test directions or authentic bilingual versions of these (in written and oral formats). [4]
2. Provision of originally-developed primary language versions of test items, translations of test items, or bilingual versions of these, as appropriate to the constructs and content areas.
3. Provision of high quality, language proficiency-leveled subject-matter bilingual glossaries.
4. Modification of instructions, test items and responses to control for linguistic complexity when ELs take a test in English.

This needs to be included as a specific, carefully designed accommodation and should not just be addressed through Universal Design. Without the inclusion of expert linguistic and cultural perspectives in test and item construction, it is highly unlikely that there will be sufficient attention paid to the issues of construct-irrelevant linguistic complexity.

We further recommend that the state budget fund, and that the California Department of Education (CDE) actively support, effectively roll out and consistently promote these accommodations.

To maximize the utility of EL accommodations and variations, CDE should actively seek to use every possible source of funding for this purpose. Without this promotion and funding, the accommodations will remain an empty promise. It is impossible for over 1,000 school districts and charter schools to implement the currently allowed accommodations. They are rarely

4 Stansfield (2003) in Young et al. note that, "...transadaptation, a combination of translation and adaptation," may yield better results in assessments than direct translations. (2012, 6).

used, in large part due to the lack of materials (e.g., bilingual glossaries), personnel and other resources necessary to carry them out. [5]

With a modest investment, California could, for example, prepare translations of test directions, and distribute these via PDFs and CDs/DVDs or other digital files. The same could be done with subject-matter bilingual glossaries. Many of the computer-based test formats now under study for the next generation of assessments will allow for inexpensive distribution of translations, bilingual glossaries, and test instructions and items with controlled linguistic complexity.

Lastly, it is critical to connect the issues raised about the assessment system with how the results of assessments will be used for both individual and group purposes. Development of fair and valid assessments must go hand-in-hand with the development of a fair and equitable accountability system that is research-based and informed by participation of parents and educators who have direct knowledge of the needs of English learners. It is only with a complete sense of how tests

5 In a report to the State Board of Education on the use of testing variations from 2006-2009, CDE noted that: "...the data show that very few (approximately 1 percent) of EL students use the available testing variations." (Sigman, 2010). National research makes it clear that California schools and districts trail seriously behind the rest of the country in making authentic the variations and accommodations that are allowed for ELs in California's schools. For example, of 11 large city school districts reviewed in their use of accommodations for ELs on the NAEP in 2005, in Grades 4 and 8 (Reading and Mathematics), the two California districts provided accommodations for only 14% (Grade 4 Reading) to 27% (Grade 8 Reading) of students, while the national totals ranged from 44% to 58%. Some districts (New York City, and Austin, Texas), provided accommodations ranging from 43% to 92% of all ELs. (Wilner, Rivera and Acosta, 2007). This lack of responsiveness to the needs of ELs on the NAEP is not surprising, given that accommodations for ELs have not been supported by state resources, and are rarely used in the administration of the STAR and other California assessments.

will be used that their value, utility, and validity can be judged. The current federal and state accountability systems have serious flaws that we hope can be corrected as California and Smarter Balanced move ahead. [6]

Norm Gold
http://www.normgoldassociates.com

Martha Hernandez
mahernandez@vcoe.org

Magaly Lavadenz
http://www.lmu.edu/Page85167.aspx

Shelly Spiegel-Coleman
http://www.californianstogether.org

References

Abedi, J. and H. G. Levine, (2013). *Fairness in assessment of English learners.* Leadership, 42 (3). Sacramento: ACSA.

Abedi, J. and P. Gandara, (2006). *Performance of English Language Learners as a Subgroup in Large-Scale Assessment: Interaction of Research and Policy.* Educational Measurement: Issues and Practice, Winter 2006, 36-46.

Linquanti, R. (2011). *Strengthening Assessment for English Learner Success: How Can the Promise of the Common Core Standards and Innovative Assessment Systems be Realized?* Berkeley: PACE/Rennie Center for Educational Research and Policy.

Robinson, J. P. (2010). *The Effects of Test Translation on Young English Learners' Mathematics Performance.* Educational Researcher, 39(8), 582-590.

Sigman, D V.H. (2010). *Use of Variations on Statewide Assessments by English Learners.* Memorandum for Board Item 07, June 1, 2010, Sacramento: State Board of Education.

Stecher, Brian M., Georges Vernez, with Paul Steinberg (2010). *Reauthorizing No Child Left Behind: Facts and Recommendations.* Santa Monica, CA: Rand Corporation.

Willner, L.S., C. Rivera, and B. Acosta (2007). *Decision-Making Practices of urban Districts for Including and Accommodating English Language Learners in NAEP – School Based Perspectives.* Arlington, VA: The George Washington University.

Young, J.W., M.J. Pitoniak, T.C. King, and E. Ayad (2012). *Smarter Balanced Assessment Consortium: Guidelines for Accessibility for English Language Learners. Olympia, WA: SBAC.*

(Endnotes)

1   Norm Gold is an education consultant in Berkeley, CA; Martha Hernández currently works in public education in Ventura County, Magaly Lavadenz is Professor of Education, Center for Equity for English Learners, Loyola Marymount University; Shelly Spiegel-Coleman is Executive Director, Californians Together. The first three authors were members of CDE's Statewide Assessment Reauthorization Work Group, and met with other stakeholders from March – September 2012 to develop recommendations on assessment for State Superintendent of Public Instruction Torlakson. For details, see: http://www.cde.ca.gov/ta/tg/sa/ab250.asp

6 Work in California will need to be supported by a national ESEA (NCLB) reauthorization effort that is similarly sensitive to the fairness and equity issues for ELs, students with disabilities and others.

The Invisible English Learner
Recognizing the Standard English Learner in Math and Science Teaching

By Sharroky Hollie, PhD and Tonikiaa Orange, PhD
Center for Culturally Responsive Teaching and Learning
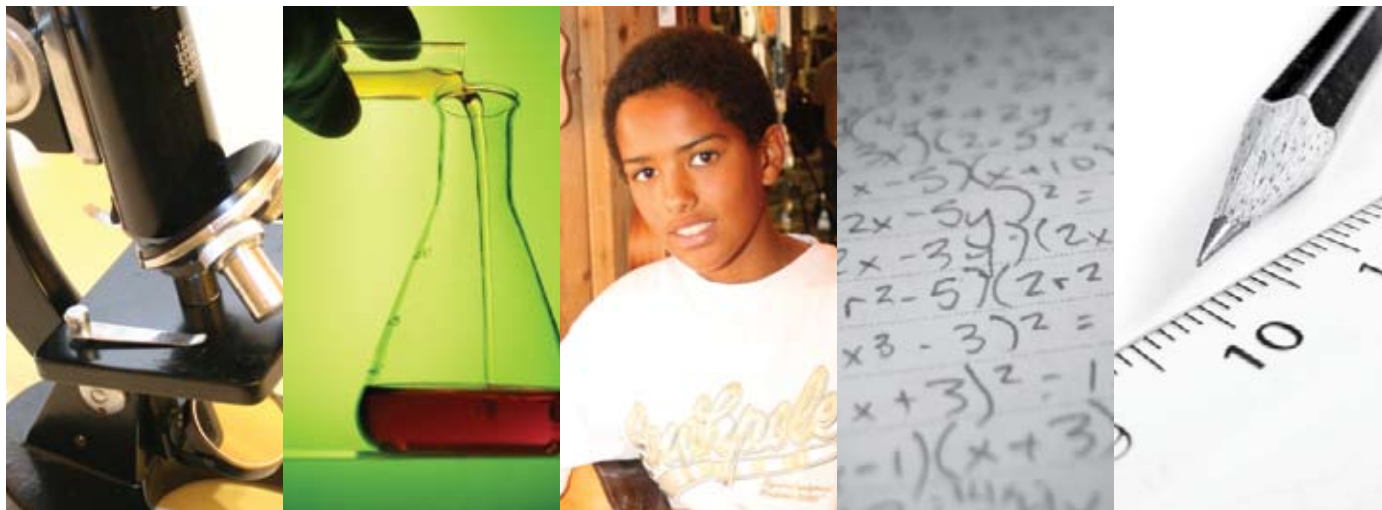
I magine a sixth grade student entering a middle school science class after spending six years at the feeder elementary school. Her teacher is unaware that she is not proficient in academic language enough to read the science textbook. The teacher cannot see the struggle with the academic vocabulary, the sentence structure, and the implied meanings throughout the chapter that require some background knowledge to comprehend. Of greater ignorance is that this student is an *invisible* English learner who has gone without adequate language instruction and now faces a dilemma at this important juncture in her matriculation. She has, in effect, slipped under the radar up until to this point as a Standard English Learner (Hollie, 2011).

A Standard English Learner (SEL) as originally defined by LeMoine (1998) is a student who comes from a home where the home language differs enough from Standard English and Academic English in all the dimensions of language – phonologically, morpho-syntactically, syntactically,

semantically, pragmatically, and rhetorically. Many of these "home languages" are commonly known in the linguistic research as the non-standard languages: African American Vernacular, Chicano English, Hawaiian Pidgin English, and Native American dialects, representing the languages of many underserved students like the imaginary sixth grader.

