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ABSTRACT

This newsletter contains seven articles related to the educational rights of culturally diverse language-minority students. "20 Years after Lau: In Pursuit of Equity Not Just a Language Response Program," by Alicia Salinas Sosa, points out that educational responses to Lau vs. Nichols have been minimum-compliance programmatic responses rather than efforts to provide equal education to limited-English-proficient students. "The Fourth Generation of Desegregation and Civil Rights," by Bradley Scott, outlines the focus and desegregation concerns of three generations of school desegregation and identifies emerging concerns for equal education. "Is 'Americanization' Possible? Criticism of Bilingual Education Is Based on Myths and Fears," by Elizabeth Weiser Ramirez and Jennifer Yanez-Pastor, is a response by the Hispanic Education Coalition to an attack on bilingual education. "Parent Involvement and Students' Educational Rights," by Mikki Symonds, examines barriers to parent involvement and strategies to overcome them. "Assessment and Evaluation of Language Minority Pupils: 20 Years since Lau vs. Nichols," by Albert Cortez, traces development and trends toward reform in assessment of student language proficiency and in evaluation of programs serving language minority students. "Technology and Equity: From Oxymoron to Partnership," by Felix Montes, examines ways in which information and educational technologies can advance equity for minority and low-income students. "Bilingual Intelligence Testing," by Jose A. Cardenas, examines problems with assumptions about intelligence testing and with Spanish language intelligence tests. This newsletter also contains reflections of a child advocate, a book review, and a list of additional readings on civil rights in education. Most articles contain references. (SV)

ED 379 127

INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION

IDRA Newsletter

IDRA FOCUS:
CIVIL RIGHTS IN EDUCATION,
REVISITING THE LAU DECISION

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20 YEARS AFTER LAU: IN PURSUIT OF EQUITY

NOT JUST A LANGUAGE RESPONSE PROGRAM

Alicia Salinas Sosa, Ph.D.

IDRA is an independent nonprofit advocacy organization dedicated to improving educational opportunity. Through research, materials development, training, technical assistance, evaluation, and information dissemination, we're helping to create schools that work for all children.

Education is not a power conferred on the federal government in the U.S. Constitution. Because of this, policy analysts see the responsibility for education and authority over it as being delegated to the states by the Tenth Amendment to the Constitution. Thus, up until 45 years ago, the role of the federal government in education was limited.

In *Clarifying the Federal Role in Education*, Beebe and Evans point out that the federal government has a unique responsibility for assessing the condition and progress of educational achievement in the United States (1981). The government has a responsibility to improve education through initiatives in research, development and evaluation. The government must also preserve individuals' rights to equitable participation in the educational system. When this is non-existent, it must intervene to address critical educational problems which affect the entire country. According to Beebe and Evans, such problems having national impact are clearly beyond the scope and ability of states to address.

The education of limited-English-proficient (LEP) students enrolled in the nation's public schools constitutes an unmet educational need that has national impact. Several factors catapult this need to national proportions: (1) the number of LEP students is significant and growing, (2) LEP students have educational rights that are protected by federal laws and statutes, and (3) this group has traditionally not been well served by the educational system.

First Generation of National Origin Desegregation

Initially, the term desegregation focused on the physical movement of students which followed the 1954 *Brown vs. Board of Education* Supreme Court decision and on the prohibition of continuing stereotypes in the curriculum.

Prior to the *Brown* decision, Mexican American parents in California and Texas worked to secure the desegregation of public education. In the 1930s, '40s and '50s, Mexican American children who were enrolled in public schools in the United States attended physically segregated facilities.

Second Generation of National Origin Desegregation

The goal of desegregation during the second generation was to achieve equal access and treatment within schools and programs. Concerns centered on access to courses and programs as well as on the elimination of discriminatory practices. Soon, educators concerned with equity recognized that access was part of the solution. Desegregating schools would also have to target the elimination of physical resegregation, the provision of equitable opportunities to learn, and the achievement of comparable outcomes (Network of Regional Desegregation Assistance Centers, 1989).

These same concepts apply to national origin desegregation. That is, in designing appropriate responses for LEP students, we should also be concerned with their having access to courses and programs (e.g., gifted and talented, mathematics and science), hav-

20 Years After Lau- continued on page 19

IN THIS ISSUE

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Popularized in the early 1970s by author Thomas Kuhn, "paradigms" are our models or patterns of reality, shaped by our understanding and experience into a system of rules and assumptions about the world around us. The call for restructuring in education, emerging from a profound sense that education is not working for all children, requires a transformation in how we see schools, students, and their families. If we are to find a new and equitable vision of what education can and should be, new lenses are required to change the way we look at schools and the populations in them - as demonstrated by our "Now" thinkers below.

THAT IS THEN... THIS IS NOW...

"Our task is to assimilate these people [racial minorities and immigrants] as part of the American race, and to implant in their children so far as can be done the Anglo-Saxon conceptions of righteousness, law, order and popular government, and to awaken in them reverence for our democratic institutions and for those things which we as a people hold to be of abiding worth."

- Ellwood P. Cubberley, early 20th century educator. Quoted in *Facing Racism in Education*

"It is absolutely wrong and against American concepts to have a bilingual education program that is now openly, admittedly dedicated to preserving their native language and never getting them adequate in English so they can go out into the job market."

- Ronald Reagan soon after entering the White House. Quoted in *Facing Racism in Education*

"Soon 'bilingualism' became not a means of easing people into an English-speaking culture but, as special-interest groups found voice, one of perpetuating and reinforcing native cultures at the expense of English and, thus, Americanization. This has been especially true of Hispanic cultures; study after study has found that Hispanic immigrants are less interested in assimilating than are Asian immigrants, and more concerned with maintaining their ancestral cultural identities."

