

UC Berkeley **Newsletters**

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GRANT REPORT

Teaching Academic Writing to English Learners

Academic writing is essential to succeeding in college and the workplace. A recent study found that the SATII writing test was a better predictor of freshman grades at the University of California than any other college entrance exam. Yet even the best prepared students have difficulty learning academic writing. Fully one-third of incoming UC freshmen in 2003 failed to meet the freshman writing requirement and had to take remedial writing.

Helping students learn academic writing is the greatest challenge facing teachers of English learners (ELs). While most ELs are successful in developing oral proficiency in English, many struggle to develop academic English, especially writing.

Writing instruction in California is guided by English-Language Arts (ELA) Standards and, for ELs, the English Language Development (ELD) Standards. Both specify the different types of texts, or genres, that students are to write at different grade and proficiency levels. For example, ELs in grades 6-8 at the Intermediate level are expected to "write brief expository compositions (e.g., description, compare and contrast, cause and effect, and problem/solution) that include a thesis and some points of support," among other tasks.

When it comes to identifying a language focus for writing these genres, however, the Standards provide less guidance, mentioning only very broad issues ("Revise writing for appropriate word choice and organization...edit and correct basic grammatical structures and conventions..."). Only vague reference is made to language features teachers could use in judging ELs' progress or helping them improve. This leaves teachers to focus mainly on correcting errors, rather than proactively teaching language forms that improve and strengthen students' writing.

The limits of a focus on errors

Feedback on errors can help students improve their editing skills, but a focus solely on errors has limitations. This text was written by a seventh grade EL, when asked to describe a picture:

The tiger is cover with orange fur's plus with black, white stripes over his body. and a pink nosies and two bright eyes. with a whisker and has one ears on his right, left side of his head and has a body like a cat but just bigger. and with a tail on the back.

A teacher could spend a lot of time marking the errors in this text, making judgments about how many "sentences" it has and where the boundaries are, among other things. But even with the errors corrected, this text is still not the kind of description that is expected of a seventh grade student. A genre-focused approach, with an understanding of the language features of description, could provide an effective pedagogical focus. One challenge of expository writing is that the organizational structure is not provided by a sequence of events, as in narrative, but instead has to be organized by the writer. Learning that a description needs to both identify and then characterize what is being described could give the student a framework for organizing and developing the description.

This student's text simply consists of a series of descriptive phrases about the tiger linked with *and*'s. The text is divided into segments marked with the preposition *with* and periods. Developing the use of pronouns and learning to control the grammar of the *being* and *having* verbs that are functional for writing about characteristics and attributes could help the student construct sentences that are effective for describing.

A genre-based approach also helps us see the writer's strengths. Description is a step on the pathway to report writing. This student's use of present tense, third person generic reference (*The tiger*), and descriptive noun phrases that are elaborated with prepositional phrases (*with black stripes, like a cat, on the back, etc.*) are resources she can expand on as she develops academic English proficiency. By focusing on the expected genre and understanding the language features that help construct that genre, a teacher can recognize the strengths in this text as well as help the student develop additional language resources for describing.

What else is needed

To provide students with guidance about how to organize and structure their writing, teachers have to know which language features are functional for writing the genres they assign so that they can model and teach those features. This research study outlines language features of genres in the Standards, showing how pathways into narrative and expository writing can be developed for ELs by identifying the organizational and linguistic features expected in different genres. A genre-based approach also enables teachers to deal with the varied levels of proficiency in today's typical classroom. By focusing on the structure of each

"Helping students learn academic writing is the greatest challenge facing teachers of English learners."

genre and providing instruction on the language features that help construct it, teachers provide opportunities for all students to gain information relevant to their needs at their current stage of development.

It takes a long time for students to get control of the grammar of academic English. Educators need to raise their awareness about the language features that help them accomplish different kinds of writing tasks. A genre-based approach helps students see grammar as a set of choices to draw on when they write, and helps teachers move beyond correcting errors to helping students expand their repertoire of grammatical forms. Selecting and discussing exemplars of genres from texts, magazines and informational books can also help students to become aware of how academic English is used in authentic materials and how these texts are constructed.

By understanding the language features of the genres in the Standards, educators can develop teaching goals that help students achieve academic English proficiency.

—Mary Schleppegrell

This article is based on the final grant report “Grammar for writing: Academic language and the ELD Standards” (Grant #01-02G-D), a complete copy of which is available on the UC LMRI web site. Also available on the web site is the UC LMRI Technical Report “Academic English: A Conceptual Framework” by Robin Scarcella.