The reality is this same student exists in many classrooms across the United States. With a functional academic language illiteracy, these students go day-in and day-out as an unrecognized English learners without any or very little linguistically responsive teaching to support their language needs in the content areas, such as math and science where the demand of academic language is high. Superficially, these students have an apparent proficiency in Standard English and Academic language, but a critical examination of their reading and written skills coupled with the demand of school language paints a different picture. In jargon terms, they have very strong Basic Interpersonal

Communication Skills (BICS) but are weak in Cognitive Academic Language Proficiency Skills (CALPS), as famously put forth by Jim Cummins many years ago (2011). The strong BICS but weak CALPS can be confusing for some teachers who make assumptions around the proficiency levels of academic language.

Not as famously but more poignantly, Eleanor Orr (1987) in a groundbreaking study recognized the performance of African American students (and other SELs) in math and science is crippled not by the lack of intelligence or diligence of the student but by linguistic interference of the home language. Orr says, "I had learned that certain differences between the grammar of black English and that of Standard English can affect a student's success in mathematics and science when teachers are not aware of the those differences." (p.6) Specifically, she says that the different ways prepositions and conjunctions are used in the Standard English not only can cause serious miscommunications but can even affect the

student's long term understandings of certain quantitative ideas. This article wishes to shed light on how secondary math and science teachers can make a difference in the language development of SELS by recognizing their home languages and then using the principles of culturally and linguistically responsive pedagogy that focus on academic vocabulary and literacy.

Recognizing SELS

Again, Standard English Learners can be deceptive because of their strong oral communication skills as it applies to talking with their peers and light conversation with adults on the school campus. The trouble arises when faced with contexts that require navigating any academic language, especially in math and science. In these contexts, they are rendered to be like intermediate and above traditional English learners. For this reason, not being fooled with assumptions and recognizing this linguistic dynamic is tantamount for the teacher. Recognizing that the student as a SEL is the first step to adequate linguistic responsive instruction.

Educators need an awareness of the researched based linguistic rules or features of the non-standard languages as to know what is worth validating and affirming or recognizing. Most view non-standard languages as to be simply dialects or even worse just slang. The research on these languages refutes that limited perspective strongly and has been a source of a vigorous academic debate for decades. While there is disagreement, about the historical derivation of the noted non-standard languages, there is clarity about the differing views (Hollie, 2011).

African American Language, African American Vernacular, or Black English as it is commonly called is a systematic, rule-governed language, which represents an infusion of the grammatical substratum of West African languages and the vocabulary of English. The languages of Native Americans are used at home, on the job, in the classroom and other areas of their daily experience. It shows extensive influence from the speaker's native language tradition and differs accordingly from non-native notions of standard grammar and appropriate speech (Leap, 1993)

Chicano or Mexican American Language is the systematic, rule-governed language spoken by the Chicano and/or Mexican American community united by common ancestry in the Southwestern United States and/or Mexico. Hawaii'an American Language or Hawaii'an Pidgin English is a native speech that evolved as a result of Hawaii's diverse background. It is also called "Da Kine" or, more commonly, "Pidgin" when it really isn't a pidgin anymore but actually a creole, or Hawaii Creole English. Unlike other English based pidgin, Hawaiian Pidgin is founded on several different languages, with the Hawaiian language contributing the most words. Still, the term "Pidgin" remains.

Using The Principles of Culturally and Linguistically Responsive Pedagogy

Before providing concrete classroom examples, it is important to clarify what is culturally responsive pedagogy. When being responsive to students' linguistic needs, teachers need to understand the what and how of the teaching, particularly why it is instructionally necessary to acknowledge the home language *as a* means to increased academic language proficiency. The definition of culturally and linguistically responsive pedagogy (CLR) is the validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society. Simply put, CLR is going to where the students are culturally and linguistically for the aim of bringing them where they need to be academically.

Metaphorically, CLR is the opposite of the sink and swim approach to teaching and learning in traditional school. V*alidation* is the intentional and purposeful legitimatization of the home culture and language of the student that has been traditionally de-legitimatized by historical institutional and structural racism, stereotypes and generalizations primarily carried forth through mainstream media. *Affirmation* is the intentional and purposeful making positive the negative stereotypes of non-mainstream cultures and languages, again looking at the portrayals from a historical perspective (Hollie, 2011). This definition is meant to be broad, covering a range of cultural identities and languages. The point here is when teachers recognize SELs they must do so in a validating and affirming way and through instruction.

Responsive Academic Literacy and Language for SELS in Math and Science: What It Looks Like

As students progress in school, the topics in math and science become increasingly complex and the vocabulary more dense and technical. This complexity poses a particular problem for SELs. Traditionally, math and science instruction can be rigid and structured, allowing for limited opportunities for the content to be viewed through a cultural lens. CLR is rooted in using the myriad of cultural cues that students bring to school in order to provide a learning experience linked to increased academic language use. Language helps shape how the students interpret meaning, express emotions, and interact among others. When there is a divergence between home culture and academic culture, problems can arise in the acquisition of math and science (O'Loughlin, 1992; Snively &

Corsiglia, 1998). Math and Science are highly linear and objective fields of study. In order to support SELs in math and science, teachers must bridge the students' culture and language to the information presented. Language is used as a vessel in which thinking is demonstrated so that there are not missed opportunities for SELs to show what they understand.   If teachers of SELs intend to help them access and accelerate their knowledge in math and science they must be cognizant of the role culture and language play in the acquisition of math and science.

Given the rich heritage of oral language in the cultures of SELs, teachers must create opportunities for SELs to make connections from home language to the academic language of math and science. Follow the habitual methods of math and science teaching in the United States, many teachers continue to utilize traditional instructional practices (direct instruction, drill, and worksheets) that do not connect culture to instruction. The utilization of culturally responsive strategies is tied to increased cognition.

Bridging The Unknown To The Known - Strategies For Success

Since education occurs in a social context, each student's individual learning is mediated through a cultural lens and prior knowledge. Responsive math and science teachers validate what students bring into the classroom by consistently using the students' culture and prior knowledge in their lessons. Here is a list of strategies that validate and affirm home language while at the same time building and bridging the student to success in math and science:

- Do not simply add culturally based modifications onto traditional lesson plans, but infuse instructional rhythm, repetition, storytelling, music, and movement to reinforce language development in math and science.
- Take time to understand and integrate student interests help enhance both language and the understanding of math and science content for SELs.
- Create spaces in classrooms where home language is used to describe and discuss information presented and learned.
- Provide opportunities to use their innate abilities and language to acquire new and specific terminology, develop sequencing skills and alternative grammar structure needed in math and science.
- Create opportunities for students to practice effective oral and written communication in academic language. This can take place through reading, writing, listening, and speaking activities that promote literacy, but through a cultural frame that connects students life experiences with mathematical analysis and scientific inquiry.

Understand some of the nuisances of the students' home language. The more equipped the teacher is in understanding the cultural background and language of students, the better equipped to help students make tangible connections between home and academic language.

What follows is an example of what CLR instruction in math and science looks like in the classroom. As students began to walk into their 6th grade science class, the teacher's assistant (TA) overheard a couple of students having a conversation about a TV show that came on the night before. As the conversation ensued, one student stated to the other, "Yes, I seen it yesterday". The TA immediately corrected the student by telling him that I seen it is incorrect. "The correct way to respond is, I saw it yesterday". The students began to argue with the TA saying, "that does not sound correct, I seen it is how you say it". One student said, "that is how my mom says it". The science teacher overheard the conversation and took the opportunity to demonstrate to the TA how to create a culturally and linguistically responsive science vocabulary lesson.

The 6th grade class was starting an introduction science lesson on the weather cycle. Along with the new concept, students had to learn new vocabulary. The vocabulary word introduced for this lesson was precipitation. The teacher, Mrs. Carr, started the class by telling a personal story about growing up and playing in the snow. She expressed how great it was to have snow days because school would be cancelled and that allowed her and friends to go sled riding. The students were intrigued by her stories. They began to ask her questions and a discussion progressed where students were sharing their experiences with snow, hail and rain. During their classroom discussion students used the phrase, "I seen it snow before" and "I seen a hailstorm". She allowed that discussion to continue never interrupting or correcting the students' language. Mrs. Carr's focus was not on how students were speaking, but instead on the fact that they were engaged in meaningful and relevant conversations geared toward their eventual understanding of the word precipitation.

Mrs. Carr told the students that hail and snow were forms of precipitation. She wrote the word precipitation on a precut rectangular colored piece of paper and placed it on the board. She wrote rain, hail and snow on separate precut colored paper and placed them under the word precipitation. She asked the students to collaborate at their tables and come up with their own words, synonyms, for precipitation. Students were then asked to draw a visual of their synonym and write in academic language how they knew their synonym was a form of precipitation. She explained to students that it was important to be able to write their thoughts in academic language because it is the language they will use in academic situations. Mrs. Carr recognized that when her students used, I seen it, during their

discussions, they were confusing simple past tense with past perfect tense, which is a common linguistic feature in African-American Language. Before the students began to write, she brought to their attention the phrase I seen it. She explained to students that depending on the situation they can say I seen it, but academically we must use the structure for past tense, which is I saw it. She asked the students to be mindful of that during their writing. Mrs. Carr also asked the students to express their thoughts by using their senses. What have they seen, touched, smelled, and tasted to make them think their synonym was a form of precipitation.

Students created wonderful visual presentations of their synonym for precipitation and provided detailed academic descriptions on why their word was a form of precipitation. They chose words such as moisture, drizzle, dew and flood to demonstrate their own understanding of precipitation. They described their synonyms with sentences like; I saw the dew on grass in the early morning. It fell off the grass and was in the form of water. Students first shared their visuals and descriptions with their table, and then Mrs. Carr followed up with a five-minute gallery walk around the room in order for every student to have their

visual and description viewed by all classmates. The teacher placed all the student created synonyms on the room wall so students would have a constant visual reminder of the vocabulary word and its synonyms.