- Jonathan Yardley, "The Hard Lessons of Bilingual Education," *The Washington Post*, October 24, 1994

"Racial and ethnic hostility, violence and prejudice clearly are an integral part of the social fabric on most school campuses and in many communities. This is of humanitarian concern because of the effects on the children who are its victims. But it is also of concern because of what it says about our society."

- Laurie Olsen, *Crossing the Schoolhouse Border: Immigrant Students and the California Public Schools*, 1988. Extracted from "Civil Rights Issues Facing Asian Americans in the 1990s," A report of the U.S. Commission on Civil Rights, February 1992

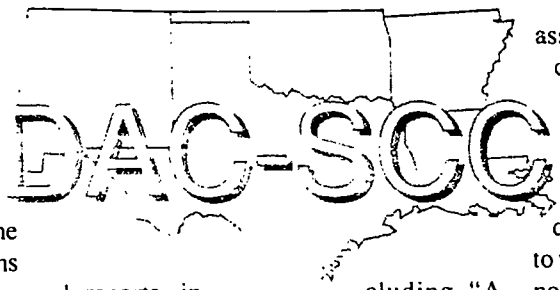
"When [a student] cannot understand the language employed in the school, he cannot be said to have an educational opportunity in any sense ... His educational opportunity is manifestly unequal even though there is an illusion of equality since the facilities, books, and teachers made available are the same as those made available to the rest of the students ... A pupil knowing only a foreign language cannot be said to have an educational opportunity equal to his fellow students unless and until he acquires some minimal facility in the English language."

- dissenting judge, Ninth Circuit Court of Appeals (The court's Ruling on *Lau vs. Nichols* was overturned by the U.S. Supreme Court). Extracted from "Civil Rights Issues Facing Asian Americans in the 1990s," February 1992

THE FOURTH GENERATION OF DESEGREGATION AND CIVIL RIGHTS

Bradley Scott, M.A.

In the September 1990 issue of the *IDRA Newsletter* my article, "In Pursuit of Equity: An Idea Whose Time Has Come," described the equity monitoring activity of some districts in the Desegregation Assistance Center-South Central Collaborative (DAC-SCC) service area. The article also discussed the three generations of desegregation identified by the 10 regional desegregation assistance centers in their publication. *Resegregation of Public Schools: The Third Generation* (1989). That discussion served as the basis of the reason districts were monitoring equity and not just equality. The report describes the three generations of desegregation as the following.



The First Generation of Desegregation (1954 - 1964): This first generation had racial physical desegregation as its goal. Major concerns included the eradication of dual school systems through the development of student assignment plans which were to produce racially-balanced unitary school systems. Two other concerns involved the elimination of racial isolation in schools and the elimination of race bias and stereotypes in curricular materials.

The Second Generation of Desegregation (1964 - 1983): In 1964, a historical landmark piece of legislation gave civil rights and school desegregation a shot in the arm. The Civil Rights Act prohibited discrimination in federally-funded programs due to race, color and national origin. The act ushered in a new era of desegregation where the goal grew to include equal access and equal treatment in schools and programs within those schools.

This generation lasted for approximately 20 years and was also characterized by several pieces of legislation which prohibited discrimination against children and opened access to them to schools and programs within those schools regardless of race, sex, national origin, religion, economic status or handicapping condition.

Educational equality for all children became the focus of this period. That is, all students would receive the same treatment and access regardless of differences.

It became clear that while educational equality, including equal access and treatment, was a necessary condition, it was not sufficient to produce the desired outcomes of effectively desegregated schools. Several reports, including "A Nation At Risk," described the nature, condition and state of public education (NCEE, 1983). The nation learned that public education was not adequately meeting the needs of all students including students who were identified by race, sex, national origin, economic status or handicapping condition. Thus, a new generation of desegregation and civil rights emerged.

The Third Generation of Desegregation (1983 - Present): This generation of desegregation and civil rights has as its goal the elimination of resegregation in schools and classrooms, the elimination of achievement disparities among identifiably different students and the production of comparable outcomes in school performance. Major concerns include the creation and implementation of culturally relevant curriculum, varied teaching styles and strategies to match different student learning styles, and heightened teacher expectations for high achievement for all students regardless of differences.

Educational equity is the focus of this generation. The goal is to produce comparable educational outcomes between and among students who enter schools with different learning needs. Educational equity seeks to provide differentiated educational responses to students who are different in important ways so that these comparable outcomes may be achieved. From an educational perspective, all learners *cannot* be treated the *same* because their different learning, social, cultural, emotional, psychological and physical needs naturally give rise to varying interventions for them to achieve comparability.

Emerging Trends and Issues

Since I wrote that article, it is apparent to me that the issues regarding desegregation and civil rights have moved to another level. The issues DAC-SCC is compelled to address as it delivers training and technical assistance to public schools suggest that certain trends must be included in the discussion.

I see some emerging trends in school desegregation and civil rights which at the same time are similar to but different from the trends which gave rise to the third generation. This list of trends is not complete, but it does suggest that the discussion which has taken place needs to be broader, more comprehensive and certainly more inclusive of a wider group of considerations than were suggested by the third generation discussion. These emerging trends are described in random order below.

De facto desegregation.

Changing demographics and housing and living patterns continue to produce resegregated schools and classrooms. These patterns of desegregation are not the result of legal or *de jure* segregation or the vestiges of such segregation, but they are the result of the realities of economics, systemic discrimination to some extent and the "choices" people make as to where they live.

Increasing number of children in public schools whose first language or home language is not English.

Communities and school systems, in many instances, are facing the challenges of providing equitable educational access, experiences and interventions to learners who do not speak English as a first language. These communities and school systems find themselves ill-equipped to meet these challenges.

Placement of students in grades, courses and programs.

Historically students have been tracked and placed into ability groups for the purpose of educating them. While these practices have been administratively convenient, their soundness in teaching are highly suspect. School systems are now facing the challenge of detracking courses, classes and programs and providing educational experiences in heterogeneously-grouped settings.

Implementation of specific gender-conscious strategies and programs.