Research Grants Awarded

Due to statewide budget cuts, UC LMRI experienced further funding reductions this fiscal year. These reductions impact the size and number of grant awards UC LMRI is currently able to fund. With this in mind, the UC LMRI Faculty Steering Committee met to review the proposals submitted in the annual February Grant Call, resulting in four research grant awards for 2004-05, totaling \$75,000 (see details in sidebar).

Following are edited versions of the abstracts submitted by the funded grantees.

INDIVIDUAL GRANT AWARDS

Supporting Academic Language Development for English Language Learners in the Middle Grades

ROBERT CALFEE, UC RIVERSIDE

GRANT #04-04CY-01IG-R

This project will investigate the instructional support provided to students for whom English is a second language (English Language Learners, ELLs) for the development of competence in academic language during the mid-elementary and middle school grades.

Instructional materials from state adoptions in Reading/Language Arts

and Science will be analyzed for implementation of Universal Access requirements, with emphasis on the Teacher Edition/Main Manual and the ELL Supplementary Manuals, along with the Student Editions and Workbooks.

The project will also analyze Professional Development activities developed under state and federal mandates designed to assist teachers in the use of these materials.

The project outcomes will provide guidance for both policy and practice in the implementation of Universal Access for ELLs. With regard to current practice, the outcomes should provide recommendations for modifying school and classroom activities to enhance the opportunities for students’ acquisition of academic language in the critical upper-elementary grades by more strategic use of the mainstream Reading/Language Arts materials for teachers and students.

As a guide for future textbook adoptions, which will commence shortly, the findings will provide guidance to refine and reshape the design of instructional materials to ensure that they more effectively promote vocabulary and comprehension at a developmental stage critical for later success in middle and high schools.

A Longitudinal Study of the Resources and Challenges in Linguistic Minority Youths’ College Pathways

MARGARITA AZMITIA, UC SANTA CRUZ

GRANT #04-04CY-02IG-SC

This longitudinal study follows a group of ethnic and linguistic minority Latino/Chicano and Asian-heritage students through their sophomore year at UCSC to assess the resources and challenges that youth who have been historically underrepresented in higher education encounter as they move through college.

To unpackage the roles of social class and ethnicity in students’ college trajectories, we also include a group of European-heritage students who are the first in their family to attend college. Data have already been gathered during the participants’ freshman year; the proposed grant funds the sophomore year assessments.

Developmental, Sociocultural, and Social Capital theories frame our research questions and hypotheses. In both yearly assessments (Year 1: UC-ACCORD study; Year 2: proposed UC LMRI study), we investigate the role of support from family, friends, and the institution, and participants’ identity development, mental health, and academic self-efficacy on participants’ academic and personal trajectories. Data are gathered through individual surveys and in-depth interviews.

A key goal of this study is to investigate in depth how college provides a context for students’ negotiation of career, gender, ethnicity, and social class dimensions of their identities. An additional goal is to explore how students weight the benefits and costs of attending college vis-à-vis their future goals, and maintaining close relationships with their families and home and cultural communities.

2004-05 Grant Awards	
3 Individual Grants Awarded =	\$60,000.00
1 Dissertation Grant Awarded =	\$15,000.00
4 Total Grant Awards =	\$75,000.00

Imágenes de mi pueblo: A Study into the Emergence of Negotiation of Social Borders

JASON DUQUE RALEY, *UC SANTA BARBARA*

GRANT #04-04CY-03IG-SB

Despite the consensus that trusting relations profoundly matter for language minority students, and that social borders can enter to prevent the formation of such relations, there is only scant research that directly examines the emergence and negotiation of social borders (a) among youth, (b) in meaningful educational contexts, or (c) as they are occasioned in situated activity (Raley, 2003; cf. Gutierrez et al., 1995).

This study proposes to fill this significant theoretical and methodological gap. Over the course of 20 weeks, a diverse group of high school students will use digital photography and writing to compose ethnographies of their local experience. After moving through activities designed to teach students to give and receive critique, students' independent ethnographic work will intersect with regular, collaborative critique in small group meetings. Importantly, the project anticipates that developing accounts of personal experience and engaging in collaborative critique of such accounts will provide focused occasions for the emergence and negotiation (successful or otherwise) of social borders.

Analysis of notes and video recordings will strive to reveal the situational enactment of social borders, the interactional strategies participants use to negotiate these borders, and the structures and practices that support participants' building of trusting relations. Interviews with participants will seek to further uncover local tensions, as well as students' subjective experience with the ethnography project.