In this example, Mrs. Carr did not view students' home language as a deficit, but instead as an opportunity to encourage student conversations without language being an inhibiter for student engagement. She provided space for students to work collaboratively and created a personal connection between herself and her students by telling oral stories of her personal experiences. Her TA was now better informed on how to teach vocabulary in science in a culturally relevant and linguistically responsive way to students. Next is an example from a math class demonstrating CLR.

For many students, math can be daunting and overwhelming. However, if presented in a culturally responsive posture, math can be used to validate, empower, and transform students' views about the world math and how numeracy can make a real difference in their lives. In this 6th grade math lesson, students are learning how to calculate the poverty line and how to use math as a tool to make informed decisions and better understand the world. In order to diffuse

the anxiety in the minds of her 6th graders, Ms. Agee started her lesson with a personal story that resonated with many of her students. As Ms. Agee walked in to greet her 6th grade class, she seemed preoccupied and deep in thought. It prompted the students to ask her what was wrong. She responded by explaining that she had received a phone call earlier in the day from her mother who was 67 years old. She stated that her mother was worried because she would not be receiving a cost of living increase due to the fiscal situation of our country.

Ms. Agee was concerned because her mother lives on social security and is dependent on receiving a cost of living increase each year. The teacher explained social security and cost of living to students and ran down the bills her mother was responsible for during the month. The problem, Ms. Agee explained to her students, is that even though her mother did not receive a cost of living increase, the cost of living did increase, so in essence it became more expensive for her mother to live. Ms. Agee told the students that she was worried about how her mother would compensate for the lack of income. As the students pondered over the situation, the class finally came to the realization that Ms. Agee's mother had barley
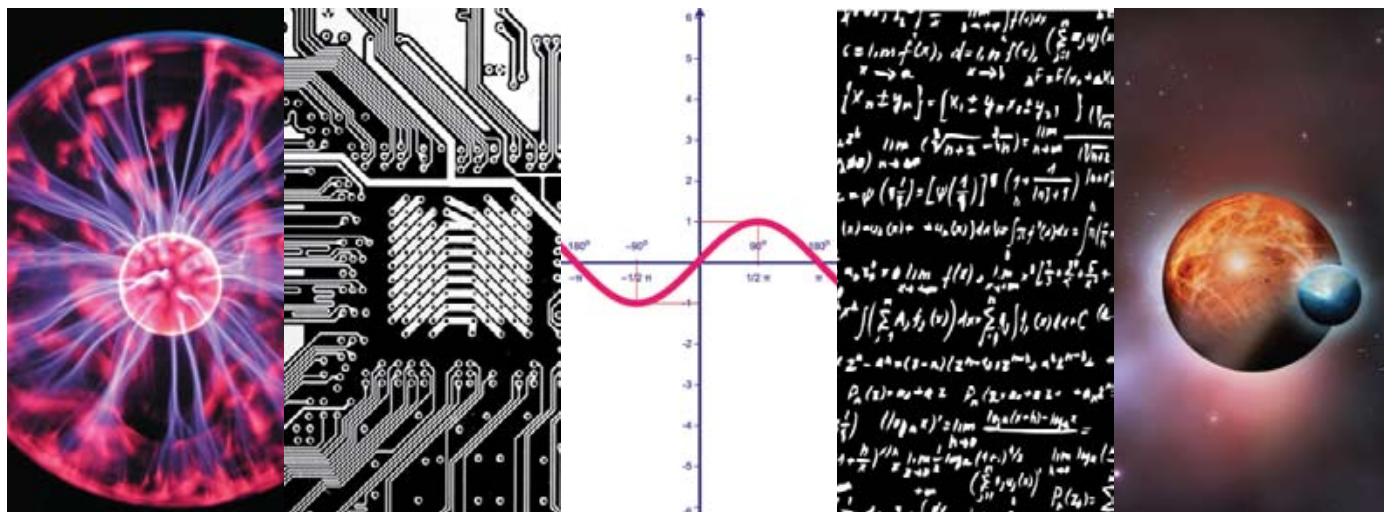
enough for basic necessities, like rent, food, phone and gas. In order to get the students thinking mathematically, Ms. Agee prompted the them with the following question: "Even though my mother is struggling to make ends meet, she is not considered poor by our federal government definition. I wonder how the federal government determines the poverty line?

Ms. Agee presented the students with the formula the federal government uses to calculate the poverty line. She then had the students work in groups of three to calculate the poverty line for a family of two, then for a family of four based on the governments estimate of what it would cost to feed those families. Students worked diligently in their groups using division, multiplication, and percentages to calculate the poverty line. They were interested to see whether their family fell below the threshold. Once students finished and shared their calculations, Ms. Agee posed another question to stimulate deeper mathematical thinking. Ms. Agee asked the students what they think would happen if we used a different indicator to calculate the poverty line? What if we used housing cost instead of food cost, what do you think you will find?

Again, she provided them with the government's estimate of what it would cost to house a family of two and a family of four and students began to calculate and unveil their answers. Ms. Agee asked the students what they learned from their calculations. Students said that they realized the federal government uses indicators that are outdated to determine the poverty line. The students stated that the government estimates were not realistic and from their own personal experience the cost to feed a family of four was more that what the government determined. Also, students spoke about the cost of renting an apartment in Los Angeles and noted that the gov-

ernment again used outdated numbers to determine how much it actually cost to provide housing for a family of four. One of the most important finds by the students was that many of their families were living under the poverty line or right above. This realization helped students redefine their definition of poverty.

Ms. Agee ended her lesson by asking the students if they could think of another way the federal government could calculate the poverty line? Students stated that the government should use different indicators when calculating the poverty line and they should pay close attention to the real cost of living for everyday working people in our country. This new found awareness of what is happing in their country, community and family provided the students with a way to see math as a tool to understand the world and the factors that impact their daily lives. Learning math in a way that is personally relevant is liberating and helps students see the power they have when they acquire new knowledge. Ms. Agee presented a culturally responsive math lesson that was empowering, relevant, transformative and multidimensional. Math was not presented in a way that was disjointed or isolated from their daily experience or simply presented as a means to find a mathematical solution to a problem. Students were eager to participate because the focus was on a connection to an issue and math was used as a tool to find answers and solutions.

Concluding Thoughts

We want all students to be as successful as they can be. The question is has everything necessary been done to increase their chances for success. For some students, what is necessary is the institutional and instructional acknowledgement of their home language and home culture as an asset that can be utilized to bridge them toward the use of academic language to increased achievement in math

and science learning. The acknowledgment is actualized in three ways: recognizing the legitimacy of Standard English Learners, practicing culturally and linguistically responsive pedagogy (CLR), and infusing the appropriate validating and affirming strategies and activities.

Sharroky Hollie & Tonikiaa Orange
http://culturallyresponsive.org

References
Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. *Journal of adolescent and adult literacy* 50 (7)

Hollie, S. (2011). *Culturally and linguistically responsive teaching and learning: Classroom practices for student success.* Huntington Beach, CA: Shell Education

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice.* New York: teachers college Press.

Kress, H. (2005). Math As a Civil Right: Social and Cultural Perspectives on Teaching and Teacher Education. *American Secondary Education* 34(1)

Labov, W. (1972). Academic ignorance and Black intelligence. Atlantic Monthly.

Leap, W. L. (1993). *American Indian English*. Salt Lake City: University of Utah Press.

LeMoine, N. (1998). *English for your success*. Maywood: People's Publishing.

O'Loughlin, M (1992). Rethinking science education: Beyond Piagetian constructivism toward a sociocultural model of teaching and learning. *Journal of Research on Science teaching*, 29 (791-820)

Orr, E. (1987). Twice as less: Black English and the performance of Black students in mathematics and science

Secada, W. (1992). Race, ethnicity, social class, language, and achievement in mathematics. In D. Grouws (Ed.). *Handbook of research on mathematics teaching and learning* (pp. 146-164). New York: Macmillian.

Sciarra, D., Seirup, H. (2008) The Multidimensionality of School Engagement and Math Achievement Among Racial Groups. *ASCA Professional School Counseling 11* (4), 218-228.

Sickle, Meta & Blake (2000). *A Civil Rights Issue? Vocabulary Development in Math and Science*. Paper presented at the IRA 18th World congress on Reading: Auckland, NZ

Snivley, G., & Corsiglia, J. (1998). *An interactive session on defining science within science education from multicultural and universalist perspectives.* A paper presented at the 1998 NARST Annual Meeting. San Diego, CA

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.

For more information on our Partners in Empowerment opportunities, please visit: www.ing-usafoundation.com.

ING 🦁

ING. Your future. Made easier.℠

Base Your ESL Instruction in the Content Areas

by Deborah Short

Schools across the United States are composed of ethnically and linguistically diverse students, and a growing number of them speak English as a new language. According to state-reported data, more than 5 million English language learners (ELLs) were enrolled in grades Pre-K through 12 in the 2005-2006 school year. From 1995-96 to 2005-06, their enrollment increased 57 percent although total enrollment increased by only 3 percent (NCELA, 2009). Most of the ELLs are in the elementary grades (Capps, et al., 2005). Unfortunately, these ELLs as a group are not succeeding as well as native English speakers on national and state assessments. On the 2007 National Assessment of Educational Progress (NAEP), for example, the average reading score for fourth grade ELLs was 36 points lower than that for English speakers. Moreover, 70 percent of these ELLs scored "below basic," the lowest level (Lee, Grigg, & Donahue, 2007). Similarly, ELLs on average scored 25 points lower on the fourth grade math test with 44 percent scoring "below basic" (Lee, Grigg, & Dion, 2007). ELLs clearly need support in acquiring academic English and in achieving success in content area classes.

