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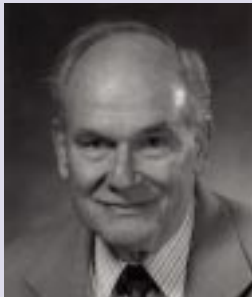
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Director's Corner



Bringing Teaching Alive: Professional Development and Multimedia Technology

Roland G. Tharp,
Center for Research on Education,
Diversity & Excellence

In the early 1980s, the educational community was caught off-guard by the diversifying demographics of America. Suddenly, it seemed, students were different, and different kinds of schools and teaching were needed. The immediate challenge was figuring out how to impart to teachers the methods and models that could serve these new populations. In the universities and in professional development courses, researchers and instructors described, exhorted, and explained their ideas, but student after student complained, "I need to see what it looks like!"

Few of us can conjure up a vision, entirely out of imagination, of a new model of teacher-student interactions. Multimedia technology offers one solution to this problem, holding the promise of allowing a great acceleration of school reform. Through CD-ROM, DVD, streaming online video, and videotape, real examples of excellent teaching are available everywhere. A single slim jewel case can contain hours of effective training materials, such as interactive texts and images, movie clips of classroom activities, and so forth. What is more, all of this is accessible wherever there is a computer. Internet users can tap into whole libraries and entire courses on professional development—often for free.

CREDE made use of this technology early on, with the release in 1998 of *Teaching Alive!*, an interactive CD-ROM on the Five Standards for Effective Pedagogy. *Teaching Alive!* was among the first available educational products to employ the new digital technologies.

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Five Standards Featured in New Multimedia

The new multimedia tools being produced by CREDE and its partners are centered on the Five Standards for Effective Pedagogy.

The Five Standards for Effective Pedagogy articulate both philosophical and pragmatic guidelines for effective education. The standards were distilled from findings by educational researchers working with students at risk of educational failure due to cultural, language, racial, geographic, or economic factors.

The Five Standards for Effective Pedagogy do not endorse a specific curriculum; rather, they establish principles for best teaching practices. These practices are effective with both majority and minority students in K-16 classrooms across subject matters, curricula, cultures, and language groups.

Teachers and Students Producing Together

Facilitate learning through joint productive activity among teachers and students.

Developing Language and Literacy across the Curriculum

Develop competence in the language and literacy of instruction across the curriculum.

Making Meaning

Contextualize teaching and curriculum in the experiences and skills of students' homes and communities.

Teaching Complex Thinking

Challenge students toward cognitive complexity.

Teaching through Conversation

Engage students through dialogue, especially Instructional Conversation.

Director, from page 1

With the bulk of CREDE's major research work completed, our efforts are now focused on sharing our findings with practitioners, policymakers, and administrators. Our medium of choice is multimedia technology, and our line of professional development products is growing rapidly through creative partnerships with other organizations, in particular Brigham Young University, Kamehameha Schools in Hawaii, and LessonLab. We have produced a wide range of multimedia products (see page 10), including a second edition of our first endeavor. Titled, *Teaching Alive! for the 21st Century*, the new edition takes advantage of the latest evolutions in digital media—with 10 times more video minutes, providing a more nimble interface, and expanding the range of examples of grade level, subject matter, and student diversity. We will soon have products available in all of the major multimedia formats for use in the professional development of teachers.

This issue features short articles that discuss some of those products, the media they employ, and the professional development interactions they afford. All of the media, to one degree or another, seek to link teaching demonstrations with texts that describe and analyze them.

Multimedia technology can provide ideal conditions for learning how ideas and actions are connected. Because video images and texts are presented together, often on the same television or computer screen, the relationships among practice, research, and theory are immediately apparent. The ability to browse back and forth between different texts and pictures, or to access them randomly-by-menu, allows all the repetition any learner wants. Quick access allows rapid comparisons. In some formats, transcripts of lessons scroll down the screen in perfect pace with the video action, allowing detailed study of classroom discourse. Some other formats allow electronic bulletin boards or chat groups, and others allow re-sorting and analysis of video clips for individual research projects or inquiries.