Findings will be used to construct a theoretical model for, and coherent methodological approach to, understanding the interactional negotiation of social borders and trusting relations.

DISSERTATION GRANT AWARD

Assessing the English Proficiency of English Learners: A Longitudinal Comparison of Two High Stakes, Standards-Based Assessments

LORENA LLOSA, *UCLA*

GRANT #04-04CY-03DG-LA

The purpose of this dissertation is to investigate critical validity issues regarding the assessment of English learners' language proficiency. The *No Child Left Behind Act* (2001) mandates that the English proficiency of English learners be assessed yearly, and accountability decisions that will impact students, teachers, and schools, will be made based on these assessments.

This study will examine two high-stakes, standards-based English language assessments currently in use in California—a state where one out of three students in the primary grades is an English learner. The assessments in the study are the California English Language Development Test (CELDT), a statewide standardized test, and the English Language Development (ELD) portfolio, a classroom-based assessment.

A sophisticated statistical methodology—structural equation

modeling—will be used to model the latent variables, or constructs, that underlie these two assessments in order to (1) investigate the extent to which they are measuring the same constructs or set of language abilities, (2) to examine the extent to which these assessments are stable over time, and (3) to investigate whether these assessments measure student growth in language proficiency in the same way.

This study will also examine teachers' perceptions of these standards-based language assessments and the criteria they use to evaluate students' language proficiency via the ELD portfolio.

FINAL REPORT - DISSERTATION GRANT

Negotiating Two Languages When Learning to Write: The Literacy Paths of Young Bilinguals

MARCO ANTONIO BRAVO, *UC BERKELEY*

GRANT #02-02CY-03DG-B

The purpose of this study is twofold: (a) to investigate if Culturally and Linguistically Diverse (CLD) students who were schooled in two languages (English and Spanish) develop parallel literacy skills and (b) to examine the literacy paths taken by these students when writing narratives in two languages. Longitudinal data for two cohorts of elementary school bilingual children (K-2 and 3-5) was analyzed using the Authentic Literacy Assessment System (ALAS) as the measurement tool to chronicle their literacy trajectories over a three-year period.

Analysis of students' writing over the three-year span of the study unveiled parallel literacy development among lower and upper grade elementary school students. Students managed to sustain growth in both languages of instruction at or near grade level standards, disputing claims that instruction in students' native language is detrimental to their academic success in English. Moreover, the corresponding manner in which writing matured in Spanish and English among these students lends support to the premise that literacy in one language develops in conjunction with, rather than separate from, the other language.

Finally, when the writing of more and less proficient English speakers were compared, the ALAS process through which teachers were able to deliver individualized instruction to students managed to close the achievement gap between those students who were strong writers at the onset of the study, and those who were struggling writers.

This is an edited version of the report abstract. The complete abstract as well as a full copy of this report can be found on the ProQuest Digital Dissertations Database at: <http://www.lib.umi.com/dissertations/fullcit/9993004>

**All the latest Research, News and Publications
relating to Language Minority Students:**
<http://www.lmri.ucsb.edu>

FINAL REPORT - INDIVIDUAL (SMALL) GRANT

The Role of Parent and Student Perceptions in the Educational Achievement of Language Minority Students

ROSS D. PARKE, *UC RIVERSIDE*

GRANT #02-01CY-02G-R

The overarching goal of the project was to gain a better understanding of the antecedents of educational attainment in Mexican American language minority students.

Surprisingly little is known about how economic resources, cultural background, immigration status, language proficiency, parenting practices, and school environments combine to affect Mexican American children's academic aspirations, school transitions, and educational achievement.

The UC LMRI study we conducted addressed these issues by examining an intact sample of 8th grade Mexican American students and their parents who had all been participants in a longitudinal study on the effects of economic stress while the child was in 5th through 7th grades.

The objective of our UC LMRI study was to document some of the factors associated with variability in educational outcomes for Mexican American students with a larger long-term goal of developing guidelines for social policy and preventative intervention efforts on behalf of language minority populations. Our results suggest several conclusions.

First, it is clear that a variety of levels of analysis from individual (child, parent) to family to school are all necessary in order to assess individual achievement issues in ethnic minority samples.

Second, acculturation stress is an important consideration in studies of Mexican American adolescent achievement, especially in relation to discrepancies between the perceptions and world-views of children and parents.

Third, as our work indicates, there are clear links between social and academic domains and both need to be considered in order to more fully understand academic outcomes for Mexican American youths.