Although gender issues have been

Fourth Generation - continued on page 6

THROWING A CURVE

by Bob Herbert

Editor's note: Many have written to denounce the outrageous views of Charles Murray and Richard Herrnstein in their book The Bell Curve, *but this editorial from* The New York Times *says it best.*

In Montclair, New Jersey, where I grew up in the 1950s and '60s, there was an elderly woman named Mildred Maxwell who would greet the periodic outbursts of segregationists and other racial provocateurs with the angry and scornful comment, "There isn't a hell hot enough for that man and his ideas."

Mrs. Maxwell comes to mind whenever I think (angrily and scornfully) about Charles Murray and his book *The Bell Curve*, a scabrous piece of racial pornography masquerading as serious scholarship.

Mr. Murray fancies himself a social scientist, an odd choice of profession for someone who would have us believe he was so sociologically ignorant as a teenager that he didn't recognize any racial implications when he and his friends burned a cross on a hill in his hometown of Newton, Iowa.

In a *New York Times Magazine* article by Jason DeParle, Mr. Murray described the cross-burning as "dumb." But he insisted, "It never crossed our minds that this had any larger significance."

Oh, no. Of course not.

Now, in middle age, Mr. Murray gets his kicks by thinking up ways to drape the cloak of respectability over the obscene and long-discredited views of the world's most rabid racists. And so *The Bell Curve*, written with Richard Herrnstein, who died last month, promote the view that Blacks are inherently inferior to Whites.

It's an ugly stunt. Mr. Murray can protest all he wants, his book is just a genteel way of calling somebody a nigger.

The book shows that, on average, Blacks score about 15 points lower than Whites on intelligence tests, a point that was widely known and has not been in dispute. Mr. Murray and I (and many, many others) differ on the reasons for the disparity. I would argue that a group that was enslaved until little more than a century ago; that has long been subjected to the most brutal, often murderous, oppression; that has been deprived of competent, sympathetic political representation; that has most often had to live in the hideous physical conditions that are the hallmark of abject poverty; that has tried its best to survive with little or no prenatal care, and with inadequate health care and nutrition; that has been segregated and ghettoized in communities that were then redlined by banks and insurance companies and otherwise shunned by business and industry; that has been systematically frozen out of the job market; that has in large measure been deliberately deprived of a reasonably decent education; that has been forced to cope with the humiliation of being treated always as inferior, even by imbeciles – I would argue that these are factors that just might contribute to a certain amount of social pathology and to a slippage in intelligence test scores.

Mr. Murray says no. His book strongly suggests that the disparity is inherent, genetic and that there is little to be done about it.

Most serious scholars know that the conclusions drawn by Murray and Herrnstein from the data in *The Bell Curve* are bogus. The issue has been studied ad nauseam and the overwhelming consensus of experts in the field is that environmental conditions account for most of the disparity when the test results of large groups are compared.

The last time I checked, both the Protestants and the Catholics in Northern Ireland where White. And yet the Catholics, with their legacy of discrimination, grade out about 15 points lower in I.Q. tests. There are many similar examples. Scholars are already marshaling the evidence needed to demolish *The Bell Curve* on scientific grounds. But be assured that when their labors are completed and their papers submitted, they will not get nearly the attention that *The Bell Curve* received.

A great deal of damage has been done. The conclusions so disingenuously trumpeted by Mr. Murray were just what millions of people wanted to hear. It was just the message needed to enable Whites to distance themselves still further from any responsibility for the profound negative effect that White racism continues to have on all Blacks.

Mildred Maxwell is no longer with us. I wish she were. Just once I would like to hear her comment on Charles Murray and his book.

"Is 'Americanization' Possible?"

Criticism of Bilingual Education is Based on Myths and Fears

Elizabeth Weiser Ramírez and Jennifer Yañez-Pastor

In October 1994, a column by Jonathan Yardley appeared in The Washington Post *asserting that Hispanic and immigrant groups do not want to "Americanize." In the column, Yardley used a recently released preliminary report on the progress of the bilingual education program in New York City to condemn bilingualism and bilingual education in general. The article below was submitted to* The Washington Post *by the Hispanic Education Coalition – of which IDRA is a member – as a response.*

Jonathan Yardley's column of October 24 ("The Hard Lessons of Bilingual Education") used a recent report from the New York City Board of Education to perpetuate the myth of bilingual education as the enemy of America.

His column, advancing the study as "the first spadeful of dirt on the casket of bilingual education," ignores even the advice of the New York City schools' chancellor in the document itself "to be cautious about reaching any premature conclusions" about what is a very preliminary report. Indeed, serious flaws in the research design, such as lack of control for external variables like differences in prior school experience between the largely Haitian and Latino bilingual population and the largely Russian and Korean ESL population, make any findings suspect. The chancellor himself acknowledged these flaws to the Board of Education.

Why, then, has Mr. Yardley leapt to embrace this study as a definitive attack on bilingual education? He refers several times to the diverse students in the New York City school system as *problems*. The students do not fit into the traditional system, so *they* are to blame. In fact, education is a constitutional right and an investment in a strong and increasingly diverse America. Diverse students are not problems for the education system. Multiplicity of languages and cultures are obstacles that teachers and students must face together.

It is this diversity which Mr. Yardley seems, at base, to fear. However much he wishes to couch his subconscious fears of other peoples in terms of "what's best for the children," it is the concern for "Americanization" which really drives him. "Study after study," he wrote (without identifying which studies) shows that Hispanic cultures in particular are less interested in assimilating and more concerned with maintaining their ancestral cultural identities. One wonders how he can make this claim in a country where St. Patrick's Day festivities in Boston are bigger than they are in Dublin, where beer and brats are omnipresent in Milwaukee (particularly around Octoberfest), where Chinatown thrives in San Francisco, where Mardi Gras fills the streets in New Orleans and, yes, where luminaries and *posadas* define Christmas in Albuquerque. Hispanics are a strongly patriotic people who also happen to be proud of their cultural heritage – traits we find admirable in other ethnic groups. Mr. Yardley's assertions clearly show a fear of change, of the threat to something implicit in the growth of the Hispanic community in the United States.

