

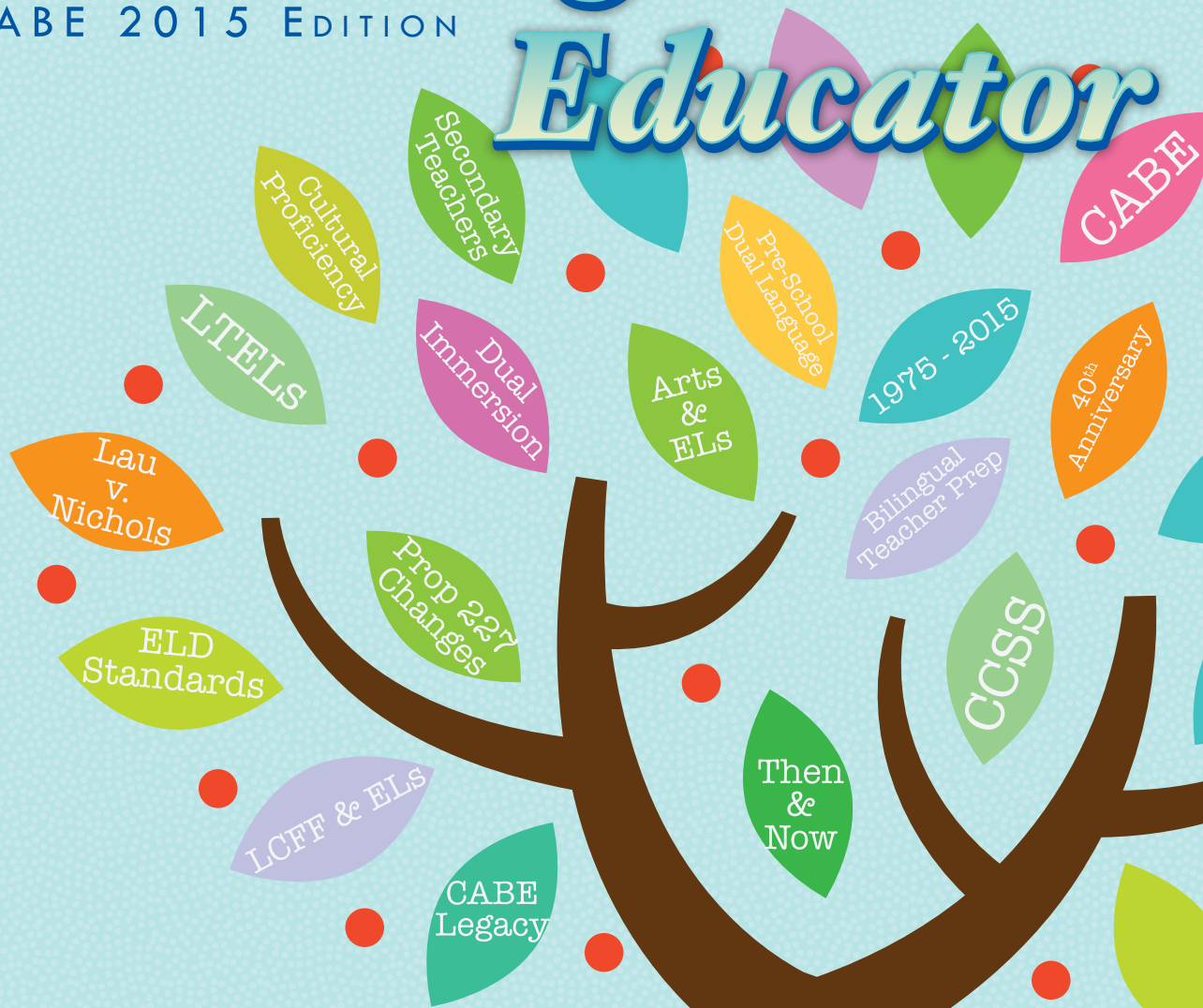
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CABE MULTILINGUAL EDUCATOR

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LETTER FROM THE EDITORS



In 2015, California educators, much like those across the nation, face a myriad of large-scale changes that impact all facets of our work. Schools continue to explore how to implement, integrate, and monitor the California Common Core State Standards, ELD Standards, Smarter Balanced Assessment, Local Control Accountability Plans, and the newly published ELA/ELD Framework.

As we struggle to weave our way through all of these initiatives simultaneously, it can be tempting to seek well-worn, familiar, and comfortable pathways. But in times of tumultuous and complex change, we must create new avenues into uncharted areas ourselves. Let us consider the words of the Spanish poet, Antonio Machado:

*Caminante, son tus huellas el
camino, y nada más;
caminante, no hay camino, se hace
camino al andar.
Al andar se hace camino,
y al volver la vista atrás
se ve la senda
que nunca se ha de volver a pisar.
Caminante, no hay camino, sino
estelas en la mar.*

*Traveler, your footsteps are
the road, and nothing else;
Traveler, there is no road,
the road is made by walking.
Walking makes the road,
And, on glancing behind,
one sees the path
that will never be trodden again.
Traveler, there is no road—
just foam in the sea.*

None of us, however, have to travel these new roads alone. As it has since 1975, CABE continues to be on the leading edge of educational reform, in partnership with other organizations, by leading, innovating, supporting, and providing professional learning opportunities for teachers, para-professionals, administrators, and parents in order to manifest our heart-felt desire to make 21st century multilingual dreams come true for our English learners and all students.

On the 40th anniversary of CABE, this edition of the Multilingual Educator reflects on the *caminos* taken by CABE *veteranos* in the beginning and during the last 40 years. It also envisions new *caminos* that may emerge as we travel forth together. The theme of this edition, *CABE: Then and Now*, provides historical perspective for newer CABE members and a nostalgic trip down Memory Lane for experienced members. In giving voice to the intrepid heroes of CABE's early days and to the bold pioneers of today, we aspire to help all CABE advocates to reflect on and more deeply appreciate that noble family tree that is CABE, with **roots** deeply embedded in unwavering and passionate advocacy, **branches** that reach out far and wide to embrace all languages and cultures, an impressive **trunk**, firmly grounded in research and best practices, and the ultimate goal of all trees—rich and healthy **foliage**, whose leaves call out and celebrate the many, undeniable triumphs of our students, parents, educators, businesses and communities, not only in the past, but now and in the years to come.

¡Adelante hacia el futuro—sin olvidar el pasado! Let us continue to move forward towards the future— without forgetting the past!

Multilingual Educator Editors:
Laurie Nesrala, CABE Education Consultant
Jan Gustafson-Corea, CABE CEO





The Multilingual Educator TABLE OF CONTENTS

P. 6

*The CABE Quilt:
Piecing Together
Our CABE History*



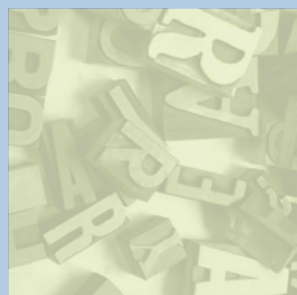
P. 18

*California English
Language Development
Standards & English
Language Arts*



P. 26

*Lau v. Nichols
40th Anniversary of
Equal Access for
Language Minorities*



*Two-Way/
Dual Language
Education: Then & Now*



*Bilingual Teacher
Preparation, A CABE
Member Looks Back,
Present and Forward*



*Dual Language
Learner Support in
California Preschools*

P. 13

P. 22

P. 27



P. 32

*Changing the Ethos
of Culturally and
Linguistically
Diverse Schools*



P. 40

*Has LCFF Improved and
Increased Services
to English Learners?*



P. 47

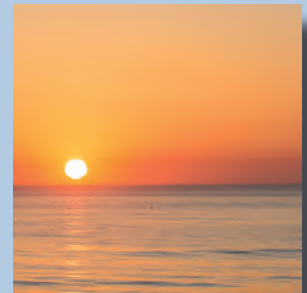
*Preparing Secondary
Teachers for Common
Core Instruction with
Long-Term English Learners*



*Creativity At The Core
Initiative Engages
Teachers & Students*



*California's
Opportunity*



*Transformation:
The Journey towards
Light & Hope*

P. 36

P. 42

P. 51



THE CABE QUILT: PIECING TOGETHER OUR CABE HISTORY

As CABE celebrates this milestone 40th anniversary, our memories, minds and hearts have turned to those courageous, innovative, creative, and forward-thinking educators, legislators and partners who took the first steps to begin what would become *THE* premier organization for English Learner advocacy—our very own California Association for Bilingual Education. Our deepest respect, awe, and *agradecimiento* go to these individuals who personally and collectively have laid the rich and far-reaching foundation of support, advocacy, and passion for our English Learner students, their families, and the educators who have served and taught them. Many of our early leaders are now in retirement, some have sadly passed on from us, and many are still involved today in the important journey and struggle to support the educational rights of students of linguistically and culturally diverse backgrounds. It is from these leaders that we proudly stand today, 40 years later, on the pedestal of the CABE vision— *Biliteracy, Educational Equity and 21st Century Success for All*.

While we would have wished to include the voices and memories of each of these *veteranos*, in this edition of the *Multilingual Educator*, we were able to invite five amazing leaders who have impacted the lives of children, the professional paths of many, and the legislation and policy of California, to share their recollections with us. *Our thanks to Norm, Martha, Elizabeth, Peter and Rosalía for sharing their own stories and capturing for us the vision of the beginning steps of bilingual education and the legacy of CABE.*

Editors' note: We would like to capture as many stories as possible from CABE's early days, as well as from our current journey. We invite you to step into the CABE Story Booth in the CABE 2015 Exhibit Hall to share your story on video, or send us a 1-minute video clip of your own recollections to be added to the CABE archives—info@bilingualeducation.org



CABE – Much More than a Professional Resource

Norm Gold, Ph.D., Norm Gold Associates



Our youngest daughter, Rachel – then just one-year old – took her very first steps at the CABE 1978 conference in Anaheim. That was my very first CABE conference, and, since then, I have missed only three or four, and made presentations at most of these. CABE has been a large part of my professional and family life for almost 40 years.



In 1978, I had been doing research on evaluation of Title VII programs in Anaheim for the Office of Bilingual/Bicultural Education of the California Department of Education (CDE). I was then hired as a state education consultant in 1979, and was fortunate to be part of a talented, multicultural staff under the leadership of Guillermo López. This group included (among others) Katherine Archuleta, Robert Cervantes, Terry Delgado, David Dolson, Dan Holt, Van Le, Gil López, Dennis Parker, Fred Tempes, Maria Trejo, and Elena Vasquez.

My involvement with bilingual education began when I was taking course work in Boston in 1972, shortly after Massachusetts became the first state to adopt bilingual education by law. By 1974, I was well along in my graduate studies, and first joined NABE when I attended the New York City conference at the Waldorf Astoria. In 1977, I made my first presentation at the New Orleans NABE conference, and later served on the NABE Board of Directors as the parent member (1985-86), after being drafted by Shelly Spiegel-Coleman. This was one of the first of many “assignments” I have gladly accepted from Shelly over the years, both before and after she served as CABE president. When I retired from the California Department of Education (CDE) in the year 2000, I was honored by CABE with a life membership.

Now, four decades later, I can appreciate how very much CABE has meant to me in the work I have done, and also in the life of our family. Both of our daughters, Matea and Rachel, have their own bilingual children. As parents, Jean and I raised the girls with both English and

Spanish (mother tongue: English; *lengua padre: español*). And, therefore, Jean and I use only Spanish (*lengua de los abuelos*) with our four grandchildren.

Every year, for almost four decades, my affiliation with CABE enriched both my professional life, and the life of our family. At the conferences, I always set aside time to scour the exhibits for the latest professional publications and to visit exhibits and sessions dealing with children’s literature, with music and art from many countries, and with the immigrant experience here in the USA. Matea and Rachel grew up on the music of José Luis Orozco and Suni Paz, and the stories of Alma Flor Ada, and many, many others. Now the third generation of our family is continuing this connection with the rich traditions that CABE friends have shared.

CABE has grown and flourished over the years, and has taken on major advocacy and service projects beyond the annual conference. Its impact extends beyond promoting bilingual education – an instructional approach that is, unfortunately, only available to few English learners. CABE contributes to building a wide appreciation for the rich contributions of languages and cultures in our state and beyond. And far beyond its role as a professional association, CABE has also been a major support and resource for our family and many others. 🌱

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Full versions of the articles available online:
http://www.bilingualeducation.org/resources_public_educator.php



A Brief History of Advocacy

Peter Schilla, Attorney



After completing law school in 1969, I joined the law firm of California Rural Legal Assistance, which, at that time, was under the general direction of Cruz Reynoso. A number of attorneys in the firm had clients with various education concerns. We began the formation of an Education Task Force and soon the Diana case was filed to challenge the policy of the then-State Superintendent of Public Instruction, Max Rafferty, to place children who did not speak English in classes for the mentally retarded. The federal judge who heard the case issued an immediate injunction against the practice, and our next challenge was to identify these children with limited English skills and try to develop appropriate educational opportunities for them.



I moved to the Sacramento office of CRLA in 1971 to work on education issues, and in 1972 we sponsored Assembly Bill No. 2284 by Peter Chacon, a former teacher from San Diego who had recently been elected to the Legislature. This bill was the first to require districts to identify the children in their schools who “speak a language other than English in their home environment and who are less capable of performing school work in English than in their primary language.” The bill also contained the first definition of bilingual education and provided \$5,000,000 to fund grants to school districts that wished to establish bilingual education programs. Once signed by Governor Ronald Reagan, it was an uphill battle to get it through the Legislature and to try to figure out what to put in it. A bilingual community coalition was formed in addition to the CRLA task force. At the same time, teachers, parents and community leaders felt the need to create a statewide advocacy organization to ensure that these newly identified children would have the same kind of educational opportunities as their native English speaking peers. This led to the foundation of CABE.

Long story short, Jerry Brown was elected as the next Governor and the coalition around bilingual education grew rapidly. There was convincing new research and a strong bilingual education unit in the State Department of Education, headed by Dr. Guillermo Lopez. Norm Gold worked in that unit, and he became one of my closest advisors. Shelly Spiegel-Coleman and Rosalía Salinas were very active in the bilingual community coalition and in CABE. In 1976, I returned to work in Sacramento, this time with the Western Center on Law and Poverty, the firm that litigated the Serrano school finance case.

We all went to work and the result was the Bilingual Education Act of 1976, which we sponsored and which was introduced simultaneously in the Assembly (A.B. 1329 by Assemblyman Chacon, staffed by Elizabeth Jimenez Salinas) and the Senate (the Senate Bill was carried by Senator George Moscone of San Francisco, staffed by George Miller III, who recently retired from Congress after a long career as a champion for education). The end result was that Governor Brown signed the Assembly version of the bill, which is still part of the Education code, even though it has “sunsetted.” 🌳

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The Power of CABE Relationships

Rosalía Salinas, Past CABE President, Retired–San Diego COE, and PIQE Board of Directors



To this day, I still meet teachers who remark, “The San Diego CABE ’97 Conference was my favorite.” It is gratifying to hear and immediately brings to mind all of the incredible folks who worked day and night to make it a success. Co-chairs Bea Gonzales and Julie Heménez had a team that poured their hearts out to ensure that the conference was a success. With over 10,000 participants, a feeling of joy permeated the conference for both attendees and organizers alike. The team was challenged with pleas from participants who wanted to register after the closing date. That CABE spirit of “doing whatever it takes to get it done,” has, indeed, been one of CABE’s consistent traits over the past 40 years.



The anticipation that each CABE conference brought can be attributed to the deep, professional and, yes, “familia” relationships that were born and nurtured through these annual conferences. The less supportive the general educational environment was, the more meaningful those connections became. The CABE conference has always been synonymous with high quality professional development. Well-known luminaries, such as Jim Cummins, Alma Flor Ada, Virginia Collier and Wayne Thomas, Aida Walqui, and many others, joined legions of teacher experts to enrich the field of knowledge, while immediately informing educational best practices CABE has provided opportunities, not only to explore new theories and learn from experts, but to also create a network of participants via statewide institutes. To name just a few, these included the Critical Pedagogy Institute, the California Spanish Literature Project (now CRLP), SDAIE Institutes, WRITE Institute, and Side-by-Side.