I have argued for many years that educational reform is slowed not so much by educators' conservatism or reluctance to change, but rather by the lack of available alternate models that can provide a different vision for those of us who do want to learn, grow, and make our schools more effective for all children. The visual media have propelled cultural changes of all sorts, some of them good and some of them destructive. This power, harnessed to create effective models of education for all students, might provide the energy and speed that effective school reform demands. 🌸

WHY THREE EDUCATORS AGREED TO BE IN THE SPOTLIGHT

The strength of multimedia teacher-training tools is that they do not just tell users about effective teaching approaches, but they actually show them in practice by exemplary teachers. Below and on the next two pages are comments from three educators who are featured in multimedia products created by CREDE or CREDE projects. The educators explain why they agreed to participate in these projects and what they gained from their experiences.

Nonstandard Science through CREDE's Five Standards

Mara Mills, Santa Cruz High, California

Last winter, while reading an article on the decoding of chromosome 22 aloud to my biology class at Santa Cruz High, I had the chilling sense that my work was contributing to passivity and hopelessness, laying more solidly the foundations of a docile workforce than a democratic citizenry. Referring to the opening scenes of the popular film *Gattaca*, I asked my class, "How many of you want to select the traits of your children?"

No one raised a hand.

"How many of you believe that we will select our children's traits in the future?"

Every right hand in the room was raised. I was outraged, not as much by my students' opinions as by their complacency. Here, every student in my diverse, "inquiry-based" class was reacting to science as something done to them.

"Class! This is a democracy! Won't you have any say in how our science is applied?"

Even with hands-on activities at the core, many aspects of science instruction can be alienating: teacher-driven lectures, solitary lab and station work, and competitive exams. More often, the authoritative tone and disembodied "facts of life" offered by biology textbooks divest students of all agency and responsibility toward the natural world.

I had already used a "centers" format, where students could engage in group learning activities, in a number of curricular units—from Halloween science to human evolution—for my introductory science course. The opportunity to have a unit—in this case, ecology—filmed "in action," however, prompted me to reflect on my goals and tighten my objectives. As I developed activities for the ecology centers, I decided that my students needed to understand the relationship between science and the human condition as much as the relationship between organisms and their environments. In addition to practicing the skills of measuring, mapping, writing, and illustrating, I wanted students to place themselves in the mindset of an activist and the collaborative milieu of joint productive activity.

Attempting to contextualize each ecology center, I eventually decided upon such activities as using city maps to locate watersheds among group members' homes, writing letters to imprisoned activists, and erecting quadrants to estimate population density for campus species. Standing alone, the ecology centers provided a salutary break from our everyday classroom experience. By the end of the week, however, the filming process had furnished its own benefits: My students had been treated as professionals, whose critical reflections shaped the classroom experience even more than the framework of my lesson plans.

MARA MILLS is featured in CREDE's "Five Standards for Effective Pedagogy CD-ROM Series" in the CD-ROM, *The Mara Mills Case* (BYU, 2002). She is currently in the doctoral program in History of Science at

Harvard University. She is a graduate of the University of California, Santa Cruz (UCSC) teacher education program, where she also cotaught several courses. Prior to her doctoral work, she taught biology, English, AVID, and the interdisciplinary "Monterey Bay Studies" class at Santa Cruz High School, where the CD-ROM was filmed. She also taught adult EFL in Prague and in a variety of science and English classes at a high school for at-risk youth on the UCSC campus.



See Educators in the Spotlight, pages 4 & 5

EDUCATORS IN THE SPOTLIGHT

Using the Standards to Meet the Needs of Preschoolers

Sheri Galarza, Kamehameha Schools, Hawaii

When CREDE asked to visit my classroom and document my teaching, I agreed, but I had questions. What were they looking for? What did they want me to do? Roland Tharp of CREDE and Carl Harris of BYU, who were doing the taping, told me, "Just do what you do." So that is what I did. The result is a tape that is authentic and unstaged. I am just doing what I do, which is to create a detailed plan for each activity that evolves and changes in practice in order to remain responsive to each child and each moment, while challenging and holding each child to consistently high goals at the same time.

I was very glad that I agreed to participate in the project. From a personal point of view, I gained a better understanding of my own teaching and of CREDE's Five Standards for Effective Pedagogy as a clear and pragmatic guide to instruction. In my work with the National Board for Professional Teaching Standards to help create their standards for early and middle childhood literacy, these concepts have been invaluable quality guidelines for the highest level of professional teaching. But my first love is children and seeing them grow into competent, confident learners. Developmentally appropriate teaching is my highest value. The CREDE concepts help me understand how to achieve that.

As a teacher educator, I am also glad to have supported the development of these pieces. I have given many workshops, college classes, and training and professional development seminars, and I have always been frustrated by the lack of models to show new teachers how to teach well. I am so pleased to see an effective tool available. I just never thought the model would be me.