> ***Diverse students are not problems for the education system. Multiplicity of languages and cultures are obstacles that teachers and students must face together.***

Finally, one wonders what Mr. Yardley can mean by "Americanization." In a nation of immigrant peoples, "American" culture changes in each generation. The founding fathers did not celebrate Christmas with German traditions like Santa Claus and a tree. Lasagna and spaghetti from Italy are now as "American" as apple pie. African and Caribbean rhythms have infused our music with its unique sound. And as we all know, salsa has now overtaken ketchup as America's condiment of choice.

In each generation, diversity adds new layers to "American" culture. History has shown us that, despite each generation's fears, immigrants *do* assimilate. Today's immigrant climate differs in only two ways from that of past decades. One is the countries of origin of the immigrants and the underlying prejudice that, while we may be happy incorporate French or Irish traditions into our culture milieu, we aren't so sure about Salvadoran, Ugandan or Korean influences. The other is that many people in our nation are undergoing a re-examination of their own histories, with a desire to bring forth and celebrate their cultural roots. In this atmosphere, Mr. Yardley should put aside his fear and allow families who have not yet lost these roots to nourish them while they learn the ever-changing traits of our American society.

The Hispanic Education Coalition is an ad hoc coalition of national Latino and education organizations working for improved educational opportunities for Hispanic youth. Members include IDRA, the ASPIRA Association, the Council of the Great City Schools, the Hispanic Association of Colleges and Universities, the Mexican American Legal Defense and Educational Fund, the National Association for Bilingual Education, the National Puerto Rican Coalition, and the Puerto Rican Legal Defense and Education Fund.

Elizabeth Weiser Ramírez is the Director of Advocacy for the ASPIRA Association, Inc. Jennifer Yañez-Pastor is a Legislative Specialist for the Council of the Great City Schools.

Upcoming Events

Fifth Annual Coca-Cola Valued Youth National Training Seminar and Valued Youth Conference
April 20-22, 1995
San Antonio Airport Hilton
San Antonio, Texas

For more information, contact: Linda Cantu at 210/684-8180.

Also in April!
La Semana del Niño:
The Week of The Child Conference
April 24-26, 1995

Fourth Generation - continued from page 3

publicly recognized as a valid matter of equity since the introduction of the Educational Amendments of 1972, moving awareness to practical school-based activity has been generally arduous and poorly focused. The legitimate presence of girls and the critical role they play and will play in all facets of society must clearly be validated by what communities and schools do and to what they commit themselves on a regular basis to meet the challenges of the next century. Any discussion that does not address and provide for gender-based considerations will be short-sighted, piecemeal and incomplete.

Training that empowers students to operate with social competence in a world of difference.

Among the discrete knowledge, skills and competencies which learners must acquire are those which will allow them operate successfully in a world which is diverse. A natural part of what schools must do is to assist learners to comprehend matters of difference based upon race, gender, national origin, economics, and physical and mental capacities, to translate that understanding into appropriate ways of thinking, believing and behaving, and to be motivated as responsible citizens to work for constitutionally-based social justice and equity.

Realization of educational excellence and high achievement outcomes for all students regardless of difference.

Communities and school systems must press to ensure that, for all students, the educational experience they encounter is challenging and produces in those learners an appropriate set of skills and competencies which enable them to be successful in the world of work and to be responsible citizens. Communities and school systems must come to understand that if all identifiable segments of the student population of a given district are not achieving high academic and other school outcomes, excellence has not been realized. A district is excellent when, by what it does, all students achieve comparable, high standards regardless of their identifying characteristics. Anything short of that reality is "business as usual" regardless of the new labels it may be given.

Appropriate assessment and placement of students in classes and programs based upon knowledge and performance rather than cultural, social or class characteristics.

For too long, inappropriate testing and assessment practices have allowed many children who are different to be misdiagnosed and misplaced in programs and classes in schools. The persistent over-representation of students who are culturally, linguistically and socially different in special education programs and their under-representation in gifted and talented programs is one such example. Clearly more authentic, valid and reliable assessment procedures, strategies and instruments must not only be developed, but they must also be used to more properly place all students for the purpose of targeted and specific instruction.

Inclusion of minority students and girls in math, science and technology courses and programs.

The traditional patterns of the non-inclusion or under-representation of these populations in such curricular offerings, or their limited and low-level involvement in such programs, is a persistent and intolerable reality which communities and schools must address. It is now apparent that those

Fourth Generation - continued on page 11

	First Generation 1954-1964	Second Generation 1964-1983	Third Generation 1983-Present	Fourth Generation Future
Focus	Physical desegregation	Equal treatment and equal access within school achievement	Physical resegregation Equal opportunities to learn Equal outcomes-achievement, attitudes, and behaviors	Schools that work for diverse students Teach world class skills New paradigms for civil rights and equity based excellence
Desegregation Concerns	Physical assignment plans Elmination of racial isolation Elimination of bias and stereotypes	Access to courses and programs Access to language development Elimination of practices which lead to isolation or differential treatment based on race, sex, and national origin	Culturally-sensitive, bias-free curriculum and instruction Use of varied instructional methods for different cultural and learning styles Heightened teacher expectations Development of positive self-concept Elimination of achievement gaps	Restructured professional development Use of culturally sensitive curriculum Development of life-long learning competencies Instruction in technology, information management, math and science, and diversity Creation of school and community collaborations on social issues affecting schools

Spotlight on Parent Involvement

One constant element in student achievement is parental involvement. Research and analysis of the past 15 years conclusively demonstrate that when parents are involved in their children's education, children do better in school, and the schools do better, too. IDRA believes that parents are intelligent and want the best education for their children. Parents of all socio-economic levels and all cultural groups can participate meaningfully in their children's schools. They can act as a driving force for innovations that improve the education of their children. IDRA helps parents and schools examine ways in which they can make a difference in their students' academic success.

