

UC Berkeley

Talking Leaves Newsletter

Title

Talking Leaves, Vol. 5, No. 2

Permalink

<https://escholarship.org/uc/item/755886j7>

Author

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Publication Date

2001-09-01

Codirector's Corner



Report on Synthesis Team Activity

Yolanda Padrón,
University of Houston

Improving the education of *all* students is a challenge that educators face today. There are, however, differences of opinions on how to best prepare students to achieve academic success. What does it mean to provide the best education to students who come from diverse language and cultural backgrounds so that they are not left behind? Research can help us to understand how to improve the education of culturally and linguistically different students, so that they can achieve academic success.

The University of Houston (UH) CREDE office was officially established in July

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CREDE Enters New Phase With Formation of Synthesis Teams

Barbara McKenna, CREDE

In the 5 years between 1996 and 2000, over 70 CREDE researchers in 31 projects across the country amassed a vast body of information on diversity education. With the important work of gathering information mostly completed, CREDE has moved into a new phase of operation—the synthesizing phase.

Seven Synthesis Teams have been formed and their charge is to extract key findings and practices from the past 5 years of research. From now until July 2003, the teams will work together with the goal of producing a range of publications and other tools for use by practitioners and policymakers.

Heading up the Synthesis Team project is CREDE Codirector, Yolanda Padrón, a professor of education at the University of Houston. The administration and management of Synthesis Team work will take place in Houston under Padrón's supervision.

Each Synthesis Team is headed by one to three researchers, who met last March in Houston. In true CREDE form, the group operated by the principles of joint productive activity. Two important subjects were covered—the make-up of the Synthesis Teams and the nature of the work they will produce.

Participants determined that each team will be composed of 10 to 12 members representing the entire spectrum of the education community—researchers, practitioners, and administrators. In addition to CREDE researchers, researchers in general education have been enlisted to work on the teams.

"We want the work we produce to be accessible and pertinent to a wide range of audiences," Padrón says. "We have intentionally created the teams with a range of perspectives so that those voices can be heard in the work we produce."

Each team will focus on a different subject (*see sidebar, page 2*), but they share a common goal—to transform CREDE's wealth of information into practical tools.

Team leaders determined that the main product of their work will be a seven-volume series that summarizes CREDE's state-of-the-art knowledge on diversity education and integrates the findings of general education research.

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CREDE's Synthesis Teams and Team Leaders

Language Learning and Academic Achievement

Donna Christian
Center for Applied Linguistics
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Center for Applied Linguistics
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Professional Development for Diversity

Ric Hovda
University of Missouri, St. Louis

Preservice Teacher Education for Diversity

Ken Howey
University of Wisconsin, Milwaukee
Yolanda N. Padrón
University of Houston

Schools, Families and Community

Catherine Cooper
University of California, Santa Cruz

Mathematics and Diversity

Walter Secada
NCISLA, University of Wisconsin, Madison

Science and Diversity

Okhee Lee
University of Miami

Teacher-School-Systemic Integration for Effective Reform

Sam Stringfield
Johns Hopkins University
Amanda Datnow
OISE, University of Toronto

For information on the synthesis project, contact CREDE/UH at (713) 743-9816. You are also invited to browse our website at www.coe.uh.edu/crede for information about each of the teams, their membership, and descriptions of the individual synthesis areas.

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2001 to work in partnership with the CREDE office at the University of California, Santa Cruz. As codirector of CREDE, my primary responsibility is to coordinate the work of seven Synthesis Teams that are focusing on how to improve the education of culturally and linguistically diverse students.

The purpose of the synthesis work is to summarize rigorous research (both quantitative and qualitative) and suggest how to improve teaching and learning for diverse student populations. The results of these syntheses will provide us with suggestions on how to improve the education of diverse student populations.

The uniqueness of this particular synthesis work is that it focuses on systematically summarizing the work in each topic area (*see sidebar, left*) as it relates to effective teaching and learning practices that contribute to the academic success of diverse student populations. Overall, each of the syntheses will define and clarify the main issues in their area. The Synthesis Teams will summarize the work that has been conducted at CREDE for the past 5 years as well as previous investigations in the area of diversity. Research studies in these areas will be systematically summarized in order to determine the state of current research, as well as to identify relations, contradictions, gaps, and inconsistencies in the literature.

Summaries and conclusions will be published in the form of a seven-volume series; each team producing one volume. In addition, each volume will provide suggestions for the next step or steps that are needed to help solve the problem of educating linguistically and culturally different students.