SHERI GALARZA is featured in CREDE's "Five Standards for Effective Pedagogy CD-ROM Series" in the CD-ROM, *The Sheri Galarza Preschool Case* (BYU, 2002). She has taught preschool for 20 years, principally with the Kamehameha Schools of Hawaii. In 1999, she was Hawaii's Early Education Professional of the Year and served as a member of the Governor's Task Force on Children and Youth. She is chair of the National Board for Professional

Teaching Standards' panel that is writing the national standards for early and middle childhood literacy. With Susan Entz, she is coauthor of the book *Picture This!* (Sage, 2000), a cutting-edge treatment of the use of technology in early childhood education.



Linking Community Knowledge and School Mathematics

Marta Civil, University of Arizona

One day, when the CREDE project “Linking Home and School: A Bridge to the Many Faces of Mathematics” was in its 4th year, I received a call from the Annenberg-CPB Channel/Harvard-Smithsonian Center for Astrophysics. They were about to begin the production of *Looking at Learning... Again, Part 2*, a professional development video series for K-12 educators focusing on mathematics and science. I had been suggested as one of the eight workshop leaders because of my work on connecting school mathematics and the community.

I was certainly flattered by the invitation and also felt an enormous responsibility. I knew that, professionally, this would give me an opportunity to showcase and disseminate the work that my colleagues and I have been doing for several years on the improvement of mathematics education for working class and ethnic and language minority children in Tucson, Arizona. On a personal level, being part of this Annenberg series was very rewarding. This experience pushed me to reflect on my work and verbalize it to others. Most important, it allowed me to involve some of the teachers, students, and parents who were part of this CREDE project and who have meant so much to me over the years.

The resulting videotape, *Mathematics: A Community Focus*, is largely based on our work in the project. The producers captured the main messages I wanted to convey very well:

- the power of connecting household knowledge and experiences to school mathematics;
- the importance of viewing parents as intellectual resources, thus redefining our views of parental involvement, in particular in working class, Hispanic communities; and
- the potential for teaching innovations when teachers engage as researchers in a supportive environment that allows them to enhance their own learning of mathematics, while bringing their professional knowledge to the discussion groups.

The video gives glimpses of several aspects of the project. We can see a teacher engaging her fifth-graders in justifying their reasoning during a lesson on area. We see the parents, who have been invited to this lesson, meeting with me to discuss the pedagogical and content aspects of the lesson. We also see a teacher working with her fourth- and fifth-grade combination class in a Games Project, in which the children develop their own mathematical games. This same teacher takes us into the home of one of her students for a household visit. The video also shows a group of mothers working on area and perimeter with colored tiles as part of a series of *talleres matemáticos* (mathematical workshops for parents), which we held at a local middle school. Finally, the video shows part of a “Math for Parents” course, in which parents are exploring patterns as an introduction to algebra. Throughout the tape, I elaborate on aspects of our work on connecting community knowledge and school mathematics.

One of our final products for this CREDE project is a handbook and videotape set for professional development, which illustrates the four components of our project: household visits, study group sessions, teachers’ projects and their classroom implementation, and mathematical workshops for parents. In addition to a description of each component and some sample activities, the handbook contains papers written by project participants (i.e., teachers and university researchers). For an overview of some aspects of the project, visit our project web page at hedgehog.math.arizona.edu/~bridge.



MARTA CIVIL is featured in the video series *Looking at Learning... Again, Part 2* (Annenberg/CPB, 2001), available at www.learner.org. She is an associate professor of mathematics at the University of Arizona, specializing in mathematics education and, in particular, mathematics teacher education for grades K–8 and the cultural and social aspects in the teaching and learning of mathematics. She was a principal investigator for the CREDE research project, “Linking Home and School: A Bridge to the Many Faces of Mathematics.”

THE CREDE-BYU PARTNERSHIP: RESPONDING TO DIVERSITY THROUGH NEW MEDIUMS

Anyone who has visited the CREDE website recently or stopped by the CREDE booth at recent conferences has likely seen samples of our new teacher training CD-ROMs on display. These CD-ROMs were coproduced by CREDE and Brigham Young University's Department of Teacher Education, the largest teacher training program in the United States. Below is a brief history of the evolution of the CREDE-BYU partnership and an explanation of the innovative interface used on these new CD-ROMs. (*For details on specific CD-ROMs and how to purchase them, please see page 10.*)

Making the Wisdom of Practice Tangible

Annala Teemant and Stefinee Pinnegar, Brigham Young University

Attending to teacher development holds the most promise for improving the educational opportunities of language minority students. Five years ago, acting on this belief, educators from the Center for the Improvement of Teacher Education and Schooling (CITES) at Brigham Young University (BYU) joined with five local school districts to develop a video-anchored K-12 bilingual/ESL teacher training program.