Parent Involvement and Students' Educational Rights

Mikki Symonds, M.A.

In a telephone interview with IDRA, Sally Herrera, community advocate for Multicultural Education Training and Advocacy (META) in Florida, and Roger Rice, attorney for META in Massachusetts, provided insights into the impact of parent involvement on educational institutions' providing appropriate, adequate and necessary instruction to children.

They said that a critical element in achieving educational reform is access to information. We learn about the history, methods and resources to build the basis for enforcing children's rights to education mainly by word of mouth. But through such conversations, the little-known magnitude and power of parent involvement in education becomes apparent.

Research in "The Evidence Continues to Grow: Parent Involvement Improves Student Achievement" provides ample evidence that parent involvement results in long-term, measurable academic success (Henderson, 1987). The 18 studies featured in this document demonstrate that parents trained by teachers to assist in the classroom with learning activities, reinforcing processes and concepts and many classroom presentations of hands-on activities in areas of expertise make a difference not only on the performing of individual children, but also on the aggregate performance of students and teachers.

The existence of both *Lau vs. Nicholas* (1974) and *LULAC vs. Florida State Board of Education* (1990) attest to the fact that parents have been and continue to be the strongest force in advocating for the rights of children. Their observations, determination and love inspire action and the continual development of a more equitable excellent educational system.

Two points should be noted about *Lau vs. Nichols*. First, the decision clarifies that students must have a "meaningful opportunity to participate in" public schools (*Lau vs. Nichols* et al., 1974). Second, the Supreme Court would not have had the opportunity to make this ruling if the parents of one of those 1,800 students had not known that they could initiate legal action on behalf of their children's rights as students.

The Example of the Florida Consent Decree

In the late 1970s, realtors were marketing houses in central Florida at low prices to Latinos in Puerto Rico, Michigan, New York and Connecticut. Puerto Ricans, Cubans and Mexican Americans from these areas responded to the advertising, moved into the neighborhoods and enrolled their children in the local public schools.

> ***...PARENTS HAVE BEEN AND CONTINUE TO BE THE STRONGEST FORCE IN ADVOCATING FOR THE RIGHTS OF CHILDREN. THEIR OBSERVATIONS, DETERMINATION AND LOVE INSPIRE ACTION AND THE CONTINUAL DEVELOPMENT OF A MORE EQUITABLE EXCELLENT EDUCATIONAL SYSTEM.***

While the parents were able to find housing, obtaining an education for their children proved to be more difficult. The parents noticed that their children, who previously made good grades, were now doing poorly in school; the schools had even retained some of the children. It is little wonder that the children were experiencing difficulties in school. In 1983, only two counties (Orange and Dade) in the entire state had programs that were identified as bilingual education. Parents had little or no access to information about their children's educational rights, and most schools had no bilingual education to speak of.

Thankfully, the League of United Latin American Citizens (LULAC) parents in Florida organized themselves and requested services from the Desegregation Assistance Center (DAC) in Miami and the Department of Education at the federal level in 1983. Herrera reported that Rosa Castro-Feinberg of the DAC offered information, evaluation of the school district in central Florida, and guidance to the district. She also asked to meet with the parents. According to Herrera, Castro-Feinberg told the parents: "Your children have rights. This is the Constitution. *Lau vs. Nichols* states that you have all the rights to request and to demand education for your children."

Castro-Feinberg's presentation marked a turning point in the process for these parents in central Florida because it empowered the parents to take action. "This is the understanding that brought the change about," Herrera said, "The positions and the picture completely changed because we had the law." Again, access to information, the law at this stage, is key to the parent involvement process.

The parents in Florida also knew to contact META. They were aware of the LULAC case in Texas (in which IDRA's then executive director Dr. José Cárdenas and staff members Albert Cortez and Bambi Cárdenas offered expert testimony) through their participation in LULAC in Florida. In 1985, they requested META's assistance. META representatives Roger Rice and Camilo Pérez traveled to Oseola County, Florida, to attend a meeting of the local LULAC chapter. After listening to hours of testimony, they decided that Oseola County had a clear case of a basic violation of the 1964 Civil Rights Act.

The next steps included collecting

Parent Involvement - continued on page 8

Parent Involvement - continued from page 7

evidence, negotiating and forming a coalition. From 1985 to 1989, META collected data from the entire state of Florida to build the case. Meanwhile, the parents formed a coalition that included LULAC, ASPIRA (Puerto Rican), Florida branch of the NAACP, farmworker organizations, Cuban organizations and Haitian organizations. Since the state commissioner of education is an elected official, it was understood that persons seeking that office should not alienate such a wide base of voters. Negotiation occurred from 1989 until 1990. Finally, the suit and the settlement were simultaneously filed in 1990 (the case is *LULAC vs. Florida State Board of Education*). The Florida Consent Decree was signed on August 15, 1990, stating that parents in Florida have the right to monitor compliance with the *Lau* decision and causing districts to initiate necessary bilingual education programs.

Obstacles Parent Involvement

Parent involvement – from *Lau* in 1974 to the Florida Consent Decree in 1990 – has proven critical in institutions recognizing the educational rights of children. Parent involvement, as Herrera stated, is equally vital in enforcing these rights and creating school reform. However, even when parents understand their own and their children's rights and know who they must contact in order to address those rights, other obstacles exist.

One major obstacle that many parents encounter is the language barrier which can deter people's communication with each other because they involve, as Herrera stated, "the fear of a language, a new place, rejection, and unanswered hopes and determinations."

Poverty, especially when coupled with little or no allocation of resources for parents participating in the schools, also impedes meaningful parent involvement. Having a low income makes obtaining babysitters, paying transportation costs and covering meal costs very difficult for parents.