Each of the teams consists of 10 to 12 scholars, practitioners and policymakers. The members were selected for their expertise in the synthesis topic that they are serving. These members of the Synthesis Teams serve as advisors to the leaders of the teams. The team members assist the leaders in the development of the document and help determine the selection criteria that will be used for the inclusion of each study. They will also provide critical feedback throughout the writing process, such as critiquing drafts of the document. Synthesis Team leaders and their members will be working collaboratively during the course of the next 2 years to complete each of the syntheses. The results of their work will be completed by June 2003.

The seven research syntheses will provide us with a better understanding of how to educate children that are from culturally and linguistically different backgrounds. These syntheses will also help us to determine what areas still need to be investigated so that no child is left behind in school. 



On October 3, 2001, CREDE conducted a briefing for staff members of the U.S. Department of Education's **Office of Educational Research and Improvement (OERI)**. CREDE Director Roland Tharp and CREDE Synthesis Team leaders Sam Stringfield and Deborah Short spoke to the audience about CREDE's findings from the past 5 years and current synthesis activities. OERI staff were appreciative of the presentation, and Tharp noted that although the agency funds 12 national research centers, staff rarely get the opportunity to hear from the centers they support.

CREDE is planning a similar presentation to legislators on Capitol Hill in spring 2002. The presentation was originally planned for October 2, 2001, but was postponed following the events of September 11th.

*** Search All 12 Centers From One Web Site ***

CREDE is one of 12 national research and development centers funded by the Office of Educational Research and Improvement to address a range of education issues. The centers share a web site featuring a search engine that enables users to sift quickly through more than 600 reports from the 12 centers.

Bookmark the search engine at: <http://research.cse.ucla.edu/>



CREDE HAS MOVED

CREDE's central offices moved last July. Our phone numbers remain the same, but our mailing addresses are different.

For items going by regular mail, use this address:

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"This will be a unique and important piece of work," Padrón says. "I do not know of another body of synthesized work that deals with diversity the way these volumes will."

The series is considered the keystone document of the project. Along with reporting on CREDE's acquired knowledge, the document will identify remaining questions that research needs to address and make recommendations for practical applications. The principal constituencies for this document and other products created by the Synthesis Teams will be researchers, policymakers, and practitioners (i.e., teachers, administrators, and program development specialists).

Synthesis Teams have been meeting and will gather as a group in the spring, at which point drafts of the seven volumes will be nearing completion. 🌿

Program Showcase: Recent Findings From Two-Way Immersion

Julie Sugarman and Liz Howard, Center for Applied Linguistics

Two-way immersion (TWI) programs (also known as dual language programs) are becoming an increasingly attractive option for schools and districts that are looking for ways to strengthen and develop the language resources of all of their students. The TWI model provides instruction for native English speakers and native speakers of another language (usually Spanish) with the goal of promoting high academic achievement, first and second language development, and cross-cultural understanding for all students. In TWI programs, academic subjects are taught to all students through both English and the non-English language. As students and teachers work together to perform academic tasks, the students' proficiency in both languages is developed along with their content-area knowledge.

While there is a great deal of variety with regard to some program features of TWI programs, there are two important core similarities: (1) The student populations are balanced, with approximately 50% native English speakers and 50% native speakers of the non-English language; (2) academic instruction takes place through both languages, with the non-English language being used at least 50% of the time.

As part of CREDE's 7-year study of two-way immersion, researchers collected data on the language development and academic achievement of 344 students in 11 Spanish/English TWI programs across the country. Half of the students in the study were native Spanish speakers; half were native speakers of English. All had been enrolled in TWI since kindergarten or first grade. The programs in the study varied in terms of geographical location, student population, and number of years in operation. This article presents the findings from 3 years of data collection.

Methods

Data Collection

English and Spanish narrative writing samples were collected at three time intervals (October, February, and May) during the 3 years of the study (1997-98, 1998-99, and 1999-2000), when the students were in third, fourth, and fifth grade, respectively. English and Spanish oral proficiency assessments and English cloze reading assessments were

administered in third and fifth grade, and a Spanish cloze reading assessment was administered in third grade only. The students also completed English and Spanish writing self-assessments in fourth grade. Background data on each of the students were collected from school records in third and fourth grade, and parents completed a home language questionnaire when the students were in fourth grade.