The result was the Bilingual/ESL Endorsement through Distance Education (BEEDE) Program. Multimedia materials are a vital part of the curriculum, which is used in

both distance learning and face-to-face settings, for preservice and inservice courses.

In our new partnership with CREDE, we have been able to develop a series of CD-ROMs that raises issues of second language learning against a solid pedagogical framework, as represented by CREDE's Five Standards for Effective Pedagogy. Titled the "Five Standards for Effective Pedagogy CD-ROM Series," this collection has become an integral part of the BEEDE program, but it can also

see Wisdom, page 8

Video Ethnographies of Classroom Practice: The CREDE-BYU CD-ROM Template

R. Carl Harris and Stefinee Pinnegar, Brigham Young University

Making theory transparent in practice and making the practice of theory obvious to students of teaching presents challenges. Teachers often do not have the words to express the wisdom of their practice because much of the language of practice is not only tacit, but also visual, tactile, olfactory, and kinesthetic. The use of video ethnographies of classroom practice has proven to be an effective way to bridge this divide between theory and practice.

The video ethnographies on the CREDE-BYU CD-ROMs are not scripted or staged Hollywood productions of classroom life. They are taped in the least intrusive way

to capture examples of the regular classroom life of outstanding teachers. They are edited to portray strong and positive views of teaching. Though condensed, the flavor, identity, flow, and characteristics of the taped lesson are preserved, while also presenting the video ethnographer's interpretation of the classroom.

The video ethnography template, as developed by Carl Harris and David Baker at BYU, has several features that allow students to connect their own ideas to theory and practice, notably the Study Explorer and Study Builder capacities.

see Ethnographies, page 8

LessonLab: Learning and Collaborating Online

Ronald Gallimore and Jim Stigler, University of California, Los Angeles

Teaching improves when teachers are given extended opportunities to collaborate, observe others, and receive feedback from peers or coaches. Although some small-scale professional development programs and teaching settings provide such opportunities, it has proven difficult to make them widely available. With the majority of U.S. schools hooked up to the Internet, however, we have at our fingertips one solution to the problem: an inexpensive and accessible medium in which active teacher learning can take place and where educators can observe, share, and collaborate.

Recognizing the potential of this medium, researchers and teacher educators founded LessonLab Inc. in 1998. LessonLab unites research on teaching and teacher learning with software and program development to improve teaching. The organization consequently developed an Internet-based technology platform designed to foster effective professional development, where educators can learn from each other and from teacher training experts.

LessonLab takes full advantage of the versatile features of multimedia technology, creating an interface that is interactive and customizable. An example of this interface is the “Peanut Butter, Jelly, Language & Literacy” lesson. Produced in collaboration with CREDE, this program focuses on a class of Native Hawaiian kindergarten children. On the left-hand side of the screen, a video of the lesson can be played, while on the right-hand side, the user can access various text features: a transcript of the lesson, a range of related writings and links, comments about the lesson by researchers and teacher educators, access to other resources hot-linked to specific points in the video, and an interactive forum in which users can post and respond to comments. Users may even

flag specific spots in a lesson video to illustrate questions they encounter while working on an assigned task. All of these features are accessed through LessonLab Viewer, one of two components of the LessonLab platform.

The second component, LessonLab Builder, gives professional development specialists the ability to add lesson videos to digital libraries. Builder is an authoring tool that can be used to (1) link expert commentaries to lessons, (2) support forums, and (3) construct and assign tasks for maximal learning. Materials of any type can be connected to lesson videos, including samples of student work, assessment tools, links to

curriculum standards, and any other resource that can help teachers improve their practice.

LessonLab and its partners are creating a community in which teachers can make their work visible and share what they learn with others. LessonLab technology is currently used online and in face-to-face group training sessions by a variety of institutions (including the Los Angeles Unified School District and several universities in California) for preservice and inservice teacher training, principal training, coaching, and training for teaching social studies and English language development. Among its current partnerships, LessonLab is conducting the TIMSS-R (Third International Mathematics and Science Study-Repeat) Video Study of mathematics and science teaching in seven countries for the U.S. Department of Education.