Two of CABE’s special guests left indelible marks on my life: Paolo Freire and Rigoberta Menchú. Later involvement with CRLP provided an opportunity to share Freire’s *Pedagogy of the Oppressed* with teachers across the state. Rigoberta reached out to participants in an institute that was

comprised mostly of teachers who had studied her work in teacher-led groups. One of my many treasured CABE moments was watching her inspire every single person in the standing-room-only hall with her humility and her compelling physical presence.

CABE, from its inception, recognized the importance of parents’ participation in their children’s education. I have fond memories of Mary Lou Pérez, an early CABE parent advocate, and her role in recognizing and nurturing parent voices. During my term as CABE president, I had the opportunity to learn about the undeniable power that parents can yield. Through the work of Bertha Lopez and other parent leaders, I understood that, when advocating for students, the voices of their parents must be at the forefront. CABE’s strength, both then and now, is only as strong as its parents

The grounding that came from a passionate commitment gave birth to many individual acts of advocacy. For example, I had the privilege of providing support to Silvia Reyes and Magaly Lavadenz, who spent many hours developing the first Spanish Language Arts Standards. Both of these outstanding professionals have continued to provide leadership to our field. On a very personal level, Shelley

Spiegel-Coleman was the person I turned to, on so many occasions, for advice and clarity. She has served in that capacity for many members of the CABE family and is definitely one of its greatest assets.

Immediately after serving as CABE president, I was asked to co-chair the No on Proposition 227 campaign. It was emotionally draining for all supporters, yet today we are more determined and organized than ever to improve educational opportunities for our communities and children. At a statewide level, we formed Californians Together, a coalition that works with CABE and 24 other organizations to support English Learners in the state. On a similar level, Laurie Olsen, as a part of Californians Together, has been one of the chief architects of the Seal of Biliteracy, which recognizes and celebrates proficiency in two or more languages and has now influenced other states to do the same.

Yes, CABE relationships have deep roots and have made a tremendous difference over the last 40 years, and will continue to do so for many years to come. 🌱

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Full versions of the articles available online:
http://www.bilingualeducation.org/resource_public_educator.php#



From First Grade Teacher to the California State Legislature

Elizabeth Jiménez Salinas, CABE Professional Development Services and GEMAS Consulting



As educators, we are often left wondering why certain policies came to be when they make little sense and are not based upon research evidence, nor anecdotal records of effective practice. In the 1970's, I had a wonderful, once-in-a-lifetime learning opportunity to move from teaching in an elementary school bilingual education program, to working in California's Statehouse as Legislative Aide to Assemblyman Peter Chacón, where I learned that, in Sacramento, making sense is not always a criterion.



It is not often that a classroom teacher moves into the legislative arena as directly as I did, but in addition to teaching, I had been working as a community advocate for bilingual education starting in college. Later, as a professional, I continued volunteering through CABE, as well as a fledgling organization called the Orange County Bilingual Coalition, writing letters, testifying, and speaking with legislators, colleagues, and parents of my students on the efficacy of primary language instruction.

I learned that, despite having experienced the tremendous confidence my bilingual students developed, as well as the academic growth and learning they demonstrated, and the great parent participation I had encouraged, there were those who had very strong ideas about what should be done with students who spoke languages other than English. Much of it was riddled with racism, fear, and negative attitudes.

In September 1979, while working as a first grade bilingual teacher at Home Gardens School in Corona, California, I learned that certain state legislators and educators were claiming that bilingual education was simply a 'jobs program.' This appeared to be code for a distaste for hiring ethnic minorities into teaching jobs. On September 8, 1979, I sent a rebuttal letter to the editor of the LA Times, explaining that bilingual teachers are credentialed to teach in English and another language, and therefore, we are a flexible asset. This was a very important lesson for me that, as teacher-advocates, we need to speak the truth to power.

I was given the opportunity to testify regarding Bilingual

Education when several bills were being heard in the Assembly Education Committee in Sacramento. I spoke in English and in Spanish of my experience, and made recommendations that all students be given the opportunity to become bilingual, including speakers of English. After that hearing, Assemblyman Chacón invited me to join his staff to focus on bilingual education legislation.

LES/NES/MES: As Assemblyman Chacón's bill, AB507 made its way through the legislature, I was called upon to meet with staffers, legislators and lobbyists to explain the bill's provisions and to listen to their questions and concerns. After my testimony, I was summoned to a senator's office, where he suggested that we should create a third category of students called "Monolingual English Speaking." At the time, English Learners were identified as LES/NES (Limited English Speaking and Non English Speaking), so adding this proposed identifier would have created a LES/NES/MES! We declined that suggestion, but we did change the terminology to LEP (Limited English Proficient), which was significant, as it signaled the change in the way we assessed potential English Learners—expanding to include all four language domains.

One theme I heard often in the discussion of AB 507 was a kind of "pobrecito" message that while poor Hispanic children could benefit from bilingual education, English speakers would not. This was accepted as a kind of compromise to assure that English Learners got bilingual education, but, for many, it reinforced the view that English Learners have a linguistic deficit and bilingual education was a kind of compensatory program. This

legacy has followed the program and was later trumped up by proponents of Prop 227 as a reason to do away with bilingual education.

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While making sense is not always a criterion in Sacramento, we are encouraged by recent legislation and policy steps by the California Department of Education that support the academic and linguistic growth of English Learners and all learners. Forty years of advocacy and lessons learned help prepare us for what the next forty years will bring! 🌱



Lobbying for CAFE: The Highs and Lows

Martha Zaragoza-Díaz, CAFE Lobbyist



As CAFE's lobbyist these past twenty years, advocating for bilingual education and advocating on behalf of English Learners in Sacramento, I have had my share of "highs" and "lows." I began lobbying for CAFE when the efficacy of bilingual education was being questioned at the federal and state levels, its support by the public beginning to wane and I knew it was a "hot button" issue. In spite of research clearly showing the benefits of being bilingual or multilingual, California's voters were not convinced, which resulted in the passage of Proposition 227 in 1998. This was the start of a long journey that many of us (parents, educators, and civil rights advocates) have taken to ensure that English Learners continue to be provided the appropriate educational services and programs, as called for in Lau v. Nichols and in Castaneda v. Pickard, and as required by specified federal law.



For some, the passage of Proposition 227 gave them "permission" to take action in the form of practices or policies beyond the bounds of Proposition 227. As examples, teachers of bilingual programs were asked to remove all content from their classroom walls that was in a language other than English or requested to throw out text books if they were in a language other than English. There was a move by some to have the Californian Commission on Teacher Credentialing to do away with all required teacher authorizations specific to the instruction of English learners, even though Proposition 227 did not address nor include provisions specific to teacher authorizations for instructing English learners.

In 2003, the State Board of Education adopted regulations basically excluding bilingual programs from applying for federal Reading First funding, unless these programs conformed to the requirements for specified hours of English instruction. The federal law authorizing Reading First did not exclude bilingual programs from applying for the funding. Hence, a lawsuit (Betty Pazmino et al v. State Board of Education) was filed and won, allowing

bilingual programs to apply for these funds and a bill (AB 1485 [Firebaugh] 2003) was introduced and made law, prohibiting the State Department of Education and the State Board of Education from developing or implementing criteria that make bilingual programs ineligible to apply for Reading First funding. Having to respond to these measures and others like these have been my "lows".

Fortunately, there are parents, students, and civil rights advocates who continue to support bilingual/multilingual education and who have stepped up to the plate, in spite of Proposition 227, to advocate for these programs and for appropriate educational services for English Learners. CAFE has contributed to this by developing an effective parent engagement and leadership program, Project 2 Inspire, which prepares parents to partner with schools and to advocate on behalf of their children. With the support of others, I have shepherded landmark legislation, such as the development of English Language Development standards, the development and administration of a primary language academic assessment for English learners, defining and identifying students who are "Long-Term English Learners



(LTELs)” or who are at-risk of becoming LTELs, and the establishment of the State Seal of Biliteracy for high school graduating seniors who demonstrate proficiency in one or more languages other than English. These have been my “high” moments as a lobbyist—the development of sound educational policy for English Learners.

So, I ask myself, “Has the educational pendulum swung from the “far right” to the “center”? I say “yes” when I see legislation signed by the Governor (SB 1174: Lara: English Language Education) that puts on the November 2016

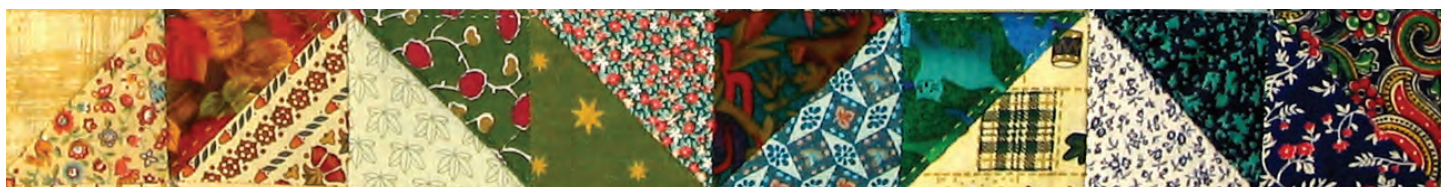
ballot an initiative repealing and recasting Proposition 227 provisions.

Will the educational pendulum swing to the center by November 2016? It must! 🌱

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TWO-WAY/ DUAL LANGUAGE EDUCATION: THEN AND NOW

Kathryn Lindholm-Leary, San Jose State University

Imagine a program that could provide the best of bilingual education for ELL students combined with the best of foreign language programs (e.g., immersion programs) for native English-speaking children, making both groups bilingual, biliterate and academically successful in the same classroom environment. That was a relatively new concept back in the 1980s. Since then, two-way/dual language programs have become increasingly popular in the U.S. They have grown from just one program in 1962 to possibly as many as 1,000 or maybe more programs in public schools across the country. While this only represents a small percentage of schools, the increasing popularity of these programs is not surprising. Bilingualism has received considerable attention more recently with research

showing its positive impact on the brain and other research showing its positive effect on students' educational success. Two-way/dual language students score as high or higher on state standardized achievement tests compared to their peers in English monolingual classrooms.

To better understand two-way/dual language education, it's important to have some knowledge of the historical context in which it developed.

Then—The Early Days:

There were some prominent issues in the 1960s-1980s that prompted a resurgence of interest in bilingual education. Of course, we know there were a variety of social movements associated with the Civil Rights movement in the 1960s, part

of which spearheaded the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act of 1968. The purpose of this Act was to provide federal funding to help school districts establish innovative educational programs for students with limited English-speaking ability. There was also pressure exerted by the important Lau vs. Nichols case in 1974, in which the U.S. Supreme Court ruled that students who spoke a language other than English have the *right* to comprehensible instruction that promotes learning. In addition, in the 1970s, Canada (especially Quebec) was developing French immersion programs for native English-speaking children and showing that these programs promoted bilingualism and educational success.



Initial demand for two-way programs was heightened in the 1980s by U.S. government interest in developing more effective programs for ELL students,—who were failing to learn English proficiently and were underachieving—and for more effective foreign language programs for native English-speaking students. In the 1980s and 1990s, the U.S. government provided considerable support for the expansion of bilingual programs in a variety of ways that had significant impacts on two-way/dual language programs in five important ways: 1) Research/resource centers were established that provided technical assistance to schools offering bilingual instruction; 2) Federal Title VII funding provided universities with scholarship funds for potential bilingual teachers and with greater incentive to improve their bilingual teacher credentialing and training programs; 3) Title VII funds were established to help schools plan and implement new programs or to improve older programs; 4) there were Title VII Academic Excellence and Dissemination competitive grants awarded to exceptional two-way/dual

language programs, which enabled these schools to provide technical assistance to new programs; and 5) Research grants were available to researchers interested in studying issues of importance for the greater educational success of ELL students.

In addition, in those early years (1980s – 1990s), various states (especially California) also provided funding or other technical assistance to improve two-way/dual language instruction and programming, which enabled many schools to develop, implement and evaluate the success of their two-way/dual language program.

In 1985, the Center for Language Education and Research (CLER) was funded by the US Department of Education at UCLA with various university partnerships and the Center for Applied Linguistics (CAL) in Washington, DC. Part of its contract with the federal government was to identify any existing two-way/dual language programs, to provide technical assistance and research guidance on the potential effectiveness of this new program, and to help pilot

schools interested in implementing this new program. The first directory of two-way/dual language programs was established with a total of 30 programs (Lindholm, 1987) and the Center for Applied Linguistics has continued to update the directory over the past couple decades [<http://www.cal.org/twi/directory/index.html>]. Other states, such as California and Texas, also maintain a directory of their programs.

In the late 1980s, several two-way/dual language programs were developed and implemented in California. The Bilingual Education Office, within the California Department of Education (CDE), received federal government Title VII funds to help with the initial planning, implementation, further training, and evaluation of two-way/dual language programs. From the first five schools that were selected, a state-wide initiative was begun with many more two-way/dual language programs. Now there are some 200+ programs in the State of California.

California was not the only state that was developing new two-way/





dual language programs, but because of the leadership provided by CLER at UCLA and CDE with both training and evaluation/research, there were more programs being developed and more research that substantiated their success. In the 1990s, the Two-Way CAFE affiliate within CAFE was formed with the first of many annual conferences focused exclusively on two-way program training and research. Even in those early days, research was clear in demonstrating that students in two-way/dual language programs were developing bilingual and biliteracy, as well as academic, proficiencies similar to those reported in the research for traditional bilingual programs and traditional immersion programs (Lindholm-Leary, 2001).

Changes that Impacted Two-Way/Dual Language:

With a cadre of schools and evaluation results pointing to successful educational outcomes for both ELL and native English-speaking students in the 1990s and into the new millennium, the two-way/dual language program became more popular with newspaper, magazine and journal articles that interested educators, parents, community members, business leaders, and policy makers. In addition, English-speaking parents in many communities were involved in advocating for dual language programs so that their children could participate in these programs that were considered to be effective foreign language programs.

The new century and millennium (remember Y2K?) dawned with some enthusiasm for bilingual and foreign language programs, and then U.S. Secretary of Education Richard Riley stated “I am delighted to see and highlight the growth and promise of so many dual-language bilingual programs across the country... They are the wave of the future... That is why I am challenging our nation to increase the number of dual-language schools to at least 1000 over the next five years, and with strong federal, state and local support, we can have many more.” (Riley, 2000). This speech was followed by federal funding specifically for two-way/dual language programs, though the funding was short-lived. Furthermore, many states were mandating foreign language instruction for their children.

This era should have led to considerable support for two-way/dual language programs, with additional funding for teacher training, implementation, and research, right? Sadly, no. The English-Only Movement took hold, impacting California and several other states, trying hard to dismantle all types of bilingual programs. While most two-way/dual language programs survived the effort to

erode instruction in languages other than English, the cry for English-Only heralded an era of broad changes that impacted two-way and other bilingual/biliteracy programs. The federal Office of Bilingual Education and Minority Language Affairs (OBELA) was changed to the Office of English Language Acquisition (OELA), and similar name changes and intent occurred in legislation (e.g., Title VII was changed to Title III which focused on English language proficiency and did not mention bilingual at all), federal and state agencies (e.g., National Clearinghouse for Bilingual Education changed to National Clearinghouse for English Language Acquisition), and other state departments of education. In addition, the accountability requirements forged by the No Child Left Behind Act of 2001 placed undue burdens on two-way/dual language programs to produce literacy and language proficiency results in English from early grade levels, with no accountability or concern for second language proficiency.

Despite this roller coaster of support and challenges, two-way/dual language programs have survived and continue to expand.

Now—Successes and Challenges:

While most two-way/dual language programs include Spanish as the partner language, there is growing demand for other languages as well, particularly in Mandarin; currently, Mandarin, Cantonese, Korean, Japanese, Vietnamese, Arabic, Russian, French, German, Portuguese, and Italian are other partner languages. More recently, with increasing interest and connections with China, parents, business and community leaders, and policy makers in some communities have pushed for more Mandarin programs. For example, the State of Utah leads the nation in Mandarin programs, with passing of legislation to establish 100 dual language programs enrolling 30,000 students throughout the state by 2015, though the target date has been moved up to 2014. While Utah partner languages may include Spanish, Portuguese, and French, there is a strong commitment to Mandarin. Mandarin is also emerging as a popular partner, due to assistance in funding through the Confucius Institute for non-profit public institutions aligned with the Chinese government's goal to support Chinese language and culture.