The challenge of content-area learning

Given the growth in the number of students who are not proficient in English, the language of instruction for most schools, classroom scenes like the following are common:

Loan wants to tell the teacher what she remembers about forests in her country but she doesn't have the words to explain. She isn't sure how her experiences relate to her science text. She sees photos of forests and the trees have red, orange, and yellow leaves. In other photos the trees look dead and the ground is white. Birds and other animals look different too. These aren't like the forests in Vietnam. Why not? Loan sits quietly and tries to follow what the teacher says, but he speaks quickly and doesn't write words on the board or show other pictures. She hears the word fall, but the trees didn't fall down, and cycle, but there is no bicycle. Loan fears the teacher thinks she is a poor student, but she just doesn't know how to express her questions or describe the forests of her country.

Juan Miguel was born in the U.S. and is now in 4th grade. He is very social, speaks English and Spanish and contributes to group work in class. But when he has to read his social studies book and respond to teacher questions or write a summary, he falters. His writing consists of basic short sentences. He doesn't relate abstract concepts being studied to what's been learned. Juan Miguel was in a bilingual program for kindergarten and first grade and then moved to an English program for the past two years. He has been at the intermediate level of English proficiency since the start of third grade.

Many second language learners like Loan and Juan Miguel want to do well in school but struggle to participate actively in their subjects. Even when these students learn to speak some English, they may not have the necessary academic language skills and relevant background knowledge to complete many academic tasks, such as comparing two historical events, solving math word problems, writing observations for a science experiment, and summarizing a story. After one year in school, most ELLs are tested on grade-level curricula in English even though they are not proficient in their new language. This situation is not only difficult for the students but also for their teachers, few of whom have had professional development on effective approaches for integrating language and content instruction for students who are not proficient in English. Language is the key to learning in schools; we primarily learn through language and use language to demonstrate our knowledge. This fact rings particularly true for educators who work with students learning English as a new language while they are learning academic content. Without oral and written English language skills, students are hard pressed to learn and demonstrate their knowledge.

The solution: Content-based ESL instruction

Many schools have offered English as a second language instruction (ESL) to ELLs like Loan and Juan Miguel. But traditionally this instruction has focused on survival language, storytelling, grammar drills, and basic vocabulary. It has often been unrelated to what's

happening in other classes, and so hasn't been sufficient to help students succeed in school. Instead, educators need to consider ESL instruction as part of an overall program that develops language skills alongside, and in conjunction with, content area knowledge. This solution is frequently referred to as content-based ESL (CBESL). Content-based ESL classes are taught by language educators with two goals (Lyster, 2007; Short, 2006; Stoller, 2004):

- to develop English language proficiency
- to prepare ELLs for success in mainstream classes, especially in the content areas

Content-based ESL teachers develop students' English language proficiency by incorporating topics from the subject areas that students study in their grade level. This is often accomplished through thematic units, such as a plants or water cycle unit. Lessons can include objectives drawn from life sciences, social studies, language arts, and mathematics. Lessons target key content area vocabulary as well as the academic tasks ELLs need to become familiar with for the regular classroom (e.g., creating a timeline, taking notes from reference materials, making an oral presentation).

Integrate language skills with content learning

Content-based ESL teachers are responsible for addressing all the state ESL/English language proficiency (ELP) standards. Teachers must provide explicit instruction in the language skills (reading, writing, listening, speaking) and the elements of English (vocabulary, syntax, grammar, and conventions).

However, CBESL teachers do not teach these skills in isolation, nor with a focus on conversational language. Rather they design lessons, select texts, and set assignments that reflect how those skills are applied in content classrooms. For example, if students are expected to record observations during a neighborhood walk in an upcoming social studies lesson, the CBESL teacher may teach descriptive adjectives, directional terms, and names of community resources beforehand. Or, if the students have to classify and compare animals, CBESL teachers may teach students academic language frames so they can use comparative expressions like "both . . . and. . . , neither . . . nor. . . "; ". . . are alike/different because. . .", and "on the one hand. . . , on the other hand. . . ."

It is particularly important that CBESL teachers incorporate many opportunities for oral language practice. During much of the school day, as Saunders and Goldenberg (in press) point out, students are engaged in content area instruction and reading and writing tasks, so an emphasis on listening and speaking in ESL/ELD time is crucial.

In contrast to traditional ESL instruction, this listening and speaking time should develop skills needed for content learning. Keep in mind that in many content classes teachers don't take advantage of teachable moments for language development. They tend to correct students for content errors, not linguistic ones. They don't ask students to expand on their ideas or use elaborated speech. They don't encourage students to reformulate responses to negotiate meaning but provide the clarifications themselves (Musimeci, 1996, Swain, 1987). Effective content-based ESL teachers in contrast will do these things that advance second language acquisition.

In content-based ESL, teachers spend time helping students apply their growing knowledge base in strategic ways. For example, CBESL teachers introduce language learning strategies to students (e.g., using cognates to determine meanings of unknown words, rehearsing sentences before speaking, previewing headings and illustrations before reading) to help them continue their language development on their own and to assist them in other subjects. They also focus on reading comprehension strategies (e.g., making connections, determining importance) through a variety of authentic and meaningful texts related to the content topics.

Content-based ESL classes offer valuable opportunities to build students' background knowledge, which is critical for conceptual understanding and reading comprehension. For ELLs who are not familiar with American culture or who have had interrupted schooling, CBESL lessons can introduce students to academic topics their classmates know already. By tapping into what ELLs know, teachers make connections to new or related concepts and clear up misconceptions. Through simulations, video clips, field trips, and hands-on experiences, teachers also build foundational knowledge for these learners.

Conclusion

Students need dedicated time for ESL/ELD instruction and that time needs to count (Saunders & Goldenberg, in press). Content-based ESL, such as National Geographic Learning's Reach program, transforms a traditional ESL class into a forum for developing and applying subject knowledge, so CBESL instruction becomes an anchor for content classes. The material is relevant and meaningful to the students because it is aligned with their school subjects and standards. Infusing content in reading, writing, and oral language practice will equip our students with the academic language skills they need for success in school. And as ELLs strengthen these skills, they will interact more with English-speaking peers, demonstrate skills associated with academic uses of language, and improve their English reading comprehension.

Deborah J. Short is a senior research associate who co-developed the SIOP Model and has directed quasi-experimental and experimental research on English language learners. Publications include articles in TESOL Quarterly, Journal of Educational Research, Educational Leadership; and several ESL series for National Geographic/Hampton-Brown including Edge, Inside, High Point, and Avenues for K-12 students. **http://www.all4ed.org/about_the_alliance/people/deborah_short**

References

Capps, R., Fix, M., Murray, J., Ost, J., Passel, J.S., & Herwantoro, S. (2005). The new demography of America's schools: Immigration and the No Child Left Behind Act. Washington, DC: Urban Institute.

Lee, J., Grigg, W., & Dion, P. (2007). The nation's report card: Mathematics 2007. (NCES 2007-494). US Department of Education, Institute of Education Sciences, National Center for Education Statistics. Washington, DC: US Government Printing Office.

Lee, J., Grigg, W., & Donahue, P. (2007). The nation's report card: Reading 2007. (NCES 2007-496). US Department of Education, Institute of Education Sciences, National Center for Education Statistics. Washington, DC: US Government Printing Office.

Lyster, R. (2007). Learning and teaching languages through content: A counterbalanced approach. Philadelphia, PA: John Benjamins.

Musimeci, D. (1996).

NCELA (2009).

Saunders, W., & Goldenberg, C. (In press). Research to guide English language development. In D. Dolson & L. Burnham-Massey (Eds.), Improving education for English learners: Research-based approaches. Sacramento, CA: California Department of Education.

Short, D. (2006). Language and content learning and teaching, In B. Spolsky (Ed.), Encyclopedia of language and linguistics, 2nd ed. Oxford: Elsevier.

Stoller, F. (2004). Content-based instruction: Perspectives on curriculum planning. Annual Review of Applied Linguistics 24, 261–283.

Swain, M. (1987).