We invite you to view “Peanut Butter, Jelly, Language & Literacy” at www.crede.ucsc.edu/tools/teaching/lesson_lab.html. For more information on LessonLab, visit www.lessonlab.com. 🌿



Wisdom, from page 6

be used independently of the program. The CD-ROMs are excellent resources for inservice workshops, teacher study groups, or other professional development efforts. They are also ideal for use in preservice education with undergraduate and graduate students in teacher education or applied linguistics courses.

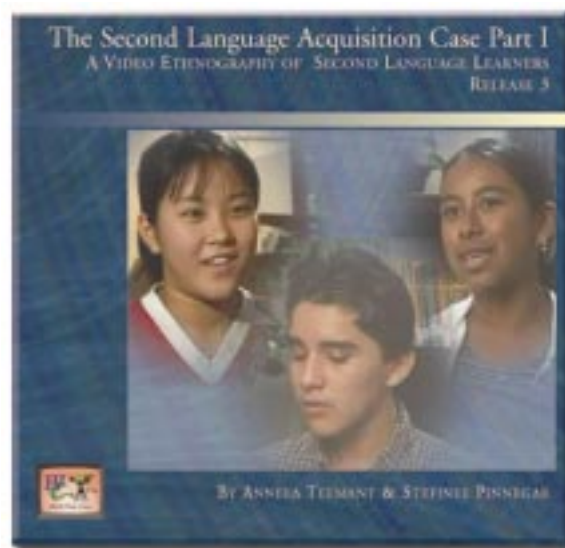
Several of the CD-ROMs focus on the work of exemplary teachers, allowing the user to study the classroom practices of those who successfully meet the challenge of instructing groups of students with diverse English language skills. These teachers integrate language learning with content area learning, using an approach that reflects usage of the Five Standards. Elementary and secondary case studies in science, social studies, and other subject areas are presented in an engaging, instructive, and easy-to-navigate format. The innovative formatting enables users to access different perspectives on each case, including those of the teacher educator, content area specialist, researcher, teacher, and the students.

Other CD-ROMs in the series provide a context for exploring the relationship between theory and practice in the education of bilingual/ESL students. Using the same innovative formatting as the teacher case studies, these CD-ROMs feature interviews with students, the adults and educators in their lives, and leading national and international experts in education and applied linguistics. These interviews are the result of several years of extensive fieldwork, and they present an authentic and insightful portrait of the issues faced by English language learners and their teachers. Focusing on children of different ages, backgrounds, and levels of English proficiency, these CD-ROMs put a compelling human face on the issues.

Short samples of some of these materials may be viewed on the CREDE website at www.crede.ucsc.edu. ❄️

Ethnographies, from page 6

Study Explorer presents the learner with a case of a classroom practice that can be explored through up to five case studies. The studies represent both the theoretical and the practical concepts that emerged from the practice. When a study is selected for exploration, up to nine subtopics can be accessed. These subtopics represent key aspects of the study. For example, each of the five studies may represent each of CREDE's Five Standards for Effective Pedagogy, and within each study, the nine subtopics illustrate indicators of the standard being explored. For each subtopic, learners also have the option of examining a variety of perspectives, including the view of the teacher, experts, research literature, students, or others. The studies, subtopics, and perspectives give learners the opportunity to construct personal interpretations of teaching and learning.



In the Study Builder, learners can drag and drop video clips from the five existing studies to create their own original study. They can write new commentary and use text from the existing perspective files to explain the study.

There is no single correct method in building a study; rather, value is placed on exploring ideas anchored in practice. The new study can be saved on CD-ROM, shared with other students, posted to the web, discussed on the Internet, or submitted to the professor for evaluation.

Video ethnographies of classroom practice challenge students of teaching to explore expert practice in a grounded way and to compare their own experience with what they see. Each video ethnography is suited for individual or interactive group study through an interactive CD-ROM or the Internet. ❄️

Short samples of some of these materials may be viewed on the CREDE website at www.crede.ucsc.edu. ❄️

Using Video to Improve Education for Native American Students

R. Soleste Hilberg, CREDE
Héctor Rivera, University of Houston

Through research experience with Native American and Native Hawaiian schools and communities, CREDE researchers have amassed hundreds of hours of videotaped classroom instruction. From that video library, they have selected exemplars of the Five Standards for Effective Pedagogy and developed three products specifically for educators working with Native American students. All three products were developed to improve classroom instruction by demonstrating effective instructional strategies. The products are invaluable resources for teachers, professional developers, administrators, parents, and communities. They can be used as (a) a learning tool by individuals or groups of teachers, (b) a training tool by professional developers, or (c) an education reform guide by educators and communities.