Support for two-way/dual language education has changed dramatically in the past 30 years. Originally, there was considerable funding to help schools develop and implement a program; to provide pre-service and in-service



training; and to fund evaluation and research studies that examined important issues, such as an examination of the critical features and instructional practices associated with student success. Now, support – but usually not funding – is provided by a variety of local, state, and national professional organizations (or school districts or county offices of education) that provide conferences or workshops. Unfortunately, there is little funding for teachers or administrators to attend these conferences or for school leaders to provide the range of professional development for teachers and administrators that is necessary for quality implementation. Further, there is little funding for research and evaluation activities to better understand what strategies and practices work best and for whom. Thus, there is considerable experimentation with the two-way/dual language model, some of which may be beneficial, but some of which may be detrimental.

Nonetheless, the research results have remained fairly consistent over the past 30 years; considerable research has been conducted on both the 90:10 and the 50:50 programs in public (and public charter) schools from preschool through high school. Research includes different geographic locations around the US, schools in richer, middle class, and poorer communities; schools in rural, urban, inner city, and suburban areas; students from different ethnic, socio-economic, language backgrounds, and also includes students with various disabilities. Despite these wide variations in communities, schools, and students, results are quite consistent in showing that both native English-speaking and ELL students who participate in two-way/dual language programs achieve at levels that are at least comparable to, and often higher than, their peers enrolled in English-only instruction on standardized tests of achievement and language proficiency in English; but, two-way/dual language students have the additional benefit in that they are also bilingual and biliterate. Furthermore, native English-speaking and ELL students who attain the highest levels of bilingualism tend to score at higher levels of achievement on standardized tests of reading and math compared to English-speaking students enrolled in English monolingual classrooms. However, research clearly demonstrates that these successful results are not always apparent until grade 4 or 5, especially for children who are educationally at risk, because it takes time for children to fully develop the two languages and thus to score at high levels on achievement tests that require considerable proficiency in the two languages.

Thus, while programs continue to expand and results continue to show success, we need to advocate for two-way/dual language education to receive more support. We need school-community-business partnerships from pre-K through college to support children and their families at all levels of education, to provide program alignment and also community opportunities to use the languages being learned. We need materials for classrooms and libraries and homes in the various languages that are offered. Expansion efforts in two-way/dual language require more teachers and administrators who are trained in content, in the two-way/dual language model, and who have full bilingual/biliterate proficiencies. We need to help parents become advocates for their children and communities as well, both native English speakers and target language speakers.

Imagine a nation in which all children have access to high quality two-way/dual language programs and all children could become bilingual, biliterate, and educationally successful. It will require our advocacy efforts, but we can get there! 🌳

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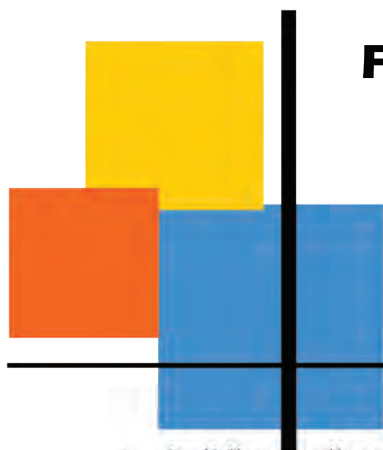
Full versions of the articles available online:

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at our CABE Headquarters

(626) 814-4441 Ext. 200 or via email
mvilla@bilingualeducation.org



THEN AND NOW:

California English Language Development

Karen Cadeiro-Kaplan, San Diego State University

In 1998, California adopted the first set of English Language Development (ELD) Standards which were designed to supplement the English Language Arts (ELA) content standards to ensure that limited-English proficient students (LEPs), now called English Learners (ELs) in California, could develop proficiency in both the English language and the concepts and skills contained in the ELA content standards. This was a goal that advocates and practitioners working with ELs celebrated. At the time these standards were developed, they were “state of the art,” in that the standards addressed, for the first time in K-12 schools, the core knowledge, skills and abilities that English learners needed to be successful in acquiring English, in order to prepare them to engage the English language, and in particular, English language arts.

Then, as now, to ensure that ELs were successful in acquiring language, a key set of specific instructional strategies and pedagogical approaches was necessary. The focus in 1998 was to ensure that ELs were able to acquire the English language in order to have access and to further develop their abilities to use English for academic purposes, most specifically, then, the focus was the content of ELA. In 1998, these standards were at the forefront, both in content and concept. The adoption of the California ELD standards (CA ELD Standards) brought awareness and professional learning to teachers across the state to ensure that English learners would

have access and a “bridge” to the ELA standards and curriculum framework.

Teacher certification ensured that all teachers developed the specific knowledge, skills and abilities to meet the needs of ELs. In this article, I examine the conceptualization of California’s earlier standards and the understanding that we have now, based on the research and practices of the last 10 to 12 years. To put it simply, this article will articulate the key conceptual shifts we see from the 1998 to the 2012 ELD Standards, and will address how these shifts inform the instructional strategies and pedagogical approaches in the context

of the California Common Core State Standards (CA CCSS) for Mathematics and for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

The CA ELD Standards describe the key knowledge, skills, and abilities in core areas of ELD that students learning English as a new language need, in order to access, engage with, and achieve in grade-level academic content, with particular alignment to the key knowledge, skills, and abilities for achieving the college- and career-readiness described in the CA Standards for ELA/Literacy. The CA ELD Standards do not repeat the CA



Current Standards & English Language Arts

Standards for ELA/Literacy, or represent ELA content at lower levels of achievement or rigor. Rather, the CA ELD Standards are designed to provide challenging content in ELD for ELs to gain proficiency in a range of rigorous academic English language skills. Further, unlike the 1998 standards that were a “bridge” to the ELA Standards, the 2012 CA ELD Standards amplify the language knowledge, skills and abilities of those CA Standards in ELA/Literacy that are critical in order for ELs **to simultaneously** be successful in school **while they are developing English**.

The 2012 ELD standards went from the conceptualization of language acquisition as an individual, lock-step process to one where communication and use of language drive language development. That is, language acquisition is seen as a developmental, linguistic and social process that puts at the forefront modes of communication found in the Common Core standards such as collaboration, interpretation, and production, where the skills of listening, speaking, reading and writing are not “discrete skills” but “engaged actions” for communication.

The purpose and design of the 2012 ELD Standards was to ensure that ELs have full access to high quality ELA and the language demands of mathematics, science, and social studies content, while developing language. The CA ELD Standards are intended to support this dual endeavor by providing fewer, clearer, and higher standards:

1. Fewer: Those standards that are necessary and essential for development and success;
2. Clearer: A coherent body of standards that have clear links to curriculum and assessments; and
3. Higher: Correspondence with the elevated standards in the CCSS.

ELD Standards Conceptual Movements

The table below highlights the conceptual movements or shifts from the former standards to the current California ELD Standards.

Table 1: Conceptual Shifts in the ELD Standards from 1998 to 2012

FROM	→	TO
Language acquisition viewed as an individual and lock-step linear process. With five distinct proficiency levels (beginning to advanced).	→	Language acquisition viewed as a non-linear, social process. Proficiency levels begin with native language as a resource and focus on modes of communication (collaboration, interpretation, production) versus discrete skills (listening, speaking, reading, writing). Proficiency then is seen as incorporating communicative modes into emerging, expanding and bridging to life long language learning.
Language development focused on accuracy and grammatical correctness, often isolated from content areas.	→	Language development as best occurring through effective collaboration, interpretation, and communication across the disciplines.
English viewed as a set of rules.	→	English viewed as a meaning-making resource with different language choices based on audience, task, and purpose.

The first conceptual shift addresses how language acquisition is conceptualized in the 2012 ELD standards. It also addresses the shift to three proficiency level descriptors and the spiraling nature of the ELD standards. Example: Students don’t learn the present tense, then the past tense, then the future tense, etc. Language is used and acquired, based on the context in which students need to use it, and the focus is on the related skills needed to communicate. As a traveler, we can learn basic communication phrases by



taking a trip to Japan or Spain; however, in K-12 settings, we learn language via the types of conversations and texts we need to engage in as part of learning (e.g., text book, magazines, videos on the plant cycle). In each of these cases, the use, tense and grammar may vary, and ELs cannot be expected to “wait to learn that tense or form” prior to being exposed to ‘use’ of the language form.

Thus, **the second conceptual shift** addresses moving from focusing primarily on accuracy to focusing on meaning-making and language form. In the example above, a beginning EL, who watched a video on the plant cycle, may now need to work with another student to outline or draw the key concepts derived from this video, and the teacher may provide a graphic organizer for the student to demonstrate those “steps.” While this is an example from science, it also involves language arts, in that the student is then to use this information to write a short description. This clearly demonstrates how an EL teacher may draw from what the science lesson is (designated ELD) and in turn how the science lesson may reflect language use (integrated ELD). The organizing tool can be used in one setting to demonstrate “understanding of content” and the other to provide “direction on language use for written communication.” Thus, students learn language by interacting in meaningful ways around intellectually challenging content (having collaborative discussions, interpreting texts, arguing for a position, etc.). In addition, teachers can make strategic choices about teaching their students how the language in these situations (e.g., an argument) is structured. This is how the ELD standards focus on both meaning and form and how the standards lend themselves to use in content classes (integrated) and how they can be used to hone in on specific language forms, functions and structures (designated).

Finally, **the third shift** illustrates the movement from a focus on traditional, rules-based grammar (subject, predicate; identifying parts of speech), and syntax (sentence structure), to a focus on the linguistic choices students have in making meaning (e.g., form, register, vocabulary). It is important to note that traditional grammatical terms, which are important tools for language acquisition, are still valued. However, the shift is to *broaden* the choices for language use. Thus, the student focus will be to choose words and use grammar for meaning beyond the “knowing” of a verb, a noun, or adjective. Thus, to go beyond “knowing” and “identifying” to using language in context. For example, after viewing a film on the growth cycle of plants, a student

might state: *Sunshine and water help plants grow; or the film illustrated how plants receive nutrients from the sun, the earth and water.* In the same day, the student is exposed to both present tense, in responding to a question, and to past tense, in describing what happened. Therefore, learning grammar in a discrete manner does not engage all of the “language experience” that happens during one school day.

*[The text above was derived from documents and presentations by the California Department of Education, and text from the ELD Overview and Proficiency Level Descriptor document found at:
<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>]*

ELD Standards and the English Language Arts Curriculum Framework: Approaches of Integration and Designation for English Learners

Following the 2012 adoption of the ELD Standards, the California Department of Education (CDE) embarked on developing the first-in-the-nation English Language Arts/English Language Development Curriculum Framework. This framework breaks new ground by providing a blueprint for the implementation of two sets of interrelated standards that have wide-ranging importance: the ability to read, write, and communicate with competence and confidence, in English, and across a range of personal and academic contexts that expand students’ opportunities for career and college success, with the goal of full participation in a democratic society and global economy. [Introduction to ELA/ELD Framework <http://www.cde.ca.gov/ci/rl/cf/documents/introductionsbeadopted.pdf>]

The graphic to the right illustrates how the ELD Standards are nested within the CA Standards for ELA/Literacy and are a core part of the CA Standards for ELA /Literacy for all classrooms with ELs. The outer ring represents the vision we have for all CA students, including ELs and other culturally and linguistically diverse students. This outer ring highlights the capacities of literate individuals and the belief that all students will be ready for college, career, and citizenship in the 21st century. Strong literacy and language skills across the disciplines are critical for realizing the CA vision. Being broadly literate, along with having positive dispositions toward learning, allows students to access the thinking of others and to learn more about who they are themselves.

Within that ring, you’ll see that achieving this vision requires us to ensure that all students are engaged with

an intellectually rich and integrated curriculum in classrooms that are motivating, engaging and respectful. The five cross-cutting themes for ELA and ELD instruction are represented by the blue circles. These themes are making meaning, effective expression, language development, content knowledge, and foundational skills.

Inside the blue circle in the center, the CA CCSS for ELA/Literacy is represented, which provides guidance to teachers in supporting students to develop the capacities of literate individuals, become broadly literate, and be ready for college, career, and citizenship in the 21st century.

And finally, this graphic represents how the CA ELD Standards are nested within, not only the CA CCSS for ELA/Literacy, but also within rich and respectful contexts for learning. This center has access to all outer circles to illustrate the importance of ELs being engaged in the language of the content. Teachers then need to know the tools and how, why and what to use to unpack the core. The graphic also clearly indicates that, while ELs have access to the core, they still require designated supports, specifically in the areas of using English purposefully, interacting in meaningful ways and understanding how the English language works. Thus, the integration of ELD into the ELA Curriculum by grade level ensures ELs will be targeted throughout the school day, and in addition will have designated ELD time to go deeper into the areas of language acquisition and development.

To this last point, both the ELD Standards and the ELA/ELD Curriculum Framework make clear that EL students should have opportunities throughout the

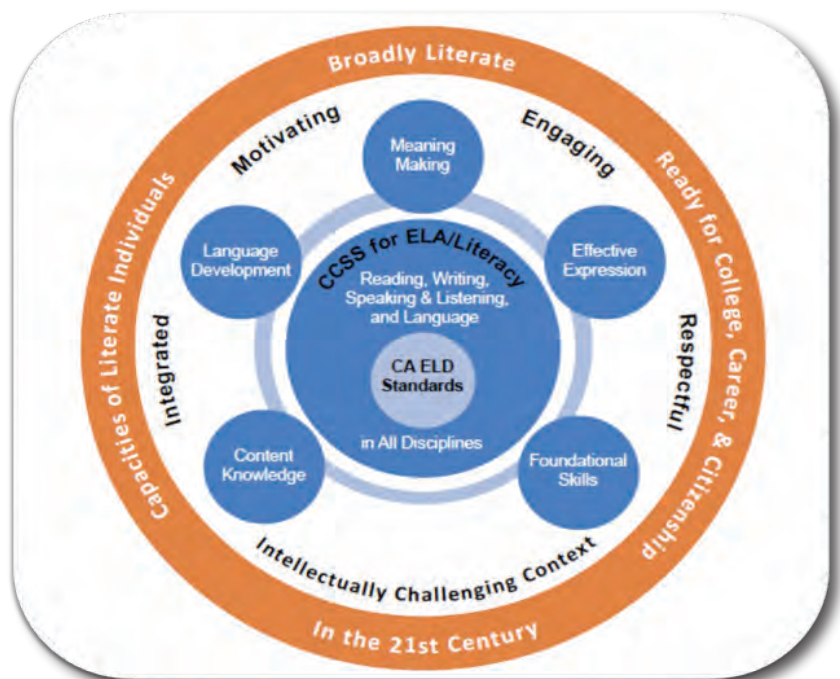
school day for **both Integrated ELD** (where content instruction supports development of language uses specified in the CA Standards for ELA/Literacy and the CA ELD Standards) **and Designated ELD** (that is specialized instruction that builds into and from content instruction in ELA and other disciplines to focus on those specific skills that ELs need through more targeted focused instruction.)

To see illustrations of what this would look and sound like in classrooms, the ELA/ELD Framework contains classroom vignettes that describe this type of classroom interaction. Additionally, there are two freely accessible Professional Learning Modules (PLMs) for implementing the ELD Standards at <https://www.mydigitalchalkboard.org>. The CA ELD Standards PLMs provide guidance on using the CA ELD Standards **in tandem with** the CA State Standards for ELA and Literacy in History/Social Studies, Science, and Technical Subjects and other content standards.

A Call to Action

The call to action is to continue to advocate for the needs of our English Learners and utilize the key documents and resources highlighted here to inform, engage and educate ourselves, our colleagues, and our students. These documents serve as the foundation to bring our practices forward in more critical and engaging ways, and further illustrates how we built on knowledge and research from 1998 to 2012 and that in 2024, we will see a further development, based on practice, research and policy shifts. **The key to this development is to start with the voices of teachers and the real experiences of students, where their voices and experiences inform our practices and our policies.** 🌱

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Full versions of the articles available online:
http://www.bilingualeducation.org/resources_public_educator.php#





BILINGUAL TEACHER PREPARATION, A CABTE MEMBER LOOKS BACK, PRESENT AND FORWARD.

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As we celebrate the 40th anniversary of CABE, there are many lenses we use to look back at where we've been, examine where we are now, and anticipate where we will be, or would like to be, in the future. Our lenses will yield different views depending upon our environmental, demographic, geographical and political contexts. This author's view reflects a northern California perspective.