Some institutions feigning a dedication, or even mere interest, in parent involvement also create problems. For example, school officials sometimes hand pick parent representatives knowing that these persons either lack knowledge of the issues that concern most parents, lack the training to address the issues as a representative, or lack the initiative to involve other parents in the process. Failing to spend funds allocated for parent training on appropriate activities or materials also occurs.

Jargon and protocol prove daunting to many parents. Herrera provided an example of school officials using confusing terminology, "There will be an IEP meeting on the 23rd where we will discuss the uses of the ESE and ESOL according to Section 504 for your LEP child." School board officials rely upon Robert's Rules of Order to tell parents that they cannot express a concern because they did not state the motion correctly. This also intimidates parents. Such protocol, especially without making an effort to train parents on the protocol, often halts an effective partnership between school staff, parents and district personnel.

Overcoming the Obstacles

These obstacles, while frustrating, are not insurmountable and can be avoidable. Continuous parent training can strengthen the interaction between parents and school staff. A series of focused sessions can help parents understand protocol and jargon, learn their rights and their children's rights, and become more comfortable in working with school staff to solve a problem rather than create more difficulties. Having someone the parents trust and respect conduct the training also makes a notable difference.

As mentioned previously, school boards and local and federal boards of education must allocate realistic funds or other resources for parents' transportation, babysitting and other needs. One way to do so is make sure that parents can attend meetings. Making this participation available by either holding a teleconference, offering several sites, or making the pertinent information available to interested parties and a process for having one's concerns addressed prior to the meeting are other options.

Many options exist for parents to deepen their involvement in the schools. First, as Herrera outlined, they can ask the school board the following questions: What are the school's goals and objectives? What is the process for achieving them? Where is parent training? How is the money for parent training spent? If parents' questions are not answered, they can use the Open Records Act to see the school's budget, agendas for school board meetings and other information they feel they require.

Second, parents should learn educational jargon and Robert's Rules of Order. Herrera stressed the importance of this because, otherwise, they can be confused and distanced from the staff.

Parents can also ask around so that they know who they can contact to help them with their difficulties. Assistance can come in the form of organizations that provide legal aid (such as META and MALDEF), organizations that provide training and information (such as IDRA), school principals, teachers, counselors, school board members and, of course, other parents.

As the Florida case demonstrates, parents' forming local support groups proves to be necessary – due to financial, time and energy constraints – and incredibly powerful. In addition to creating the initial push for the Florida Consent Decree, the parents formed a coalition of diverse groups that not only largely influenced the outcome of the decree, but also has lasted beyond the passing of the decree. This group, the Florida Multicultural Education Network, provides parent training and works around issues such as gifted and talented selection, adult education and monitoring of compliance with the Florida Consent Decree.

By communicating with each other, parents not only confirm their observations, but also begin to formulate solutions and coalitions that last. When parents and schools communicate, they can create educational programs that speak to the needs, aspirations and possibilities in all children.

WHAT PARENTS CAN DO

- Participate in committees that directly influence curricula and policies.
- Work with teachers in classroom learning centers to share writing samples by computer conference.
- Implement curriculum-related activities and sponsor family-oriented events such as school-wide festivals.
- Attend school functions.
- Find out about organizations that can serve as resources.

Resources

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SPOTLIGHT ON ASSESSMENT

Like other children, students whose first language is other than English bring a wealth of knowledge and experience to school. But historically, standardized tests have provided little or no useful information about these students' language or cognitive abilities. The use of assessment and testing data has too often been limited to holding students accountable, offering little or no help to guide improvement efforts or foster collective accountability. IDRA works with all parties that have a vested interest in the educational outcomes produced by the schools – the students, the educational practitioners, the families and the broader community – to use data to frame solutions, monitor progress *and* hold all of the participants involved in the educational process accountable for the end results. IDRA is helping schools find solutions to traditional methods of testing and assessment, enabling students from diverse backgrounds to become empowered learners.

ASSESSMENT AND EVALUATION OF LANGUAGE MINORITY PUPILS

20 YEARS SINCE LAU VS. NICHOLS

Albert Cortez, Ph.D.

In 1974, the U.S. Supreme Court ruled that schools were required to address the unique instructional needs of children who were not proficient in English. The *Lau vs. Nichols* decision stemmed from a challenge involving the San Francisco Unified School District and its refusal to adapt its instructional programs to address the non-English characteristics of Chinese speaking pupils. In its decision, the Supreme Court concluded that the districts' failure to do this, deprived children of access to a comprehensible instructional program and thus violated Title VI of the Civil Rights Act of 1964 (*Lau vs. Nichols*, 1974).

In its decree, the court also referenced and validated an Administrative Memorandum issued by the Office for Civil Rights on May 25, 1970, which specified that districts must rectify the language deficiency to open its instructional program to these students (DHEW, 1970).

In order to provide guidance to school systems that served language minority populations, the Office for Civil Rights drafted guidelines for school district consideration which came to be known as the *Lau Remedies*. In the remedies, school districts were simply required to systematically and validly ascertain which of their children were linguistically different, the language characteristics of their clients, and their achievement characteristics and to match an instructional program to the characteristics identified (Cárdenas, 1976).

While the determination of the potential LEP population took the form of home language surveys (parents were asked to identify the languages most often used in the home and by the students in the household), the subsequent need to assess students' proficiency in both English and in-home languages other than English and their academic achievement led to the rapid growth and of the assessment and evaluation movement as related to the nation's language minority student populations. Though some assessment instruments existed, a conference of educators convened by the Intercultural Development Research Association (IDRA) in 1976, cited the need for more research in the areas of cultural differences and testing/student assessment (IDRA, 1976).

Early Efforts in Assessment

Early efforts to assess student's proficiency tended to focus on measuring their aural and oral skills (listening and speaking), most often only in English. Growing recognition of the need to assess pupils' relative proficiency (i.e., relative abilities in English and their native language) led to the development and use of numerous measures of native language proficiency.