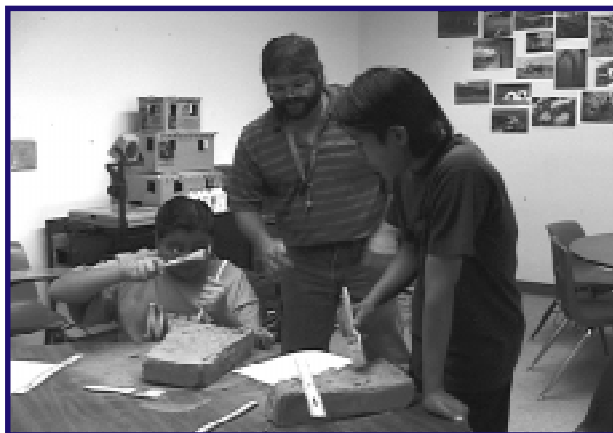
The first product, originally produced in 1998, is CREDE's *Teaching Alive!* CD-ROM, featuring selections from the Kamehameha Early Education Program in Hawaii and the Zuni Middle School in New Mexico. *Teaching Alive!* demonstrates the Five Standards for Effective Pedagogy in elementary and middle school classrooms. The recent release of the second edition, *Teaching Alive! for the 21st Century*, is in an updated format and contains additional footage.

The second product is a professional development video of best teaching practices in the Zuni Public School District in New Mexico, titled *Studies in Native American Education: Improving Education for Zuni Children*. It features exemplars of the Five Standards, as well as two additional standards developed from education research in Native American communities: (a) Modeling and (b) Student Directed Activity.

The third product, currently in production, is a professional development video produced collaboratively by CREDE and a Native American community. The video presents a surveying process, including interviews with community members, to ascertain community values

and practices, as well as community members' goals for the education of their children within their teacher professional development program. This video will assist teachers by

- providing a foundation for understanding education in the Native community context;
- serving as a stimulus for dialogue on local needs and issues;



Teacher Tom Meetz and his 7th grade social studies students unearth artifacts in a simulated archaeological dig.

- providing a model of how teachers can learn more about Native students and can use that knowledge to connect schooling to students' lives, thus making it more effective and more appropriate for Native students; and
- providing schools and communities with a model for engaging Native communities in authentic involvement in their children's education.

To order these videos, please visit the CREDE website at www.crede.ucsc.edu. 🌸

Five Standards for Effective Pedagogy CD-ROM Series

An effective training program for K-12 bilingual/ESL teachers, this CD-ROM series can be used in group trainings or by individuals.

Several volumes in the series portray the work of master teachers while others focus on the students, putting a compelling human face on the issues faced by English language learners and their teachers.

Developed in partnership with Brigham Young University's Center for the Improvement of Teacher Education and Schooling, the series is presented in an engaging, instructive, and easy-to-navigate format that enables users to work at their own pace, customize the lessons, and, most important, hear first-hand from a range of expert voices—teacher educators, content area specialists, national and international experts, teachers, and the students themselves.



- **Teaching Alive for the 21st Century**

(2 CD-ROM set)

by Roland Tharp, Stephanie Dalton, and Soleste Hilberg (FORTHCOMING, SPRING 2002)

A video ethnography of the Five Standards for Effective Pedagogy, featuring real-life examples and expert commentary.

\$30

- **The Craig Cleveland Case**

by Stefinee Pinnegar, Annela Teemant, and Roland Tharp

Instruction of high school Mexican American history in a Spanish/English bilingual classroom.

\$25

- **The Sheri Galarza Pre-School Case**

by Roland Tharp, Sue Entz, and Sheri Galarza

A study on developmentally appropriate teaching of language and literacy.

\$25

- **The Assessment Literacy Case**

by Stefinee Pinnegar and Annela Teemant

An investigation of assessment practices for those interested in expanding their literacy in assessing culturally and linguistically diverse students.

\$25

- **The Mara Mills Case**

by Annela Teemant, Stefinee Pinnegar, and Roland Tharp

Instruction of high school biological science in a sheltered-English classroom.