AN HISTORICAL LENS ON BILINGUAL CREDENTIALING IN CALIFORNIA

One lens is from the perspective of a member of California Association of Bilingual Teacher Educators (CABTE), an organization of university and district personnel who have been at the helm of advocating for, and implementing, the various iterations of California Commission on Teacher Credentialing (CTC) certifications for bilingual teachers. These have included (1) The Bilingual Bicultural Education Specialist (BBES) of the late sixties, seventies, (2) The Bilingual Bicultural Credential (BBC) in the eighties and early nineties, (3) The Bilingual Cross Cultural Language and Academic Development (BCLAD) certification of the nineties, and (4) Bilingual Authorization (BILA) – authorization of the new millennium.



POLITICALLY PERCEIVED PURPOSES OF BILINGUAL EDUCATION

In looking back at the various iterations of bilingual teacher certification, the range of purposes, both implied and expressed, of “Bilingual Education” is clear. Since public education is a public endeavor, its purposes and goals are reflected in the political contexts of the times and are made manifest in the state and federal legislative and regulatory actions of each era. Frequently, the legislation passed is prompted by a need to remedy a perceived ill or deficiency, or even the fear of a perceived threat to the status quo. It is in this environment that Bilingual Education and legislation related to it has been one of the most controversial and litigated arenas of educational intent. Each wave of reform has had its pros and cons, its promoters and detractors, its defenders and critics.

FOUR ITERATIONS OF THE CALIFORNIA BILINGUAL CREDENTIAL UNDER CTC

(1) The *Bilingual Bicultural Specialist Credential* of the sixties and seventies was a truly tall order. It is remembered by many as belonging to the “golden years of bilingual education”. Both state and federal legislation and regulations promoted primary language development, instruction and/or primary language support. Anglophone children were to make up a pre-determined percentage of the bilingual class composition. It was clear that “bilingualism” was among the goals of the program. These Specialist teachers were to be certified to teach any subject, at any grade level, in two languages. And many did. Some taught up to three grade levels, at every level of “limited English proficiency,” in a single classroom, in all subjects and in two languages. Although politically unpopular with some principals and some of the public, there were federal Title VII winds in the sails of Bilingual Education. This proved beneficial for districts that were winners in the competitive federal Title VII grant process. Grant criteria included points for



instruction in “primary language” and even more points for “maintenance of primary language”. Funding existed for supplementary professional development at the local district level, and university grants for bilingual teacher educator preparation flourished. The era produced doctorated, committed bilingual educators who did research and provided leadership that has endured throughout the decades.

Many positives existed in these early programs. Curriculum was rich and prolific. Camaraderie among bilingual educators was high. Funds were available for substitutes for both professional development and conference attendance. Standardized testing in California included language-free computation mathematics testing with results disaggregated by NES, LES, FES and EO [also known as: Non-English Speakers, Limited English Speakers, and Fluent English (redesignated or reclassified) speakers and English-Only]. Disaggregated standardized test scores from the state of California consistently demonstrated that bilingual children in bilingual education programs outscored their monolingual peers in mathematics calculations. Anglophone children were successfully learning the languages of their non-English peers. Criterion-referenced testing for primary language arts (e.g., Spanish language arts) assured extensive accountability for literacy in the non-English languages. English speakers were evaluated for learning non-English languages.

On the other side of the ledger, for these first waves of *Bilingual Specialists*, there were not yet any required teacher basic skills tests that might credibly

document proficiency in English. In some instances, outstanding bilingual teachers were more proficient in the heritage or primary language than in English, and/or more comfortable teaching only, or primarily, in the primary language. This gave rise to a frequent and sometimes well-founded criticism that children in bilingual education were not always being exposed to, or successfully learning, English. Neither K-12 ESL standards, nor preparation to teach “ESL” in K-12, seemed to be a focus of the university bilingual teacher credential preparation programs. Teaching English to non-native English speakers was not a required part of the basic credential programs.

A retrospective paraphrase of the purpose of bilingual education during this era was to maintain primary language, including literacy, and make continued progress in academic subjects while learning English as a second language and to promote multicultural understanding and bilingualism among Anglophone monolinguals.

(2) By the 1980’s, A *Bilingual Cross Cultural Credential* replaced the *Bilingual Specialist credential*. This authorization more appropriately coincided with the grade levels and subject areas of the teacher’s basic credential. By the 1990s, California State Economic Impact Aid (EIA) regulations were modified eliminating any requirement for primary language instruction. The state legislative focus was on “transitional” bilingual education replacing the older “maintenance” bilingual education,

presumably to assure that English was being taught and learned.

The Ron Unz English-only movement was growing but had not yet taken full hold in California. An additional move away from bilingualism as a goal was reflected in the absence of any primary language requirements or criteria in awarding competitive federal Title VII grants.

A retrospective paraphrase of the purpose of bilingual education during this period was to focus primarily on English without regard to the use or maintenance of primary language for academic subject areas while learning English.

(3) The next iteration, in 1998, the *Bilingual Emphasis Credential*, was part of the restructuring of teacher credentialing under SB 2042, which called for the restructuring of the teacher credential programs to include preparation of all teachers to teach student learners of English as a second, or new, language. Multiple and Single subject teachers would now earn a basic credential with former “CLAD” content embedded in their preparation program rather than a separate bilingual credential, per se. A credential could be earned with Bilingual “emphasis”.

Coincidentally, in the same year (1998) as SB2041, a grass roots initiative entitled Proposition 227, nicknamed the “English-Only” proposition, also passed. Proposition 227 addressed how children learning English would, and would not, be taught. Essentially, they would be taught “overwhelmingly in



English” (Prop 227; Ed.Code 300-340). A little voiced provision in 227 allowed for “alternative bilingual programs”.

A retrospective paraphrase of the purpose of bilingual education during this time could be characterized as almost underground, although a barely tolerable experimental alternative, to the preferred teaching of English learners “overwhelmingly in English” for those parents who might voluntarily choose it.

(4) In 2010, required minor changes in B-CLAD program documents morphed into the current CTC approved *Bilingual Authorization (BILA)*. This modular authorization is achieved through a variety of combinations of state-sponsored exams and/or university coursework, in either CTC approved bilingual pre-service teacher or in-service teacher preparation programs. By the time the new BILA was due, many districts (particularly in northern California) had already dismantled bilingual education programs, thus greatly reducing bilingual openings and the need for hiring, which then contributed to shrinking enrollment in the university bilingual teacher preparation programs. This, in combination with a statewide university budget crisis killed, or greatly diluted, existing bilingual teacher preparation programs at universities. When changes were required to the B-CLAD, in order to become BILA programs in 2010, only a few institutions of higher education (IHE) opted to make the change. More and more districts were offering only

K-2 bilingual education, thus making the need to hire bilingual teachers seem unnecessary.

A retrospective paraphrase of the purpose of bilingual education during this time, is that it has no official place in the mainstream curriculum, except as token or humanistic on-boarding of young non-English speakers to the world of English-only. This goal is regarded as a form of subtractive bilingual education, in which English is substituted for the native language, rather than a form of additive bilingual education, in which English is added. The collateral impact of this goal is a silent, but predictable, loss of heritage language for children entering the system in pre-school and primary grades. Older arriving immigrant children with established heritage language skills might silently and accidentally become proficient bilinguals.

Post 227 tides are sweeping in a proliferation of two-way bilingual, dual immersion, and 50/50 programs, including the “Seal of Biliteracy” awards. This is good! Nonetheless, in post 227 California, we have been experiencing a gradual and consistent re-growth of “alternative” bilingual education programs that go beyond transitional second grade and that promote the maintenance and development of literacy in two languages, most prolifically in, although not limited to, southern

California. Many of these alternative bilingual programs are “two-way bilingual,” “dual immersion,” or “50/50” programs. A few exist in northern California, sometimes in name only.

Some BILAs in K-2 transitional bilingual programs are conflicting and disappointing. This is unfortunate for both teachers and for students. In parts of northern California, teacher candidates seeking the BILA, with hopes of promoting bilingualism and biculturalism, too frequently find themselves conflicted and or disappointed in their dream role as a bilingual teacher. Some even experience what might be considered a PTSD-inflicted depression when they find themselves implementing a curriculum that loudly promotes English at the expense of native languages, rather than in addition to them. Some re-experience the silent curricular oppression of language and culture that they had faced as bilingual children themselves. They feel they have joined the ranks of linguistic oppressor, but they stay because they know that their very presence and personal model is added value that learners would not have without them.

The Seal of Biliteracy has filled an important role in anti-linguicism and pro-bilingualism.

It is clearly a pro-bilingualism movement, with its focus on bilingualism and biliteracy as an outcome, and not merely a scaffold to English for immigrant children. In California, 165 of 1028 districts have embraced this bilingualism award, as it has gained popularity across California and is now a national movement expanding to other states, including in-progress groundwork of its possible expansion to the university level. So, on one hand, while California state

law and the CDE promote a subtractive model of bilingual education, in which early transition to English-only is what is valued and rewarded, public support is growing in the opposite direction towards additive programs that lead to bilingualism.

CONCLUSION

Taking inventory at our 40th year as an professional organization that has supported and promoted bilingual education and embraced affiliate organizations committed to different aspects of our mission, it seems fair to say that we have soared the heights and plumbed the depths of a political roller coaster, have survived, and are now well into recovery. Today, in 2015, there are strong crosscurrents

that may at times seem menacing, but are also serving to keep our work, our dialogue, and our research growing and deepening under the larger umbrella of linguistic human rights. Our professional organization and its affiliates have served an essential leadership role in moving forward the agenda of educating English learner immigrants and children of immigrants and promoting the unfilled potential for bilingualism during good times and bad. We are now poised to keep the good times rolling forward. 🌱

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*The class of Kenny Lau, one of the students named in the lawsuit.
Historical Photograph Collection of San Francisco Public Library's San Francisco History Center*



*Cheryl Ortega, Director of
Bilingual Education, UTLA*

The landmark U.S. Supreme Court decision, *Lau v. Nichols* (1974), sometimes known as *Beyond Brown*, is regarded by civil rights activists as the single most important case ensuring language rights in U.S. classrooms. *Brown v. Board of Education* (1954) guaranteed the right to an integrated school system, but did not discuss what instruction children received once they were inside the classroom.

In 1971, there were approximately 2,800 non-English-speaking children of Chinese ancestry in the San Francisco School District, and 1,000 of them were receiving supplemental English language services. A class action lawsuit was filed on behalf of the 1,800 who were not receiving additional instruction, on the grounds that they were denied equal access to instruction in violation of the 14th Amendment of the U.S. Constitution, and that they were being discriminated against because of their national origin, in violation of the Civil Rights Act of 1964. The District Court denied relief, and the Court of Appeals affirmed the decision.

That the Supreme Court agreed to hear the case was due to the public importance of the issue. The lawsuit expanded on the 1964 Civil Rights Act, which prohibits discrimination based on race, color or national origin in any program or activity that receives federal financial assistance.

The unanimous decision of the Supreme Court was that the district's treatment of these 1,800 students violated the Civil Rights Act's prohibition against national origin discrimination: "There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful."

Lau does not specify exactly how school districts must serve the needs of English Learners. But school districts in California, as well as in other states, have been required to ensure that all students can meaningfully access the curriculum. Bilingual education advocates have relied heavily on research that indicates student learning in a primary language is highly more likely to lead to academic success than learning academic concepts in a second language.

So what has become of the *Lau* decision in the 40 years since it became law? Are English Learners more likely to find that guaranteed access? Patricia Gándara, co-director of the Civil Rights Project

at UCLA, said, at the U.S. Department of Education's annual summit on English Learners in 2007, that although the *Lau* case recognizes the rights of English Learners, "it is up to educators to ensure that schools put the U.S. Supreme Court's ruling into practice." A second panelist at the summit was Edward Steinman, a civil rights attorney who had argued for the plaintiffs at the Supreme Court. "The *Lau* case has been around forever, but court rulings are just a piece of paper," he said. "They're not self-executing."

Just this year, the American Civil Liberties Union found that a significant number of English Learners are not being equitably served. Many school districts like San Francisco and Los Angeles have excellent English Learner Master Plans. But, as Gándara and Steinman noted, good laws need good implementation.

The potential large-scale ramifications of *Lau* were, and are, huge pertaining to every language minority, not just the Chinese students in San Francisco. Yet many English Learners are still precluded from the promise of equal access. It is hoped that with the passage of state Sen. Ricardo Lara's California Multilingual Education Act, to be on the ballot in 2016, the promise of access and equity for all will be realized. 🌳

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Dual Language Learner Support in California Preschools: Past, Present, and

Carola Matera, California State University Channel Islands
Maricela Estrada, University of California Santa Barbara

Introduction:

High quality early care and education (ECE) has become a priority for the Federal Government, States and private foundations (The White House, 2014). Studies show that by increasing the school readiness of disadvantaged children, high quality ECE leads to a reduction in costs related to special education, grade retention and criminal behavior (Karoly & Bigelow, 2005; Reynolds et al., 2007; Schweinhart, 2004). So far, however, evidence-based practices to serve today's linguistically diverse children have still to be consistently and comprehensively applied in early learning classrooms. This is especially important in California, where young dual language learners (DLLs) account for 60 percent of the 0-5 population (Cannon, Jacknowitz, & Karoly, 2012; Fortuny, Hernandez, & Chaudry, 2010).



Many of these DLLs face the disadvantages of poverty, low parental education level, and misidentification for special education, in addition to inadequate provision for their language needs (Peisner-Feinberg et al., 2014). In California, the Federal Head Start (HS) program and the State Preschool program represent potentially strong socio-economic investment through their emerging support of these learners. Although both programs have included cultural and linguistic elements from early in their development, systematic implementation has been a main concern only since 2010 (CDE, 2013a; USDHHS, 2010).

Historical Background

Both the Federal Head Start and State Preschool programs were created in 1965, the State program modeled after HS, and both designed to serve poor and diverse children and families (CCRWF, 2011). HS, housed in the U.S. Department of Health and Human Services, followed the 1964 Civil Rights Act. Rights were also the driver behind a subsequent series of key Federal and State legislative measures for K-12 education, beginning with the first Federal Bilingual Education Act in 1968. Until the publication of HS's standards in 1974, no implementation guidelines existed for support of language and culture in early education. However, the education of all enrolled HS DLL preschool children was to continue without enforced implementation of DLL teaching practices for more than 40 years.

The State Preschool Program, under the California Department of Education (CDE), survived the shift in the 1980s and 90s from rights to demographic change as a driver of DLL education policy. These years saw the State's 1976 Bilingual-Bicultural Education Act sunset in 1987; the near passage of Proposition 187 in 1994, which would have banned any non-authorized resident from attending public schools; and the passage of Proposition 227 in 1998, which resulted in the dismantling of most bilingual education programs. Surprisingly, however, also in 1998, CDE produced its first major DLL preschool guidance in the form of a resource guide entitled *Assessing and Fostering the Development of a First and Second Language in Early Childhood* (McLaughlin, 1998).

One explanation for the contradictory steps taken for DLLs by California's preschool program and the K-12 retrograde DLL policy may lie in the position of HS as a Federal program unaffected by California State law. Another could be its continued leadership in best practices, which it has maintained throughout. In 1991, for example, HS published its Multicultural Principles, asking early education providers to individualize services "so that every child and family feels respected and valued and is able to grow in accepting



and appreciating difference" (OHS, 2009). An additional cause of the State's continued attention to preschool DLLs has to be the separation of the worlds of K-12 and ECE. The policies and operations of the two administering bodies were uncoordinated and their curriculum approaches and language models discontinuous. This has only recently begun to change with the passage of California's Kindergarten Readiness Act in 2010, institutionalizing Transitional Kindergarten in the K-12 system (S. 1381, 2010).

Head Start Leadership vs. Implementation Shortcomings

In a political climate emphasizing the socio-economic benefits of education, the 2007 reauthorization was built on the focus of HS on school readiness, which began with the Head Start Act of 1998. The Head Start for School Readiness Act (2007) brought major change with the HS Child Development and Learning Framework, which requires programs not only to promote the acquisition of English, but also "to ensure that children have opportunities to interact and demonstrate their abilities, skills, and knowledge in any language, including their home language." As a result, the Act also created a Center on Cultural and Linguistic Responsiveness, one of five National Centers, to provide current research, a concentrated effort to boost related professional development, and best practice information including: materials on home language for teachers and families; a self assessment of the preparedness of HS grantees to support DLLs; and a formal systematic method to organize and support quality teaching for DLL children (USDHHS, 2010). These public domain resources



are widely used beyond HS by early childhood practitioners, helping to boost the quality of DLL support across the ECE field. However, the lack of their inclusion in the Federal funding review protocol has left key DLL practices largely unimplemented (USDHHS, 2014).

