CABE 2014 Edition

The
Multilingual Educator

CREATING MULTILINGUAL MAGIC

English Learner Success through the Common Core, the New ELD Standards, Technology & the Arts

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The educational shift that California is experiencing could not be more dramatic—our schools are gearing up for the implementation of the new ELD Standards, the Common Core State Standards, the new Smarter Balance Assessment program, and the application of an entirely new approach to school finance and budgeting through the Local Control Funding Formula (LCFF). Additionally, historic advances are being made in biliteracy programs, visual and performing arts, parent and family engagement, and STEAM instruction (science, technology, engineering, arts, and math). We are figuratively and literally being turned inside out!

Through this time of change, transition, and growth, our vision and movement towards supporting our linguistically and culturally diverse students have never been more important. How we advocate for and support our English Learners, and students of other diverse backgrounds, at this time is of the highest priority. Our practice, our teaching, our research, and our advocacy need to speak to and stand strongly for equitable and accessible approaches that positively impact all learners, their families, and the educators who serve them.

The CABE 2014 edition of the Multilingual Educator does just that. The articles, poems, and research presented here will fill your minds and your hearts with passion, with key information, and with undeniable challenge to continue the important work we are committed to. They call on us to keep our vision sharp and clear for our English Learners, to rise above educational rhetoric and to make an impact each and every day--- in our classrooms, at the district office, in roles of leadership, in our homes, and in our communities. Our deep thanks to these insightful, visionary authors who have contributed to this year's edition of the ME.

CABE stands side by side as a partner to support our community and *familia* through these new times of change, challenge, and growth—together we are stronger! ¡*Adelante!*

Jan Gustafson-Corea
Multilingual Educator Editor
CABE CEO

The Multilingual Educator

CONTENTS

California Campaign for Biliteracy
MULTIPLE PATHWAYS TO BILITERACY - RECOGNITION AWARD

by Laurie Olsen and Shelly Spiegel-Coleman, Californians Together

In 2012, California became the first state in the nation to award a state Seal of Biliteracy to graduating high school seniors with demonstrated proficiency in two or more languages. This groundbreaking step was acknowledgement of the economic and social value of multilingualism, the realities of a global century, and of the high level of academic achievement associated with attainment of literacy in multiple languages. But the creation of the Seal of Biliteracy, in the context of the rollout of new Common Core standards, did something else as well. It rounded out the very notion of college and career readiness for this diverse and global 21st century world.

Ten thousand Seals were awarded in the first year, for proficiency in 29 languages including American Sign Language. One year later, by June of 2013, the number had more than doubled with 170 school districts, 19 charter schools and six county offices of education providing 21,655 awards to graduating seniors. Across the nation, other states were inspired to follow California's lead. In 2013, New York and Illinois adopted state Seals of Biliteracy, and three additional states have pending legislation at this writing (Texas, New Mexico and Maryland).

As the word has spread, excitement about the Seal and the increased awareness of the benefits of multilingual proficiency has led students and parents to ask: Where are the programs that will prepare students to attain multilingual skills? What are the pathways to high-level proficiency? District leaders have begun to ask, "If we are serious about the benefits of biliteracy and the need for students to be prepared for this 21st century global world, are our language programs adequate and equitably accessible?"

Throughout California, the answers to these questions point to the need for action. World language programs are inadequate; the vast majority of children who come to school with the resource of a language other than English lose their home language in the process of becoming English proficient; the opportunities for developing proficiency in two or more languages is limited and inequitably accessible. The launch of a California Campaign for Biliteracy is meant to focus attention on building pathways to biliteracy that are articulated, comprehensive, and adequate for preparing students for careers, participation and active engagement in their communities, in this the most diverse state in the nation, and throughout the world in a global 21st century.

Preparing students for careers, employment and participation in the 21st century global world, requires that we build pathways towards the global competency and linguistic skills students need. Such pathways can address a shortfall in needed skills in our communities and economy, it is recognition of the vibrancy and value of cultural diversity, and it helps address the achievement gap for our English Learners. And California, the most ethnically and linguistically diverse state in the nation, and the birthplace of the Seal of Biliteracy is the place to break new ground in the creation of comprehensive, articulated and powerful pathways to biliteracy.

As one part of the campaign, Californians Together announces the Multiple Pathways to Biliteracy – District Recognition Award. The following is the eligibility criteria for receiving district recognition.

1. For students in grades 9 through 12, establishing and maintaining, for at least 2 years, a well articulated State Seal of Biliteracy program and establishing and maintaining one or more pathways to biliteracy
2. For students in pre-kindergarten through grade eight, establishing an maintaining a system of benchmarking progress and recognition of student participation and progress along a continuum towards high level proficiency in two or more languages. Key milestones and critical developmental points along the pathway towards biliteracy (e.g. preschool graduation, 3rd grade, elementary school graduation, middle school graduation) culminating in the awarding of the Seal of Biliteracy at graduation from high school. Or
3. For a school district with pre-kindergarten through grade 12, the district would have to meet all of the aforementioned criteria.

In addition to meeting the criteria above, a school district must also have:

1. A well-articulated PreK-12 plan describing the language programs that comprise a coherent set of language development opportunities PreK-12. The plan needs to consider:
    a. integration of English Learner services with World Language programs
    b. the amount of time allotted to language study, sequencing and articulation,
    c. providing for multiple entry points into language learning
    d. equitable access to language learning
    e. addressing the different needs of groups of students—with specific strategies for English Learners, Standard English Learners, Heritage Language Learners and English monolingual students
    f. a developmental window from ages 4 through 8 for language learning in which children are able to develop native-like proficiency in multiple languages and
    g. consideration of language priorities where a district has to carefully consider a balance between a desire for offering multiple languages and the realities of investment and space within school schedules to accommodate the sequence of courses involved in building to high levels of proficiency.
2. Supports for quality implementation such as qualified language teachers, a retention, recruitment and professional development system that results in identifying and hiring teachers with needed skills, collaboration/planning time for teachers to align and articulate the language curriculum across grade levels and schools and providing teachers with professional development support to effectively implement research based language strategies and methodologies.
3. A district, community and school culture that celebrates language and cultural diversity in the pursuit of biliteracy as a needed 21st century skill.

Details on the awards, application process, and definition of multiple pathways are all contained in a new Californians Together publication available on the website: www.californianstogether.org. Look for the announcement of the first school district honorees at the CABE 2014 Conference. ✏️

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CaliforniansTogether

Championing the Success of English Learners

Orgullosa de Ser Bilingüe

Liliana Isabella Honeywood Sánchez – 3rd Grade
Walnut Grove K-8 Dual Immersion Academy

Orgullosa de ser bilingüe, yo llevo mis idiomas como

Rebozo de muchas palabras y colores

Gracioso y elegante. Mi bilingüismo me

Une a mi pasado y mi cultura. Como las semillas que necesitan la

LLuvia que cae del cielo para brotar, mis ideas

Ocupan lenguaje para crecer. Saber dos idiomas es como

Sentir el calor del sol que me

Abraza y me permite comunicarme con el mundo.

Desarrollo mi inteligencia y creatividad como las

Estrellas que salen al anochecer.

Ser bilingüe me hace feliz. Poder hablar inglés y

Español con mis abuelos y mis amigos es un

Regalo alegre que me han dado mis papás y mis maestros.

Beso mis palabras cuando hablo los dos lenguajes. Me

Inspiro de poder leer las leyendas de los reyes antigüos.

La literatura de México me deja viajar por el universo. Mi

Inteligencia y mi orgullo crecen con cada idioma que aprendo.

Navego por los oceanos de palabras de color azul. Doy

Gracias que puedo hablar dos idiomas porque es muy

Util en el siglo 21 para los negocios y la vida. Mi

Educación bilingüe me hace valer por dos.

¡Por eso soy orgullosa de ser bilingüe!

Languaging and Translanguaging with Emergent Bilinguals

David & Yvonne Freeman, Professors Emeriti, University of Texas at Brownsville

ALEX BRUDA

When educators speak about English language learners, they often forget that there is more to these students than simply learning English…whether born abroad or in the United States most of these children have a rich family life with abundant "languaging" in languages other than English." (Garcia, 2010).

In California and elsewhere second language learners in schools have commonly been referred to as English Learners (ELs) or English Language Learners (ELLs). Ofelia García has suggested that a more appropriate term to be used for our students is emergent bilinguals (EBLs) (Garcia, 2010; García, 2009; García, Kleifgen, & Flachi, 2008). This term validates the language students bring to school as well as the fact that, as they learn English or another second language, they are becoming bilingual. They are not simply learning English, as the term English learner implies; they are emergent bilinguals. In fact, many of these students learning English are becoming emergent multilinguals as they already speak more than one language before beginning to learn English. In this article, we will use the term emergent bilingual as we discuss how students use the languages in their language repertoires and how teachers can support their students' through translanguaging.

Languaging and Translanguaging

Our native language gives us the critical abilities to communicate basic information, express our point of view, and establish social relationships. García refers to our use of language as *languaging,* making *language* into a verb. People *language* as they communicate, that is, they use language in different settings with different people in order to accomplish different purposes. When we think of *language* as a verb, we can see that people don't *have* one or more languages. Instead, they have the ability to draw on the resources of one or more languages as they communicate.

When bilingual and multilingual students use language, they often translanguage. García (2009) defines translanguaging as the "process of going back and forth from one language to the other" (49). She points out that bilinguals' everyday use of language involves the natural use of translanguaging. They translanguage with other

bilinguals for different reasons as they communicate. While many refer to this negatively as code switching, García emphasizes that bilinguals make meaning by translanguaging all the time.

One reason code switching has a negative connotation for many people is that they assume that English learners code switch because they don't have full command of English. Many believe that true bilinguals should speak both languages perfectly as if they were two monolinguals in one person and that they should never mix the two languages. Yet, in reality, most bilinguals are more competent in one of their languages in certain settings, say in church or in social gatherings, and more competent in a second language in schools or at work. In addition, bilinguals often draw on both languages as they communicate with other bilinguals in order to express themselves clearly. Bringing in words from both languages enriches the conversation in the same way that having a large vocabulary in one language allows a person to express herself more fully. As we discuss how and why people code switch, as identified by linguists, we will use García's more positive term, translanguaing. We first give some examples of social uses of translanguaging, and then suggest ways teachers can support emergent bilinguals through the use of translanguaging strategies as they learn academic content in schools.

Examples of Translanguaging in Social Settings

Grosjean (2010) lists different reasons that bilinguals translanguage. One reason is that some concepts are better expressed in one language than in another. For example, the relationship *compadre* or *comadre* in Spanish is not easily expressed in English. The term is used when adults develop a relationship through church ceremonies such as becoming the Godparents of a child at baptism. When people become *padrinos* (godparents) to a child, they also become *compadres* of the child's parents. This usually creates a strong bond that cannot easily be explained in English. Saying in English, "my daughter's Godmother" is simply not the same as saying, "My *comadre."*

Another example is one that comes from our daughter who is married to a Greek American. The first day of each month, her husband's family, who are dominant English speakers ,greet each other and Greek friends with "*Καλό μήνα*" (*Kalo Mina*), which literally means "good

month". It is the Greek way of wishing each other a good month ahead. In fact, our son-in-law's family members jockey to be the first in the family to wish the others *Kalo Mina* each month.

Another reason that people translanguage is to establish social solidarity. In South Texas where we lived for over ten years, bilinguals often code switch to identify themselves as part of the Mexican-American community. For example, when two Spanish/English speaking colleagues are organizing to meet, the conversation might be almost exclusively in English and end with "*Nos vemos mañana, pues"* (We'll see you tomorrow, then)*.* This establishes a kind of kinship that would not exist if the two were not bilingual.

Our eight-year old granddaughter, Maya, provides an example of a typical bilingual translanguaing for different purposes. When she is with us she almost always speaks in English. No one told her to speak English to us, she just figured out that English is our stronger language, even though she often hears us speaking Spanish to others around her.

When Luis, a monolingual Spanish speaker, comes to our house, Yvonne speaks Spanish to him, and so does Maya. Maya also speaks Spanish to her godparents from Argentina, who do speak English, but are native speakers of Spanish, and always make a point of speaking to her in Spanish. At a recent birthday party, Maya called to one friend who was a newcomer to the country in Spanish, and turned and spoke in English to another friend who only speaks English. Maya was translanguaging. No one taught her to do this, she just naturally translanguaged in order to communicate.

Translanguaging in Schools

If bilinguals naturally translanguage to communicate, a question for educators to consider might be how to use translanguaging with emergent bilinguals in schools. A goal of bilingual dual language education is to help students build academic proficiency in both languages. Drawing on students' first languages through translanguaging can be one effective strategy to use in these classrooms.

Even when emergent bilingual students are not in bilingual programs, teachers can help them develop competence in English through translanguaging strategies. We first discuss some myths about always keeping languages separate during instruction and then suggest

ways teachers can help emergent bilinguals translanguage as they learn.

Misconceptions about Monolingual Strategies for Emergent Bilinguals

Cummins (2007) discusses three misconceptions commonly held by educators of emergent bilinguals. These misconceptions arise when teachers or researchers ignore the reality of bilingual communities and everyday social language use where bilinguals translanguage. The first misconception is the idea that instruction should be carried out exclusively in the target language without recourse to the student's L1. The second is the belief that translation between L1 and L2 has no place in the teaching of language or literacy. The third misconception is that in bilingual programs the two languages should be kept separate. Figure 1 lists these three misconceptions and the realities of effective teaching for emergent bilinguals.