Scoring

The narrative writing samples were scored by two-way immersion teachers from a Virginia school not involved in the study. They used a rubric developed by two-way immersion teachers and researchers at CREDE. The same rubric was used for English and Spanish writing samples. There were three components in the measure—

composition, grammar, and mechanics—each of which had four sub-components. Each component had a possible average score ranging from 0-5 points. The oral proficiency assessment employed a rubric with a 5-point scoring system very similar to that used for the

writing assessments but with only two major components: general conversational ability and grammatical sophistication and accuracy. For the cloze assessment, students read a story that had 30 words deleted and replaced with blanks. Students were asked to insert the appropriate word for each blank by selecting from three choices.

Results

Writing

For the writing assessment, the scores of native Spanish speakers were compared with the scores of native English speakers on the English and Spanish assessments across the 3 years (a total of nine time intervals). Students from both language backgrounds showed growth in both English and Spanish. Between Time 1 and Time 9, the average scores of native Spanish speakers rose from 2.3 to 3.8 for writing in English and from 2.5 to 3.8 for writing in Spanish. The average scores of native English speakers rose from 2.9 to 4.2 for writing in English and from 2.2 to 3.7 for writing in Spanish. Thus, both groups' average scores increased 1.3 to 1.5 points in both languages over the course of 3 years.

"...both native English speakers and native Spanish speakers in the study showed progress in their language and literacy skills..."

see TWI, page 5

TWI, from page 4

On average, native English speakers scored 0.4 to 0.6 points higher than native Spanish speakers on the English writing assessment; native Spanish speakers scored 0.1 to 0.4 points higher than native English speakers on the Spanish writing assessment. Although the native English speakers nearly closed this gap on the Spanish writing assessment to 0.1 points by fifth grade, the gap between the two language groups on the English writing assessment remained fairly constant over the 3 years.

Native Spanish speakers' growth in the two languages showed an interesting pattern: On average, they scored 0.2 to 0.3 points higher when writing in Spanish than when writing in English at the first two time intervals in third grade, but their average scores for English writing were equal to or within 0.1 point of their Spanish writing scores for the remaining seven time intervals. Native English speakers did not show the same balanced biliteracy as native Spanish speakers. They consistently had higher average writing scores in English, although they did narrow their English/Spanish writing gap from 0.7 points throughout all of third and fourth grade to 0.5 points in fifth grade.

On the English writing assessment, for the three components, both native English speakers and native Spanish speakers performed highest in grammar, followed by mechanics, then composition. This was highly consistent across all nine time intervals. Native Spanish speakers showed this same pattern in their Spanish writing scores; native English speakers, however, performed slightly higher in mechanics than grammar on their Spanish writing samples, with composition again last.

Reading

On average, both native Spanish speakers and native English speakers showed growth in the English cloze reading assessment from third grade to fifth grade. The scores of native Spanish speakers rose from 18.4 to 25.8 (out of 30), and native English speakers' scores rose from 23.6 to 28.7. Thus, native English speakers scored higher than native Spanish speakers at both time intervals. On the Spanish cloze reading assessment, administered only in third grade, the native Spanish speakers' average score was 20.9, slightly higher than the native English speakers' at 19.3.

Oral Language

Both groups also showed growth in oral language. On the English oral language assessment, native Spanish speakers had an average score of 4.4 and native English speakers had an average score of 4.8 in third grade, but the average score of both native English speakers and

native Spanish speakers in fifth grade was a nearly perfect 4.9 out of 5.0. The average scores for native Spanish speakers on the Spanish oral assessment were 4.6 in third grade and 4.8 in fifth grade, and for native English speakers, the average score rose from 3.6 in third grade to 4.1 in fifth grade.

Conclusion

As can be seen from the data presented here, both native English speakers and native Spanish speakers in the study showed progress in their language and literacy skills from the beginning of third grade through the end of fifth grade. Looking at this descriptive data, some interesting trends begin to appear, such as the fact that native Spanish speakers tend to have more balanced language and literacy skills in the two languages, while native English speakers tend to remain clearly dominant in English. This trend and others will be examined in more detail in future analyses and publications from CREDE. 🌿

Visit two new online resources on two-way immersion from CREDE:

The Frequently Asked Questions (FAQ) page provides information about a variety of issues in two-way immersion education, such as program implementation, students' academic achievement, and teachers' professional development. Located at www.cal.org/twi/faq.htm.

The Two-Way Immersion Bibliography lists over 100 journal articles, books, research reports, and other resources on two-way immersion. Located at www.cal.org/twi/bib.htm (categorized) or www.cal.org/twi/bib_all.htm (alphabetical).