The Federal review tool incorporates the Classroom Scoring Assessment System (CLASS) to provide “a valid and reliable observational instrument that assesses classroom quality, including teacher-child interactions” (Pianta, LaParo, & Hamre, 2008). Unfortunately, CLASS self-reports that it “does not specifically assess cultural competence, cultural sensitivity, or teaching strategies specific to dual language learners” (Vitiello, 2013). The CLASS developers actually state that, “When programs need to evaluate these important aspects in classrooms, they should supplement CLASS data with information from other sources.” HS has neither identified nor adopted a source for such supplementary information. This means, then, that the current measure of quality does not take into account teacher interactions with DLLs, who make up 30% of the one million HS children served nationally (and who are distributed across 87 percent of all HS classrooms), and 48.3% of all the children served by HS in California. Despite the mandate for home language support, due to the lack of quality assessment for DLLs, a HS classroom at this point can be judged high quality without any implementation of best practices for DLLs.

Progress and Challenges

In line with States’ reforms to align ECE and K-12 standards, curriculum, assessment and professional development, the HS 2007 reauthorization called for the formation of State Advisory Councils (SAC) and Collaboration Offices. One valuable outcome in California has been the 2013 publication of California’s Best Practices for Young Dual Language Learners, now used in conjunction with the State’s 2010 Early Childhood Educator Competencies in higher education teacher preparation programs (CDE, 2011; CDE 2013b).

Prior to the formation of the SAC, the State of California had benefitted from the informal influence of HS through consultation with HS experts in developing key DLL support materials. These materials are provided by the California Department of Education (CDE) Early Childhood and Support Division, and form part of the State’s Early Learning and Development System (ELDS). They include: The Preschool English Language Guide (2002), Preschool Learning Guidelines (2000), A World Full of Language: Supporting Preschool English Learners (2007), California Early Childhood Educator Competencies (2011), California’s Best Practices for Young DLLs (2013b), and the English Language Development

section of the Preschool Learning Foundations (PLF) (CDE, 2008). The ELDS uses the Desired Results Developmental Profile (DRDP) as its preschool assessment measure, which recognizes the importance of home language and English language development for DLLs.

Despite the richness of the ELDS, however, there is no licensing requirement for the implementation of its DLL guidelines and resources. In addition, PLF, which were designed as standards, are not officially adopted as such. For this reason, the DRDP, as the State’s preschool assessment, is often used without concurrent application of the guidelines and standards. The California Budget Act of 2014 promises future implementation of the PLF in transitional kindergarten, and requires teachers to earn 24 early childhood education units. This brings the potential for development of a California early childhood education credential based on the CDE Early Childhood Educator Competencies, which could lead to formal embedding of the California ELDS.

Further demonstrating the influence of HS measures, the SAC has assumed responsibility for implementing a Quality Rating and Improvement System (QRIS) for caregivers to identify the level of care provided by ECE programs. QRIS provides a mechanism for some enforcement of the ELDS; however, participation in QRIS in California is optional, involving only 17 counties to date. Furthermore, the QRIS quality indicators lack any requirement to provide support for DLLs. Notwithstanding this deficiency, individual participants can more than meet its minimal requirements. We can turn, for example, to the Ventura County Office of Education to see DLL support enthusiastically, professionally and effectively delivered to meet community needs, fulfilling both California’s and HS school readiness goals.

Conclusion and Hope

Although HS once more awaits reauthorization, on December 10, 2014, President Obama announced \$750 million in Early Head Start-Child Care Partnerships and Preschool Development Grants. Meanwhile, California can look forward to 2016 and the opportunity to vote for the repeal of Proposition 227. Political recognition of the importance of early care and education is growing. We have arrived at a time that holds the hopeful prospect of standards and practices that consistently include DLL supports as part of change that will benefit all pre-school children in our early learning settings. 🌱

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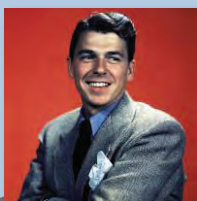
LOOKING BACK AT

Significant State Legislation Affecting

Martha Zaragoza-Díaz, CAFE Lobbyist

1967

California Governor Ronald Reagan signed Senate Bill 53, which ended a 95-year old state education mandate that required all schools to carry out instruction in English.



1972

AB 2284 did not require school districts to provide bilingual education services to ELs, but did allow them to compete in applying for funds to develop bilingual programs.

1972

SB 90 established the Educationally Disadvantaged Youth Program, precursor to the Economic Impact Aid Program.



1976

AB 1329 established the Chacon-Moscone Bilingual Education-Bicultural Act which replaced AB 2284/1972. It provided the legal framework for a mandatory bilingual education program.



1977

AB 65 established the Economic Impact Aid Program (EIA), which modified the Educationally Disadvantaged Youth Program.

1980

AB 507 established the Bilingual Education Improvement and Reform Act designed to update and strengthen AB 1329/1976. This Act continued the mandate that districts provide bilingual instruction for every EL student in California.

19

Proposition California v overwhelmed passed this initiative de English as "official lan California." eliminate p language in

SB 638 established reclassification criteria and procedures to determine whether an EL is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age, whose native language is English.



AB 1485 prohibited CDE and SBE from determining an LEA ineligible for funding, if they provided primary language and ELD instruction to ELs in bilingual education programs.

AB 2117 established a pilot project to identify existing best practices regarding, but not limited to, curriculum and staff development for teaching ELs and promoting English language acquisition and development.



AB 1871 permitted BCLAD candidates to demonstrate knowledge, skills and language proficiency by completing coursework or a combination of coursework and examinations.

AB250 mandated the State to 1) align curriculum frameworks with the CCSS, 2) ensure that publishers incorporate ELD strategies for ELs, 3) ensure that the ELA K-12 curriculum frameworks and K-8 instructional materials included ELD standards, 4) reauthorize statewide pupil assessment system to include the primary language assessments for ELs.



AB 124 A required the SBE to update, revise, and align the 1997 ELD standards to the state's ELA standards.

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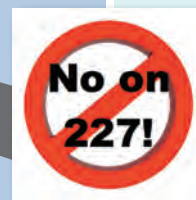
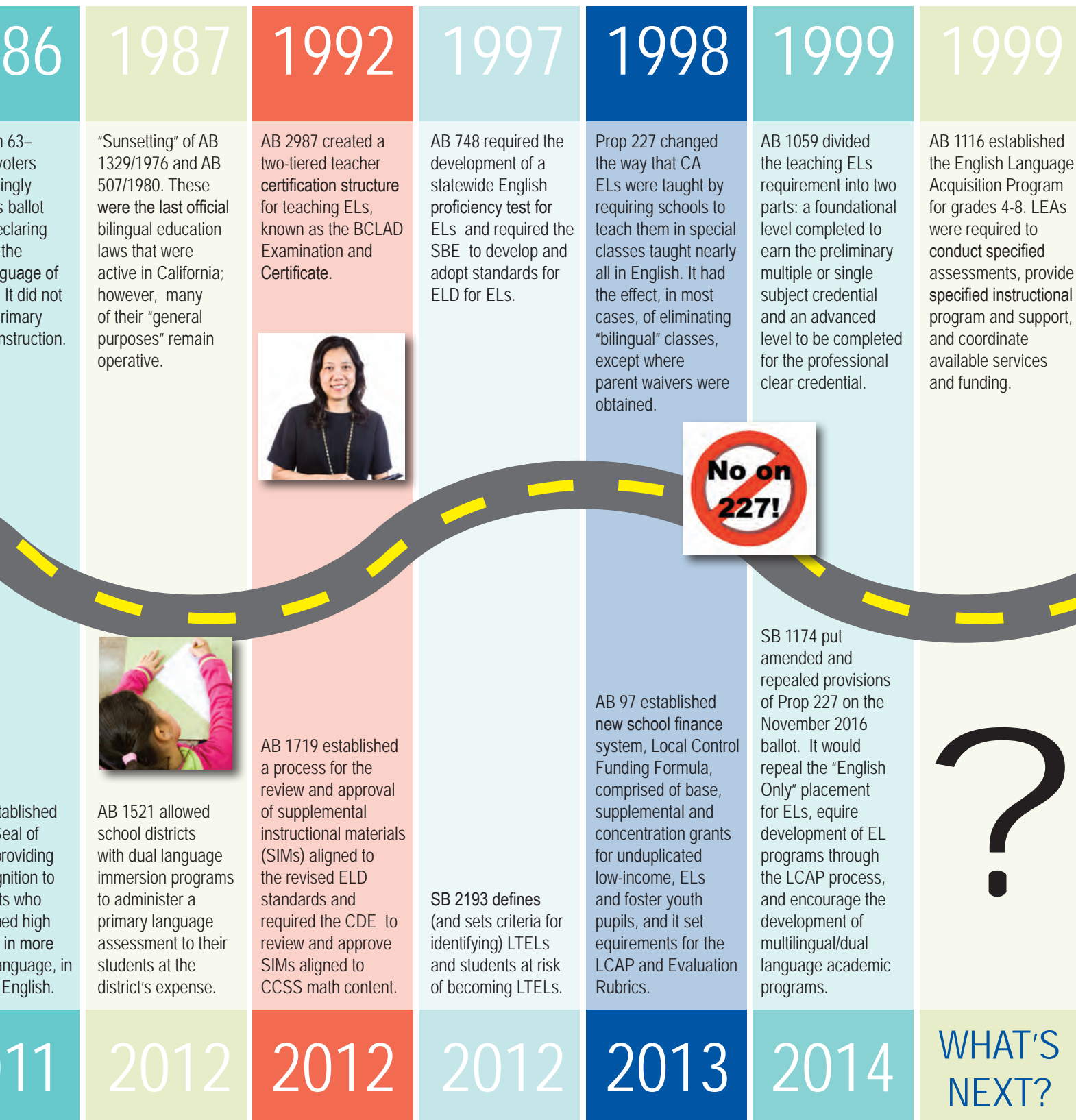
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AT LEGISLATION:

g Bilingual Education Policy Since 1967



Changing the Ethos of Culturally and Linguistically Diverse Schools: Supporting Educators of English-learning Students through the Lens of Culturally Proficient Practice

Reyes Quezada, University of San Diego;
Delores B. Lindsey, California State University, San Marcos;
Randall B. Lindsey, California State University, Los Angeles

Introduction

In July 2012, Corwin Press published *Culturally Proficient Practice: Supporting Educators of English-learning Students*. The book is designed for educators and school districts/boards to use the tools of Cultural Proficiency to enhance their effectiveness with English-learning students. This article provides an overview of the book, as it relates to educating and supporting culturally and linguistically diverse students. We thank our publisher, Corwin, for providing excerpts. Writing and publishing this book was a professional journey that we are honored to share with you in this article.



Our journey began with Donaldo Macedo, Professor of Applied Linguistics, University of Massachusetts, Boston, accepting our invitation to write the foreword for the book. He opens by stating “The brilliance of *Culturally Proficient Practice: Supporting Educators of English-learning Students* is the intelligent manner in which the authors invite us to pay a debt to the millions of students, whose tongues are at risk of being yanked, by closing teachers’ cultural proficiency gaps through insightful cultural activities that provoke reflection and action—a process through which teachers will adopt a more humanistic pedagogy, where they refuse to engage in practices that dehumanize, while they effectively transform, through their democratic pedagogy, the ugliness of human misery, social injustices, and inequalities.” (Macedo, 2012).

These borders of dreams and borders of educational inequities are the borders we wish to bridge between culturally and linguistically diverse students, their families and educators, as well as the school systems that educate them. The ideas we provide in this book to support educators working with English-learning students are tools and “only tools” that need to be adapted to the needs of the communities in which they are working, whether a national and/or global context.

The Context and Tools for Educating English-learning Students

Schools across Canada, the United States and other nations continue to seek ways in which they can effectively educate English-learning students. For far too long, educating English learning children and youth has been at the margins of the education enterprise. Historically, indigenous First Nations, African American, and Latino students have been marginalized in our schools. Coupled with immigrant populations from around the world and the emergence of stringent assessment and accountability measures, schools now are expected to close achievement gaps with no excuses offered. We developed *Culturally Proficient Practice: Supporting Educators of English-learning Students* as a tool to support the ongoing professional learning of you and your colleagues, and as a way to respond to narrowing and closing those educational gaps.

Cultural Proficiency is an individual’s or a group’s belief system that holds students’ cultural backgrounds of language, race, gender, and socioeconomic condition as assets, upon which we are to construct their educational

experiences. Cultural Proficiency is not a program, but it can be the foundation for programs of curriculum, instruction, assessment, and leadership that value and respond to student cultures. This belief in all students’ ability to learn is the product of educators who are keenly aware of how their assumptions inform their individual values and behaviors. Similarly, Culturally Proficient schools are devoted to uncovering the manner in which assumptions systemically, and often without conscious intent, inform current educational policies and practices. In both the individual educator and school systemic examples, the intent is to remove institutional barriers to student learning.

Demographic shifts from across international borders, as well as within Canada and the United States, are bringing increasing numbers of students from diverse linguistic backgrounds into our schools. Diversity in our public, religious and private pre-K through Grade 12 schools is a reality. The purpose of the book is to encourage educators to think about language diversity in a broad and inclusive manner using the lens of Cultural Proficiency. The initial steps, when embracing Cultural Proficiency, is to think reflectively about one’s own values and behaviors and the school’s policies and practices toward English learning. Cultivating a willingness, openness, and commitment to meet the challenges and opportunities of diversity is an important first step for the development of effective educational practices.

Serving the educational needs of English-learning students has become a conundrum for many schools. To successfully educate English-learning students, our schools must develop long-term approaches to professional development and resist over-reliance on discrete short-term instructional strategies. We, the authors, have learned that instructional strategies for acquiring English must be learned, coached, and applied in a supportive context. Such learning must take place where educators share two beliefs, 1) that teachers, and administrators and counselors who support these teachers, believe they can learn to teach English-learning students, and 2) that English-learning students deserve high-quality instruction. When these beliefs are in place, educators are equipped to use a curricular and instructional model for English-learning students appropriate to their school and community needs.

Cultural Proficiency and English-learning Students

Given the growing numbers of English-learning students in Canada and the United States, it is vital that educators and school districts/boards strengthen their Cultural Proficiency knowledge and skills needed to work effectively with English-learning students. Effective multicultural and culturally relevant teaching reaffirms these basic principles:

Believing all English-learning students can learn is evidence of moving beyond negative stereotypes toward becoming Culturally Proficient. Recognizing the particular teaching and learning challenges faced by English-learning students is foundational for the use of basic multicultural education strategies. Incorporating the language and cultural experiences of English-learning students and their families in the curriculum is vital to creating Culturally Proficient classrooms, schools, and school districts. These principles are grounded in valuing native languages and cultures as assets and are important foundations for work with English-learning students.