Misconceptions	Reality
All teaching should be in the target language	Research shows that judicious use of the first language promotes second language acquisition
Translation should not be allowed in the ESL or bilingual classroom	Emergent bilinguals are often asked to translate outside the school. Teachers can draw on this skill in school.
In dual language bilingual programs, the two languages should be kept strictly separate	There are times to keep the two languages separate, but there are also times to bring them together for instructional purposes

Figure 1 Misconceptions and Realities

While translanguaing should not be continuous because it results in concurrent translation, which is ineffective because students only pay attention to the language they understand best, judicious translation can allow students to better comprehend key concepts. Translanguaging also promotes biliteracy development as students write and translate their own books. When bilinguals can show monolingual peers their translating abilities, they are more valued by their classmates, and they develop a sense of self-esteem. As Cummins notes, allowing translanguaging in the classroom helps bilinguals develop "identities of competence" (228).

Cummins terms his third misconception, the Two Solitudes Assumption. This is the belief that in bilingual classrooms the two languages should be kept rigidly separated. This assumption reflects the view that bilinguals are two monolinguals in one person. However, many effective practices are excluded when instruction is limited to one language at a time. For example, having students access cognates depends on using both languages simultaneously. Teachers can also have students read bilingual books. In addition students can also carry out linguistic investigations and compare and contrast their languages.

Cummins (2007) writes:

it does seem reasonable to create largely separate spaces for each language within a bilingual or immersion program. However, there are also compelling arguments to be made for creating a shared or interdependent space for the promotion of language awareness and cross-language cognitive processing. The reality is that students are making cross-linguistic connections throughout the course of their learning in a bilingual or immersion program, so why not nurture this learning strategy and help students to apply it more efficiently (229).

Translanguaging Strategies for the Classroom

Krashen (1996) argues that we acquire language when we receive comprehensible input, messages that we understand. For second language students, the use of the primary language provides the most comprehensible input. To learn a second language, students need to have an understanding of what they hear or read. While bilingual education may not be possible in some schools for a variety of reasons, teachers can find ways to use their emergent bilinguals' first languages to promote academic success. Freeman and Freeman (2011) have developed a list of translanguaging strategies that teachers have used to support their students' primary languages as they teach:
1. Ensure that environmental print in the classroom reflects students' first languages.
2. Supply school and classroom libraries with books, magazines, and other resources in languages in addition to English.
3. Have bilingual students read and write with aides, parents, and other students who speak their first language.
4. Encourage bilingual students to publish books and share their stories in languages other than English or produce bilingual books in English and the students' first languages.
5. Allow bilingual students to respond in their primary languages to demonstrate comprehension of content taught in English.

6. Use DVDs or videotapes in other languages produced professionally or by the students to support academic learning and raise self-esteem.

A number of other strategies with examples from classrooms at different grade levels are included in The Translanguaging Guide (Celic & Seltzer, 2011). This useful resource can be downloaded from http://www.nysieb.ws.gc.cuny.edu/files/2012/06/FINAL-Translanguaging-Guide-With-Cover-1.pdf

One other translanguaging strategy is preview, view, review (Freeman & Freeman, 2011). If the teacher, a bilingual peer, a bilingual cross-age tutor, a bilingual aide, or a parent can simply tell the emergent bilinguals in their native language what the upcoming lesson is about, the students are provided with a preview. During the view, the teacher conducts the lesson in English using strategies to make the input comprehensible. With the help of the preview, the students can follow the English better and acquire both English and academic content. Finally, it is good to have a short time of review during which students can use their native language. For example, students who speak the same first language could meet in groups to review the main ideas of the lesson and then report back in English. Figure 2 outlines the preview, view, review technique.

The preview, view, review technique provides a structured way to alternate English and native-language instruction. Simply translating everything into a student's first language is not productive, because the student will tune out English, the language that is harder to understand. There is no research

Translanguaging with Preview/ View/ Review

Preview

first language

The teacher or a bilingual helper gives an overview of the lesson or activity in the students' first language. This could be giving an oral summary, reading a book, showing a film, asking a key question, or leading a short discussion. If several language groups are in the class, students could work in same language groups to answer a question and report back in English.

View

second or target language [English]

The teacher teaches the lesson or directs the activity in the students' second language using strategies for making the input comprehensible.

Review

first language

The teacher or the students summarize key ideas and raise questions about the lesson in their first language. Students can work in same language groups to do this and report back in English.

FIGURE 2 Preview/View/Review

support for this concurrent translation practice. Using preview, view, review allows for an effective use of translanguaging and also motivate students to stay engaged in the lesson.

Avoiding English only classrooms, allowing translation when it serves a pedagogical purpose, using preview, view, and review, and including different strategies to support students first languages, can promote academic success for emergent bilinguals. It is important to understand, however, that while we encourage translanguaging strategies, the most effective way for second language students to develop both academic concepts and English language proficiency is through the full development of their first language ((August & Shanahan, 2006; Crawford, 2007; S. D. Krashen, 1999; Rolstad, Mahoney, & Glass, 2005; Thomas & Collier, 2002) Knowledge of the first language

supports both language and content learning in the second language. However, translanguaging does have a place in both bilingual classrooms and in classrooms where students are learning only in English. Using translanguaging strategies with emergent bilinguals allows emergent bilinguals to use their first language strengths, promotes their sense of self esteem, and supports their academic success.

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References for this article can be found on the online edition of this page published at www.bilingualeducation.org

Two-Way Immersion Middle School: Examining Cross-Cultural Student Dispositions

By Ana Hernández and Annette Daoud, CSU San Marcos
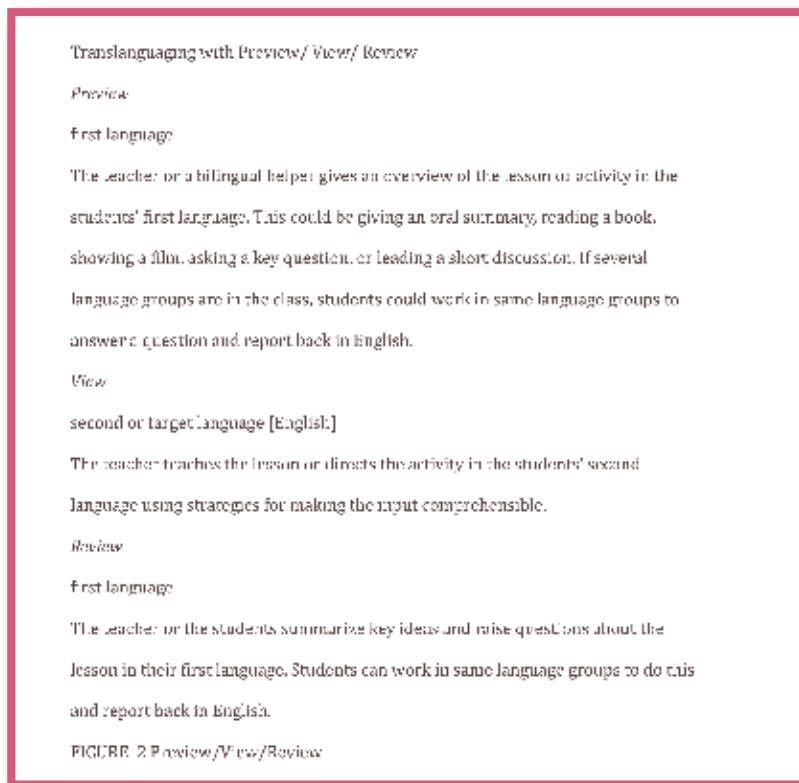
Cultural competence is defined by Gallavan (2011, pp. 10-11) as "the knowledge, skills, dispositions, and expressions (i.e., what we know, do, believe, and respect) about ourselves, others and society demonstrated through our thoughts, words, actions, and interactions." Similarly, cultural proficiency is the lens which allows individuals to interact effectively with one another through common beliefs and practices in 'groupness' (Nuri-Robins, et al., 2012, p. 13). Borrowing from both of these definitions and considering the purpose of the foundational underpinnings of TWI, for this study we define *cross-cultural competence* as "the process in which linguistically and culturally diverse students positively co-construct their beliefs, identities and social interactions."

Sociolinguistic and Sociocultural Perspectives

Students of impoverish communities, who are linguistically and culturally diverse, need to connect knowledge to power and freedom of oppression in order to achieve social reconstruction (Freire, 1970; Giroux, 1988). It is important for teachers to view educational opportunities for students who have been historically disenfranchised by inequitable systems. The politics of language influences the decision-making process that a student undergoes while choosing which language to speak in a given context. Even in instructional programs that positively promote dual language development, students are often taught to value English more than other languages (McCollum, 1999).

Students can develop a preference for English when TWI schools emphasize English instruction (i.e., English assessments, dominant society, parent pressure, school

This study analyzed peer interactions between Native Spanish Speakers (NSS) and Native English Speakers (NES) in a Two-Way Immersion (TWI) middle school program (grades 6-8) in southern California. The study examined the social and linguistic implications of low SES Hispanic/Latino students (NSS) and White, middle class (NES) students' dispositions. The following research questions guided this inquiry: 1) What cross-cultural dispositions are evident in the interactions between low SES Hispanic/Latino (NSS) and White middle class (NES) students in their Spanish academic context? 2) What are the social and linguistic implications for cross-cultural equity between these students?

environment), even though the school or program may support dual language education (Alanís, 2001; Potowski, 2004). There are daily influences that add increased importance to English in a school (e.g., electives, assemblies, competitions, sports, social gatherings, clubs) that erode valuable connections to the heritage language and sends messages to students about the high status of the dominant tongue (Potowski, 2004). According to Potowski, language-minority students can have a tendency to conform to English in order to assert their status and competence with classmates, even students who are recent arrivals and know very little English. The challenge for TWI teachers is to motivate students through alternative discourses (Palmer, 2008), monitor language use (de Jong, 2006; Hernández, 2011), build allies for Spanish use in group activities (Fitts, 2006), and place value to the "investments in identity" that motivate the use of Spanish (Norton as cited in Potowski, 2004). Thus, communicative group interactions should not only provide rich opportunities for student dialogue, but assure equitable spaces in learning.

Cultural, Social and Linguistic Capital

Bourdieu (1986, 1991) identifies forms of cultural, social and linguistic capital as a means of explaining how knowledge, beliefs, relationships and language of a "preferred" group in a society are recognized as having dominance over other groups. Social capital then is determined by an individual's group membership as well as the availability of resources that a group has access to in a society (Bourdieu, 1986). An individual possesses social capital based on network connections. As students come together in TWI settings, educators must consider the impact of cultural, social and linguistic perceptions students bring into the classroom that may influence their behaviors and attitudes towards each other.

The language of the dominant culture not only represents the central authority, but also manifests and symbolizes it through discourse practices and preferences (Bourdieu, 1991). Therefore, schools play a key role in transmitting practices and uses of language. Regardless of program, English is perceived as the legitimate language in schools. This is a constant force that TWI programs need to mitigate daily in their instructional goals and assessments, hence having a strong cross-cultural competence goal that is well-integrated within a social justice lens can embrace the cultural and linguistic capital of all students.

Methods

The intent of the study was to examine the social and linguistic dispositions of low SES Hispanic/Latinos (NSS) and White, middle class native speakers of English in a TWI middle school program (grades 6-8) in southern California. Students participated in a 90/10 TWBI program during elementary school. In middle school, the program only offered social studies in Spanish and all other subjects in English. The school's student demographics included: 48% White, 20% Hispanic/Latino, 17% Asian, 11% other ethnic groups, and 4% African American. The NSS Hispanic students represented 46% of population with 49% of the students classified as having a low socioeconomic status (SES).

The instruments used to measure peer interaction between NSS and NES students consisted of five observations of Spanish social studies instruction and student surveys with closed and open-ended questions. Students (n=69) participated in the study through an optional anonymous survey administered by their bilingual teacher as follows: 6th grade (n=15), 7th grade (n=28) and 8th grade (n=26). Numbers of participants included 39 NSS Hispanic/Latinos and 30 White middle class NES students.

Results and Discussion

Student Surveys

Overall, students in all grade 6, 7, and 8 had a preference for using both languages in daily interactions. However, NES students mostly preferred English in their oral communication and made no references to using only Spanish. While NSS students preferred to communicate in both languages, they conversed in Spanish less than 25% of the time. This decreased through the grade levels as the preference for English increased (Table 1). Evidently, by 8th grade the NSS students reported speaking in Spanish about 6% of the time. Sample statements on their surveys include:

Native English Speakers
6th grade: "To think in another language makes me a better student."
7th grade: "It is not a chance; it is an honor to learn another language."
8th grade: "I love learning Spanish and English."

Native Spanish Speakers

6th grade: "When you know two languages, you open up to the world more and are less ignorant."

7th grade: "Both languages will help you get further in life."

8th grade: "Learning two languages makes me more valuable."

It is evident that the middle school students valued learning two languages. Students alluded to becoming better students, understanding more about the world and prospering in life by knowing two languages. Although, all students preferred to use both languages when speaking, it is evident that they also overwhelmingly preferred to use English more often (Table 1).