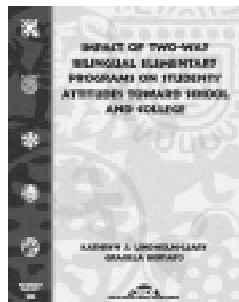
In addition, the *Directory of Two-Way Bilingual Immersion Programs in the U.S.* was recently updated and now contains profiles of 260 programs. Located at www.cal.org/twi/directory/.

For more information about two-way immersion, visit www.cal.org/twi/ or www.crede.ucsc.edu/Programs/Program1/Project1_2.html, or email twi@cal.org.

See the latest publications from the two-way immersion project on pages 6 & 7.

Recent Publications

New Research Report



Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes Toward School and College. K. Lindholm-Leary & G. Borsato. (2001). This report examines the influence that participation in a two-way bilingual elementary program has had on high school students' attitudes toward school, college, and use of Spanish. Students were categorized into three cohorts—Hispanic Spanish bilinguals (former English language learners), Hispanic English bilinguals (former monolingual English or English dominant speakers), and Euro-American English bilinguals (former monolingual English speakers)—and surveyed about their attitudes and proficiency in Spanish. (RR 10, \$5.00 plus shipping and sales tax-DC/FL only)

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New Educational Practice Report



Leading for Diversity: How School Leaders Can Improve Interethnic Relations. R. Henze. (2001). Based on 21 case studies across schools in the U.S. with highly diverse student populations, this report shows how school leaders effectively address racial or ethnic conflicts, create positive interethnic environments, and help relationships among diverse groups and individuals flourish. The report offers insights for principals and other school leaders to proactively build safe and respectful learning environments for all students. (EPR 7, \$5.00 plus shipping and sales tax-DC/FL only)

diverse groups and individuals flourish. The report offers insights for principals and other school leaders to proactively build safe and respectful learning environments for all students. (EPR 7, \$5.00 plus shipping and sales tax-DC/FL only)

To order the reports above, send a check, money order, signed purchase order, or credit card (MasterCard or VISA) information to CAL/CREDE, 4646 40th St., NW, Washington, DC 20016. Include 10% shipping (20% international orders). Add sales tax for D.C. (5.75%) and Florida (6.0%) residents only. For more information, contact crede@cal.org or 202-362-0700, ext. 247.

New Publications by CREDE Researchers

Bilingual Education. D. Christian & F. Genesee (Eds.). (2001). This series of international case studies reflects the diversity of environments in which languages can be learned bilingually. It provides information on how to teach bilingually, and attests to the value of bilingual forms of education. The 11 programs described, two of which are CREDE programs, demonstrate the linguistic,

cultural, and academic contributions that bilingual approaches to education can make around the world. Descriptions for each program include practical ideas to help others implement similar strategies. (\$29.95. ISBN: 0939791943. Available from Teachers of English to Speakers of Other Languages, Inc. (TESOL), www.tesol.org, tesolpubs@tasco1.com, 1-888-891-0041.)

Dual Language Education. K. Lindholm-Leary. (2001). This book discusses the conceptual background and major implementation issues for dual language education, which combines language minority and language majority students for instruction through two languages. Research findings, including those from CREDE's Project 1.2, summarize language proficiency and achievement outcomes from 8,000 students at 20 schools, along with teacher and parent attitudes. (\$44.95. ISBN: 1853595314. Available from Multilingual Matters, www.multilingual-matters.com, info@multilingual-matters.com, +44 (0) 1275 876519.)

When Diversity Works: Bridging Families, Peers, Schools and Communities at CREDE. Special double issue (Vol.6, Nos.1&2, 2001) of the *Journal of Education for Students Placed At Risk (JESPAR)*. C. Cooper & P. Gandara (Guest Eds.). The seven studies in this volume, all conducted through CREDE, address students' pathways through school to work by focusing on three key themes: (1) understanding how access to schooling is enhanced or curtailed by sociocultural factors; (2) identifying ways the academic pipeline can be kept open for diverse students; and (3) helping students bridge their worlds of families, peers, schools, and communities. (\$40.00. ISBN: 0805897275. Available from Lawrence Erlbaum Associates, www.erlbaum.com, orders@erlbaum.com, 1-800-9-BOOKS-9.)