Arts Matter . . . for English Learner Success

By Lisa Gonzales, Ed.D. and Francisca S. Sánchez

With the rapid changes taking place in today's global economy, society, and technology, there is an increasing recognition in the business world that companies will need to radically rethink their methods of innovation, leadership, and problem-solving in order to survive in the future. While it may be commonly accepted that it's math and science expertise that give us the competitive edge, the business sector is quietly increasing its focus on the arts. As it becomes clearer that innovative thinkers are a scarce resource, business schools worldwide are adding arts-based courses to their curricula, top recruiters are scouting MFAs, and major corporations are engaging artists to develop creative new business models.
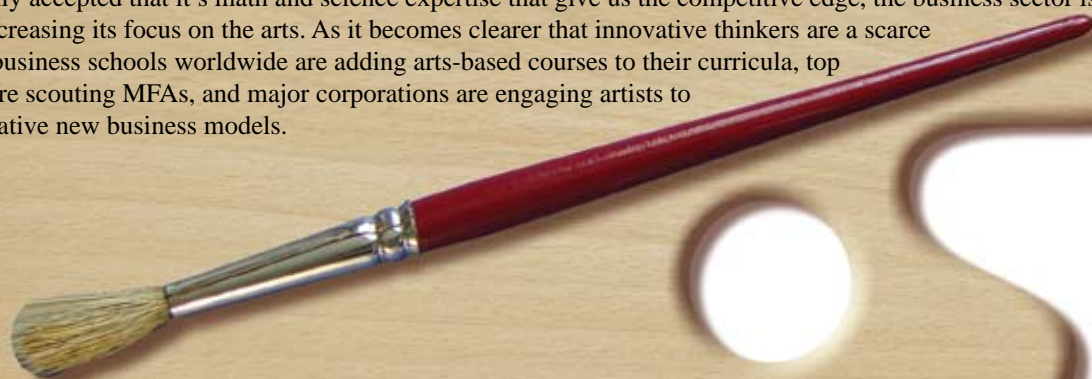
This growing use of artists and artistic processes in business is an implicit acknowledgment that success, whether in school or in business, requires elements of inspiration; inspiration rides on surprises and connections, on metaphors and design, on empathy and symphony - the ability to put back together the world with "aha" moments that seldom happen in environments of overspecialization in two or three subjects. In his book A Whole New Mind, Daniel Pink talks about the ties with design and symphony in creativity, their tie to innovation and the economy, and the impetus to change the way we do business as corporations and as a nation. The time is right for the cross-fertilization of the arts and leadership if companies want to

thrive on the challenges of the future, and this has clear implications for our schools, and especially for our programs for our most underserved and underachieving populations, such as English Learners, whose numbers continue to expand across the nation.

If we put aside the lens through which we traditionally view English Learners – a lens on deficits and gaps --- and take up a new lens --- one that brings students' potential and giftedness into sharp focus, we can unleash a powerful imaginative and creative force that can show us the way to a better world, and better lives for us in that world. How can we unleash the tremendous creative potential that lives in our most vulnerable populations and that remains largely untapped in

our schools? How can we build the infrastructure we need to make arts education coherent and sustainable for all students, even in crisis times when the arts are often the first programs to be dismantled?

California has an unprecedented opportunity to radically transform its schools to create a system of high quality schools that includes powerful instructional programs for English Learners AND powerful arts instruction for all students. The first step in grasping this opportunity is to claim the arts as a core value of a quality educational system. Part of claiming that belief is to understand the solid research base that forms its support.

QUALITY, ACCESS, & EQUITY: INTEGRAL TO SUSTAINABLE SUCCESS

Arts education helps English Learners succeed in society, in school and learning, in developing intelligence, in developing healthy minds and bodies, and in life in a 21st century world. First, arts education helps students succeed in society. Arts education promotes both aspects of our national character: pluribus AND unum. Arts activities are universal and multicultural; they validate the learner's individual culture as well as providing an engaging entry point for the majority culture, and, the arts are often thought of as a universal language, which, as Leonard Bernstein famously said, "Say[s] what words cannot".

A study of the arts provides students with an internal glimpse of other cultures and teaches them to be empathetic towards the people of these cultures. This development of compassion and empathy, as opposed to development of greed and a "me first" attitude, provides a bridge across cultural chasms that leads to respect of other races, cultures, and human conditions at an early age.

THE SPEED OF KNOWLEDGE ACQUISITION

Arts education helps English Learners succeed in school and learning. Through developing their artistic capacities, students learn more quickly. By lowering the "barriers" or *affective filter* to learning, students can acquire information and skills in a much shorter period of time (Krashen, 1982). By having a more relaxed, attentive, and receptive state, most students can learn more in a shorter period of time. This is particularly true for English Learners who may not have encountered consistent success in traditional educational settings. Recent studies show that students who study the arts are more successful on standardized tests such as the SAT (College Entrance Examination Board, 2001). They also achieve higher grades in high school and have better attendance.

Through the arts, English Learners can learn craftsmanship as they study how details are put together painstakingly and what constitutes good, as opposed to mediocre, work. These standards, when applied to a student's own work, demand a new level of excellence and require students to stretch their inner resources. At the Academy for the Performing Arts at Huntington Beach High School, a new Music, Media & Entertainment Technology program emerged from what used to be a commercial recording arts program. Video instructor Mike Simmons and Department Chair Jamie Knight have embraced a team teaching approach to develop audio, video, and performance skills. A combination of the artistic requirements of UC approved coursework alongside the CTE framework and project-based learning allow students to play instruments, record their music, mix their songs, and promote their bands. In essence, the program has been designed for students to communicate, collaborate, and create – the backbone of 21st century learning skills.

THE DESIGN OF THINKING

Arts education also helps English Learners develop intelligence. Early arts training helps develop brain areas involved in language and reasoning. We now know that brain development continues throughout a person's lifetime, and recent studies indicate that musical training, for example, physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain's circuits in specific ways (Robinson, 2001). There is also a causal link between the arts and different intelligences. For instance, music is linked to spatial intelligence, which is critical to the sort of thinking necessary for everything from solving advanced problems to being able to do everyday tasks.

The arts have a clear effect on altering the brain-wave state of the brain. This has a direct impact on creativity and imagination. Through arts education, English Learners learn to think creatively and seek innovative solutions that negotiate reality and imagination. Because the arts balance and integrate traditional knowledge and skills with imagination and adaptation, they allow students to move beyond the "one right answer" syndrome.

Arts study also helps integrate the right- and left-brain hemispheres (Robinson). It's believed that imagination, color, music, and intuition are located in the right brain hemisphere, while located in the left brain hemisphere are spoken and written language, logical thinking and reasoning, numbers, and some physical skills. The arts require both kinds of thinking and processing and help to integrate the two brain hemispheres for improved thinking and learning ability.

At Semillas Community Schools in Los Angeles, English Learners are offered a concept-driven, inquiry-based, and student-centered educational design in three languages which students study in one combined program starting in kinder. At Semillas, the arts are a powerful vehicle for the successful engagement of English Learners in higher order thinking skills. Through the arts, there is greater inclusion of culturally specific intelligences among Indigenous learners in the process of learning through the use of symbolic metaphor and non-textual means of communication. The arts also allow for greater access to concept-driven, inquiry-based learning through multiple stages of provocation, immersion, and inquiry into the written curriculum for English Learners in any language by creating a metaphorical language students can approach from any language or skill level.

A FOCUS ON THE "WHOLE CHILD"

The arts help English Learners develop healthy minds and bodies, which directly connect to improved learning and academic performance (Catterall et al, 1999). The benefits of the visual arts in therapeutic settings are well-documented. Less well-known, perhaps, are the benefits of music. Music with a strong beat can stimulate brainwaves to resonate in sync with the beat, with faster beats bringing sharper concentration and more alert thinking, and a slower tempo promoting a calm, meditative state. Not only is music an emotional-state modifier, it aids in calming hyper-activity in both children and adults. Also, the change in brainwave activity levels that music can bring can also enable the brain to shift speeds more easily on its own as needed, which means that music can bring lasting benefits to students' state of mind, even after they've stopped listening (Catterall, 2002).

Music and music therapy can help counteract or prevent the damaging effects of chronic stress, greatly promoting not only relaxation, but health and better learning (Catterall, 2006). This is particularly important for English Learners and other marginalized and vulnerable students who often live in a community's most stressful environments and who may be experiencing post-traumatic stress. Music can also be used to bring a more positive state of mind, helping to keep depression and anxiety at bay. This can help prevent the stress response from wreaking havoc on the body, and can help keep creativity and optimism levels higher, bringing many other benefits.

English Learners who are also Special Education students often suffer doubly when they are excluded from access to the benefits of the arts. Yet, when barriers are eliminated, the results are rewarding. Performing Arts Workshop and San Francisco Unified School District's Special Education Services Department support students with special needs, including Special Education English Learners, through Arts Residency Interventions in Special Education (Project ARISE). Through this 20-30 week residency approach, which served 453 students in five SFUSD schools, SFUSD has been able to document a considerable impact on students' behavior in Special Day Classrooms, including growth in self-esteem and gains in special needs students' ability to persevere through challenges. Through ARISE, English Learners with special needs have a chance to shine in the classroom, and music is the impetus for that growth and success.

In Sacramento County, the Music Therapy programs provide services to more than 100 students with IEPs. Structured around evidence-based practices advocated by the American Music Therapy Association, children with special needs receive support in cognitive, sensory motor, and communication-based outcomes.

Helen Pettiford of San Francisco Unified School District is especially laudatory of Project ABLE, Arts-Based Learning for Equity, and the work of performing artist Carlos Aguirre and his beat-box curriculum, which has been implemented with English Learners in group homes and at Edgewood Center for Children and Families. The rapid play and practice of words and phrases to a strong beat provides English Learners an innovative space to manipulate and practice English. Teaching language is approached from a theater/performing arts perspective, that is, playing a role and practicing lines for the performance. Students are taught discreet phonetic skills that help them shape and play with accents and develop confidence while performing. It's a different approach from what teachers do in the classroom. It's very energetic, quick, and fun. Improvisation is also a key during some aspects of the work. Students are encourage to use the language of preference, either Spanish or English, during the warm ups and throughout. Dance and movement are integrated into the beat boxing and improvisation.