Table 1. I Prefer to Speak…
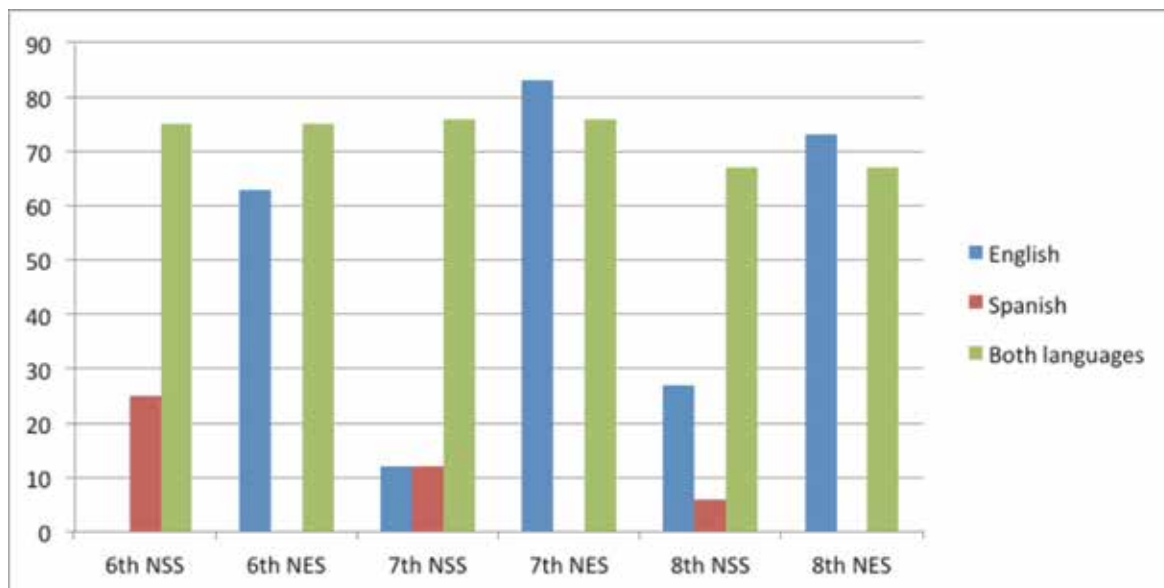
Students responded to *who they liked to work with during class time* by selecting one of the following: English Speaker, Spanish Speaker or the language does not matter. In the surveys, 68%-100% of the students in all grade levels selected "language does not matter" (Table 2). NES students also preferred to work with English speakers 18%-38% of the time, while NSS students preferred to work with Spanish-speakers 7%-14% of the time. This preference also decreased through the grade levels. Here are sample statements about each other:

Native English Speakers

7th grade:
   "It's a bond that we will always have."
   "I feel English speaking people are smarter."
   "People who speak Spanish make fun of people."
   "I don't care about people who speak another language."

8th grade:
   "Spanish speakers will have a good job and life and I hope they continue to work hard."

Native Spanish Speakers

6th grade:
   "They are hard workers, and will get far in life."

7th grade:
   "People now understand what I say."
   "I am jealous of English speakers – they know the language better than me."
   "You have more in common."

8th grade:
> **"**It is hard when there is nobody to help you."
> "I can communicate with them in any language."

After examining the students' comments, there appeared to be positive comments about one another, but researchers noticed some innuendos related to strained perceptions. Majority of comments made by the students seemed very positive towards cross-cultural goals, although there seemed to be statements referring to one group being more intelligent than the other, not caring for speakers of other languages, speakers making fun of others, or being jealous of one another.

Table 2. I Like to Work with a Student Who is…
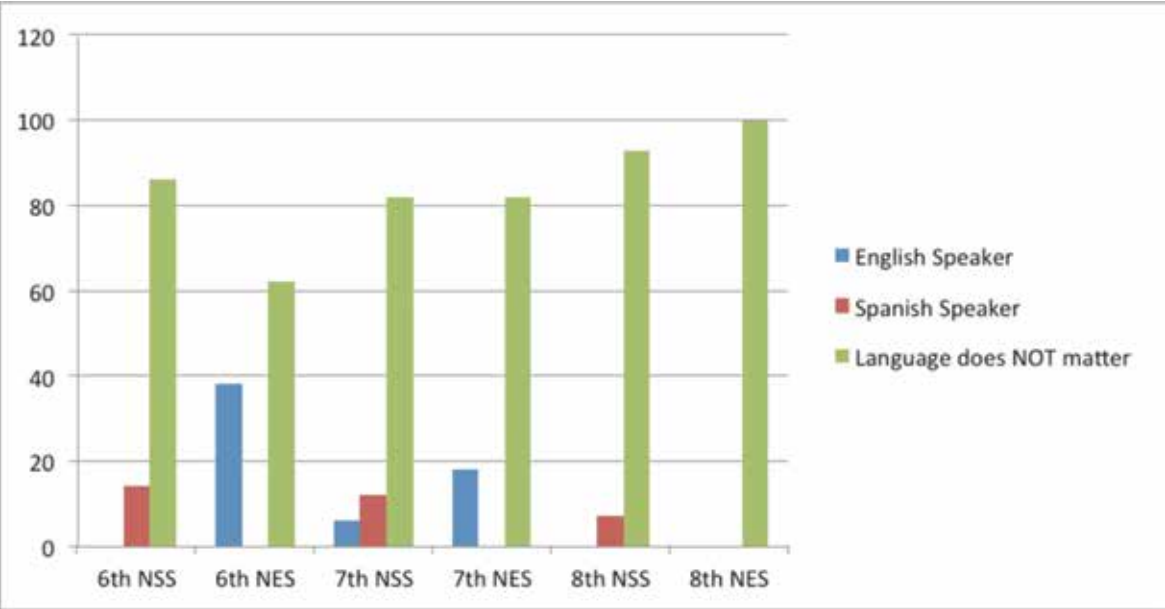
Researchers' Observations

Through open coding comparison of data (Table 3) four main arching themes emerged: 1) Conscious positive behaviors of discourse, 2) Conscious negative behaviors of discourse, 3) Valuing social justice in group interactions, and 4) Absence of social justice in group interactions. For positive behaviors, students were highly engaged in their group activities making conscious efforts to communicate clearly with one another, facilitated conversations in either language to clarify concepts, and assisted one another in completion of the tasks. For negative behaviors, the students were disregarding the language of instruction, lacked strategies on how to facilitate group interactions in the target language, and at times seemed argumentative during the tasks.

Results demonstrated that students valued social justice in group interactions when they complete the tasks together, showed democratic and respectful attitudes towards others, and worked to establish a sense of community. Absence of social justice in group engagement became apparent when certain students controlled group activities or demonstrated competitiveness, dominant groups disrespected others, or refusal to work with group (Table 3).

Table 3. Student Dispositions on Sociolinguistics and Sociocultural Interactions

Students NSS/NES	Sociolinguistics: Conscious **positive** behaviors of discourse	Sociolinguistics: Conscious **negative** behaviors of discourse	Sociocultural: **Valuing** social justice in group interactions	Sociocultural: **Absence** of social justice in group interactions
NES	• Clarification of vocabulary • Facility in expressing viewpoints • Preference to use both languages when speaking	• Domination of conversation • Argumentative at times • Language shift (Spanish to English) • Difficulties in maintaining high levels of Spanish	• Interest to complete work together in Spanish • Waiting their turn during group work	• Preference to complete work alone when in English • Controlling group activity • Competiveness in group • Loss of interest in maintaining conversation in Spanish • Lacking democratic decision-making
NSS	• Willingness to collaborate • Primary language use • Translating for others	• Reverting use of L1 for L2 • Conforming to power language (English) • Allowing NES to dominate conversations • Jealousy towards others' languages	• Democratic attitude • Respectful to others' contributions	• Assimilation to dominant cultural ways • Adhering to subordinate roles • Complacency
NSS & NES	• Negotiation of task • Opportunities to practice languages with each other • Analyzing similarities in languages • Safe environment to take risks in languages • Authentic opportunities to use language • Demonstrating engagement in biliteracy tasks	• Limited strategies on how to manage conversation in small group interactions • Unsafe climate for conversations • View English as language of power	• Engaging in cooperative learning strategies • Alternating group roles • Taking turns • Listening to others • Joint projects/goals • Co-construct knowledge • Making cultural connections to personal lives • Learning about themselves and others • Building community • Sharing leadership	• Not getting along during small group structures • Limited cultural knowledge of others • Interacting inappropriately with students unlike themselves • Demonstrating bias, prejudice and/or stereotyping • Need for conflict management

Students demonstrated cross-cultural pathways towards equity, particularly when they used personal dispositions around the distribution of power (Figure 1). Students who exhibited positive sociolinguistic dispositions had exceptional interpersonal and communicative skills and also demonstrated sociocultural dispositions through their ability to nurture a community of practice. The process indicated that both sets of dispositions could theoretically affect cross-cultural equity. The researchers defined the dispositions as follows:

Sociolinguistic Dispositions
- *Negotiator* – is a student who confers with another or others in order to come to terms or reach an agreement or consensus during group work. This student allows others to provide their perspectives. Negotiations are conducted in a respectful manner.

- *Respectful* – is a student who is characterized by demonstrating politeness and respect towards others' contributions, their native language and/or cultural ways. This student will listen to others and wait his/her turn without dominating the group activity or conversation.

- *Facilitator* – is a student who makes progress easy in a group by encouraging others, prompting students, seeking engagement from others, and sustaining the conversation in the target language and topic. This student is key to the group dynamics, leadership, and monitoring interactions.

- *Social* – is a student who can easily engage others in a conversation and encourages participation from the group. This student enjoys the company of others.

- *Listener* – is a student who listens to others and pays attention while others are speaking. This person confirms others through body language (eye contact, shaking head in agreement, smiling, taking notes, etc.)

Sociocultural Dispositions
- *Democratic* – is a student who advocates democracy for others, believes in practicing social equality, seeks benefits for everyone.

- *Understanding* – is a student who is compassionate, appreciates or shares the feelings and thoughts of others; demonstrates sympathy, can come to mutual

agreement on something, sees others' perspectives, is tolerant.

- *Supportive* – is a student who provides emotional support or assistance to others in groups, displays affirmation or acceptance towards other students, has a positive attitude

- *Collaborator* – is a student who can work together, especially in a joint intellectual effort, and joins with others in some activity or endeavor to complete a task.

- *Compassionate* – is a student who feels or shows compassion; expresses sympathy towards others; feels genuine concern and interest in others, kind, tender-hearted

- *Unprejudiced* – is a student who is free from prejudice or bias; impartial; without preconception of others, open-minded, uninfluenced by others
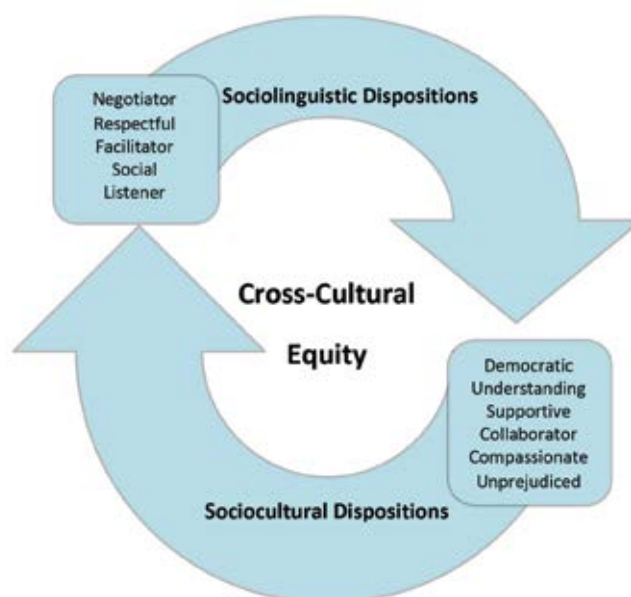
Figure 1: Cross-Cultural Equity Dispositions

Educational Significance

Understanding how students think about both languages and perceive their peers may inform programs on how to address cross-cultural goals. The findings indicate that students in TWI value cross-cultural interactions, however, we did find some inequities in cultural and linguistic capital between NSS and NES peers in TWI programs.

One of the implications of this study is that educators can further examine student discourse and

analyze new strategies to foster a more culturally relevant pedagogy in their programs. "Discourse of cordial relations" (Giroux, 1988, p. 94) must come from pedagogical practices around the goal of encouraging healthy expression and harmonious social relations in school. In TWI programs, NSS and NES students have the opportunity to learn from one another, and together learn about the world they live in from multiple perspectives and cultivate global citizens who can apply this knowledge in the classroom and beyond (Banks, 2003; Lindholm-Leary & Genesee, 2010).

Policy and Instructional Implications

Emphasis on state/district assessments and language policies that promote English as the prestigious language in schools can create barriers for motivating students to acquire higher levels of Spanish. The study noted a need to develop strong sociolinguistic aptitudes in TWI programs to augment the vigor of the target language in the classroom.

By identifying students' sociolinguistic dispositional behaviors, teachers can encourage positive behaviors of discourse between NSS and NES students. For example, creating group activities in which students can develop their negotiator and facilitator skills in Spanish could lead to greater equity in the use of the target language. Similarly, teachers can create group activities that help the students value social justice and equity through their interactions. By explicitly addressing students' sociolinguistic and sociocultural dispositions in the academic setting, teachers build classrooms where cross-cultural equity can flourish.

Further Research Needed

There is scant research on TWI middle school education. Researchers need to continue studying the impact of language status in the classroom and how it can affect issues of social justice and equity for both language groups. Lindholm-Leary and Genesee (2010) viewed TWI programs as systems that are essential to reducing prejudice and discrimination as they provide modes of cultural and social interactions to facilitate relationships in diverse settings and prepare students as global citizens with a competitive edge. TWI programs can provide immense possibilities to combat marginalization and stigmatization of linguistically diverse populations by raising the status of the target/heritage language in their school communities. ✏➤

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Latino Parents *Do* Value Education

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Despite an abundance of evidence indicating Latinos, indeed, do value education, biased attitudes as well as practices that blame Latinos have perpetuated the myth of Latinos not valuing education. The myth is rooted in an unscientific notion that "blames the victim, rather than holding oppressive and inequitable schooling arrangements culpable" (p. 81). According to the myth, Latinos do not perform well academically because they are in some way deficient or defective, which implies that Latinos have less potential than white students.

Educators' Perceptions

According to Quiocho and Daoud's comprehensive study (2006) dealing with educators' perceptions of Latino parents, they found school officials have regarded Latino children as "different" (p. 261) with poor academic skills. Yet in most Latino households, the teacher is viewed with great respect and is perceived as an educational expert. As a result, Latino parents may be reluctant to question a teacher's actions or give the impression they are meddling in school business. Furthermore, if a Latino parent is not a fluent speaker of English, and if a Latino parent has had little formal education, she may be reluctant to initiate communication with school personnel who, in turn, may assume that she is shunning involvement and may not value education.