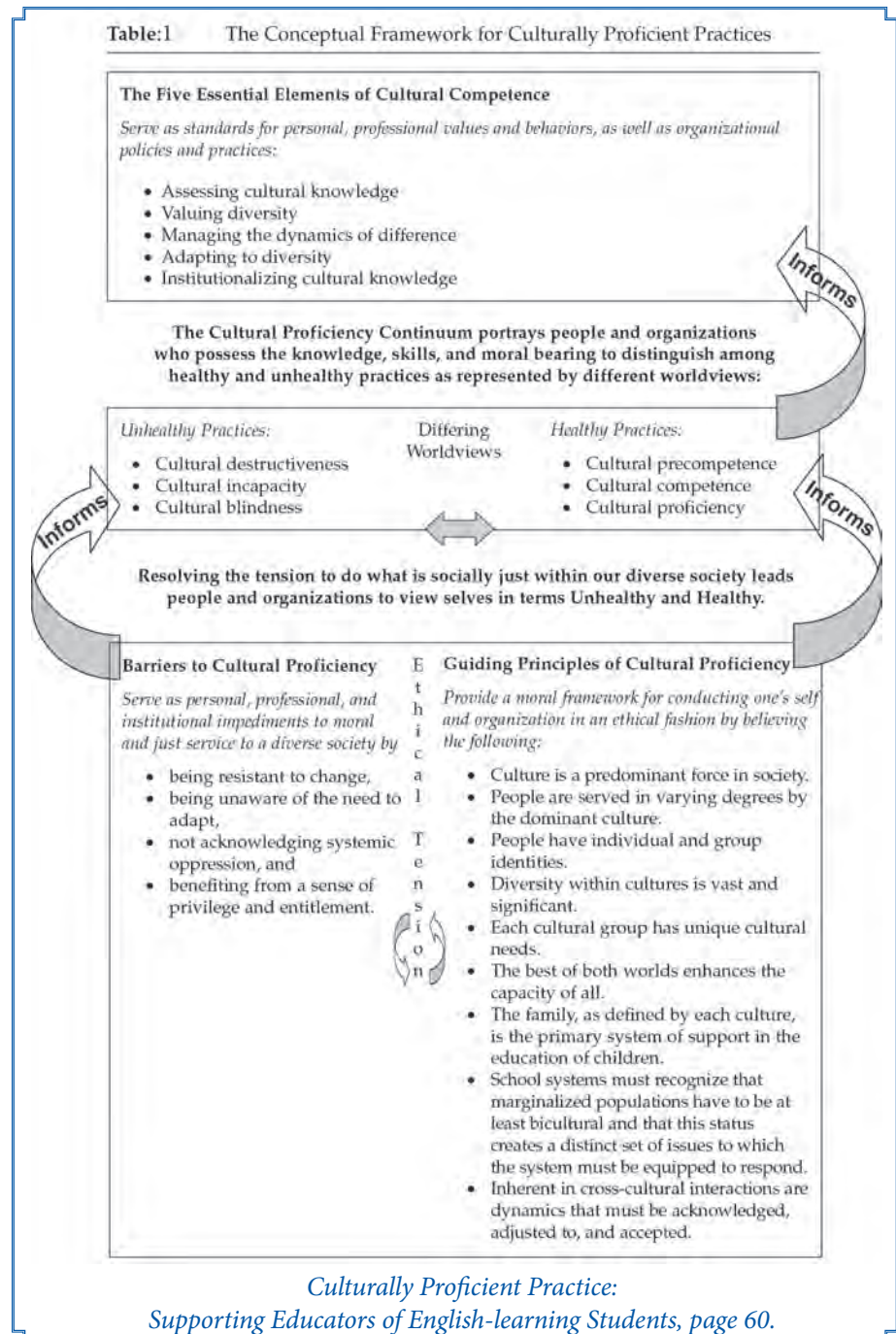
The Cultural Proficiency Conceptual Framework

The conceptual framework illustrates the manner in which cultural assets form the basis for core values to guide educational leaders. Recognizing and understanding the tension that exists for people and schools, in terms of barriers versus assets, prepares you to better serve the students in your classroom, school, and district. Table 1 presents the Conceptual Framework of Cultural Proficiency and illustrates understanding the four

Tools of Cultural Proficiency and the relationship of the tools to one another. Begin by reading Table 1 from the bottom up. Please regard reading in this fashion as a cultural experience.

The Tools of Cultural Proficiency enable you to: Describe barriers to Cultural Proficiency you may have

experienced or observed that impede cultural proficiency. Describe how the Guiding Principles of Cultural Proficiency serve as core values for your personal, professional, and organizational values and behavior. Describe unhealthy and healthy values, behaviors, and school policies and practices and plot them on the



Cultural Proficiency Continuum. Describe and use the five Essential Elements of Cultural Competence as standards for your personal and professional behavior and your school's formal policies and non-formal, prevalent practices.

The Tools of Cultural Proficiency are arrayed, first, in a Conceptual Framework and later, formatted into a rubric designed to describe how to engage in personal behavior and organizational policies and practices to more effectively serve English-learning students.

Transforming the Culture of School

Of all the cultural groups that schools serve, the organizational culture of school is the focus of this book. Both veteran and new educators acknowledge that change is not easy. Within schools abide forces that either block (barriers) or facilitate (guiding principles) student achievement. Implementing new practices in schools is often difficult and made even more difficult when issues serving the educational needs of English-learning students are embedded in change processes.

Culture as an Asset Leads to Cultural Proficiency

The Cultural Proficiency Continuum and Essential Elements of Cultural Competence are the visible Tools of Cultural Proficiency and are represented by what we do, not by what we say we do. The Essential Elements are standards for personal and professional behavior, as well as for organizational policies and practices. As noted above, the Guiding Principles are core values that inform

and guide the Essential Elements. When culture is embraced as an asset, educational successes can be crafted, both for ourselves as educators and for the communities we serve.

Last, a key feature of this book is chapter nine where Action Research is introduced and offers educational benefits, combined with the Essential Elements of Cultural Proficiency as a tool for you in making changes in your own practice and with your colleagues in making changes in your school or district. Using Action Research supports the purposes of improving the academic achievement of English-learning students and narrowing and closing persistent and prevalent achievement gaps, by examining the total school system, to studying the local school, to studying one's individual practice.

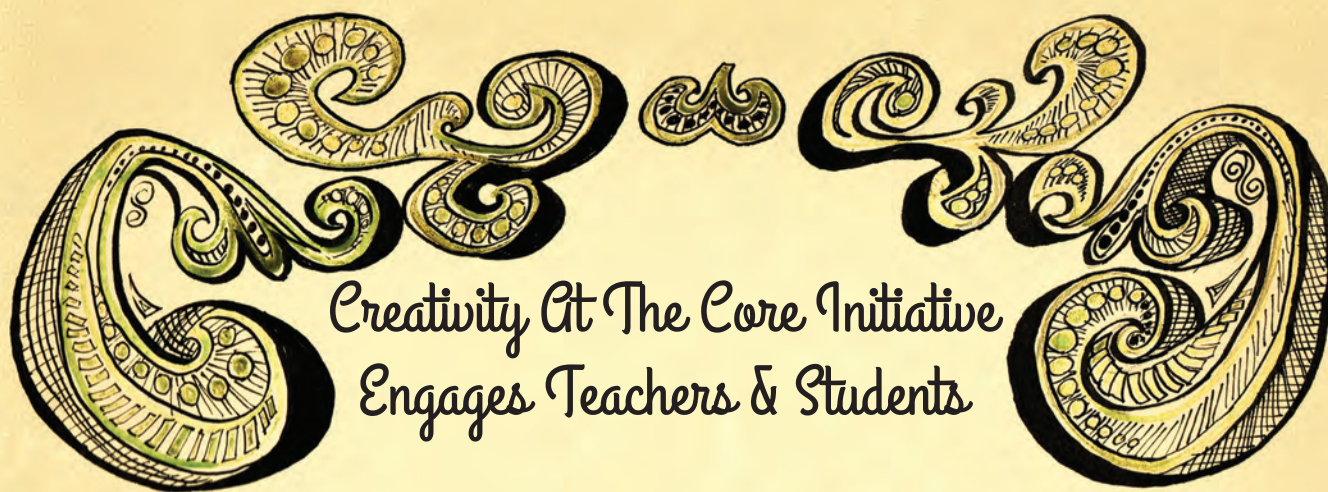
Closing Thoughts

As mentioned at the beginning of this article, writing this book was truly a professional journey of applied research and collaboration. We offer Cultural Proficiency as a lens to further develop educators' professional practice in working with English-learning students. The goal of developing educators who are culturally proficient practitioner researchers in linguistically and culturally diverse schools is to nurture our students to become people of good character, capable of love and work, educated in good schools that are caring, civil, and challenging (Quezada & DeRoche, 2010). "These goals contribute to building a society that finds systemic solutions to its problems and promotes democratic ideals for each of its citizens" (Lickona, 1998, p. 78). We believe the skills and competencies presented in this book are needed for 21st century culturally

proficient practitioner researchers. We believe one of the primary purposes of education is to improve the lives of all students through effective teaching and learning strategies; therefore, we pose these final questions for reflection to engage you as culturally proficient practitioner researchers who bridge theory into practice:

- *What attitudes, circumstances and/or conditions help or hinder your movement and the movement of your peers, your school and community, and the school district toward the development and implementation of educational strategies as a means for developing culturally proficient practitioner researchers?*
- *In what ways can you better support and address the needs of promoting practitioner research and Action Research? What additional information, resources, and support are critical to help you meet those needs in working with culturally and linguistically diverse students and their families?*
- *In thinking about culturally proficient practitioner research in support of the linguistically and culturally diverse student population in your class/school or school district, what curricular and teaching approaches would be most suitable to meet their needs? What support do you need to bring those approaches into your work?*
- *In assessing yourself, the school, and your peers concerning Action Research (if already being implemented), what is working well and what areas need improvement?*
- *What recommendations do you have for implementing the ideas and suggestions in this chapter? What do you do with educators who demonstrate a lack of understanding by the work they do?* 🌱

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http://www.bilingualeducation.org/resources_public_educator.php#



Sarah Anderberg, Statewide Director for the California County Superintendents Educational Services Association (CCSESA) Arts Initiative and Director of *Creativity at the Core*; Fred Dobb, *Creativity at the Core* Leadership Advisory; and Francisca Sánchez, *Creativity at the Core* Leadership Advisory and current CABE President.

Background Information:

Creativity at the Core

The California Arts Council's leadership role in the statewide arts education coalition, CREATE CA, along with key recommendations in the California Join Arts Education Task Force Report, informed the development of a new arts education program focused on developing and implementing professional development resources to deepen teaching and learning through the arts aligned with Common Core State Standards (CCSS). Recognizing that the adoption of CCSS is a critical change in education policy, this proactive investment in professional development resources and training for K-12 teachers and administrators will positively impact millions of students. The Huffington Post recently hailed the *Creativity at the Core* initiative as an "exciting and promising effort" that should "ignite the awareness of other states and the nation, and hopefully lead to a renaissance in education."

Creativity at the Core features the visual, performing, and media arts as an integral part of a comprehensive curriculum to help teachers and students succeed in 21st Century learning, through collaboration with nonprofit arts organizations and county offices of education in all eleven regions across the state. The program was developed in partnership with, and has been implemented by, the California County Superintendents Educational Services Association. All modules and resources created will be disseminated in an on-line compendium of resources for educators. Currently, regional teams are in the development phase of creating professional development modules that demonstrate powerful arts teaching and learning that connects the visual and performing arts standards and the Common Core Standards through culturally and linguistically responsive strategies of instruction. Regions are piloting these with educators across the state, utilizing the expertise of teaching artists and arts education leaders through the unique partnerships that have been created in this program.



Creativity at the Core Engages All Students

“Are we forming children who are only capable of learning what is already known? Or should we try to develop creative and innovative minds, capable of discovery from the preschool age on, throughout life?”

-Jean Piaget

Creativity at the Core answers Piaget’s call to form children capable of exploring and creating new knowledge and new forms of knowledge by exploring their innate creativity. By showing the educational community how the arts and creativity connect with the Common Core Standards, the project explores the world in which our students will be working and studying. The development of teacher professional development modules that incorporate dance, music, theater, visual arts, and other arts forms into Common Core instruction is an important step to demonstrating creativity’s role in learning all subjects. *Creativity at the Core* and its learning modules train teachers to prepare students for what many have called a new “conceptual age,” as described in Daniel Pink’s *A Whole New Mind: Moving from the Information Age to the Conceptual Age*. In this new era of learning, working, and social living, professional success and personal satisfaction will depend on developing abilities that everyone can master: design, story, symphony, play, empathy and meaning. In moving from an information age to a conceptual age, we need to take our students beyond knowledge and towards the application of knowledge that is still essential to thrive in a “high concept” or “high touch” approach to life. The

right brain qualities of inventiveness, empathy, joyfulness and meaning are the bases for these new aptitudes — “the capacity to detect patterns and opportunities, to create artistic and emotional beauty, to craft satisfying narrative, and to combine seemingly unrelated ideas into something new.” One policy basis for the development of the Common Core Standards is “21st Century Skills,” which are divided into three categories: learning and innovation skills; life and career skills; and information, media and technology skills. The emphasis goes beyond mastering basic literacy and mathematical skills to the “4 C’s”: creative thinking and problem solving, collaboration, communication, and critical thinking.

The implication for schools is that we need to employ strategies that allow students to design or create new ways of knowing, not just use existing knowledge; that help students communicate through compelling stories that connect with people’s values, beliefs and experiences; that show students how to draw from diverse perspectives to create a richer experience; that build students’ sense of connection to others; that create opportunities for them to innovate and experiment; and that require students to apply their learning in order to create meaning from them. This perfectly aligns with Jim Cummin’s notion of developing academic expertise in English Learners. At the center, he says, there must be teacher/student interactions that are characterized by two equally critical features: maximum cognitive engagement, and maximum student identity investment. In other words, this is an extremely PERSONAL enterprise, and students must know that who they are matters hugely and

is supported significantly by their teachers and other students. He goes on to say that in addition to a focus on meaning and language, curricula and pedagogy must also focus English Learners on using language to generate new knowledge, create literature and art, and act on social realities.

As with any new movement in education, the key challenge is to diminish the inequities among various groups of students. Research shows that minority students, English Learners and students from low-income families are less likely to receive quality arts instruction than others, despite evidence that these are the very populations for whom the arts provide important opportunities for engagement and academic growth in the core curriculum. CCSESA’s Arts Initiative publication “The Transformative Power of the Arts in Closing the Achievement Gap” documents the effectiveness of integrated arts education in providing “pathways of expression and understanding that come directly from the students’ experiences...ways for teachers to gather information about learners and their cultures.” -Mary Stone Hanley and George W. Noblit

Each teacher learning module addresses the specific strengths, experiences, and needs of English Learners, students of color, and low-income students. This is the case in all modules that include partnerships among local arts agencies and schools ranging from dance to musical theatre to exploring Native American artifacts to student assessment.

Creativity at the Core pedagogical practices that support intellectual performance are evident in each module. These practices adapted

from Yvette Jackson's *Pedagogy of Confidence*, include the following: Identify and build on student strengths from their languages and cultures; Establish powerful relationships that nurture success with the context of supportive teachers, teaching artists, parents, and communities; Elicit high intellectual performance through meaningful engagement with content; Engage students actively in learning through oral, written, and non-linguistic representations and the production of authentic products that add value to students, their families, their schools, and their communities; Create environments of enrichment, not remediation; Situate learning in the lives of students by using culturally and linguistically responsive strategies that validate students as knowers and use their life experiences and knowledge as starting points to academic growth; and Address the prerequisites for learning by providing resources needed for school success.

Culturally And Linguistically Responsive Pedagogy In Arts Education: What Do We Know?

Relationship	Those in the minority are less likely to participate.	In our California classrooms, we have multiple identities based on an individual’s multiple environments.	Relationship leads to engagement of student, parent, and community.	Relationship builds an environment where all are valued.	Relationship connects students and teachers.	Increase parental engagement.	
	Create opportunities to really get to know students.	Create a welcoming classroom environment: The art form becomes the equalizer. Find ways to use dance, music, theatre, and visual arts as a means of building relationship.	Establish strong relationships with students	Develop identity.	Explore and use multiple options for instruction and project implementation.		
Respect	There is a perceived arts deficit in minority communities, but all communities are culturally rich.	Counter narratives to accepted paradigm by asking, listening and responding appropriate-ly.	Elevate non-dominate language – attention to multiple languages offers respect, which has, as an outcome, deepened learning.	Present information visually –through a variety of mediums that help us to be culturally sensitive	Allow for student interpretation.	Respect home language.	
	Understand and acknowledge culture and language	Respect student voice.	Know differences of culture, region to region, in a single state.	Exercise cultural sensitivity.	Embed specific cultural sensitivitiesinto modules for teachers.	Appreciate student voice.	
Responsibility	With respect to education, an asset-based approach has more impact than a deficit approach.	We need to ensure that we are providing Arts every day, in every school, for every kid.	Avoid making assumptions about language ability (i.e. Latino, Asian, etc.).	Utilize linguistically – explicit language protocols as additional tools – to create space for understanding.	Avoid stereotypes.	Requires long-term learning.	Create an inclusive environment
	Focus on students as ASSETS v. deficits.						
Relevance	Provide equal access	Build a safe place where all students feel safe and welcome Be mindful of the 4 R’s Relationship Respect Responsibility Relevancy	Be aware of stereotypes.	Be courageous to go deep.	Rethink curriculum and multicultural focus – recognizing bias.	Scaffold to support academic language expressions for ELS	Use of different cultural norms and learning styles
	Give attention to target population(s).	We need to be mindful of student population(s), and choose activities, lessons, content, and experience of teaching artists accordingly.	Represent a mixture of cultures, men, and women – relevant to students.	Make school relevant.	Find teachable moments – connections that use multiple intelligences.	Connect learning to prior knowledge.	Responsive to student backgrounds
Relevance	Ground learning in relevant situations that engage students in active inquiry and creative expression.			Create space for understanding of culturally and linguistically responsive pedagogy.			Respectful of student backgrounds
	Use relevance as a key for motivation	Use culturally relevant strategies through the arts to develop community in the class and in extended learning situations.	Bring arts that represent the community.	Meet students where they are.	Examine community / school demographics	Develop culturally reflective curriculum.	Recognize and address school and community needs
	Assess teacher/student understanding and prior knowledge.	Open the door for more community engagement that reflects the cultures of the students represented.				Use curriculum that reflects the student community.	