The participating artists bring strong cultural and creative concepts and skills to the English Learner audience. All of students' work is grounded in their experience and the genre of performing arts that the artists bring to the space. Students' backgrounds, ethnicity, languages, and experiences are highlighted and honored throughout the work with the artists. The artists also provided gender specific workshops exploring the construction of the female and male identity in our world.

Other forms of artistic study, such as dance and visual arts, help support creative thinking in both traditional and non-traditional educational settings (McCoubrey, 1994). The research by Stanford University's Elliot Eisner notes that work in the arts, designed to assess artistic images, develop appreciation, and the act of creating itself, are unique and important mental abilities that "*are precisely the skills that characterize our most complex adult life task*" (Eisner, 1998). A strong example of visual arts for student engagement in non-traditional settings is highlighted by ArtsConnect, coordinated by Arts Council Silicon Valley. This year-round art program provides instruction for more than 500 at-risk youth between the ages of 13 and 18 through comprehensive artist residencies throughout Santa Clara County alternative and continuation schools.

SKILLS FOR A LIFETIME

Arts education helps English Learners succeed in life. Arts activities instill a sense of ensemble, belonging to a group, and working together for a similar cause. Arts study enhances collaboration, cooperation, negotiation, and teamwork skills and discipline. In order for a dance group or a cast to perform well, all members must work together harmoniously towards a single goal and must commit to learning dance steps/lines, attending rehearsals, and practicing. Through arts study, English Learners learn the value of sustained effort to achieve

excellence and the concrete rewards of hard work and persistence, both of which contribute significantly to the sorts of effort optimism and engagement that are required for students to do well in school and in their communities (Baum et al, 1997).

Furthermore, the arts develop skills that are essential in the 21st century workplace. They reinforce the need for observation, analysis, synthesis, innovation, performance, and accountability, and teach students how to apply and demonstrate these skills in a broad range of physical, emotional, and intellectual contexts (Eisner, 2002). Employers are looking to hire and retain multi-dimensional workers with the very sort of flexible and supple intellects that arts education helps to create (Robinson). High tech superstar Cisco is located in the heart of the Silicon Valley, an area where innovation and creativity drive a regional economy greater than those of most states. In a recent report "Five Ways Manufacturers Can Thrive in Today's Market," Cisco outlines strategies to meet economic challenges (Cisco, 2009). A key imperative that can help technology both survive and grow during the current slump is to unlock employee potential and creativity. Whether it be through rich-media collaboratives or accelerated design workflows, Cisco realizes the impact of allowing employees to be creative and innovative, and instructs its leaders in the critical nature of creating work environments that do just that.

In classrooms of arts specialists and general education teachers who teach the arts, English Learners can also learn to better communicate at multiple levels and through multiple media. The arts provide English Learners and other marginalized students who may not have much of a voice in their school community with a means of self-expression. They allow students to delve into their core and maximize their multiple identities as powerful actors on many stages. Joseph George Middle School in San Jose's Alum Rock School District is implementing a Visual & Performing Arts Program and has some of the lowest income minority students and English Learners in the Silicon Valley. General education and specialist arts teachers experience a variety of professional development opportunities that assist them in incorporating the arts into every classroom school-wide. In the first year of implementation, a three-day arts workshop provided teachers and staff access to music, art, dance and theatre. These presentations tied grade level standards to the arts and allowed student to share situations in their lives that they might not otherwise express and community arts performances that, in the past, would not have existed. It is through the collaboration of groups of teachers that a strong arts program has emerged, and the engagement and energy it brings has transformed the campus.

Arts performances teach English Learners to conquer fear and to take risks. A little anxiety is a good thing and something that will occur often in life. Dealing with it early and often makes it less of a problem later. Risk-taking is essential if English Learners are to fully develop their learning and life potentials. The arts also expose students to some of the incomparable dimensions of aesthetic sensibility that make life worth living, and to which they often won't have access unless we take responsibility through powerful arts education.

OUR CHALLENGE AS LEADERS FOR ENGLISH LEARNER SUCCESS

We forget, sometimes, how much power we have to create the world anew, to dream new worlds where we actually build the schools that our English Learners need and deserve. In so many ways, we have all the most critical things to do this work: imagination, creativity, and resources in ourselves and in our communities. Most importantly, we are experiencing a renewed sense of inspiration, hope, and passion. We are recognizing again that this is not fundamentally technical work. It's human

work; it's heart and soul work; it's work that calls to our noblest intentions as keepers of a dream bigger than ourselves.

Through our work with English Learners, one of our most vulnerable populations, and our work in the arts, we can rebuild the story of this state and what it means to be a leader and advocate for English Learners in a 21st century world --- where the arts play a critical role in students' socio-cultural, emotional, linguistic, academic, cognitive, and physical development, and in the success of our communities and state in a global context. It takes leaders to drive change. It takes leaders to break frames and act on those. It takes leaders to create the space for creativity. And if the leaders are not willing to make a change, then nothing is going to happen.

Francisca Sánchez
www.provocativepractice.com
Lisa González
http://artspiration.sccoe.org

REFERENCES
Baum, S., Owen, S., & Oreck, B. (1997). Transferring Individual Self-Regulation Process from Arts to Academics. *Arts Education Policy Review*, 98(4), 32-39.

Catterall, J. (2006). Inside Out's School Project: A research report measuring the power of a theatre-based program for at-risk junior high students. *Teaching Theatre*, 17(2), 3-8.

Catterall, J. (2002). *Critical Links: Learning in the Arts and Student Academic and Social Development*. Washington DC: National Endowment for the Arts, The Arts Education Partnership.

Catterall, J., Iwanaga, J., & Chapleau, R. (1999). Involvement in the arts and human development. In E. Fiske (Ed.), *Champions of Change: The Impact of the Arts on Learning*. (1-18). Washington, D.C.: The Arts Education Partnership.

Cisco. (2009). Five Ways Manufacturers Can Thrive in Today's Market. Retrieved 20 January, 2010, from Cisco. Website: http://docs.google.com/viewer?a=v&q=cache:jiR4jtxHprMJ:www.cisco. com/web/strategy/docs /manufacturing/mfgOview_ Thriving.pdf

College Entrance Examination Board. (2001). *2001 College-Bound Seniors: A Profile of SAT Program Test Takers*. New York: College Board.

Eisner, E. W. (1998). *The Kind of Schools We Need: Personal Essays*. Portsmouth, NH: Heinemann.

Eisner, E W. (2002). *The Arts and the Creation of Mind*. New Haven, CT: Yale University Press.

Krashen, Stephen. (1982). *Principles and Practices in Second Language Acquisition*. Upper Saddle River, NJ: Prentice Hall.

McCoubrey, S. (1994). Art and Thinking Skills. *BCATA Journal for Art Teachers*, 34(1), 3-5.

Pink, D. (2006). *A Whole New Mind: Why Right-Brainers Will Rule the Future*. New York: Riverhead Books.

Robinson, Ken. (2001). *Out of Our Minds: Learning to be Creative*. Mankato, MN: Capstone.

DIALOGIC READING AND THE DEVELOPMENT OF TRANSITIONAL KINDERGARTEN TEACHERS' EXPERTISE WITH DUAL LANGUAGE LEARNERS

CAROLA MATERA, CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS
ELVIRA ARMAS AND MAGALY LAVADENZ, LOYOLA MARYMOUNT UNIVERSITY

Carola Matera   http://ciapps.csuci.edu/FacultyBiographies/carola.matera
Magaly Lavadenz   http://www.lmu.edu/Page85167.aspx
Elvira Armas   http://www.lmu.edu/Page85167.aspx

CHILDREN NEED TO BECOME PRESENT AND INVOLVED IN EVERY ASPECT OF LEARNING TO ENGAGE AND BECOME PROFICIENT READERS AT A YOUNG AGE.

- TRANSITIONAL KINDERGARTEN TEACHER

In the midst of financial and policy crises, California public school educators are being presented with a novel approach to teaching a particular segment of children under age five as a result of the passage of the Kindergarten Readiness Act of 2010. This law changes the kindergarten entry date from December 2 to September 1 and mandates a new grade level called Transitional Kindergarten (TK), requiring schools to serve four-year olds whose fifth birthday falls between September and December.

The state's strategy to support early learning and development in TK is to adopt a modified curriculum approach that bridges the preschool and kindergarten standards, taught by a credentialed teacher. There is consensus in California that this effort provides a unique opportunity to promote the implementation of high quality instructional practices that connect early childhood teaching and primary school instruction. Vital to the success of TK programs is the need to contextualize early learning practices that build on the continuum of learning, which means that classroom experiences need to respond to the developmental needs of young children and the instructional needs of children who are Dual Language Learners or English Learners (DLL/ELs). This article presents highlights of professional development efforts for teachers in TK classrooms occurring throughout the state and through a collaborative effort by researchers from the Center for Equity for English Learners at Loyola Marymount University. Our approach follows the research on building and expanding Dual Language Learners' linguistic and cultural strengths through the use of Dialogic Reading practices by their teachers. We begin by identifying the varying statewide efforts for professional development of TK teachers, followed by a brief review of the literature on early literacy development for diverse learners. Next, we describe our project and highlight a few of the participating teachers.