What Latino Parents Want

Perhaps much to the dismay of some educators, Latino parents do want their children to learn English and have the same educational opportunities as non-Latino children (Quiocho & Daoud, 2006). Latino parents not only want their children to have successful school experiences, but also want their children to attend college, but despite the wishes of their parents, Latino students may be at-risk due to the nature of the schools they attend and the teachers who teach them (Madrid, 2011). As an illustration, according to a report published by the University of California Los Angeles Institute for Democracy, Education, and Access (2007), more than 600,000 California high school Latino students during 2006-07 attended schools that failed to offer enough college prep courses to accommodate all the students who desired to enroll in such coursework. Flores (2007) after analyzing research pertaining to the achievement of Latino students, concluded Latinos frequently are placed in lower level courses despite having measures of achievement equal to or better than their white or Asian classmates. In the same study, Flores also found Latino students were perceived by their teachers not only as having less academic potential than non-Latinos, but also less likely to be considered for enrichment programs. Furthermore, Buriel (1983) indicated Mexican-American students received less teacher affirmation of correct responses than white students. In summary, it is apparent that Latino students have been taught less.

Latino parents believe that effective communication between parent and teacher is essential to their child's academic success and a vital component of

parent involvement. Unfortunately, teachers often limit their interactions with Latino parents to conversations regarding inappropriate behavior and/or poor academic progress, which tend to reinforce a parent's reluctance to communicate with school personnel. Latino parents often feel that school officials are inclined to call only when there is a problem, and when communication does occur, it is characterized as cold and impersonal (Zarate, 2007).

Despite a lack of encouragement from school officials for Latino students to attend college, Latino parents feel that going to college is important. As an illustration, in "Latinos and Education: Explaining the Attainment Gap (Lopez, 2009), a summary of research conducted by the Pew Hispanic Center, the researchers found more than three-quarters of the Latino students surveyed indicated their parents felt that college matriculation as "the most important thing to do after high school" (p. 3). Perhaps a Latino father said it best regarding his desire for his children attend college, We talk to our kids about their ambitions. . . . Anyone can flip a burger. You're not gonna do that. . . . If you really want to make a difference, you've got to stay in school and go as far as you can. (Valencia & Black, 2002, p. 98)

Although school counselors should support students, research has indicated many school counselors have placed obstacles in a Latino student's path to higher education (Villalba, Akos, Keeter, & Ames, 2007). Similarly, Jones (2004) found Latino parents indicated their children's school experiences have been characterized by a "general lack of encouragement for students to go on to higher education" (p. 2). Sadly, many Latino students feel counselors

not only have restricted their access to enrichment and accelerated courses, but also have expedited their ouster from the school system.

Latino parents want to participate in their child's education as well as moral development (Quiocho & Dauod, 2006; Valencia & Black, 2002; Zarate, 2007). That is, Latino parents want their children to be *bien educado,* which means much more than merely well educated. Being *bien educado* also concerns the manner in which one conducts his life and treats others.

If Latino parents greatly value the notion of one being *bien educado,* then the relationship between teacher and student is of paramount importance to the student's academic welfare. When teacher candidates are being considered for vacant positions, interviewers usually struggle with determining the quality of the candidate's background, general knowledge of curriculum, ability to discipline students, and interest in

extracurricular activities. Rarely are candidates asked how they might establish meaningful relationships with students, which current research has indicated as being essential for motivating and engaging students (Garza, 2009). Simply put, when a teacher displays an engaging attitude, students are likely to learn. A teacher's engaging and respectful attitude would mean that he feels accountable for the students' success and would accept the students as they are. Furthermore, Latino parents' desire for their child to become *bien educado* is indicative of the manner in which they not only demonstrate their value of education, but also how they perceive parent involvement. That is, Latino parents want their children to be good people and good students, which motivates them to become involved in their children's activities in and out of school.

How Latino Parents Demonstrate Their Regard for Education

In Zarate's (2007) "Understanding Latino Parental Involvement in Education," the author found, Latino parents' perceptions of parental involvement could be grouped into two distinct categories: academic involvement and life participation. Academic involvement was understood to encompass activities associated with homework, educational enrichment, and academic performance; life participation characterized ways that parents provided life education and were holistically integrated into their children's lives in school. . . . . Finally, parents felt that it was their end of an unspoken agreement with the school to holistically educate the child. (pp. 8-9) Participation in a child's life is a key method by which Latino parents support their child's education. For example, in a 2007 study conducted by Zarate, she found Latino students felt that although their parents' involvement was not necessarily directly related to scholastic performance, it was, nonetheless, quite important. In the same study the students stated their parents' involvement included providing encouragement, offering incentives for appropriate behavior, telling stories of success and failure, and asking questions about their day in school. The students also indicated parents' efforts to motivate and support them were more important than their parents' attendance of school functions or membership in the PTA. In a similar fashion, Vega (2010) found Latino students indicated their parents provided support although they were not capable of helping with school assignments.

Since the Latino concept of family refers to the nuclear family as well as to the extended family, it is not unusual for some responsibilities that normally are handled by middle class white parents would be managed by older siblings, cousins, aunts, and god parents. For example, it would not be unusual for an older sibling or an aunt to assume the role of a parent in a parent-teacher conference, but the teacher's reaction could be one of surprise if not disappointment and the teacher might conclude that the parents have little regard for their child's education.

Recommendations for Teachers

Because successful teaching relies heavily on the relationship between instructor and student, teachers should develop relationships that are based on respect for students, their language, and their culture. In general, most teachers come from white middle class backgrounds and promote, intentionally and unintentionally, white middle class norms. Although white middle class students may benefit from this practice, students whose backgrounds are culturally diverse may not (Cavazos, 2009). That is, teachers need to realize that many Latino students' experiences and perceptions may clash with white middle class standards. Put differently, if Latino students do not see their culture and values reflected in some of their school experiences, they could very well be candidates for failure (Howard, 2003; Ladson-Billings, 1994; Madrid, 2011).

Problems associated with educators promoting white middle class norms are exacerbated by teachers' reluctance to implement culturally relevant instruction, and are further exacerbated by a lack of significant cultural awareness and training, which often is conspicuously absent from university-based programs and school-based professional development. For teachers, counselors, and administrators to develop respect for Latino students, they first should examine their biases regarding Latinos and then strive to understand and appreciate their language, culture, and values (Cavazos, 2009; Vega, 2010). An educator's self-examination would include reflection on the effects of culture, race, class, and socio-economic status with respect to student learning as well as how Latino students view the world (Howard, 2003).

Teachers should initiate timely and frequent communication with parents (Vega 2010). In addition, the communication should be done in a positive and professional manner (Quiocho & Daoud, 2006; Zarate, 2007). As previously indicated, teachers often contact parents because of a behavior problem or poor academic achievement, but if a teacher would initiate calls based on a student's positive behavior or good qualities, a parent more than likely would develop respect for the teacher.

When teachers schedule meetings with parents, they should organize the meetings at times that are convenient for the parent. Many Latinos, especially those who have modest incomes or have immigrant or undocumented status, may have neither the flexibility of time nor transportation to attend a meeting that is scheduled during at the beginning or end of the school day. Furthermore, a teacher's phone call to the child's home in the evening requesting a parent conference would be better received than a quickly scribbled note or a message delivered to the parents by the student.

Obviously, not all parents speak English or feel competent and comfortable speaking English.

Therefore, teachers should try to secure a translator, although many Latino parents would ask an older sibling or relative to serve as a translator. A great deal of school-to-home communication consists of documents that the child brings home and it should be obvious that the messages should be written in the parent's primary language in addition to English.

Recommendations for Administrators

Like teachers, administrators should develop respect for Latino students by first examining and then reflecting on their biases regarding Latinos. (Cavazos, 2009; Vega, 2010). When administrators communicate with Latino parents, they should realize that many Latino parents are not comfortable speaking English or do not speak English. When organizing open houses, meetings, and conferences, administrators should ensure that translation services and materials written in the parents' primary language are available, and the meetings should be offered at times that are convenient for the parents.

When school officials are involved in the selection of new teachers, they should ensure that the candidates are competent, culturally sensitive, and well-trained in methodologies that not only are based on relevant, best practices, but also are appropriate for linguistically and culturally diverse students. Haycock (2001) found many minority students have been taught by incompetent, mediocre, and poorly prepared teachers, yet properly trained and culturally sensitive teachers can make a significant difference in the achievement of Latinos.

School administrators should ensure that coursework is rigorous and enables Latinos to acquire various levels of understanding of the content and develop higher order thinking skills (Dubner, 2008). The coursework must engage the students in learning and should include progress monitoring procedures that are based on standards and linked to the methodology and materials. In addition, school administrators should ensure that Latino students and are not routinely being placed in lower level courses, and are not being overlooked for enrollment in enrichment programs. Furthermore, school administrators should examine Latino student placement in continuation and alternative programs, e.g., a school district whose student population is 10 percent Latino should not have a continuation school whose Latino enrollment is 90 percent.

Finally, when school leaders organize staff development activities, they should include training that deals with facilitating communication with Latino parents and families. Furthermore, workshops that serve to increase school personnel knowledge and appreciation of the cultures and languages that characterize Latinos would prove beneficial in terms of establishing meaningful relationships with Latino students and their families. ✐

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Project-Based Learning for English Learners: Promises and Challenges

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The 2010 California Common Core State Standards (CCSS) and 2012 English Language Development (ELD) Standards require a shift in approaches to teaching Language Arts and ELD. The CCSS call for listening, speaking and writing through student collaboration and an interdisciplinary approach to literacy. Similarly, the ELD standards emphasize language development focused on communication and collaboration in creating written texts and oral presentations incorporating technology. These shifts, along with new assessment models, have surfaced renewed interest in Project-based learning (PBL). What exactly is PBL and how does it benefit English Learners (ELs) in attaining academic success and language proficiency?

We begin with a definition and brief history of PBL and its key criteria. We then propose an expanded notion of PBL that considers ELs' unique linguistic needs and conclude with two promising examples developed in partner school districts in southern California committed to applying these principles to culturally and linguistically diverse students.

DEFINING PROJECT-BASED LEARNING

Inquiry-based learning is a generalized term that encompasses Task-based, Problem-based, and **Project-based learning (PBL)**. It refers to any learning methodology whereby students solve a problem or respond to an inquiry question by completing a project collaboratively. These methodologies can be conceptually traced to Dewey and Piaget's constructivist and experiential learning theories and Freire's problem-posing approach (Memory, et al, 2004; Freire, 2005/1993). PBL originates from *Problem-based learning* used at the university-level for over 45 years in the medical, engineering, and science fields. Both methodologies share key components: (a) teacher as facilitator; (b) student-driven; and (c) addressing real-life problems. PBL research began about 20 years ago using post-secondary models of Problem-based learning and research in cognition (Barrows, 1996). However, there has been a variance in PBL research and development due to the diverse features used to define PBL and the lack of a universally accepted model. To ground our definition of PBL, we use Thomas' 5-component criteria (Thomas, 2000; Barron & Darling-Hammond, 2008) illustrated in Table 1.

Table 1. PBL Criteria

COMPONENT	CRITERIA
1. Centrality	Project is the key teaching strategy Key concepts of the curriculum are learned to complete the project necessitating teaching that is de- compartmentalized and non-linear. Direct instruction is used to fill necessary knowledge gaps
2. Driving Question	Question requires learning essential concepts/principles within a discipline
3. Constructive Investigation	Inquiry involves knowledge construction and transformation
4. Student-centered	Students collaborate to generate ideas and develop plans Project is student-driven and includes opportunities for choice, independent work-time and development of self-responsibility
5. Authentic-content	Focus is on real problems/questions that produces a "real-world" product or presentation

CHALLENGES IN IMPLEMENTING PBL

Although research on inquiry-based learning has yielded overall positive educational results in achievement and affective dimensions, the approaches are not without challenges. Issues such as the degree of skill and knowledge, time allowed for inquiry, quality of lesson design and ability to balance scaffolding, modeling and feedback can present a challenge to teachers (Barron, 2003). Likewise, students can experience difficulty managing time, generating and evaluating questions, and accessing necessary background knowledge or developing logical arguments (Edelson et al, 1999). Therefore schools and teachers need a supportive context and professional development that allows time to learn about PBL and develop authentic driving questions that align to the curriculum and promote interdisciplinarity.

ENGLISH LEARNERS AND PROJECT-BASED LEARNING

There are parallels between PBL methodology and the intent of the new ELD standards that require a shift in how educators think about language acquisition and learning. This refined perspective posits language acquisition as a non-linear and complex social process. It is through thoughtfully planned collaborations and interactions (Swain 2002) that ELs develop communicative (speaking and writing) and comprehension skills (listening and reading). These collaborations around content, for a specific and meaningful purpose and task, and a defined/target audience make English the main tool and resource for meaning-making. Thus, the use of different types of texts – oral and written- and engagement in a variety of activities are integral to language learning.

Enhancing student motivation is a major advantage of PBL given that students are intrinsically motivated to work on a task of their own interest. With more active engagement of reluctant students than in the traditional classroom, PBL provides a supportive and motivating context for speech to emerge (Kagan, 1995). Another advantage of PBL lies in the placement of students as the main decision-makers in how they learn (Driscoll, 2000). In most cases, PBL provides students with a sense of personal responsibility, choice in leadership roles, and ownership of key decisions in learning (Evensen & Hmelo, 2000). These advantages may have a strong impact especially for EL students who have experienced more failure than success in learning situations (Olsen, 2010).