Implementation

Through CCSESA's infrastructure, 11 regional *Creativity at the Core* teams were created that included the state Regional Arts Lead in the region and a minimum of one identified arts organization partner to develop arts learning modules focused on Common Core State standards. The modules target different learning groups. In this first phase of work, regional teams researched and developed a learning module that includes professional learning strategies for connecting the visual and performing arts with the Common Core State Standards. Regional partners are currently piloting their professional learning and documenting and refining their work. They will be submitting the final modules in February 2015 and showcasing the work at a statewide convening on March 17, 2015. Each module will feature the following components:

- Description of contents
- Roadmap document that addresses standards, key objectives, claims, and implementation details
- Content outlines and notes with strategies, handouts, presentations, videos, and support resources
- Research/resource list
- Standards addressed – complete listing of standards addressed in the module
- Credits of those who were involved in the projects

CCSESA's Role

Integral to this work has been an active Leadership Advisory, who has provided ongoing consultancy. The members of the advisory are: Sarah Anderberg, Director of CCSESA Arts Initiative and *Creativity at the Core*; Fred Dobb, consultant and former CDE administrator, Terry Lenihan, Professor, Loyola Marymount University, Mary Rice, CDE Consultant, Carrie Roberts, CDE administrator, Francisca Sanchez, consultant and *Creativity at the Core* designer, and Patty Taylor, senior consultant for CCSESA Arts Initiative and *Creativity at the Core*. Three of the members serve in a larger capacity as coaches – providing ongoing leadership and support to the regional teams. Another key aspect of this work has been the development of the web site that will include the *Creativity at the Core* as a key feature, which will be unveiled at a statewide convening held on March 17, 2015 at the Sacramento Sheraton Hotel. For more information, contact: Jessica Kroll-Yoas at 916-446-3095. 🌳

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http://www.bilingualeducation.org/resources_public_educator.php

The Huffington Post recently hailed the Creativity at the Core initiative as an “exciting and promising effort” that should “ignite the awareness of other states and the nation, and hopefully lead to a renaissance in education.”



Walnut Grove K-8 Balile Folclórico Dancers performed at the *Creativity at the Core* Luncheon and Forum in Sacramento on November 17, 2014.

Has LCFF Improved and Increased Services to English Learners?

*Shelly Speigel-Coleman,
Executive Director of Californians Together*

Californians Together has long advocated for the rights of English learners. We asked for their perspective on how English Learners have been served by LCFF in this first year.





Californians Together was founded in 1998, after voters passed Proposition 227, which outlawed most bilingual education in California schools. We joined with other organizations to advocate for quality education for children from underserved communities. With these partners, we have called for English learners to receive the resources and supports they need to succeed in school—and to which they are legally entitled. With the Local Control Funding Formula, many of the categorical programs that provided these resources were eliminated and replaced with additional funding for increased and improved services for English learners.

To determine whether the promise of LCFF for English learners is realized in the Local Control and Accountability Plans set forth by districts, Californians Together, the California Association for Bilingual Education, and California Rural Legal Assistance are reviewing first-year LCAPs. Our sample includes districts with high numbers of English learners, high percentages of English learners, and those with a history of providing quality English learner programs. We are examining the programs and services districts say they will provide to English learners, and we are seeking to understand the extent to which those services represent an increase or improvement over what was previously offered.


Our review focuses on English language development services, parent engagement, professional development, access to courses and programs, the use of English learner data to inform goals, and expenditures (including the state-required “proportionality” calculation and districtwide and schoolwide uses of supplemental and concentration grants).

A few promising trends have emerged from our preliminary analysis. In their LCAPs, a number of districts address the **unique language and academic needs of their significant numbers of Long Term English Learners (LTELs), providing specific services for these students, such as accelerated language courses.** In addition, several districts plan to begin or expand their dual language immersion programs for English learners and native English speakers.

At the same time, we find areas for concern:

- It is very difficult to get a sense of any comprehensive approach to programs and services for English learners.
- There is very little evidence of whether programs and services are increased or improved over what the district offered previously.
- The template and format of the LCAP do not require that the districts designate which funds (base, supplemental, or concentration grants) are being spent on services for English learners.
- Although the implementation of the English Language Development (ELD) standards were specifically called out with the Common Core State Standards as one of the eight LCFF priorities, the template did not require that districts describe what they are doing for implementation. As a result, few districts included any reference to the ELD standards.
- The District English Learner Advisory Committee (DELAC) is expected to make recommendations for English learner services that will be included in the LCAP. Very few LCAPs list any of the recommendations from the DELAC, nor do they describe which recommendations were included in the plan.
- **Several districts are distributing significant funding to individual school sites.** But in the plans, the language is very general on how the sites will use the funds and for what services.
- Districts make minimal reference to data on English learners’ language development, achievement, or demographics, and this data is rarely used to inform goals.

Early in 2015, Californians Together will publish a formal report. **We hope our findings and recommendations will provide valuable information to administrators, teachers, parents, and school board members as they revise and improve their initial LCAPs with an eye toward effective services for English learners.**

Californians Together is a statewide coalition of parent, professional, and civil rights groups committed to securing equal access to quality education for all English Learners. 

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Full versions of the articles available online: http://www.bilingualeducation.org/resources_public_educator.php#

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CALIFORNIA'S

Grace P. McField, California State University, San Marcos

Imagine a state with the world's eighth largest economy. Of the country's 40 million foreign-born, a full quarter (10 million) of this foreign-born subgroup resides there. They comprise 27% of the state's 37 million residents (Trounson, 2012). The state boasts a vibrant, diverse community comprised of 39% Latinos, 38% Whites, 14% Asians, 6% African Americans, and 3% Other. The schools are 53% Latino, 25% White, 11% Asian American (including Filipino), 6% African American, and 3% Two or More Races, and less than 1% Native American and Pacific Islander, and None Reported. In the state, 43.2% of those 5 years old and up speak a language other than English at home, compared to 20% or 55.4 million out of 281 million people in the U.S. (U.S. Census Bureau, 2013). Nearly two-third of its students (59.4%) receive free and reduced price meals. At 22.8%, nearly a quarter of its students are learning English, and these children represent nearly one third (32%) of the nation's English Learner (EL) population (NCES, 2013).

The state is California, and the current educational climate here is abuzz with new efforts to prepare all students to be ready for the global economy in the 21st century. There are the Common Core State Standards, implementation of the accompanying Smarter Balanced assessments that began in 2012, California's ELD standards adopted in 2012, the new and historic Local Control Funding Formula legislation signed into law in July, 2013, and California's new ELA/ELD standards just launched in December 2014, the first of its kind in the nation, to name a few.

Thus today, combining accountability and rigor with local flexibility and responsibility are key features of new initiatives that hold both promise and challenges. As California's educators strive to provide quality instruction for all learners in this diverse state through new standards, accountability, and program decision-making and budget control at the local level, all stakeholders need to be ever mindful

of a key question regarding language, which is the medium through which all the rigorous Common Core standards will be implemented, i.e., taught and learned. The key question is, what about the state's language education policy? Is the state's language education policy current and in keeping with other trends and initiatives? The answer is a resounding NO.

Then: California voters approve a language education bill with a sketchy track record for over 1.4 million English Learners.

Since 1998, California's schools have operated under the tight constraints of Proposition 227. Passed by a margin of 61% to 39%, the voter initiative mandated an all-English program called Structured English Immersion to be used for one year for ELs, unless a parental waiver was approved by the school. It was a plan with virtually no research base or support, then or now. It also included funding for

English language classes for adults who would promise to tutor ELs, and allowed teachers to be personally liable if the proposition was not followed and enforced. Today, over a decade after Proposition 227 was enacted in California, the majority of secondary level ELs are long-term ELs (LTEs) who have been unable to be reclassified as English proficient after six or more years (Olsen, 2010).

As a context piece, in 1997, Superintendent Delaine Eastin's proposal to digitally wire every school in California was deemed impractical by the California Business Roundtable, a group comprised of major chief financial officers in the state. The Roundtable supported Governor Wilson's \$100 million digital high school initiative to fund about 200 high schools in the state for technology resources.

In recent history, Proposition 227 can be traced back to 1981, when California's late Senator S. I. Hayakawa



OPPORTUNITY

introduced a constitutional amendment (S.J. Res. 72) into the U.S. Congress. Although the proposed amendment did not report out of committee, 18 states passed initiatives naming English as their official language within the decade. In 1983, Hayakawa founded U.S. English, an organization dedicated to promoting a common official national language. In 1986, California voters approved Proposition 63 with 77% of voter support, which made English the official language of California (Ricento, 1995). It would be the passage of many social policies that ostensibly seeks to advance unity through English, but in reality effectively controls and curtails immigrants' language use and full participation in government programs including public schooling.

Proposition 227 (1998) followed Proposition 187 (1994), an initiative to bar undocumented aliens from receiving public education or services, except for emergency medical care that passed 59% to 41%; and Proposition 209 (1996), which sought to amend the state constitution to prohibit state governmental institutions from considering race, sex, or ethnicity in the sectors of public employment, public contracting, and public education. It passed 55% to 45%.

Los Angeles Times exit polls reported that 63% of White voters and 23% of Latino voters voted for Proposition 187, while African-American and ethnic Asian voters were split in their voting. Most notably, Whites comprised 57% of

California's population but 81% of voters, while Latinos totaled 26% of the state's population but just 8% of voters (California Opinion Index, 1994).

Proposition 209, the anti-affirmative action proposition, was enacted by 62% of White voters and 23% of Latino voters who voted in favor; while most African American, Latino, and Asian American voters were opposed. At the time, Whites comprised 53% of California's population but 77% of voters, while Latinos totaled 30% of the state's population but just 11% of voters (California Opinion Index, 1994).

Proposition 227 appealed to voters for several reasons. In his analysis of exit polls conducted by the Los Angeles Times and Alvarez and Nagler Political Research Group (ANPRG), Alvarez (1999) found that one of the strongest factors in voter support for Proposition 227 was racial or ethnic self-identification, with more Whites, Asians and Blacks having voted for the Proposition while Latinos voted against it.

In another statewide voter analysis, Castro (1998) noted that non-Hispanic white voters were instrumental in the passage of the proposition: "Indeed, there has been a consistent voting pattern across the country on issues similar to Proposition 227 for almost two decades. Non-

Hispanic white voters favor anti-bilingual measures by a huge majority. Latino voters oppose such measures by about the same margin, and African Americans and Asians fall in-between. Putting this picture together, it is clear that the center of gravity of support for ending bilingual education is among non-Hispanic whites. California's two largest minorities, African Americans and Latinos, opposed the measure, while the third, Asians, gave it lukewarm support. Because Latinos made up only 12 percent of the electorate in June (compared to 29.4 percent of California's population), their strong opposition to Proposition 227 could not counter massive non-Hispanic white support."

In light of Alvarez's (1999, p. 16) reflection, "the other way in which Proposition 227 might not have passed would have been the construction of strong cross-racial coalitions," if we are to claim this golden opportunity to replace the outdated 227 language education policy with SB 1174, we must reach out across traditional ethnic groups, forge new partnerships and alliances among educators, parents, students, and community organizations, and work together for things to change.

In doing so, we must keep the true goals of public schools, which are to foster community building and shared participation in education, front and center. We must demonstrate how the welfare of ELs surely impacts our collective interests and individual needs both in the present and in the future. The fact that the majority of secondary level ELs has been ELs for six years or more has serious implications for not only academic achievement and graduation rates for individual students and schools, but also for the quality of the workforce and welfare of our shared communities, funding of the social security system and active civic engagement.

Following 227, in one district, all Spanish language books were systematically removed from school libraries and locked up. In the years that followed, parent complaints alleged that their waivers had been torn up, while teachers reported the district superintendent demanded that waivers be personally submitted to his desk, a statement made to actually deter any waivers from being submitted at all. In the over 16 years since 227 has been law, in many districts around the state, many teachers and school district leaders have shifted away from the controversial language of instruction issue, and focused on the ongoing standards and accountability requirements and issues that primarily address English language instruction and testing. This approach has resulted in neglecting the critical role of the

primary language in learning and achievement. In recent years, the new generation of teachers who have earned a teaching credential under SB 2042, as well as administrators and teachers, report that 227 is a non-issue or are not aware that the policy does allow for instruction in a language the students can understand and learn from through the parental waiver clause. How can parents exercise their right to choose the strongest research-based program for their children if teachers and school leaders themselves do not know about the law or actively share this key information?

Proposition 227 has had a devastating impact on bilingual education programs, programs that build on students' prior knowledge, i.e., home language, and allow for EL parents to participate meaningfully in their children's schooling in a language they know. In fact, since 1998-99, the number of teachers providing instruction in the student's primary language has *decreased* dramatically from 14% of all EL teachers (16,360 out of a total of 117,004) in 1999, to an alarming 2.4% (4,793 out of 202,475) in 2010-11 (California Department of Education, Educational Demographics Unit, 1999 – 2011). At the same time, the number of ELs *increased* by 9.5% from 1,442,692 in 1998 to 1,513,233 in 2009.

What about the research on language education programs?

Alvarez (1999) also noted that opinions about bilingual education and the belief that Americans should speak English played critical roles in influencing the 227 vote. Most analyses of the political context of 227's passage indicate that the public was not aware of the research indicating effectiveness when it comes to bilingual education programs for ELs. Especially noteworthy are findings from public opinion studies that reveal that there is general public support for the key principles of bilingual education, but that often there is confusion or lack of clarity about what the key instructional components of bilingual education programs consist of (Krashen, 1996).

As noted in McField (2014), the balance of all the quantitative analyses on bilingual education programs means that nearly 1,000 studies showing no difference between bilingual and English-only programs must be located in order to negate the balance of research findings showing clear and consistent support for bilingual education programs. Additionally, current research continues to show that English-only does not yield superior results when compared to bilingual English development programs for this population. (Gándara & Hopkins, 2010;

Owens, 2010; Ríos-Aguilar, González-Canché, and Sabetghadam, 2012.)

Does Proposition 227 infringe on federally guaranteed civil rights and equal opportunity to learn?

In all manners and analyses, Proposition 227 is an infringement on civil rights and an equal opportunity to learn. It obstructs personal liberties of language, a marker of identity inextricably tied to heritage and values.

A fuller analysis of the federal and legal context of policy for ELs is beyond the scope of this paper and interested readers are directed to *The Miseducation of English Learners* (2014), which provides an overview of the three state propositions that restricted ELs' access to learn in CA, AZ and MA, and provides a helpful overview of federal case law and talking points for advocacy, and future possibilities for ELs.

Now: A golden opportunity for California

In February 2014, Senator Ricardo Lara introduced Senate Bill 1174 (SB 1174 or California Multilingual

Education Act), which would give local school districts, with parent and community input via the LCAP, more flexibility and choice to select the best English language development program including bilingual education or dual immersion programs. SB 1174 also deletes parents' authority to sue educators over the implementation of Structured English Immersion programs. The bill received strong support by both the Senate (71%) and Assembly (67%) in August, 2014. Governor Brown signed the bill in September, 2014, and it will be voted on in November 2016 by the people of California.

What does the California electorate look like now vs. then?