PROFESSIONAL DEVELOPMENT IN TRANSITIONAL KINDERGARTEN

Districts and individual schools face unique challenges in implementing TK programs and making decisions about how to support credentialed teachers who have little or no early childhood education training. Notwithstanding the fiscal challenges of the time, schools across the state are tackling professional development differently. For example, the Fresno, Orange and Santa Clara County Offices of Education have been instrumental leaders in supporting individual school districts with professional development for TK teachers. Early-implementing districts included Fresno Unified, Kingsburg Elementary Charter, Gilroy Unified, Oakland Unified, San

Diego Unified, Long Beach Unified, Franklin-Mckinley, Sacramento City Unified, and Los Angeles Unified. These school districts developed formal initiatives that encompass ongoing professional development to build capacity and teacher expertise in curriculum and instruction. Others are struggling with decisions about how to provide support for teachers in unfamiliar territory and with limited or no external funding.

TK implementers are searching for affordable professional development resources to support teachers' growth and expertise in early learning. Preschool California established the TK California initiative to support districts by providing operational and programmatic guidelines developed by education experts and school/district leaders. TK California describes TK instruction as integrated, individualized and differentiated, involving family, and culturally and linguistically responsive (Preschool California, 2012). While there are no formal TK standards, the California Department of Education provides an alignment of the California Preschool Learning Foundations, the Head Start Child Development and Early Learning Framework, Kindergarten Content Standards, and Common Core State Standards for TK programs to differentiate TK from traditional kindergarten and to build a continuum of learning from preschool to the early grades (California Department of Education, 2012).

FRAMING EARLY LITERACY DEVELOPMENT FOR CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS

To meet the needs of young DLL/ELs, TK teachers need clear guidance on how to provide meaningful and explicit instruction to promote the use of effective and innovative approaches with culturally and linguistically diverse learners. We know from research that oral language plays a vital role in students' success in school and in life (Dickinson & Porche, 2011; Snow, Burns & Griffin, 1998). We also know that we need to support the development of both conceptual and vocabulary knowledge in the early years, and, more specifically, that we need to facilitate development of both skill-based and knowledge-based competencies in young DLLs (Lesaux, 2012).

In early childhood, classroom instruction must be meaningful and based on real life and authentic practices. Through direct participation and exploration of con-

cepts, young students learn words and develop skills and knowledge. Teachers then capitalize on students' interests and motivation to purposefully and directly teach vocabulary that expands their conceptual understanding of the topic. This means that in early childhood settings, including TK, we need to go beyond merely teaching new words; we also need to elaborate on spontaneous conversations with children and carefully design language-learning opportunities that elicit talk and discussion that permits them to learn about the world and about their relationship with the world and its complexity.

Teachers who do not speak the languages of the children can effectively provide systematic support through continuous implementation of dual language strategies. These strategies include (but are not limited to): encouraging the child to use his/her home language to activate prior knowledge; using photographs, gestures, movement, and realia to teach vocabulary and concepts; extending children's language production; and supporting students' comprehension and narrative skills.

DIALOGIC READING IN THE WORKS!

Literacy development approaches have traditionally been labeled as "top-down", focusing on meaning and interactions with texts (Goodman, 1967; Rumelhart, 1980) or "bottom-up", focusing on the forms and elements for early literacy development (Adams, 1990). Dialogic reading incorporates a sociocultural approach to literacy development in the extent to which young readers interact with storybooks with adults through the use of a 3-level framework that develops oral language, vocabulary, and comprehension skills through the use of questioning strategies (Lonigan, Bloomfield, Dyer, & Samwel,1999; Lonigan & Whitehurst, 1998).

Dialogic reading is an instructional practice that begins with a thorough planning process. This process involves creating heterogeneous groups of four or five children, selecting books, structuring a time and space for implementation, and integrating the scope of the activity into the curriculum framework, thematic unit(s), and overarching curricular goals.

As teachers prepare these preliminary elements, progress-monitoring practices are systematized to ensure that they can assess how children respond to the activities within each of the three levels of the Dialogic Read-

FIGURE 1: DIALOGIC READING 3-LEVEL FRAMEWORK*

LEVEL	PURPOSE
Level 1 – Develop Vocabulary *[During initial reading]*	Get children talking using the vocabulary of the book to comment on the pictures. Establish labels for objects, actions and elicit details about the pictures.
Level 2 – Prompt Descriptions *[During additional readings]*	Get children talking more to use longer phrases and provide story details using the vocabulary of the book.
Level 3 – Encourage Retelling *[After students are very familiar with the book]*	Build oral fluency and encourage children to use the vocabulary of the book to retell the story.
* Lonigan, Bloomfield, Dyer, & Samwel,1999; Lonigan & Whitehurst, 1998; For more information on Dialogic Reading, visit the U.S. Department of Education's Doing What Works website at http://dww.ed.gov.	

ing framework (see Figure 1). Once teachers have set the stage, they introduce the storybook to each group and ask general questions to assess what children already know about the topic. For example, a teacher using Mem Fox's Tough Boris, a story about a pirate's true character as he experiences a sad event, can ask what/where/who/why questions by walking children through the pages of the story without reading it (Fox & Brown, 1994). The goal of "story walking" is to engage children in the story and assess their language development, including vocabulary (Wiese & Espinoza, 2011). By encouraging children to use their home language, the teacher assesses whether the child knows that the character is a pirate, even if he or she does not know the word pirate in English. This is critical information for the teacher to individualize instruction and plan differentiated Level 1 lessons.

Teachers continue building oral language skills by planning lessons that move from a Level 1 lesson that focuses on vocabulary development, to Level 2 focused on building com-

prehension skills and expanding students' responses, and finally to Level 3 focused on children owning the story and retelling the events while making connections with their own experiences.

OUR PROJECT: USING DIALOGIC READING FOR ONSITE AND ONLINE PROFESSIONAL DEVELOPMENT

Our professional development efforts focused on preparing TK teachers to improve their knowledge and skills about instructional strategies that enhance the school readiness of DLL/ELs, specifically in the development of oral language skills. Our project evolved from a set of professional development trainings that focused on supporting TK teachers in the implementation of the Dialogic Reading practices to the development of stand-alone online modules for use by teachers in a variety of early learning settings.

The first phase focused on using and adapting resources from the U.S. Department of Education's Doing What Works (DWW) dialogic reading practices for training teachers in

culturally and linguistically diverse TK classrooms. The Doing What Works website describes and elucidates research-based instructional practices vetted by the What Works Clearinghouse. Doing What Works instructional resources include podcasts, videos, sample work, lesson plans, and interviews with principal investigators. This project was a joint venture between Loyola Marymount University's Center for Equity for English Learners (CEEL) and the Los Angeles Unified School District.

Our professional development onsite (face-to-face) trainings provided support for TK teachers to integrate effective oral language and dual language strategies into their instructional program. The goal was to enhance learning through the context of stories, vocabulary, and oral language production. Monthly training sessions on the dialogic reading framework targeted crucial components such as the use of preschool and kindergarten standards, intentional teaching, development of lesson plans, enrichment activities, and instructional strategies for DLLs.

RESPONDING TO DIVERSITY IN ECE/TK CLASSROOMS

The second phase in our project responded not only to the need to develop capacity for working with young, DLL/ELs but also directly considered contextual factors and challenges in districts/schools such as decreased "face-to-face" professional development opportunities and resources. Accordingly, we transferred and enhanced the existing professional development trainings to create stand-alone, online modules to support educators in Early Childhood Education (ECE) and TK settings. These modules were implemented in two undergraduate courses at California State University Channel Island's (CSUCI) early childhood studies program (39 students), a Teach for America graduate course in early childhood literacy at Loyola Marymount University (25 students), and with a cohort of TK teachers and Early Childhood Educators in the Los Angeles Unified School District and other southern California school districts (44 students).

Educators who completed CEEL's Dialogic Reading Online Professional Development modules reported an increased awareness and use of the 3-level framework in planning differentiated literacy and language development lessons for young, DLL/ELs. The following quotes capture representative comments of professionals engaged in a learning community focused on refining practice and implementing research-based approaches with culturally and linguistically diverse students.

"I will be more thoughtful in the way I create groups and how I pick vocabulary words and questions. Our training has changed how I look at picture books and what I will do with them."

"The Dialogic Reading training allowed me to understand the difference between an interactive storybook versus a shared storybook."

"I don't know why it never occurred to me that English Language Development could be embedded completely within language and literacy instruction."

These three representative samples provide interesting insights into participating teachers' perceptions about early literacy practices with young DLL/ELs.

CONCLUDING THOUGHTS

The recent passage of legislation mandating TK in California provides expanded learning opportunities for children with no preschool experience and young fives, including the critical developmental and readiness skills and abilities required to meet the rigor encountered in the traditional kindergarten experience. Our focus on developing teacher expertise in Dialogic Reading practices responds to the call for enactment (Kennedy, 1999)—that is, familiarity with research-based practices like Dialogic Reading to increase teachers' capacity for working with culturally and linguistically diverse students, particularly for TK Dual Language Learners (National Literacy Panel, 2008).

Finally, it is important to note that the redesign of professional development venues through a collaborative project such as this brought together and capitalized on transformative partnerships across districts, schools, and institutes of higher education. Using innovative approaches such as the development of research-based practices through the Dialogic Reading online modules that could be shared and distributed across these partnerships facilitated the development of TK/ECE Teachers' expertise with Dual Language/English Learners.

References

Adams, M. J. (1990). Beginning to Read: Thinking and learning about print. Cambridge, MA: MIT Press.

California Department of Education (CDE). (2012). The Alignment of the California Preschool Learning Foundations with Key Early Education Resources. Sacramento: CDE Press.

Dickinson, D.K. & Porche, M.V. (2011). Relation between language experiences in preschool classrooms and children's kindergarten and fourth-grade language and reading abilities. Child Development, 82 (3), 870-886.