With our companion UC LMRI grant which has allowed us to collect qualitative data from a subset of participants, we hope to gain further insight into our quantitative results by a close examination and inductive analysis of the qualitative interview data.

FINAL REPORT - UC LMRI FACULTY STEERING COMMITTEE INITIATIVE

The following report was produced as part of the UC LMRI Faculty Steering Committee's research initiative to develop a comprehensive, longitudinal database that can be used to study the educational progress of English Language Learners.

Development of Dissemination Packets for an Early Bilingual Assessment of Phonological Processing Differences and a Home Literacy Survey for Families of K-2 English Learners

GERBER, M. M., JIMENEZ, T., RICHARDS, C., & LEAFSTEDT, J.

CENTER FOR ADVANCED STUDIES OF INDIVIDUAL DIFFERENCES, INSTITUTE FOR SOCIAL BEHAVIORAL, AND ECONOMIC RESEARCH, UC SANTA BARBARA

This is the final report (with accompanying manuals and materials) for a project to complete development and dissemination packets for two assessment and monitoring instruments: a) phonological assessment instruments for use with young English learners, and b) a family/home literacy survey. Both instruments initially were developed for *Project La Patera*, a three-year longitudinal "follow forward" study funded by OELA/USDOE. *La Patera* followed a core sample of approximately 400 students who began in 23 classrooms in eight elementary schools in three school districts in southern California.

UC LMRI support allowed us to conduct technical refinements and analyses and to prepare a dissemination packet for each instrument consisting of user and technical manuals, as well as media materials. Based on relevant literature, both Spanish and English versions of three phonological awareness measures (i.e., rime detection, onset detection, and segmentation) and a family/home survey with supporting materials were created for this project.

OTHER PUBLICATIONS

California LAO Report: A Look at the Progress of English Learner Students

The 2002 California English Language Development Test documents the progress of more than 1.3 million English learner students in the state. This report summarizes student achievement as measured by the test and evaluates the rate at which students' English skills improve. On the whole, student progress is slow, although some groups of students appear to make rapid progress.

On the web at: http://www.lao.ca.gov/2004/english_learners/021204_english_learners.pdf.

New Report on Status of Teaching Profession in California

On December 10, 2003 the Center for the Future of Teaching and Learning released their report entitled *The Status of the Teaching Profession 2003*. The report provides the latest available data and analysis of California's teaching workforce and examines the preparation, induction and professional development of teachers.

The new report concludes that while the supply of teachers is increasing, there are significant shortages in key geographic, subject matter, and special program areas such as special education. This report also finds that California's least prepared teachers continue to be unfairly distributed among low achieving schools serving poor, minority, and English language learning students. Further, the report finds that California continues to face serious challenges in how it prepares, ushers into the profession, and supports its teaching workforce.

On the web at: <http://www.cftl.org/whatsnew.html>.

Effects of Implementation of Proposition 227 on the Education of English Learners, K-12

The American Institutes for Research and WestEd have just released their latest report on the evaluation of Proposition 227. This is the Year 3 report of the five-year, legislatively mandated study of the effects of the Proposition, which requires that English learners (ELs) be taught overwhelmingly in English through immersion programs not normally expected to exceed one year, and permits bilingual instruction only through the granting of a special waiver. This ongoing evaluation is the largest and most comprehensive study of Prop. 227.

The Year 3 report analyzes the academic achievement of over 1 million of California's EL students, and another 3 million English-fluent students and, for the first time, includes analyses of ELs' second-language proficiency. It also discusses findings on selected elements of effective practice with ELs from visits to 18 schools in 13 districts across the state.

On the web at: <http://www.lmri.ucsb.edu/resdiss/2/researchreports.htm>.

UC LMRI LAUNCHES BILITERACY RESEARCH INITIATIVE

Research Initiative on Biliteracy Development

To fulfill its mission of understanding and improving the achievement of California's growing linguistic minority population, the UC LMRI Faculty Steering Committee has decided to place a priority over the next five years on supporting longitudinal studies of biliteracy development. While it is clearly important for linguistic minority students to develop proficiency in English literacy, native language proficiency may help contribute to that end by developing skills that transfer from one language to another. Moreover, biliteracy itself may enhance the economic and social opportunities for all students.

Other funding agencies have also realized the importance of promoting research on biliteracy development. In 2000, the National Institute of Child Health and Human Development (NICHD) and the Institute of Education of Sciences (IES) of the U.S. Department of Education funded a series of longitudinal studies on the Development of English Literacy in Spanish-Speaking Children (see: <http://www.cal.org/delss/>).