Like many innovations, programs stressing the use of bilingual education or English as a second language approaches were saddled with extensive evaluation requirements designed to gauge the nature and extent of the program's effects on participating pupils.

To support the emerging new field, the federal government provided funding to a network of technical assistance centers which included the Bilingual Dissemination and Assessment Center. This center and other groups provided sorely needed guidance in designing or selecting appropriate testing instruments and evaluation strategies appropriate for use with linguistically different populations.

During these formative stages, much of the emphasis in student assessment centered on the adaptation of assessment instruments to make them suitable for use with LEP populations and the development of measures in the native languages of the pupil being assessed. In a similar vain, evaluation tended to focus on how and to what extent the evaluation designs used in evaluating many traditional educational program were suitable for programs serving limited-English-proficient pupils.

Early Efforts in Evaluation

Evaluations of bilingual and ESL programs tended to utilize comparative approaches in which the outcomes of participating students were compared to those of non limited-English-proficient students who were not participating in language response programs. The use of this comparative paradigm, in turn, set up a situation in which programs serving the nation's language minority populations were under constant scrutiny. This created tremendous pressure to demonstrate that the innovative strategies used to address the linguistic characteristics of children who spoke languages other than English were as "successful" as those serving "majority" populations.

Dealing with highly complex issues of cognitive and linguistic proficiency and the fields' limited understanding of the inter-actions between cognition and language, evaluations of bilingual and ESL programs were often inconclusive, and major research in the areas were inconsistent and contradictory.

The Need for Appropriate Assessment and Improved Evaluation

In the two decades since the historic ruling in *Lau vs. Nichols*, the need for appropriate assessments of language minority students and the refinement of evaluation of programs serving these students has in-

Assessment and Evaluation - continued on page 10

Assessment and Evaluation - continued from page 9
creased dramatically. One compelling reason is the increasing numbers of language minority pupils enrolling in the nation's public schools. According to a report compiled by the Office for Bilingual and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education, in the 1992-93 school year, schools had identified a total of 2,542,128 pupils as having limited proficiency in English. Of this number approximately 1,151,000 or 45 percent were enrolled in California schools. Texas accounted for another 344,900 students (14 percent of the national total LEP count), followed by New York (194,600 or 8 percent), Florida (130,100 or 5 percent), and Illinois (94,500 or 4 percent) (OBEMLA, 1994).

Following the developmental phases of the evolution of language response programs in this country (prompted to a large extent by the *Lau* decision), a growing body of scholars focused their thinking on the many questions associated with linguistic and cognitive issues involving bilingualism. Among the areas which benefitted from the research was the area of language assessment.

The need to address issues related to language minority students has prompted initiatives from numerous national education groups including the Council of Chief State School Officers (CCSSO), based in Washington, D.C. To assist states develop or update state policies, the council developed a set of recommendations that summarized existing state practices and provided recommendations in the areas of student screening, classification, placement, monitoring academic progress and follow-up of former LEP pupils enrolled in mainstream programs (CCSSO, 1993).

Developments in the Assessment of Language Proficiency

While early efforts to address the language related characteristics of language minority children tended to be limited to assessing the extent of their English (and to a lesser extent their native language) speaking and listening ability, greater understanding of the issues led to a push for more comprehensive data on children's language proficiency. The works of Cummins, in which language context is analyzed with distinctions between conversational and academic/school-based competencies, is one example of the expanding understanding of language that had significant implications for how proficiency among language minority children should be measured (Bialystok and Cummins, 1991).

Similarly the work of scholars focusing on the impact of varying approaches to bilingual instruction, including successive or simultaneous language instruction, contained implications for language assessment practice.

Current assessments of students' language proficiency reflect some of the growing sophistication in the field of language acquisition research. Early measures of language proficiency, which concentrated on assessment of speaking and listening skills, have been replaced with more comprehensive measures (among them the Language Assessment Scales [LAS] and the IDEA Proficiency Test) that now incorporate assessments of reading and writing and are integrated into indices of linguistic proficiency. Reflecting the disenchantment with paper and pencil, others in the field are urging the use of more contextually-based assessments which include observations of children's language production in varying contexts and compiling of multiple measures of language performance to include case study and other ethnographic-type approaches. Emerging issues in these discussions are the cost-related factors often associated with the more comprehensive approaches and the extent to which the added costs are commensurate with the perceived benefits of those efforts.

Developments in Evaluation of Programs Serving Language Minority Students

In contrast to changing paradigms in the area of language assessment, the evaluation of programs serving the nation's language minority pupils had undergone less substantive reform. Bilingual program evaluations have not reflected some of the evolutionary trends observed in other aspects of the program. This is true perhaps because more detailed evaluation-related requirements in Title VII regulations – which specify a set of minimum types of data which is to be collected, many evaluations of bilingual programs are conducted by personnel with limited expertise in the unique features of bilingual program evaluation, the limited resources are too often allocated in support of the evaluation effort, or some other reasons yet to be explained.

Though some evaluations have integrated more comprehensive designs that move beyond the categorical evaluation models described by Bialystok and Cummins, too many others tend to reflect the same constructs which characterize the field in the 1970s. While some bolder innovators integrate qualitative measures into data collection plans, examine sub-group variations of student performance or integrate performance and portfolio measures into the evaluation, too many evaluators continue to produce pre- and post- comparisons of participating LEP students with non-program majority students. Not surprisingly we continue to hear the field complain about the relevance or utility of much of the data compiled in the program evaluation and plea for the evaluation effort to be made more "user-friendly" and useful in guiding program improvement.

The proliferation of national goals and "new standards" advocates for appropriate instruction of language minority children validly raises the issue of inclusion of language minority issues in these education reform and improvement movements (Rivera and Peterson, 1994).