\$25

- **The Second Language Acquisition Case**

(3 CD-ROM set)

by Annela Teemant and Stefinee Pinnegar

First-hand accounts from nine diverse second language learners and their teachers and families as well as commentary by a panel of national and international experts.

\$40

- **The Julene Kendell Case**

by R. Carl Harris, Julene Kendell, Melanie F. Harris, and David Baker

Instruction in an elementary English as a second language classroom.

\$25

To Order

www.crede.ucsc.edu

or

Center for Applied Linguistics

Phone: 202.362.0700

crede@cal.org

www.cal.org/store



CREDE in the news

The December issue of *Today's OEA* (the monthly magazine of the Oregon Education Association) addresses teaching diverse student populations. CREDE director **Roland Tharp** and CREDE researcher **Deborah Short**, were interviewed for the story. The story can be viewed online at www.oregoned.org/applications_forms/world_classrm.pdf.

Five Standards endorsed by International Reading Association

In a recent position paper on second language literacy instruction, the International Reading Association cited CREDE's Five standards for Effective Pedagogy as "basic general education principles." The full paper can be viewed at www.reading.org/positions/second_language.html.

CREDE launches new web site

If you haven't been to the CREDE web site recently, come take a look. A new site was launched in late February. All of CREDE's products, publications, and research findings are still on the site, along with several new features. Visit www.crede.ucsc.edu.

CREDE and LessonLab launch virtual classroom

Visit a kindergarten class with predominantly Native Hawaiian students being taught with the Five Standards pedagogy. An inside look at the class and a range of perspectives on the CREDE pedagogy is presented in the "Peanut Butter, Jelly, Language & Literacy" lesson. The lesson is a joint product of CREDE and LessonLab, an online organization dedicated to teacher training. *For more information, see related story on page 7.*

CREDE publications now available for purchase online

The Center for Applied Linguistics (CAL), CREDE's dissemination partner, has opened its new online shopping area, the CALStore. CREDE customers can now make credit card purchases directly from the CAL website. Visit www.cal.org/store for an easier and more convenient way to shop for CREDE products.

New Practitioner Brief published

CREDE has published ***Nongraded Primary Programs: Possibilities for Improving Practice for Teachers*** (PB #4) by E. McIntyre & D. Kyle (March 2002), available online at www.cal.org/crede/pubs/PracBrief4.htm.

CREDE partner school receives top U.S. ranking

Starlight Elementary School in Watsonville, California was recently recognized by the U.S. Department of Education (DOE) as having one of the most outstanding teacher development programs in the country.

Starlight, which is one of CREDE's two research and demonstration schools, was named as one of five recipients of the DOE's National Awards Program for Professional Development. The awards were announced November 28, 2001, by U.S. Secretary of Education Rod Paige.

CREDE sponsors national conference on newcomer students

The First National Conference for Educators of Newcomer Students will be held in Washington, DC in September 2002. Also sponsored by the Center for Applied Linguistics (CAL) and the Office of English Language Acquisition (OELA, formerly OBEMLA), the conference will draw from CREDE research on secondary newcomer programs. Visit www.cal.org/crede/newcomer.htm for more details.

Upcoming exhibition booths

Look for the CREDE exhibition booth at these 2002 conferences:

National Association for Bilingual Education (NABE)
March 19-23; Philadelphia, PA; www.nabe.org

American Educational Research Association (AERA)
April 1-5; New Orleans, LA; www.aera.net

Teachers of English to Speakers of Other Languages (TESOL)
April 9-13; Salt Lake City, UT; www.tesol.org

International Reading Association (IRA)
April 28-May 2; San Francisco, CA; www.reading.org

SIOP Training of Trainers Institute

June 6, 7, 8, 2002

California State University, Long Beach, CA

This intensive 3-day institute for professional developers and other educators focuses on the Sheltered Instruction Observation Protocol (SIOP) model as developed by CREDE researchers.

For more information and a registration brochure, visit www.cal.org/siopinstitute/ or contact Kristy Wuth at siop@hotmail.com or 562-985-1697.



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**Talking Leaves
Spring 2002, Vol. 6 No. 1**

Sequoyah, a Cherokee born in the 18th century, used the phrase **Talking Leaves** to refer to the white man's ability to put words on paper. Sequoyah created the first Cherokee syllabary, which transformed Cherokee society from non-literate to literate in one generation.

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