UC LMRI's effort focuses on two activities:

1. Developing a Statewide Longitudinal Study of English Language Learners

The first activity is to fund a series of studies on methodological issues related to the development of a statewide longitudinal study of English Language Learners in California. This activity was initiated by the UC LMRI Faculty Steering Committee in 2000. The first report from this activity, *The Feasibility of Developing a California Education Longitudinal Study*, was published in August 2002. The second report from this activity, *Development and Longitudinal Validations of Two Bilingual Assessments*, was released in March 2004.

2. Creating a Network of Biliteracy Researchers

The second activity is to create a community of researchers who are engaged in longitudinal studies of biliteracy development. To initiate this activity, UCLMRI convened a Research Forum on Biliteracy Development in Santa Barbara on January 22-24, 2004 (see story below).

The UC LMRI web site now includes information on this initiative. In the future, we will develop a web page that contains information on research activities related to biliteracy development, including an inventory of ongoing longitudinal studies, biliteracy measures, and links to other sources of information.

* * *

UC LMRI Hosts Biliteracy Development Research Forum

On January 22-24, 2004, UC LMRI convened a research forum that, for the first time, brought together U.S. and Canadian researchers who are actively engaged in conducting longitudinal studies of biliteracy development in children and adolescents. The forum took place at the Fess Parker Doubletree Resort in Santa Barbara, California.

The participants were: **Lisa Boyce** (Utah State University), **Rebecca Callahan** (UC Santa Barbara), **Richard Duran** (UC Santa Barbara), **Marjorie Faulstich Orellana** (UCLA), **David Francis** (University of Houston), **Michael Gerber** (UC Santa Barbara), **Esther Geva** (Ontario Institute for Studies in Education), **Claude Goldenberg** (CSU Long Beach), **Mark Innocenti** (Utah State University), **Jin Sook Lee** (UC Santa Barbara), **Nonie Lesaux** (Harvard University), **Sylvia Linan-Thompson** (University of Texas Austin), **Peggy McCardle** (NICHD), **Barbara Merino** (UC Davis), **Leslie Reese** (UC Los Angeles), **Russell Rumberger** (UC Santa Barbara), **Robin Scarcella** (UC Irvine), **Linda Siegel** (University of British Columbia), **Lee Swanson** (UC Riverside), **Cheryl Wilkinson** (University of Texas, Austin).

Participants discussed emerging findings from their studies and issues of mutual concern, including:

- Measurement of English and native language skills;
- Methodological issues in conducting qualitative and quantitative longitudinal research on biliteracy development;
- Conceptual models of biliteracy development;
- Contextual factors that influence biliteracy development;
- Interventions designed to improve biliteracy development;
- The final discussion focused on future activities. The participants agreed to hold a second meeting next year.

INTRODUCING:

UC LMRI has recently hired two part-time work-study student office assistants, and one part-time student computer technician.

Heather Yates is currently in her senior year working toward her BS in Biological Sciences. She was born in Santa Fe, NM and then moved with her family to Morro Bay, CA (where her family currently resides) in 1986. After graduation, Heather plans on taking a year off and working in San Francisco before going on to graduate school.



Heather Yates

Sheila Lee is currently a second year junior planning to double major in Communications and Sociology. She

was born and raised in Santa Rosa, CA and moved to Santa Barbara in September of last year.



Sheila Lee

Heather and Sheila are responsible for supporting all administrative and clerical tasks at the UC LMRI system headquarters at UCSB. They are an integral part of daily office operations as they assist with answering phones, preparation and distribution of information materials, updating mailing lists, maintaining our files and other important tasks.

Joseph Hahn, from Santa Monica, CA, is currently a senior studying Computer Engineering. Joe is primarily responsible for systems management at UC LMRI, including planning, installing and maintaining the UC LMRI computer network. Joe also provides technical consultation on network related issues and supports and maintains the email lists hosted by UC LMRI in conjunction with the CLNet digital library.



Joseph Hahn

His future plans include continuing to develop emerging technology with the convergence of the computing and biological fields. Joe is also an active member of UCSB's Asian American Christian Fellowship.

UC LMRI PEOPLE IN THE NEWS

UC LMRI Faculty Steering Committee member **Adalberto Aguirre, Jr.** (UC Riverside), has been reappointed for another three-year term which will end in 2006.