In making the case for the use of the methodology with ELs, we propose a reconceptualization of PBL that augments Thomas' components by highlighting the specific elements and application to the linguistic and cultural needs of students learning a second language (see Figure 1):

1. Explicit goals and guiding activities that clarify purpose and ensure mastery
2. Expanded instructional supports with attention to language modes
3. Purposeful integration of metacognitive and metalinguistic strategies
4. Varied participation structures to maximize construction of knowledge
5. Multidimensional formative and summative assessments for ELs

Explicit Goals and Guiding Activities to Clarify Purpose, Make Connections and Ensure Mastery

As previously described, key to PBL is the idea of *centrality* around a *driving question*. That is, the curriculum taught is essential to the project and driving question and emphasizes an interdisciplinary approach guided by the CCSS and discipline-specific standards. For ELs, teachers must also use the ELD standards to establish appropriate academic and linguistic goals that support and scaffold learning. Research on the effects of an interdisciplinary curriculum has shown, among other things, increased participation, motivation, and interest in learning (Catterall et al, 2012; Wirkala & Kuhn, 2011), as well as in critical-thinking and problem-solving skills for ELs (Barry, 2010). Sheltered instruction methodologies (Echeverria,Vogt & Short, 2004) emphasize the importance of making interdisciplinary connections to support ELs' comprehensibility and content knowledge acquisition. Increased EL engagement and motivation could reasonably follow. For this to happen, however, teachers should have clear goals based on the theme or "big idea" (e.g., interdependence) and clarity of purpose and outcomes ensuring a student-centered approach to solve the problem of inquiry while simultaneously gaining requisite content knowledge and language skills to meet standards. Secondly, delivery of direct instruction is carefully planned by identifying essential elements and degree of academic and linguistic challenge of the material. Finally, guiding activities prepare students to work together to perform the assigned task and provide multiple opportunities to understand and process content.

Expanded Instructional Supports that Integrate the Modes of Communication

The use of PBL for ELs presents an opportunity to *actualize the shifts* in perspective on language learning from traditional formal and functional language theories to viewing "language as action" (van Lier & Walqui, 2012). The ELD Standards present the notion of using language to *Interact in Meaningful Ways* (Part I of the standards document), along with Part II, Learning How English Works and Part III, Using Foundational Literacy Skills. In PBL for ELs, the expanded use of instructional supports occurs through explicit attention to the three language modes identified in the ELD standards: Collaborative, Interpretive, and Productive to ensure maximum comprehensibility and multiple opportunities for students to interact with oral and written text as they attend to the *driving question*. Attention to the language demands is critical when making instructional decisions as to the type and extent of support needed to design additional instruction around linguistic needs.

Teacher modeling and input are key EL scaffolding strategies that can be utilized to maintain *centrality* on the problem of inquiry and provide guidance through direct instruction to fill in gaps in content knowledge and linguistic skills. Examples include the use of differentiated sentence frames during collaborative conversations, providing clear signals for students to recast their utterances through requests for clarification or offering choices of accurate grammatical structures, use of established routines for teaching skills including vocabulary routines and chunking of oral and written texts to process information. Additionally, text representation can be utilized to support ELs in interpreting texts and producing pictorial and written re-presentations of information, including the use of strategies such as pictographs for summarization or visualization as temporary scaffolds. Continual comprehension checks, through processes such as extensions and paraphrasing are also important.

Purposeful Integration of Metacognitive and Metalinguistic Strategies to Increase Academic Language Output

A key quality of PBL is *authenticity*-- the product or task is anchored in a real-world problem that requires authentic solutions. This may prove effective in promoting second language development (L2), specifically academic language and has the potential to result in improved students' accuracy in L2 use with regards to syntax, vocabulary and register through increased metacognitive awareness. Research conducted with ELs (Calderón, Hertz-Lazarowitz, & Slavin, 1998) supports the notion that when ELs work in groups, it affords them more opportunities for interaction in English and helps improve L2 proficiency through problem-solving and dialogue. The cooperative nature of PBL may be highly effective for ELs since it offers two critical features of interactions to promote language-learning: "essentialness" and output (Keck et al, 2006). Essentialness has to do with the fundamental vocabulary or language constructions of a task and refers to the idea that language is acquired when learners produce language (Long, 1985). In doing so, they "notice" their linguistic needs (metalinguistic awareness) as a result of communication breakdown (Schimdt, 1990; Lyster, 2004). For example, when reporting the results of an interview, students repeatedly use *"told"* instead of *"asked"* when referring to the questions they posed. By incorporating technology to record and review interviews, ELs can recognize patterns of use and misuse in oral language production. With explicit focus on authentic language use, students can develop greater metacognitive and metalinguistic awareness to increase not only their content knowledge but their language competency. Furthermore, we contend that teachers

must consistently make use and support EL students' application of linguistic and cultural resources such as cognates, background knowledge and experiences, and to use these to discuss strategies and processes when encountering difficult vocabulary, syntax, comprehension breakdown or different register (Chamot, 2005).

Varied Participation Structures to Maximize Construction of Knowledge and Increase Collaboration

Hattie (2012) compiled evidence-based research on what works in schools to improve learning and found cooperative learning to be among the 10 most effective strategies. Use of collaborative grouping to promote **constructive investigation**, one of the hallmarks of PBL, requires careful planning and attention to grouping practices when applied to ELs. Various participation structures are required to maximize knowledge construction, with consideration for (a) the nature of the particular task; (b) the stage/phase of the project and purpose of the collaboration; and (c) English proficiency level(s) of the students.
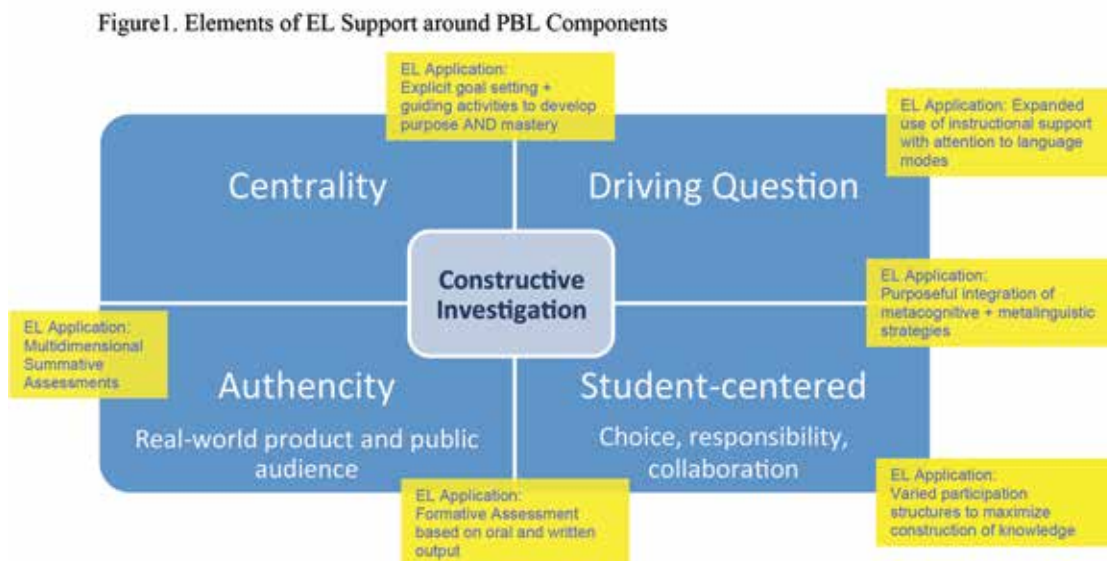
For example, if the project requires building background knowledge of a concept, students might first be grouped homogenously by proficiency level to provide scaffolds such as primary language materials/support for the emerging proficiency levels, then regrouped heterogeneously across other student characteristics for activities that necessitate application of knowledge or skills. Heterogeneous grouping of ELs need to be carefully structured to be effective (Klingner & Vaughn, 1998; Peck, 1987) by taking into consideration the language demands of the cooperative task and the proficiency levels of the students.

Multidimensional Formative and Summative Assessments- Monitoring ELs Oral and Written Development

We propose that on-going assessment of EL students' understanding of concepts, language, and processes is necessary for successful project completion in PBL. Standards and content and language objectives should guide the assessment approach (Balderrama & Diaz-Rico, 2006).

For ELs, it is important to assess not only academic development in content and language but also in metacognitive strategies. Crabbe (2003) proposed a comprehensive model of components of language learning opportunities that include: (a) input, (b) output,(c) interaction, (d) feedback and, (e) learning understanding; the implications of which point to teachers' use of formative assessment processes to ensure that ELs demonstrate understanding of content and language. Authentic assessment tools and practices that mirror authentic learning experiences in PBL (Lavadenz, 1996) can also integrate the visual and performing arts, such as role-playing, and other performance-based tasks that are evidence of EL's oral and written development across proficiency levels. In addition, assessment of group work, formal presentations, periodic progress reports and analysis of Learning Logs are valuable forms of summative and formative assessments.

Figure1. Elements of EL Support around PBL Components

Figure1. Elements of EL Support around PBL Components

Another example is the application of PBL for ELs is Project *STELLAR* - focused on Urban Ecology (a relatively new branch in Environmental Science). It seeks to develop language through inquiry and oral and written communication presentations. One of the modules culminates in a Public Service Announcement (PSA) based on data collected from a field study site. Students record and interpret data, then collect evidence from community mapping to provide a recommendation that will persuade their audience with their PSA. Research is being carried out that looks at student achievement and teacher's understanding and efficacy in delivering the curriculum through PBL methodology.

CONCLUSION

PBL offers great promise in enhancing and promoting educational success for ELs in that it promotes an authentic learning context that requires students to collaborate to develop projects and then present them to varying audiences so that teaching and learning become more "visible." Both formal and informal evaluation of the quality of the products, and also of the language EL's produce will require them to also come out of the "shadows". If well implemented, the educational community will need to work in partnership to conduct research to document the evidence of the potential of PBL for ELs in improving the schooling outcomes for California's culturally and linguistically diverse student population. ✏️

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PBL IN PRACTICE: HIGHLIGHTS FROM TWO PROGRAMS FOR ENGLISH LEARNERS

Our team at the Center for Equity for English Learners (CEEL) has developed and implemented two programs at several urban school districts in Southern California using PBL with ELs in mind: *Journalism for English Learners and Project STELLAR (Science Teaching for English Learners: Leveraging Academic Rigor).*

The *Journalism for English Learner Program* was piloted and the results of Phase 1 of the implementation were reported in a previous edition of this publication (see T*he Multilingual Educator Conference Edition*, 2012). This project is for ELs who have been enrolled 5 or more years in US schools and have not attained fluent-English status and are underachieving (LTELs). Students learn about journalism by studying the genre and researching and interviewing members of the community. The project culminates in the publication of their articles in a student newspaper. With the overarching goal to advance the English oral and writing skills, pre -and post -data analysis of CELDT and CST results show positive effect size gains for students involved in the project. Based on the results of Phase I, the program has been expanded to several districts and results of the program on student achievement in this "scale up" effort are underway.

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WHY SHOULD WRITING DRIVE COMMON CORE LITERACY INSTRUCTION?

Julie Goldman, Ed.D
and Kristen Blake, M. Ed
The WRITE Institute,
San Diego County Office of Education

Common Core State Standards (CCSS) provide a cohesive literacy map.
For more than 50 years, the American education system has been attempting to solve a chronic problem: the writing crisis. Our high schools have been graduating millions of students who lack the thinking and writing skills needed in today's modern, global economy. If we are serious about writing reform, now is the time to act. Why now? The CCSS, together with the new California English Language Development Standards, provide a clear, cohesive map that integrates and addresses college and career readiness, digital literacy, and project-based learning. Since writing is an essential component of each and every one of these hot topics, writing is the ideal process to organize and navigate CCSS literacy instruction.

CCSS REDEFINES AND EXPANDS THE IMPLEMENTATION OF LITERACY.

Across the state and nation, teachers and leaders are at a crossroads, struggling to interpret the complex, integrative nature of the CCSS. Our previous standards had evident gaps in the K-12 literacy articulation, and language teachers often navigated the language domains (reading, writing, listening, and speaking) in separate silos. Literacy, now a medium for content learning, is a shared responsibility across content areas. This cross-curricular approach to CCSS writing essentially dismantles the traditional isolationist mindset. Anchored in the college and career readiness standards, the CCSS create a logical progression of skills across grades and disciplines. This new literacy approach, more complex than simply reading, writing, listening, and speaking, now combines a multi-dimensional skill set that more closely mirrors real-world communication and collaboration.

A critical component of this coherent development of skills encompasses the new English Language Development (ELD) Standards. By integrating the domains into communication modes (collaborative, interpretive, productive), the ELD Standards merge all of the domains into a single English Language Arts (ELA) framework. Due to this precise focus on language development, content teachers are turning to language experts to decipher the deep structure of language acquisition. The ELD Standards, essential scaffolds for English Learners (ELs), also provide linguistic blueprints for content teachers.

RESEARCH UNDERSCORES THE NEED FOR TEACHER PREPARATION.

There is widespread agreement among researchers that teachers need high-quality professional learning around writing instruction. It is teacher self-efficacy – a teacher's belief in his or her ability to teach writing – that most positively correlates with students' academic achievement in writing (Chambless & Bass, 1995; Lapp & Flood, 1985, Street, 2002). Nevertheless, teachers largely do not feel qualified to teach writing in first (L1) or second (L2) language instruction (Fang, 2005; Street, 2002).

In the book, *The Global Achievement Gap,* Wagner (2008) cites some sobering facts about the state of our nation's schools – even among our top schools: U.S. consistently trails behind industrialized nations in the critical thinking skills and high school graduation rates. Wagner contends that our schools are obsolete and calls for an intensified focus on analytical thinking and problem-solving skills to educate our nation's youth. Regarding the achievement gap in writing, Wagner underscores the need for professional dialogue around on effective writing instruction, specifically the critical thinking skills involved in written communication.