Fox, M., & Brown, K. (1994). Tough Boris. Orlando: Harcourt.

Goodman, K. (1967). Reading: A psycholinguistics guessing game. Journal of the Reading Specialist, 6, 126-135.

Kennedy, M. L. ((1999). The role of pre-service teacher education. In: Linda Darling-Hammond & G. Sykes (Eds). Teaching as the learning profession: Handbook of policy and practice. pp 54-85. San Francisco: Jossey Bass.

Kindergarten Readiness Act of 2010, SB 1381, Chapter 705, Statutes of 2010 California Legislature, (2010).

Lesaux, N. K. (2012). Reading and reading instruction for children from low-income and non-English-speaking households. Future Child, 22(2), 73-88.

Lonigan, C. J., Anthony, J. L., Bloomfield, B. G., Dyer, S. M., & Samwel, C. S. (1999). Effects of two shared-reading interventions on emergent literacy skills of at-risk preschoolers. Journal of Early Intervention, 22(4), 306-322.

Lonigan, C. J., & Whitehurst, G. J. (1998). Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds. Early Childhood Research Quarterly, 13(2), 263-290.

National Early Literacy Panel. (2008). Developing Early Literacy: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Washington, DC: National Institute for Literacy.

Preschool California. (2012). Retrieved from http://www.preschoolcalifornia.org

Rumelhart, D. E. (1980). Schemata: The building blocks of cognition. In R.J. Spiro, B. C. Bruce & W. F. Brewer (Eds.), Theoretical issues in reading comprehension (pp.33-58). Hillsdale, NJ: Erlbaum.

Snow, Catherine, Burns, M. Susan, & Griffin, Peg, (1998). Preventing Reading Difficulties in Young Children. Washington DC: National Academy Press.

Wiese, A. M. & Espinoza, P. (2011). Story walking. San Francisco: WestEd.

Venimos del… We are from…

DELAC Poetry from the Ventura Unified School District

Submitted by:
Dr. Jennifer Robles, VUSD Director of Bilingual Education Programs and Ms. Nancy Hanna, VUSD Language Assessor
Ventura USD http://www.venturausd.org

The District English Learner Advisory Committee (DELAC) in the Ventura Unified School District is an important part of our educational community. Each year the DELAC presents a bilingual advisory report to the VUSD Board of Education at a televised board meeting. Over the past ten years the DELAC has developed a very positive working relationship with the school board. Still, we wanted the board members to have an opportunity to know more about the rich cultural backgrounds that our DELAC members bring to VUSD. So in 2012, staff from our Bilingual Education Programs Department guided DELAC members to write a group poem using the ideas of Linda Christensen published in the book, *Beyond Heroes and Holidays* to evoke memories and recall details of their life experiences. Together we created this poem, in Spanish and English, and share with district staff and board members throughout Ventura. We hope you enjoy it. Thank you, Linda Christensen.

Venimos del…

Venimos del gallo, la alarma del amanecer –quiquiriquí-, -al que madruga Dios lo ayuda-
Venimos de la primera luz del día, de las madres cariñosas que trabajaban arduamente y de nuestros padres con sus herramientas en mano bien trabajadas
Venimos del alba, del café caliente, los cuentos, las anécdotas de los abuelos y de las divertidas abuelas
Venimos de los tíos y tías que nos hacían reír
Venimos del sol a sol con nuestros primos y primas, hermanos y hermanas que compartían nuestras lágrimas, secretos y diversiones

Venimos de los dichos que nos dejaron los antepasados – el que nace para tamal del cielo le caen las hojas-
Venimos de la máquina para hacer tortillas, del comal y de las tortillas recién hechas y calientitas
Venimos de la exprimidora de naranjas
Venimos del gran molcajete de nuestras abuelas, moliendo y preparando salsas frescas
Venimos de la piedra del volcán convertido en el metate de la abuela

Venimos de los dichos –dime con quién andas y te diré quién eres-
Venimos del baúl lleno de cartas, fotografías y de la fotografía de mi papá, que siempre en paz descanse
Venimos de nuestros perros Bombón y Chiquita fieles compañeros,
Venimos de los españoles aventureros y de los aztecas fieles a su tierra

Venimos de – el que persevera, alcanza-
Venimos de lo antiguo, un trinchero grande y mesas de madera
Venimos del lavadero anciano y de los ganchos que usamos para tender la ropa recién lavada con jabón Lirio o Ariel
Venimos de rebozos y sillas mecedoras
Venimos de la tela de mi mamá y el hilo de tejer

Venimos de los que decían –más vale prevenir que lamentar-
Venimos de las risas de niños jugando a las escondidas al aire libre
Venimos del faro que iluminaba el patio, todos los niños del vecindario jugando en la calle
Venimos de los campos de fútbol y de los columpios en que jugábamos
Venimos de jardines alegres, macetas de barro, claveles blancos, rojos, guindos y plantas verdes

Venimos de la hora de la comida y del decir –más vale un pájaro en mano que cien volando
Venimos de platillos tradicionales de enchiladas, pozole, tamales, mole, birria y chiles rellenos
Venimos de antojitos de queso fresco, frijoles, tortillas hechas a mano, tortas de jamón, chile en vinagre y de gorditas al horno que eran muy ricas
Venimos del aroma y del calor de la cocina de la abuela

Venimos del dicho –más vale llegar tarde que nunca-
Venimos de los ríos, de los cerros, de las sierras y del campo,
Venimos de los pozos de agua caliente, de la arena que cubre la costa del mar, de paseos al campo,
Venimos de las calles hechas de piedra y tierra y de los ranchos que el tiempo no tocaba por no haber electricidad
Venimos del viento, de la lluvia, de tormentas, truenos y relámpagos

Venimos de los dichos de una generación a la próxima generación –en esta vida hay que ser solución no el problema-

We are from…

We are from the rooster, day break's alarm, "cock-a-doodle-doo", "who rises early receives God's help"
We are from the first light of day, from affectionate mothers who work laboriously and from fathers with thoroughly worked tools in hand
We are from the dawn, warm coffee, stories and tales told by our grandfathers and joyous grandmothers
We are from uncles and aunts who made us laugh
We are from sunrise to sundown with our cousins and siblings, sharing tears, secrets and good times

We are from sayings left to us by our ancestors, "who is born for tamales, from the sky will fall the husks"
We are from the tortilla maker, the griddle and from fresh and hot tortillas
We are from the orange juicer
We are from our grandmother's magnificent mortar, grinding and preparing fresh salsas
We are from the volcanic rock converted into grandmother's corn grinding stone

We are from the saying, "I know who you are by the company you keep"
We are from a trunk filled with letters and photos, a photo of my father, always may he rest in peace
We are from our dogs Bombón and Chiquita faithful companions
We are from the Spanish adventurers and the Aztecs loyal to their country

We are from, "one who perseveres, achieves"
We are from antiques, a large armoire and tables made of wood
We are from an ancient washtub, clothes pins that were used to hang our clothes recently washed with Lirio or Ariel
We are from shawls and rocking chairs
We are from our mother's cloth and knitting yarn

We are from those who said, "it is better to avoid than to regret"
We are from the laughter of children playing hide-and-seek outdoors
We are from the light that illuminated the patio, and all the neighborhood children playing in the street
We are from the soccer fields and the swing sets where we played
We are from colorful gardens, ceramic pots, white, red, burgundy carnations and green plants

We are from the lunch hour and the saying, "it is more valuable to have a bird in hand than a hundred flying"
We are from traditional dishes of enchiladas, pozole, tamales, mole, birria and chiles rellenos
We are from appetizers, fresh cheese, beans, tortillas made by hand, ham sandwiches, pickled peppers, and delicious baked
We are from the aroma and warmth of grandmother's kitchen

We are from the saying, "better late than never"
We are from the rivers, the hills, the fields
We are from hot springs, the sand that covers the coast, field trips to the countryside
We are from dirt roads and cobble stone streets, from ranches lacking electricity remaining untouched by time
We are from the wind, the rain, storms, thunder and lightening

We are from sayings of one generation to the next, "in this world it is better to be the solution rather than the problem"

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

2-Way CABE

cabe
California Association for Bilingual Education

Project 2 Inspire

LEADING THE WAY TO SUPPORT ENGLISH LEARNERS AND THE EDUCATORS WHO SERVE THEM!

CABE COMPASS
Building the Roadmap for English Learner Success

Come to CABE to navigate your way through the new Common Core and ELD standards!

- Envisioning Success
- Designing for Success
- Engaging Our Community for Success
- Accountability for Success

TURN TO CABE FOR:

- **Resources and up-to-date information on our website**
- **Professional Development services to schools**
  - * Parent Leadership through Project 2 Inspire
  - * DELAC/ELAC training
  - * Understanding and Implementing the Common Core and new ELD standards through the lens of the English Learner
  - * 2Way CABE providing support and training for Dual Language Immersion programs
  - * Support for principals and other school leaders
  - * How to become an author and publish your book
  - * Targeted conferences and seminars all year—annual, regional, and specially focused two day institutes
  - * Classroom instruction support and training
  - * And more---let us know your needs! We are here to support and help you reach the greatest success with your students!
- **Connections and networking**
- **Advocacy**
- **Access to a dynamic community of educators dedicated to meeting the needs of English Learners and students of richly diverse language and cultural backgrounds.**

California Association for Bilingual Education
16033 E. San Bernardino Rd.
Covina, CA 91722-3900