* * *

UC LMRI Faculty Steering Committee member, **Kris D. Gutiérrez** (UCLA), recently participated as a scholar/expert in a five day congressional institute in Cancun, Mexico (February 17-23, 2004).

The Aspen Institute Congressional Program, funded by The Carnegie Corporation of New York and the Ford Foundation, provides an opportunity for a bipartisan group of twenty members of the U.S. House of Representatives and Senate to engage with six scholars on critical issues in education. The theme of this year's institute, "The Challenge of Educational Reform: Standards, Accountability, Resources and Policy," created an important opportunity for scholars to bring recent research on the effects of new educational policy, particularly *No Child Left Behind*, to policymakers.

The Institute's congressional delegation included Congressman George Miller, one of the principal authors of NCLB, as well as numerous members of the education and appropriations committees. Professor Gutiérrez's policy brief and talk, "Rethinking Educational Policy for English Learners," highlighted recent California studies documenting the effects of a constellation of reforms on English learners, including NCLB.

* * *

UC LMRI Director, **Russell Rumberger**, was appointed to an expert review panel by the National Institute of Statistical Sciences (NISS) to review the methods for reporting high school dropouts and on-time graduates. The work is being supported by the National Center for Education Statistics (NCES), the research arm of the U.S. Department of Education. The expert review will consider the uses of graduation and related statistics, review existing rates and the data that underlie them, examine concerns that have been raised about existing measures and make recommendations for improving data collection and estimation procedures.

* * *

UC LMRI Associate Director **Patricia Gándara** (UC Davis), Faculty Steering Committee member **Margaret Gibson** (UC Santa Cruz), and Jill Peterson Koyama, are editors of a new book, *School Connections: U.S. Mexican Youth, Peers, and School Achievement* (Teachers College Press, 2004). This collection examines the ongoing social dynamic between peer relations and academic achievement, bringing together the latest thinking from prominent scholars in anthropology, psychology, sociology, and education.

For more information, see: <http://store.tcpres.com/0807744379.shtml>.

UC LMRI's 17TH ANNUAL CONFERENCE

"FAMILY LITERACY AND ENGLISH LEARNERS"

MAY 7-8, 2004
SANTA BARBARA, CALIFORNIA (UCSB CAMPUS)

FEATURING KEYNOTE SPEAKERS:



Marjorie Faulstich Orellana

Limited Registration
Students (with ID): \$25
All Others: \$50



Concha Delgado-Gaitan

* *Special session for parents of English Language Learners (in Spanish and English)* *

* *Strategies to promote effective family literacy practices* *

* *New research findings on the types and effectiveness of family literacy practices* *

* *Ongoing research on biliteracy development and the evaluation of Proposition 227* *

Special post-conference workshop for UC graduate students: Saturday, May 8, 2-5pm, FREE!

The UC LMRI Faculty Steering Committee will be hosting this special session in order to help interested graduate students develop suitable research studies for funding,

Find out more and register at: <http://www.lmri.ucsb.edu>

(Don't have internet access? Call (805) 893-2250 for details)

Education Policy Center News

UC LMRI established an Education Policy Center at UC Davis in 1997 to disseminate research findings to policymakers. The Center sponsors research and colloquia on policy issues in the education of English learners.

* * *

As reported in the Fall 2003 newsletter, the Education Policy Center, in collaboration with **Policy Analysis for California Education (PACE)** and the **Center for the Future of Teaching and Learning**, is continuing to collect data from a statewide survey of teachers of English learners. We are trying to learn how teachers characterize their needs and challenges, and the ways that professional development could help to meet those needs. We have targeted 20 districts statewide, and have developed an online survey which takes less than 10 minutes to complete.

We are still interested in hearing from teachers who would like to contribute. Please contact the Policy Center if you, or someone you know, is interested in taking this survey.

As part of the UC LMRI Biliteracy Initiative (see story in this newsletter), this April the Policy Center will be convening a group of schools running biliteracy programs. **The North State Biliteracy Consortium** is being formed to help support schools in meeting this objective, and to help us learn more from these schools about how to go about building strong programs. The Policy Center will serve as a liaison between various individuals and groups interested in biliteracy, including those from schools, school districts, the legislature, the state administration, and both research and teacher preparation institutions. We also hope to be able to launch some research projects within the consortium.

For more information on either of the above projects, contact Julie Maxwell Jolly at: jrmaxwelljolly@ucdavis.edu.

* * *

Contact Patricia Gándara for more information on the Center: pcgandara@ucdavis.edu

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