Likewise, in the book *College Knowledge*, Conley (2005) conducted comprehensive interviews with students, staff, and faculty regarding students who graduate without being prepared for the demands of higher education.

> *If we could institute only one change to make students more college ready, it should be to increase the amount and quality of writing students are expected to produce. We need to develop student writing skills systematically in all classes and across a range of writing genres, especially expository, descriptive, and persuasive writing. (Conley, 2007, pg. 23)*

WRITING-BASED INSTRUCTION IS A SOLUTION TO THE WRITING CRISIS.

Engaging students in the linguistically demanding process of academic writing is key to college and career readiness. Writing-based instruction can finally solve the writing crisis while addressing several urgent educational issues, namely critical thinking and digital literacy. Teachers have traditionally assigned writing prompts in which students brainstorm, organize, draft, revise, edit, and publish; the emphasis has largely been on the drafting process. Now, teachers who use writing-based instruction engage students in a wide range of academic skills by actually making the thinking process visible.

Most critically, this shift in instructional practice entails an intensified focus on the pre-writing process. This dynamic, detailed pre-writing process includes introducing a writing purpose (i.e., response to expository or literary text, compare and contrast, evaluation, description, etc.) through a multi-layered approach to rubric criteria and connecting to students' backgrounds. It simultaneously involves individually and collectively exploring the deep structure of language through teacher-modeled writing, strategic annotation, as well as explicit grammar and vocabulary. By the time students begin to draft, revise, and publish their individual writing pieces, they have already experienced the writing process in a multifaceted manner.

Casually stated, writing-based instruction gives language and content teachers the biggest bang for our instructional buck because it consolidates and organizes all literacy skills. We know how important writing is to nurturing global citizens and critical thinkers, and now we have a comprehensive plan for teaching writing as an integrative process, not an isolated skill. ✎▷

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References for this article can be found on the online edition of this page published at www.bilingualeducation.org

THE LOCAL CONTROL FUNDING FORMULA: ENSURING EXCELLENCE & EQUITY FOR TARGET POPULATIONS

By: Francisca Sánchez, Provocative Practice

As a community concerned with social justice for all under-resourced and underserved students, we have an opportunity to shine a light on some troublesome issues related to the Local Control Funding Formula and to share our best thinking about how implementation of the Local Control Funding Formula CAN lead to ensuring excellence and equity for English Learners and other target populations.

First, LCFF specifically calls out three target populations: Low Income Students, Foster Youth, and English Learners. Governor Brown has repeatedly underscored that the move to the LCFF is a matter of equity and civil rights. He specifically asserts that LCFF will provide ADDITIONAL MONEY ABOVE BASE FUNDING for these target populations.[1] These assertions are supported by what is articulated as the intent of the LCFF:

- To provide increased flexibility to districts in terms of how they spend their dollars and how they make decisions about their local educational priorities.
- To provide increased resources to the three target populations.
- And to provide increased transparency and accountability.

Given these intents, then, we can work from a set of three key assumptions regarding the LCFF:

- The overriding purpose of LOCAL CONTROL & FLEXIBILITY is to achieve excellence and equity.
- EXCELLENCE & EQUITY for underserved populations rest on a foundation of values and vision (OUTCOMES), which in turn, guided by values-based principles, define powerful pedagogy, practices, programs, and professional development (INPUTS), which when supported by leadership and appropriate resource allocation, are likely to yield RESULTS that match our DESIRED OUTCOMES.
- It is not logical, nor helpful, to try to define the NECESSARY INPUTS (powerful pedagogy, practices, programs, and professional development) without FIRST defining our DESIRED OUTCOMES for underserved populations.

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1   Governor Brown's April 24, 2013 Press Conference, as reported in the Sacramento Bee on April 25, 2013; Brown's State of the State Address, 1/18/12; Press Releases from the Office of the Governor, April 24 and June 5, 2013, touting support of superintendents, business leaders, and civil rights leaders for the LCFF.

FRAMEWORK FOR LCFF DECISION-MAKING

DESIRED OUTCOMES
- Values
- Vision

Guiding Principles

NECESSARY INPUTS/ACTIONS
- Pedagogy
- Practices
- Programs
- PD

Leadership & Resource Allocation

RESULTS
- College, Career, & 21st Century Ready
- Fully Realized Potential

A GOOD THEORY OF ACTION

Helps us align our values and vision (desired outcomes) with our actions (necessary inputs guided by our principles) so we're assured of getting the results we want for underserved populations

These assumptions form a very particular lens through which we can assess how California needs to move forward with implementation of the LCFF. Districts must start by clearly identifying their values and vision for each of the target groups, then use those values and vision to design a set of guiding principles that will govern their decision making about what specific pedagogies, practices, programs, an professional development to implement. With the appropriate district leadership and resource allocation, then, districts will be able to realize the results that represent their values and vision, including graduating low income students, foster youth, and English Learners college, career, and 21st century ready and with the tools they need to fully realize their potential. This process has the potential to assist districts in articulating their theory of action, and, as we know, a good theory of action is extremely helpful in ensuring we fully align our good intentions, our actions, and our results.

Given this lens, I propose using five guiding questions to assist districts in this reflective and decision-making process. I use English Learners for illustrative purposes in this article; however, it's important to emphasize that there are specific considerations that should be taken into account for the other two target groups.

For example, many low income students have real needs around developing academic language, and in general, enrichment is a more powerful approach than remediation for this purpose. Districts will need to consider how to provide the out-of-school support that mimics what more affluent students take for granted and which impacts academic achievement. And low income students often have health care and nutrition needs

that must be addressed in order to maximize their academic potential, including in many communities, dealing with issues of post-traumatic stress.

Ditto all this for foster youth populations, and add to this, that a large percentage of foster youth are dealing with incarcerated parents, which brings its own challenges. Additionally, foster youth services often terminate abruptly when youth turn 18, so districts need to identify transitional support for them.

With these provisos, I propose these guiding questions.

QUESTION #1 RELATES TO VALUES AND VISION.
WHAT ARE OUR VALUES AND BELIEFS ABOUT:

- Our role and responsibility regarding English Learners?
- The capacity of our educational institutions and community to dramatically accelerate English Learner learning and success?
- English Learners' languages, cultures, lived experiences, resources as resources, and funds of knowledge as contributors to their success in school and beyond?
- English Learners' potential for success as students and as citizens of our community and the world?

What is our vision of English Learner success that emerges from these values and beliefs?

CABE, for example, has articulated a values-driven, principles-based educational model, informed by research and data. Policy should begin with values that are formed into a vision of how our schools should be, with principles that explain how our values get enacted. Data and research then inform the action

The ultimate aim of education is to enable individuals to become the architects of their own education and through that process to continually reinvent themselves . . . In this sense, the curriculum is . . . . a mind-altering device. Elliot W. Eisner
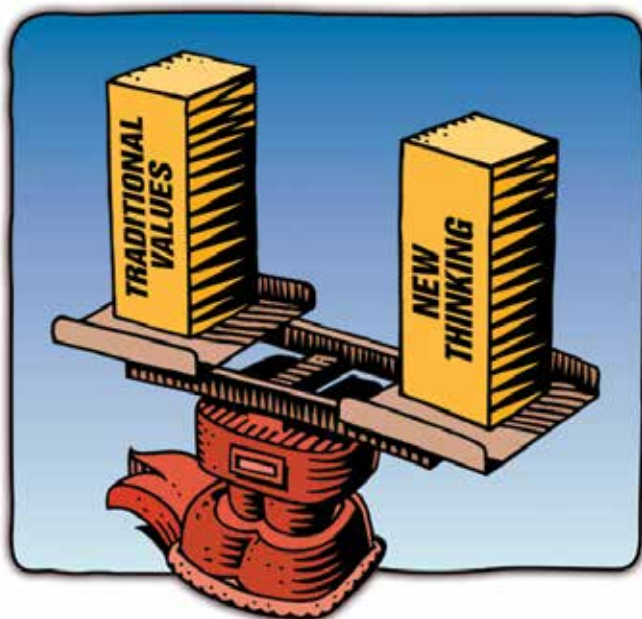
and plans to carry out the policy. It's time to articulate a new set of commitments to our communities around adopting such an approach.

This is important because where the leadership does not hold the education of English Learners and the full development of their linguistic gifts as a value, there will be no systemic, sustainable 21st century English Learner education. At its most fundamental, our work is about creating environments that recognize, value, and build on our students' languages, cultures, and lived experiences to create new and sustainable success that ensure our students thrive not only in our schools but in the world beyond.

Such an agenda should incorporate five key values:
(1) A SUPPORT AND SERVICE ORIENTATION, where our highest priority is to encourage, support, and enable everyone – staff, members, students, community -- to unfold their full potential and abilities.
(2) RECIPROCAL ACCOUNTABILITY, that is, a covenant between our schools and districts and the English Learners and families they serve. It's a promise, and "keeping our promises" (being accountable) means stating our said commitments and following through with those commitments. In this sense, accountability is a shared and reciprocal process.
(3) ASSETS-BASED APPROACHES THAT ARE CULTURALLY AND LINGUISTICALLY RESPONSIVE and that facilitate and support the achievement of all students. Rather than starting from a base of deficits, we work diligently to uncover and make visible the strengths that students and their families bring into the classroom and the school community.
(4) EQUITY means having a deep understanding of the communities we serve, so we may better personalize our work for English Learners, families, schools, and districts. Equity also means redistributing resources to better benefit students and schools traditionally underserved by school systems.
(5) LINGUISTIC HUMAN RIGHTS is at the heart of our core values. It integrates a transformative set of commitments regarding language learning, including asserting the legitimacy of students' native languages and dialects, protecting rights to language, and systemically using students' languages, cultures, experiences, and skills.

Our values then lead to the articulation of a powerful VISION FOR SUCCESS, which is our vision for the future --- our vision for ourselves as educational leaders and for the success of our English Learners. I propose a vision for the future that says that we will dramatically increase our capacity to create 21st century learning environments of high intellectual performance for all English Learners and to graduate all English Learners college, career, and 21st century ready and prepared to live their lives to their full potential.

GUIDING QUESTION #2 moves us from values, beliefs, and vision to designing the types of educational environments likely to help us live those values and realize that vision. At CABE, we call this designing for success. How do we create and sustain 21st century learning environments that promote high intellectual performance for English Learners? What sorts of pedagogies, practices, programs, and professional development are aligned with our values and vision and are likely to get us the results we say we want? Given our values, beliefs, and vision, what principles should guide our decision-making as we design for success?

CABE has embraced a set of principles to serve as guidelines for our work with our districts, schools, communities, and partner organizations:

• Student-Centric Orientation

• Transparency

• Alignment

• Service

• Empowerment

• Risk-Taking

• Big Picture

• Continuous Improvement

The design principles are a set of values-driven essential operational principles to define how we design and implement our priorities and initiatives, how we make decisions, and how we deal with negative patterns of thinking and doing that surface as barriers and obstacles. These are unique foundational principles that will be the pillars that guide our decisions and ensure our success.

CABE has also identified a set of core programmatic principles as essential foundations for school reform that results in sustainable English Learner success, as defined in our vision of student success:

- Rich & Affirming Learning Environments

- Empowering Pedagogy

- Challenging & Relevant Curriculum

- High Quality Instructional Resources

- Valid & Comprehensive Assessment

- High Quality Professional Preparation & Support

- Powerful Family/Community Engagement

- Advocacy-Oriented Administrative/Leadership Systems

It's important to understand that in thinking about how we create and sustain 21st century learning environments that promote high intellectual performance for English Learners, we really need to address three big ideas contained in the question, all of which have something quite powerful to do with the type of global competency that our English Learners MUST achieve if they're going to be the definers of and actors in their own lives and contributors to making this a better world for all of us.

First, what do we mean by learning environments? This involves thinking about how we create learning spaces in our classroom, our schools, and our community where every English Learner is considered high status.

How do we ensure our learning spaces:
- Positively develop and affirm each student's cultural/linguistic identity and self-esteem, self-motivation and learner autonomy, and social skills and competency?
- Develop a sense of community, self determination, trust, and democracy?
- Are culturally and linguistically responsive --- what I call R-full. This comes from the work of Marguerite Vanden Wyngaard's 4 Rs Theory of Culturally & Linguistically Responsive Pedagogy. She talks about relationships, respect, responsibility, and relevance.

Second, we have to think concretely about what it means to be prepared for 21st century success. It's helpful to think about 21st century success by addressing seven key areas:
- Academic Preparation
- College and Career Readiness
- Mastery of Advanced Literacies and the 3M Skills (Multimedia, Multilingual, and Multicultural)
- Innovation, Creativity, and Solution Seeking Competencies
- Social, Civic, and Environmental Responsibility
- Technological Fluency
- Strength of Body, Mind, and Character

Moreover, we support high intellectual performances when we deploy the following core pedagogical practices, which we believe should be in evidence in every classroom.
1. Identify and build on English Learner strengths.
2. Establish powerful relationships that nurture success.
3. Elicit high intellectual performance.
4. Engage English Learners actively in the learning.
5. Create environments of enrichment not remediation.
6. Situate learning in the lives of English Learners.
7. Address the prerequisites for learning.

GUIDING QUESTION #3 focuses on resource allocation: How must we allocate resources to ensure these pedagogies, practices, programs, and professional development are fully implemented and sustainable? To address this question, CABE, in collaboration with CRLA, has provided superintendents with guidance regarding their continuing obligations to English Learners, regardless of the provisions of the LCFF:
- State and local districts continue to be obligated to comply with specific mandates under 1) the Equal Educational Opportunities Act (EEOA), 2) Title III of ESEA, 3) EIA funding restrictions (specific to carry over); 4) Proposition 227 ; and 5) Education Code: State Law Related to Services to English Learners.