Special Focus: Leading for Diversity. Special issue (Vol. 68, No. 4, 2001) of the *Journal of Negro Education*. R. Henze (Intro.). This issue focuses on how school leaders can improve race and ethnic relations in schools, particularly those that serve diverse populations and have experienced a history of conflict or tension related to race and ethnicity. Each of the five main articles focuses on specific cases, providing descriptive stories and analyses of how proactive school leaders build greater respect and understanding among diverse members of the school community. (Available for \$4.00 plus \$1.50 each for shipping and handling. Send a check to Journal of Negro Education, Howard University, P.O. Box 311, Washington, DC 20059, 202-806-8120.)

Books by CREDE researchers are also available through CREDE's virtual bookstore in conjunction with Amazon Books at www.crede.ucsc.edu/Portfolio/Books/Books.html.

New Research Brief

Scaffold for School-Home Collaboration: Enhancing Reading and Language Development (RB #9). J. M. Chang. (April 2001). Available online at www.cal.org/crede/pubs/ResBrief9.htm.

New Practitioner Briefs

Development and Maintenance of Two-Way Immersion Programs: Advice from Practitioners (PB #2). J. Sugarman & E. R. Howard. (March 2001). Available online at www.cal.org/crede/pubs/PracBrief2.htm.

Some Program Alternatives for English Language Learners (PB #3). CREDE. (September 2001). Available online at www.cal.org/crede/pubs/PracBrief3.htm.

New ERIC Digest

Two-Way Immersion Programs: Features and Statistics. E. R. Howard & J. Sugarman. (March 2001). Available online at www.cal.org/ericcll/digest/0101twi.html.

Full Reports Now Online

Implementing Two-Way Immersion Programs in Secondary Schools (EPR 5). C. Montone & M. Loeb. (2000). Available at www.cal.org/crede/pubs/edpractice/EPR5.htm.

Broadening the Base: School/Community Partnerships Serving Language Minority Students At Risk (EPR 6). C. T. Adger & J. Locke. (2000). Available at www.cal.org/crede/pubs/edpractice/EPR6.htm.

Apprenticeship for Teaching: Professional Development Issues Surrounding the Collaborative Relationship Between Teachers and Paraeducators (RR 8). L. Monzó & R. Rueda. (2000). Available at www.cal.org/crede/pubs/research/RR8.htm.



Conferences

Upcoming Exhibition Booths

Look for the CREDE exhibition booth at these 2002 conferences:

California Association for Bilingual Education (CABE)
January 31-February 3, San Jose, CA
www.bilingualeducation.org

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

Upcoming Conference Presentations

CREDE will present a two-part research symposium at the **2002 NABE Annual Conference**, March 19-23 in Philadelphia, PA. The symposium, entitled “**Effective Educational Reforms for Diverse Student Populations**,” will focus on strategies and results of implementing CREDE’s educational reform designs. Presentations are clustered into four categories, representing the levels at which reforms were implemented: teacher development, classroom, programmatic, and schoolwide.

CREDE researchers Jana Echevarria and Deborah Short with codeveloper MaryEllen Vogt will present the first **SIOP Training of Trainers Institute** on June 6-8, 2002, in Long Beach, CA. The intensive 3-day institute for staff developers and teacher educators focuses on the Sheltered Instruction Observation Protocol. (Call 562-985-1697 to request registration information or email justine@cal.org.)

Past Conference Presentations

CREDE gave an overview of its current activities and latest research at this past **2001 New Jersey TESOL-BE Summer Institute** on June 27 at Kean University in Union, NJ. CREDE Director Roland Tharp was the keynote speaker and presented CREDE’s Five Standards for Effective Pedagogy; Research Assistant Justine Hudec presented an introduction to the Sheltered Instruction Observation Protocol (SIOP); and Dissemination Assistant Kumud Krishna presented on CREDE’s program alternatives for linguistically diverse students.

At last spring’s **2001 AERA Annual Conference**, April 10-14 in Seattle, WA, CREDE took the lead in a symposium entitled “**Culture, Diversity and International Research on Education Studies from the Center for Research on Education, Diversity & Excellence**.” The symposium examined the issues of diversity and education from an international perspective, based on studies conducted by CREDE. The studies represented a range of methodologies: participant observation, quasi-experimental design, case study, and action research. Each involved more than one nation and minority or immigrant population of the U.S. The studies provided a variety of approaches to understanding the educational challenges of a world in migration.



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**Talking Leaves
Fall 2001, Vol. 5 No. 2**

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.

This newsletter is supported under the Educational Research and Development Center Program (Cooperative Agreement No. R306A60001-96), administered by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. The findings and opinions expressed here do not necessarily reflect the position or policies of OERI.

This issue and past issues are available online at www.cal.org/crede/pubs/.