California's electorate has shifted dramatically since 1994, when 77% of registered voters were white, 11.4% were Latino, 5.9% were African American, and 4.4% were Asian American. As of 2012, counterpart figures were 55.6% white, 24% Latino, 10.3% Asian American, and 6.9% African American. By November 2016, California's electorate will be even more diverse, marked by the fact

that Asian Americans and Latinos are among the fastest growing groups in the state (Ramakrishnan & Lee, 2014). Regarding today's public sentiment toward affirmative action, two-thirds (66%) of California's registered voters are significantly in favor of affirmative action related to higher education and employment. This holds true for whites. In contrast, 54% of the electorate supported Proposition 209 (1996) that ended affirmative action in the state then.

Following is a comparison of where major racial/ethnic groups stood on the issue of affirmative action in 1996 and in the 2014 poll: Whites, 63% supported 209 (i.e., 37% opposed) vs. 57% support it today; African Americans, 74% opposed 209 vs. 83% support it today; Latinos, 76% opposed 209 vs. 81% support it today; Asian Americans, 61% opposed 209 vs. 69% support it today (Ramakrishnan & Lee, 2014).

Regarding party affiliation in the state, the breakdown of the November 2014 California electorate was 44% Democrat, 30% Republican, and 26% Independent, although the ideology breakdown was more evenly split across three major categories -- 30% liberal, 31% conservative, and 39% moderate (Bruno, 2014). Recall that 187, 209, and 227 were all strongly supported by Democrats. Large portions of African Americans, Latinos, and young voters are California Democrats.

Last but not least, since voters are largely comprised of adults without children (Fox News Politics, 2014), it is helpful to consider the fact that adults without children in public schools will comprise the majority contingency that needs to hear accurate, research-based information about SB 1174 so





that they can make an informed vote at the ballot in November 2016.

Does the Lara bill (Senate Bill 1174) have a chance of voter approval in 2014?

The current climate is much more supportive of multilingual education than before. Presently, 38 states in the country (Gil, 2014) and 359 California schools offer dual language programs that teach two languages to students dominant in English and in another target world language (California Association for Bilingual Education, 2015). In California, thanks to Californians Together, the state in 2011 became the first to issue a state level Seal of Biliteracy (Seal of Biliteracy, 2014). As of July 2014, 25,000 students in 165 school districts across the state have been awarded the Seal (California Department of Education, 2014). Eight states already issue a Seal of Biliteracy and four more are considering it. If mainstream newspapers are one indication, in 2014, at least two editorials from The Los Angeles Times acknowledged the consistent research foundation regarding the effectiveness of bilingual education programs (see Los Angeles Times Editorial Board, 2014 June 4 and Los Angeles Times Editorial Board, 2014 November 30).

What is the current capacity to restore and even increase research-based programs for English Learners?

Bilingual Teacher Supply: Since 2001, the number and percentage of new bilingual teachers receiving bilingual credentials have steadily dropped from 8% of all teaching credentials issued in 2001 (CTC, 2002) to 5.8% as of 2009 (CTC, 2011) (Note: figures include concurrent and add-on bilingual authorizations. Data for 2010-11

(0.007%) was not verified as reliable due to the transition from BCLAD to bilingual authorizations in the state.) Proposition 227 directly curbed the number of new bilingual teachers due to its affirmation and legitimization and valuing of monolingual instruction. A multilingual California needs and deserves an increase in its multilingual teaching force. SB 1174 will give rise to such critically needed changes in teacher preparation for a global economy.

What key action steps are necessary to realize California's golden opportunity?

Educators, parents and students in California today are living in the legacy of an outdated language policy. Despite the bustle of new reforms and efforts, the basic issue of access to core curriculum remains ever salient in the English Learner classroom. More than ever, in this era of standards and accountability, it is critical that we engage in evidence-based practices.

- Statewide data must be transparent and utilize student level data to inform program effectiveness and decision-making for all students, including ELs.
- We must continue to share and disseminate research on effective programs and successful schools that show powerful outcomes for ELs, so that districts can make the best decisions to advance success for all.
- We must advocate vigilantly for assessments in the primary language, since we know that measurement only in English is largely inaccurate and/or invalid for ELs.
- We must advocate for accurate identification, assessment and placement in special education and gifted education programs for our ELs to address over-identification and under-identification, respectively.

Currently, 7% of the general population, but just 2% of ELs are in gifted programs (Gil, 2014).

- We must forge, through support of the Seal of Biliteracy and multilingual education programs including traditional bilingual education and dual language immersion programs, the much-needed alliances across racial and cultural/sociolinguistic communities and individuals noted as being critically important in influencing language education policy by Alvarez (1999).
- We must vote in 2016 and pledge to find 10 friends who will vote for SB 1174!

Can we transform education in the 21st century to a powerful level not yet seen before? Yes, we can! Let's continue on this exciting collaborative journey by spreading the word about SB 1174. Signed by the governor in September 2014, and thus approved to be placed on the next voting ballot in November 2016, we have a short time to share important information about the consistent research showing positive effects for bilingual education (McField, 2014), and reach out, and build awareness about this critical issue so that all students can access the core curriculum and benefit from parent involvement and support, and shared local decisionmaking (via the LCFF). 🌳

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Preparing Secondary Teachers for Common Core Instruction with Long-Term English Learners: Then and Now

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Anne René Elsbree (CSUSM), and Annette M. Daoud, (CSUSM)

Abstract

This paper emphasizes the need for equitable pedagogies for English Learners (ELs) through common core subject area content (materials and instruction), process (activities), and products (assessments). It compares instruction for secondary Long-term English learners (LTELs) in the past to what is effective and equitable for them in the present. The authors examined lesson plans from 35 single subject credential teacher candidates in southern California who conducted clinical practice, and thus wrote lesson plans in districts that served LTEL students. An analysis indicated that candidates' lessons included content, process and product strategies that represent equitable pedagogies. Lesson analysis led to a five-part equitable pedagogical plan: 1) information about student, 2) strategy, 3) explanation of strategy alignment to the student's need, 4) assessment criteria, and 5) monitoring and adaptations. Educating Long-term English learners is more than just providing access to the curriculum or sheltering instruction.

Preparing Secondary Teachers for Common Core Instruction with English Learners

At the secondary level, the majority of English learners (ELs) can be characterized as “long term English learners” (LTELs), having been enrolled in U.S. schools for approximately 6 years or more; with a grade point average below a 2.0; and insufficient linguistic and academic proficiency to succeed in content areas (Olsen, 2010). Secondary ELs have a wide range of backgrounds and experiences in school that require varied levels of scaffolding to access content (Dutro & Kinsella, 2010).

Literature Review

Then and Now

Forty years ago, teachers used the audio-lingual method as systematic grammatical drills in lessons designed to capitalize on repetition and memorization (Nosrati, et al., 2013). Students had little control over their own language production and only received feedback on

their recitations of sentence patterns and dialogues (Brooks, 1964). Strong criticism rejected this inductive model and favored communicative approaches to learning language (Krashen & Terrell, 1983). Lesson design included practicing meaningful language with the teacher as a facilitator, and with less talking and more listening during instruction (Larsen-Freeman, 1986). This led to the Natural Approach (Krashen & Terrell, 1983) that stressed similarities in acquisition between the first and second language. Lessons were designed by lowering students' affective filters and providing instruction in a comprehensible manner.

Years later, language proficiency was still defined as “how long it takes language minority students to acquire sufficient English proficiency to follow instruction in the regular classroom” (Cummins, p. 5 in Leyba 1994). The assumption was that their language competence was deficient, leading to compensatory programs with quick-exit transitional bilingual education in the early grades (Crawford, 1995). Consequently, secondary education included



the practice of tracking ELs based on their linguistic and academic levels with a sink-or-swim approach - English immersion (Crawford, 1995; Nieto & Bode, 2008). Also, English as a Second Language (ESL) was considered a remedial curriculum across grade levels (Cummins, 1994; Gensuk, 2011).

Late exit bilingual models through 6th grade began to emerge, however secondary education remained status quo until Specially Designed Academic Instruction in English (SDAIE) or sheltered instruction was introduced as an approach for academic content in English (e.g., social studies, science), hence, lessons defined content and language objectives for cognitively demanding subjects (California Department of Education, 1993; Echevarria & Graves, 2007; Peregoy & Boyle, 2008).

Although, we are currently implementing programs that capitalize on the students' linguistic and cultural diversity in K-8th grades (e.g., dual language) (Lindholm-Leary, 2001), experts are still defining what these programs look like in secondary education. In the meantime, the California's English Language Arts/English Language Development Framework (2014)

defines designated and integrated English Language Development as approaches for English learners, but the topic remains under much discussion for lesson planning across all grade levels.

Despite 40 years of frameworks, programs, approaches and techniques to teach English Learners, the majority of secondary schools still fall short in providing adequate instruction to ELs. Lesson design is still unclear for teachers, particularly mainstream content teachers of LTELs (Olsen, 2010).

Lesson Design for English Learners

For this paper, the authors examined lesson plans from 35 single subject teacher credential candidates designed during the 2013-14 academic year. The candidates were enrolled in Multilingual Education, which focused on the goals of how to support ELs. The assignment for this paper was to design a lesson plan that included differentiation for ELs. The program provided a lesson template for all courses and clinical practice. Each lesson included: standards, objectives, assessments, enduring understanding, essential questions, instructional steps, student information,

differentiation and materials. Prior to this assignment, candidates created a universally designed lesson (Rose & Meyer, 2002; Rose & Gravel, 2010) using backward planning (Wiggins & McTighe, 2005) with specific differentiation for content, process or product (Tomlinson, 2001), based on their class profile. Candidates located student information at their clinical practice sites, such as English proficiency levels and individual education plans. Currently, the data available for ELs is the California English Language Development Test (CELDT). The CELDT scores identify the ELs' ability to listen, speak, read and write in English. Candidates matched a student's CELDT score to an appropriate CA ELD Proficiency Level Descriptors (PLDs): Emerging, Expanding or Bridging. They created and conducted a survey with their secondary students to identify their interests and learning profiles. Finally, the candidates analyzed the profiles to identify similarities in their students' learning, and select differentiation strategies.

Content

The candidates' lessons included 23 universal designs for learning content with eight strategies, including an explanation of how the content was specifically designed for ELs. In addition, four of the lessons included content differentiation based on ELs' readiness and language proficiency. The content differentiation consisted of content accommodations with no content modifications - no substantial change to the instructional level,

subject content or assessment criteria for the EL, but addressed the delivery method.

Process

The lessons designed by the candidates included 27 process strategies, with 74% (26) universal design for learning strategies, including 21 of these with descriptions of how the strategy was designed for ELs. The process included flexible grouping (21), graphic organizers (7), and multi-sensory activities (6). The grouping strategies described the different ways students can be grouped to maximize learning, with 76% (16) specified for ELs, such as grouping the ELs with students more proficient in English to model correct language or to partner with other ELs that share the same first language for cross-linguistic references. The lessons with graphic organizers were designed for scaffolding and visual content processing. All of the graphic organizers represented universal design: only four of the lessons described the criteria for assessing the ELs' graphic organizers and five of the lessons described how the ELs would be monitored while working. Multisensory activities included presentations (3), drawing (2) and acting (1).

Product

Six of the candidates' lessons included product strategies (17%); five candidates included a rubric and one candidate designed a math lesson where the EL student verbally answered using a complete sentence in English. Two of the lessons used

the rubrics as a universally designed product, but the other three were differentiated and specified how the ELs would be required to perform at different levels based on their readiness. The product differentiations demonstrated minor accommodations for ELs in same subject area content as the rest of the class. The rubrics were designed to communicate different language development tasks based on the PLDs: Emerging, Expanding and Bridging.

Equitable Pedagogical Plan

After analyzing the lessons for equitable pedagogies, we identified five different components in the plans:

1. Identification of ELs PLD, learning profile and/or interests
2. Strategy aligned to the ELs PLD, learning profile and/or interests, and explanation of why the strategy is appropriate for the ELs PLD, learning profile and/or interests
3. Assessment criteria for monitoring the ELs progress based on the PLDs
4. Monitoring and adapting the strategy to support EL progress.

In general, the candidates were consistent with information about their students' English PLDs, learning profiles and interests, and selected equitable pedagogies for their identified students. First, 97% of the candidates (n=34/35) provided descriptive data about their students' PLDs, learning profiles and interests as evidenced by the candidates' mindful reflections of who needed

support in their lesson. Second, 100% of the candidates (n=35) provided at least one equitable strategy that was aligned to the student. Third, 60% of the candidates (n=4) provided an explanation for the plan. Some candidates may have assumed that the strategy was well-aligned, and therefore, did not provide an explanation. Fourth, 60% of the candidates (n=4) that used product strategies described the criteria for assessing the student's progress. Fifth, monitoring and adaption was described in 50% of the strategies.

Conclusions and Educational Significance

Across all content areas, teacher candidates' lessons were aligned to both the CCSS and the California ELD Standards. The lessons contained objectives and assessments that allowed LTELs enrolled in the classes to access the content, as well as targeted language objectives. Teacher candidates used 73 universal and differentiated strategies in the 35 lessons and allowed ELs to equitably access skills and knowledge in content classes as outlined in the CCSS.

The importance of this study is that teacher preparation programs must be clear on how to teach equitable pedagogical strategies in content area lesson designs for students who are linguistically, culturally and educationally diverse. In comparison to lesson development during the last decades that lacked differentiated instruction for ELs in secondary education, this research advances practices for a transformative education and agency in designing lessons that are in accordance to the proficiency and academic levels of ELs/LTELs. More research is needed in the instruction of LTELs, particularly on teacher credential programs in higher education. Teacher candidates in secondary education programs are likely to have LTELs enrolled in their content area classes. Teaching candidates how to develop universally designed and differentiated CCSS lessons that are targeted to match their ELs' needs, ascertains that we are moving one step closer to providing more equitable educational opportunities. 🌳

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CABE Vision: Biliteracy, Educational Equity and 21st Century Success for All

Transformation: The Journey towards Light & Hope

BY KAREN CADIERO-KAPLAN

Defeated!
Dehumanized!
Silenced!

The work and struggle for justice can be dark and hopeless sometimes....
Why are politics so difficult?
Why does someone always try to stop what is right?

Is there light?
Is there hope?
¡Adelante!
We feel the most fulfilled in the classroom
with students
 who teach us
 who challenge us
 who inspire us.

How do we continue to fight when hopes are trashed?
How does one sustain the energy
to value the humanness in the oppressor,
while still they silence you,
 mistreat you,
 abuse your trust?

Is there light?
Is there hope?
¡Adelante!

Why do we need to love those who oppress us
in order to make the world a better place?
Where is the humanity in you that values the humanity in me?
How do we teach others how to go beyond their own boundaries,
 socialized values, culture, and politics?
How do we disrupt oppressive structures as we participate in them?

Is there light?
Is there hope?
¡Adelante!

We work hard to fight for what is right
and in the moment when we are close to triumph,
those in power change the rules, manipulate the playing field, or distract us from the cause.

Why are we sometimes weak,
when we should be strong?
Why do we sometimes think,
when we should speak?

Is there light?
Is there hope?
¡Adelante!

Where is the light?

The light is in the hearts of others,
who envision a future transformed from structures that are
fearful, dehumanizing and oppressive to structures that are strong, humanizing and free from
oppression.

The light is in the shadows of those who possess the humility and strength
to name the world in order to change it.
There is light!
There is hope!
¡Adelante!

Where is the hope?

The hope is in the struggle to speak truth to power
in solidarity with others
who are committed to challenge
the oppressive systems that try to darken the light, to replace hope with fear.

We are the future! We are the peace builders, the dream keepers, the community builders!

There is light. There is hope.
¡Adelante!



In honor of Dr. Alberto Ochoa – May 17, 2013



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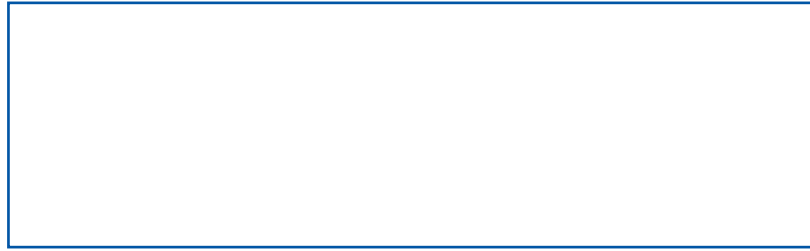


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