- EEOA expressly requires that school districts take affirmative steps to ensure than non-English speaking (aka English Learners) are provided educational support to help them overcome any language barriers that impede equal participation by its students in its instructional programs.
- The state and local districts must comply with the EEOA whether or not any federal funds are received.
- Districts receiving Title III (ESEA) funds must use them and account for them in a manner that provides high-quality language instruction to increase English proficiency of English Learners.
- Title III funding must supplement, not supplant, funds used to provide services that LEAs are required to make available under state, local or other federal funds.
- Title III funds must be used to provide instructional programs and services that are supplemental to instructional programs and services that would otherwise be provided to EL students in the absence of the a Title III grant.
- All Proposition 227 provisions are still law and are still required (Education Code Sections 310 & 311 parent waivers).

But districts need much more guidance in terms of how to equitably allocate resources based on their educational priorities for target populations. There is a significant role for advocacy organizations to partner with fiscal/business officials to design this guidance.

GUIDING QUESTION #4 addresses the need for regulations AND support: What guidelines, regulations, and support do local leaders need to implement LCFF in a manner consistent with our values and vision and likely to yield our desired results (vis-à-vis our vision of English Learner success)? Again, as a very preliminary step, CABE and Californians Together signed on to a letter sent by ACLU and Public Advocates to the SBE, outlining several equity issues. LCFF law requires the State Board of Education to adopt regulations ensuring local educational agencies "increase or improve services for unduplicated pupils in proportion to the increase in funds" generated by these students (Education Code Section 42238.07). By definition, this provision establishes an important constraint on LEA flexibility in the service of ensuring the neediest students receive additional resources to help them succeed.

Obviously, we want to have regulations that make it more likely than not that districts will do the right thing by their target populations. We must also recognize that regulations alone will not fully achieve the type of transformation required for the target populations to achieve 21st century success. Districts need powerful support. Leadership organizations in the profession, such as CSBA, ACSA, and others, in partnership with organizations like CABE and Californians Together, can be the leaders in designing and providing this support.

FINALLY, GUIDING QUESTION #5 looks at issues of transparency and accountability: How will all stakeholders be able to know how local leaders are progressing in achieving our vision for English Learner success? What are they saying? What are they doing? What results are they getting? What do we expect local leaders to do when they don't get the desired results? What support and guidance will we provide?

Responding to this question requires that we be explicit about our expectations for local districts. The following strategic expectations form the bones for a solid 21st century educational plan:

- Dramatically improve English Learner engagement and achievement.
- Create and sustain 21st century learning environments of high intellectual performance across the curriculum and in all areas needed for 21st century success for English Learners, including the development of high levels of multilingual competency.
- Provide strategic direction and support to district administrators, principals, teachers, and sites focused on improving the quality of classroom instruction and interaction in every classroom in every school in California, on behalf of English Learners and their families.
- Create and support safe, affirming, and enriched school environments for participatory, restorative, and inclusive learning and interaction for English Learners.
- Engage English Learner families and communities in powerful learning and collaboration.

At the end of the day, this means that districts will need to make learning (and the teaching that leads to powerful learning) for English Learners and other target populations public and visible to our entire California community. We know that currently teaching and learning are basically private enterprises that happen inside students' heads and behind the closed doors of the classroom. We need schools where English Learners, teachers, administrators, staff, and parents:

- Know what powerful teaching and learning look like and see it exhibited regularly in and out of school.
- Know what to do to produce consistently high quality learning results.
- Hold each other responsible for high quality teaching and learning.
- Expect that work is not considered "finished" until it meets publicly agreed-upon standards of quality.
- Work together to create environments of high intellectual performance throughout the school and community.

Leadership and professional organizations, in particular, have the responsibility to play a transformative role in the implementation of LCFF to achieve equity and excellence for low income students, foster youth, and English Learners. Through partnerships of this type, together we can and should provide equity-based, advocacy-oriented facilitation and support to district leaders and boards to:

- Plan around the five guiding questions.
- Explore the specific issues for each target population in the local context.
- Identify local resources to support equity-based, advocacy-oriented LCFF implementation.

This, then, is our challenge and our opportunity if LCFF is to become a vehicle for the social justice that our students and communities deserve. ▱

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References for this article can be found on the online edition of this page published at www.bilingualeducation.org

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CLOSING POEM

let's build a city
in honor of frank gehry, herbie hancock, and malissa shriver

let's build a city that sings community a biography of creativity
where genius flowers in the hands and minds and hearts of our geography
where imagination like an exquisite bird of paradise rises wild
with beauty and daring choreography at every intersection of our words

let's build a city that embraces grace and fearless artistry
where young people congregate to declare war on uninspired fate
where they break the rules with unrelenting joy and curiosity
and construct elegant answers to questions of their own divine design

let's build a city that once and for all discards denial and duplicity
where chain link will never be the unexamined aesthetic of choice
where radical connectivity conquers fear and hate with cool disregard
and silenced generations regain their participatory voice

let's build a city past stability to the far edge of chaos
where we can see anew under the ecstasy of undiscovered stars
where we will master the logic of what might be and then
know once more what it is to be fully human again

let's build a city that is not bound by any known architecture
where freedom provokes clarity and a measure of collective adventure
where, like with jazz, we improvise and find our way past insoluble problems
while our unbridled exploration shapes the multiple dimensions of our play

let's build a city where intrepid dreamers celebrate creativity's space
a place where we are illuminated by our own burning brilliance
where days make room for the double swirls of life's dialectics
that like fierce eagles glide by on curled breaths of lifting air

let's build a city of juxtaposed possibilities and inspired invention
where our art is that we know from making and make to know
where without warning ideas spark spontaneous combustion
and the collage of our deconstructed lives re-members our humanity

yes, let's build a city where justice can come home again

francisca sánchez
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Planning Ahead: The Model of Cultural Competence & Advising Through the Lens of Hispanic-Serving Institutional Programs

KENIA HERNÁNDEZ-CUETO , CHAPMAN UNIVERSITY

Though the support to educate, graduate and retain students is a key component of Hispanic-Serving Institutions (HSI) programs, some institutions may be unaware of the impact culturally competent academic advisors have on first-generation students. According to the College Board Advocacy & Policy Center Report (2011), "Limited research has been done to assess how well HSIs are serving their students, particularly their Latino populations" (p. 13). By finding ways to promote collaboration from within or across institutions, high schools and HSI programs may solidify better ways to serve Latino students. Culturally competent academic advising and teaching can positively affect retention and performance.

Successful Hispanic-serving institutions share a common fundamental core of culturally responsive policies and practices in serving their first-generation students. Specific focus placed on culturally competent advisors and the role they play in the success of an exemplary program helps to improve existing failing programs. Cultural competence includes a proficiency in honoring difference (Lindsey, Roberts, & Campbell-Jones, 2005). This includes the recognition of diversity as a benefit and the promotion of knowledgeable and respectful interaction between cultural groups. "Your culture is a defining aspect of your humanity... It is important to acknowledge culture as a predominant force in shaping behaviors, values, and attitudes in schools" (p. 22).

Many first generation students who have begun their academic journey into higher education have failed to graduate due to lack of proper guidance and acceptance (Covarrubia, 2011; Escobedo, 2007). The inability to relate to the new cultural and academic demands facilitates their exodus from universities ill prepared to serve first-generation and underserved students (Torres, 2006). Advisors, who are predominately the first to speak with prospective students, need to understand the HSI student population and common realities of the culture. Culturally competent academic advisers have become the liaison between community organizations, private entities and high schools to help bridge efforts to promote and enhance student outcome.

WHAT ARE HISPANIC-SERVING INSTITUTIONS?

Federal law defines Hispanic–Serving Institutions (HSIs) as "accredited and degree-granting public or private institutions of higher education with 25% or more total undergraduate Hispanic full-time equivalent student enrollment" (Title V of the HEA, as amended in 1998). They are established colleges and universities that help bridge the Latino attainment gap in the United States by establishing a support system and framework to successfully educate and graduate Latino students (Galdeano, Flores & Moder, 2012; Murphy, 2013). Within the context of HSI regulations, 50% of the 25% enrolled Latino population must have an underserved status. Awarded grants from HSI programs enhance the academic offerings, program quality, and stability of institutions (Santos & Cuamea, 2012).

CULTURAL COMPETENCE

Cultural competence is the key to understanding campus culture within institutional settings. New incoming Latino/a first-generation students with little to no knowledge of the college life need to understand their new surroundings (Dee & Daly, 2012). Faculty commitment to cultural acceptance fosters high quality faculty-student interaction, improved learning outcomes, and commitment to diversity. Due to the disproportionate number of white faculty, staff and administrators in college campuses throughout the State, students of color find it difficult to view college life through the lens of the dominant culture (Museus, Ravello & Vega, 2012). Educators must recognize the differences in cultural perceptions and interpretations (Stevens, Hamman & Olivárez, 2007).

Faculty and staff must also recognize who they serve and be cognizant of the difficulties students may have in assimilating without disconnecting from their culture of origin. For this reason, cultural agents are necessary. Advisors can take the part of a cultural agent who helps new students transition into college life by guiding them through the academic system and transmitting cultural knowledge through socialization (Stanton-Salazar, 1997).

Addressing and accessing cultural competence within advising departments in high schools and colleges may also help identify cultural gaps. Faculty and staff commonly react to situations based on their own cultural perceptions, beliefs, or values without taking into account those of the students they serve (Museus, Ravello & Vega, 2013). Personal bias may hinder how one serves and mentors students. By confronting prejudicial ideas or assumptions about first-generation Latino students, faculty may perform tasks with a better understanding of whom they serve. In addition, finding commonalities between the two cultures, educators and staff can learn to become more accepting of the needs of the students (De Luca & Escoto, 2012).

Internal and external campus climate assessment are needed continuously to follow-up on how students and faculty's feelings and perceptions on acceptance. The perception of a one academic counselor may differ from that of another. Keeping a constant gage on cultural competence helps dismiss assumptions and allows programs to progress toward achieving an equity-oriented campus (Jayakumara, 2013).

DEPARTMENTAL COHESIVENESS

Social networks for incoming first generation Latino students help build a foundation for success, self-worth and a sense of belonging (Nuñez, 2013). Negative impacts on programs emerge from administrative, faculty and staff that encounter cultural differences and bias. The differences that occur within departments inhibit partnerships. Communication and collaboration between departments reduces cultural differences (Love, Kuh, MacKay, & Hardy, 1993). The advisor fills the cultural gap by collaborating with departments during the advising, guiding and mentoring process. Collaborative partnerships within institutions help enhance the value and development of programs and staff commitment, which in turn increases the ability to offer a comprehensive and seamless educational environment (Frost, Strom, Downey, Schultz, & Holland, 2010). Shared leadership outweighs individual leadership (Kezar et al., 2013). Providing access to advising services needed by first-generation students is essential to helping them feel supported and validated. Having Latino counselors decreases student feelings of racism and non-acceptance, and multiple one-on-one advising sessions with culturally aware counselors help empower and strengthen student moral.

EFFECTIVE PROGRAMS

A number of effective student support programs exist throughout the country (Laden, 2000). By examining existing models with evidence-based practices (Santiago, 2012), the positive impact of advising practices can be to determined.

TWO-YEAR BRIDGE PROGRAMS

Rather than 4-year institutions, two-year institutions bear the largest quantity of incoming freshman first generation students (American Association of Community Colleges [AACC], 2012; Santiago, 2007). Therefore, high schools and colleges require a strong support system to help bridge students onto universities. One example of an exemplary program is Puente Program (Santiago, 2012).

Through the help of high schools and college counselors, teachers and mentors, Puente was created to increase enrollment for the educationally disadvantaged students (Santiago, 2013). Its mission is to help bridge students from high schools and community colleges to universities and to develop mentorship and leadership skills for students to return to their community in the future. By improving persistence and college transfer rates; the program has helped thousands of

underprivileged students seek admission to California public Universities.

There are also four main components to the overall program: counseling, educational planning, mentoring and career experiences (Santiago, 2013; Puente, 2013). First, the teacher remains the same during the two courses and is able to access the progress of the student's writing skills more accurately. In conjunction with the two English courses, the student also enrolls in a counseling course that focuses on study skills and student success. Secondly, the student works closely with a counselor several times per semester in order to build an educational plan for transferring to a California University. Thirdly, matching students with a mentor who is a professional in the community introduces them to opportunities and career experiences. Lastly, students take educational field trips with their Puente classmates to universities for

Puente Conferences (Puente, 2013).

The high schools and community colleges that have implemented this program are located in high-populated Latino communities such as Los Angeles, Orange County Riverside, San Diego, and San Bernardino, allowing the program to flourish. Advisory board members who are predominately Latino, oversee program development to ensure culturally competent teachers, counselors, and mentors who are motivated to teach subjects like English from a cultural perspective to support and motivate student learning outcomes (Puente, 2013). The counseling department, academic chairs and off campus professional work collaboratively to help implement the Puente model to reach the outcome desired.

FOUR-YEAR PROGRAMS

Four-year institutions also offer programs to first-generation Latino and underserved students. Their mission is to maintain and

support students by enacting strong sustainable programs for success, retention and graduation. Just as program type is dependent on the needs of students in community colleges, so too are those in universities. Programs proven to work include strong community, faculty, and mentorship support.

One exemplary cohort program is the Encounter to Excellence (ETE) Encuentro Hacia El Exito at California State University Dominguez Hills, which received stellar reviews for their success in providing support through partnership with faculty, administration, and students (Excelencia, 2012; CSUDH, 2013). The university's mission is to strengthen math and English development for underprepared students (CSUDH, 2013).

Upon entering college, students' benefit from a six-week summer bridging program that prepares them build on their math and English skills (CSUDH, 2013;

Excelencia, 2012). One-on-one academic advising is required to choose and schedule courses, create a road map plan, and select a major. Early intervention by the counselor is important to help resolve issues and make sure the student is on track and not falling behind. The program introduces them to supportive faculty and teaches them to balance work and school. Students also receive, at no cost, supplemental assistance inside and outside of the classroom from CSUDH students. Students are provided with resources, information on how to succeed in school, and support from students within the program.

With its large Latino student population, the institution has a culture of like-minded students. The institution has shown it is embracing the Hispanic culture through implementation of programs such as ETE. Through such programs, students achieve better outcomes therefore feel institutional support. Staff and faculty who are proactive in the activities, mentorship, counseling play an important role in utilizing cultural competence to understand the needs of incoming students. Through cultural competence and departmental cohesiveness, ETE has been able to build the foundation to a successful model evaluated by other universities (Excelencia, 2012; CSUD, 2013).

CONCLUSION

Cultural competence is interwoven in the fabric of successful bridging programs. It's link to retention and equity in student outcome is founded on the understanding of individual human needs and practitioner-based knowledge of the population they serve. When institutional policy and structure overrides assumptions as to why a certain population is not performing, cultural competence is not examined with a cultural lens, therefore implementation of culturally based programs are implemented to assist.

Cohesive campuses internally bridge departments to help maintain its campus culture. Counselors and teachers are also pivotal in strengthening the connections and collaboration internally and off campus. In culturally understanding the student population, they play multiple roles to assist new student in mentoring, guidance and are institutional agents that connect students to other networks.

Exemplary programs have shown to exude cultural competence, cohesiveness and advisement. Bridging programs have served to be the conduit to higher academic achievement for first-generation Latino students. One useful strategy for institutional leaders can be to identify the existing bridging programs that may fit the needs of the high school they serve. While there are varying degrees of focus in programs, high schools may find additional tools, templates or services that may fit the needs of their student population.

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Librería Martínez de Chapman University: A Community Based Initiative to Promote Literacy and Education

ANAIDA COLÓN-MUÑIZ
AND MARGIE SAUCEDA CURWEN
CHAPMAN UNIVERSITY

Ruebén Martínez's lifelong literary journey was inspired in part by a classroom teacher who instilled an understanding of the power by which reading allows individuals' explorations into ideas, imaginings, and wonderment. While his journey began years ago, it has been most recently transformed into a unique intertwining of a his bookstore, a local community resource, and nearby university to better serve a city of diverse individuals.

In the 1940s when Ruebén Martínez, founder of the Santa Ana bookstore Librería Martínez, was a boy growing up in Miami, Arizona, he never imagined he would become a presidential fellow and attain an honorary degree from a private California university. Nor did he imagine that his bookstore and gallery would become a part of the community outreach efforts of Chapman University. As an adolescent, all he wanted was opportunity to match his optimism. He wanted to escape the dire poverty and arid desolation of a life awaiting him as a copper miner in that same dusty town where his parents had lived. With an entrepreneurial spirit, combined with a passion for reading and community service, that voyage has known few boundaries. In the fall of 2012, Chapman University partnered with Martínez to promote community literacy and educational opportunities. The bookstore and art gallery, owned and run by Chapman University, is a community education and cultural center under the direction of Don Cardinal, the dean of the College of Educational Studies and faculty Anaida Colón-Muñiz and Mac Morante who spearhead and manage the educational programs and events. Staff member Mari Carmen Ceballos handles the

day to day operations. Sales from the bookstore help to support a series of community education programs for adults, teens, and young children and other outreach efforts. Martínez continues to greet authors and speakers, bring guests to the bookstore, and is a member of the store's strategic team. He is committed to the success of Librería Martínez de Chapman University.

A Dream Becomes Reality

Anunciamos con orgullo la gran apertura de la Librería Martínez de Chapman University

La colaboración entre Ruebén Martínez y el Colegio de Estudios Educativos de la Universidad de Chapman

*establecerá una
base comunitaria en el corazón de la ciudad de Santa Ana. La meta es de que miembros de la comunidad, la facultad y estudiantes universitarios puedan colaborar y aprender en conjunto.*

La Librería Martínez de Chapman servirá como un centro de recursos educativos, programas comunitarios, y actividades culturales en el Condado de Orange.

This announcement of the bookstore-university partnership last fall describes Chapman University's commitment to civic engagement in downtown Santa Ana with the Martínez Bookstore and Gallery. The goal of the College of Educational Studies was not only to keep the doors open for book sales but to broaden the bookstore's outreach and promote a better education for Santa Ana youth as well as for Chapman students.

Since opening the bookstore in 1993, Ruebén Martínez has become a powerful presence in downtown Santa Ana, recognizable among both the Latino as well as the mainstream literary community. Notable Latino authors who have visited the bookstore include Isabel Allende, Sandra Cisneros, Gary Soto, Luis Rodriguez, and Rudolfo Anaya who came to the store to discuss their books and sign copies. Yet, despite its local popularity and ability to attract authors of such stature, the bookstore was facing similar economic pressures that shuttered other independent and franchised bookstores over the years. Closing a bookstore such as this would have been a great loss to the Santa Ana community. After all, it was the only local bookstore that catered to a bilingual readership, it was a place where community members gathered to celebrate literacy and engage in other local events.

A Connection Fostered with Chapman University

Chapman University had long established a collegial relationship with Ruebén Martínez. As Chapman held special events over the years, it was not unusual for faculty and students to see Martínez on campus where he sold books. He often brought books to special lectures and signings. He was quick to donate books for different projects, especially for child-centered literacy programs. Therefore, it seemed to be a natural extension for the Librería Martínez bookstore and gallery and Chapman University to build upon these connections. For many years, the local schools and community centers in Santa Ana had become learning sites for the University's teacher preparation programs. By teaching in local classrooms, interacting with veteran teachers, meeting parents, and exploring local resources, Chapman-trained teacher candidates were better prepared for serving learners by gaining first-hand understanding of the needs of the community's diverse K-12 student population. Faculty made sure that students had opportunities to become immersed in the Santa Ana community. Now together with Librería Martínez, plans were developed to strengthen the bookstore's presence--in a new and larger location--and association with the University. In an early first step of this plan, Chapman's College of Educational Studies' faculty members explored the store's surrounding neighborhoods and listened to community members to consider the kinds of programs that could be initiated at the bookstore. After several years of discussions, preparation, and planning, in

Arts Academy, a dual language charter school, the bookstore offers bilingual story time for their preschoolers. Participating preschoolers will soon benefit from a take-home book library program which is being sponsored by several foundations. Working closely with Chapman University's Office of Student Civic Engagement and the Santa Ana Unified School District, the bookstore has launched a Teen Mentoring program for students from Santa Ana High School that focuses on providing the skills and knowledge needed for college and career preparation. These are just a few of the educational opportunities underway for Chapman faculty and students as well as students attending schools in Santa Ana and their families. All of this honors Martínez's legacy.

Ruebén Martínez's Journey

As a young man, Martínez came to California and opened a small barber shop in the rear of a building store fronted by an Italian restaurant and a quinceañera store in downtown Santa Ana. Martínez soon became the barber for many local residents, including the city's council members and other aspiring politicians. He eventually decided to add a few books to a shelf so that customers could read while waiting their turn. Books began to be loaned out. Some of the books came back, while others didn't. Martinez saw unreturned books as a need for even more books in this immigrant, primarily Latino populated city.

He started Libreria Martínez. As the collection of books grew, it occurred to Ruebén that his passion for reading should be shared, not only with those who came by his shop,

October of 2012, the bookstore "re-opened" to hoopla by local politicians and leaders. And 16 months since its grand reopening, there is an array of community programs in place.

Exciting Plans Executed with Great Purpose

Chapman University is carrying on Martínez' dreams of having a dynamic resource sustained within the community. The university, located only five miles away in the City of Orange, provided startup money for this social entrepreneurship under the auspices of its College of Educational Studies. The aim was for the bookstore to operate as a non-profit and eventually thrive on its own through sales, grants and donations. With its students' and faculty's ongoing engagement in the community, the university wanted to have a physical location in the center of downtown Santa Ana.

With Librería Martínez de Chapman University as its base, the College of Educational Studies' faculty develops literacy and education programs to serve the community. Chapman University students play an active role. They have attended classes here and become more in tune with the community that they will one day serve as professionals. They also read to preschoolers, attend author events, and mentor teens. Partnerships with other educational institutions, non-profits, and businesses have led to further educational programs. For over a year the bookstore has partnered with nearby Santa Ana Community College to host adult English as a Second Language and Citizenship classes. Weekly parent education classes run in conjunction with the non-profit group, Padres Unidos, that offer modules on early childhood education for parents and their preschool-age children. In partnership with El Sol Science and

but with the kids in the neighborhood, some who were struggling in school, as well as their parents, some who had limited reading ability but who certainly knew more Spanish than English. He started taking books to the local jails and inspiring young men to use reading to as a pathway to their life goals in lieu of crime. He told stories and shared inspirational words throughout Southern California, then throughout the state, and later throughout the nation. Now he is regularly invited to speak to groups of people at various meetings and conferences. His energy and enthusiasm abound as he speaks of the power of books as a transport to other places, times, cultures, and understandings.

Over time the bookstore became a cultural center driving intellectual and civic discussions. At one point, Martínez began displaying the work of local artists to add liveliness and texture to the bookstore's environment. Once again, he realized that art, like books, needed room to grow and space to be visible to others. As the bookstore became more successful, his paintings represented more than the local artists. Well-known Latino painters displayed their work as well. Latino authors from all over the country also began to offer to have book signings and book talks at his store. Local politicians, activists, and business men and women used the store as a place to secure support for their various interests and causes. Martínez became recognized as a community activist, helping to start several organizations, and a foundation to support the literacy of young children. The Librería Martínez Bookstore became the locale where intellectual, civic, and artistic groups could find a comfortable, safe and welcoming home to share ideas and discuss ways to improve the condition of Latinos in Orange County.

Growth seemed inevitable. Soon other stores were opened in Downey and Los Angeles, and eventually, a series of book-selling kiosks were set up in various airports for travelers to pick up a good "read" before boarding their flights. What started as a personal joy became a vehicle for Martínez's journey to success. In many ways, he was meeting the challenge of building community literacy. For his dedication and commitment, in 2004 he was honored as a MacArthur Foundation Fellow. With the downturn of the economy, however, his businesses suffered, but he continued his tireless work.

For Chapman University, Martínez was considered to be a key link to the Latino community. He was named as a University Presidential Fellow in 2009. In

that post, Martínez helped to diversify Chapman's student population by increasing the number of Latino students. In his outreach talks, he reminds aspiring and current students about the vibrancy of higher education commenting, "I don't walk through campus, I *float*." His longtime community contributions were formally recognized by Chapman University, and he was awarded an honorary doctorate in 2011 to welcome him into the ranks of academe by recognizing his life's work as a scholarly endeavor. With the bookstore-university partnership, Ruebén Martínez's dream continues.

Civic Engagement: a Vision for the Present and Future

Librería Martínez de Chapman University is in downtown Santa Ana, in the artists' district at Broadway and 3rd Street. On the first Saturday of every month, the artists open up their studios and the neighboring streets ready for hundreds of visitors who come to browse, visit the restaurants, and listen to the music provided by local bands. With the bookstore-university partnership, this venue has been transformed into a place to promote literacy from pre-schoolers to adults. Besides providing books in Spanish and English and artwork, the store now offers assorted gift items and educational games.

Today, the bookstore continues bringing in well-known authors as well as new writers who are starting to make their mark in the world. When the children's popular singer/songwriter Jose Luis Orozco recently visited, the bookstore was filled with the joyous voices of children singing and dancing. The store has hosted special book signings by bilingual authors and story tellers Antonio Sacre, Elizabeth Jiménez, Michael Smith and Icy Smith, and children's book artist Joe Cepeda. Poets of all ages and novelists who have shares their narratives and personal stories, include the students of El Sol Academy, who were recognized by Congresswoman Loretta Sánchez. Professionals such as Rick Najera, Veronica Reyes and the eight dynamic Latina authors of "8 Ways to Say I Love My Life" wrote about and read from their personal experience. There have also been national educational scholars--Donaldo Macedo, Sonia Nieto, Ken Tye, Suzanne SooHoo, and Gonzalo Navajas--who have made special presentations for faculty, local teachers, students and community members on topics related to multiculturalism, critical pedagogy, the use of Spanish in the United States, and culturally responsive research methods. The bookstore has also supported the work of award winning classroom

teacher Rafe Esquith, celebrated novelist Isabel Allende, and most recently, the celebrity Rita Moreno.

This past year artists such as Nick Hernandez, Marina Aguilera, Peter Rodriguez, and Suzanna Bond shared their talent along with the Dreamers who came to raise funds for their education. Herman Sillas, who served as CABE's counsel for many years, was the first artist invited to present his work at the bookstore's gallery and Simón Silva will be featured too.

The partnership generated between Librería Martínez and Chapman University is a story of civic engagement and shared vision reached through community action. It begins with one person's literacy efforts that captured the heart of a community, caught the attention of a nation, and captivated the interest of a nearby university. Librería Martínez de Chapman University will allow literacy to thrive, just as Martínez has hoped for, to ultimately provide a way for all members of this Latino community to find a their own unique paths through the possibilities that literacy and biliteracy can bring. ✎

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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.
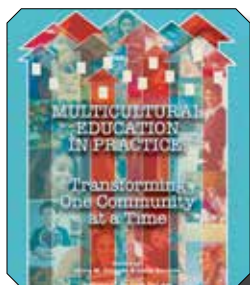
Multicultural Education in Practice:
Transforming One Community at a Time
Edited by Lettie Ramírez and Olivia Gallardo

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.
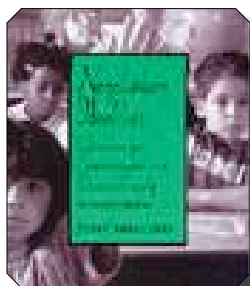
Negotiating Identities:
Education for Empowerment in a Diverse Society
Jim Cummins

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.

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