Next Generation Of Bilingual and ESL Related Assessment and Evaluation – Emerging Issues

As we embark on this next phase of the journey, those involved in assessment and evaluation of students who have primary languages other than English must take a step back and reflect on past practices and their relevance to current and future information needs. Those involved with measuring linguistic proficiency are challenged not only with the need to develop ever more sophisticated assessment of language use in varying contexts, but also to develop additional measures for programs which will stress the development of increased second language proficiency among English monolingual students.

Additionally, new measures will be required to support efforts designed to foster language maintenance and language restoration efforts in communities now striving to support the maintenance of their linguistic heritage(s). Proponents of more comprehensive measures of language proficiency will be challenged to improve such measures to make them more feasible within the constraints of existing school structures by developing strategies to involve teachers and other school and community members in the student language assessment effort.

For evaluators, the greatest challenge may be in reframing the major questions that serve to guide the evaluation effort. Rather

Assessment and Evaluation - continued on page 11

Fourth Generation - continued from page 6

individuals with this knowledge will be better positioned to access the world of tomorrow.

The perplexing view of the general community about matters of desegregation, civil rights and the community's responsibilities under law.

As unfortunate as it is, many people have grown weary of the struggle for equal educational opportunity, civil rights and nondiscrimination. The feeling often is that it has been going on for 40 years, that civil rights concerns now punish those who historically were accused of being the punishers, and that dealing in these matters simply produces people who want something for nothing, handouts, and excuses for their own laziness or inability. People on all sides of the issue have grown tired, cynical, angry and, in some instances violently, reactive. The challenge is to maintain, recapture and build a community of consciousness around the notions that desegregation, civil rights and nondiscrimination – beyond the obvious moral and ethical considerations – are economically and socially the most beneficial and appropriate responses this nation can make given the realities of growing national diversity.

Racism, sexism and classism in the 1990s is similar to, but different from, the past.

While it is alarming to know that racial hostility and violence, sexual harassment, and intolerance for people who are poor is rampant, even more unsettling are the covert, persistent, subtle and not so subtle forms of the racism, sexism and classism which still plague public schools and continue to place minorities, girls and poor children in jeopardy on all measures of academic outcomes. Coupled with this is a growing "blame the victim" mentality and reaction to explain why minorities, girls and poor people are not doing better and why they will not do better. Cutting through to the heart of these pernicious issues is truly a major challenge.

High number of first generation desegregation issues which currently exist.

Considering that many school systems implemented their original desegregation efforts 15 to 20 years ago, it is not surprising that the desegregation plans under which they operate do not adequately address their current realities. Overcoming racial, gender and class isolation in schools, classrooms and programs within those schools are concerns that districts had to address in the first generation of desegregation. Implementing non-racist, sexist and classist curriculum and operating schools with attention to their pluralistic realities are issues which all communities must revisit.

Move toward schools of choice and schooling of choice.

The August 1994 issue of the *IDRA Newsletter* presented many of the concerns which are the new challenges for desegregation, civil rights and equity (IDRA, 1994). To be sure, any discussions of choice in public education need to be tempered with control. Where desegregation is concerned, a discussion of school choice without control is short-sighted. Uncontrolled choice

Fourth Generation - continued on page 20

Assessment and Evaluation - continued from page 10

than continuing to pose the dated question of does the bilingual education or ESL program work, it is time for us to move on to the more substantive questions of how does it work, within what context, for which types of students, and with what types of supports.

In their book, *Fourth Generation Evaluation*, Egon Guba and Yvonne Lincoln chronicle what they perceive as the evolution of evaluation from a discipline primarily focused on measurement of attributes (the development of "tests") to what they refer to as "responsive constructive evaluation" (1989). Included in their description of what they contend is now needed in evaluation is the notion that the process used in designing the effort must be more inclusive of the stakeholders impacted by the evaluation, it must acknowledge the context in which the evaluation is to occur and, most importantly, it must yield information which empowers and can be used to guide efforts to improve the conditions identified.

For those involved in assessment and evaluation of programs serving language minority pupils, whose educational rights were clarified by the 1974 *Lau* decision, this new paradigm suggests not only inclusion of the language minority community in the design and implementation of the effort, but also the reframing of the basic questions which guide the efforts.

In summarizing the broad ranging issues addressed by contributors to a volume on language processing among bilingual children, Bialystok and Cummins comment on the diverse practices which are collapsed under the concept of bilingual instruction (i.e., immersion, transitional bilingual education, developmental/enrichment/additive bilingual instruction, and language maintenance and restoration models). They note:

> Each of these types of bilingual education programs differs importantly in the kinds of initial abilities it assumes children to have with regards to proficiency in the two languages and the kinds of skills it attempts to develop in children. That is, the programs are not alternative solutions to the same problem, but specific solutions to different problems (Bialystok and Cummins, 1991).

If assessment and evaluation are to keep pace with the research in the field, we must also reframe our focus and not ask old questions in new ways but proceed with the framing of new questions, using processes that are more inclusive and provide data that helps schools make a difference for children.

Resources

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Spotlight on Technology

Appropriate uses of technology give us a new opportunity to provide excellent education for *all* children. With this opportunity, the learning process can be transformed so that students truly are the center of the learning process. Student needs, characteristics and cultural diversities can then become part of that center; classrooms can be places to learn, more than places to teach. Technology can also transform the way schools operate. Student progress can be assessed in new ways. Schools and families can communicate with each other more effectively. Programs can be evaluated quickly and accurately. IDRA is helping teachers and administrators design ways of utilizing emerging technology to make schools work for *all* children.

Technology and Equity: From Oxymoron to Partnership

Felix Montes, Ph.D.

After more than 30 years of microcomputer revolution, the use of technology in education is still in its infancy. Many teachers and researchers are still struggling with basic issues such as having a limited number of "good" computers in the classroom (although this is progress from the earlier issue of getting any computers at all), knowing what to do with those that are available, knowing how to integrate technology into the curriculum, lacking phone lines in the classroom for telecommunication, finding available software (especially software with real usefulness) and many other issues, some even more basic.

At the same time, some teachers are announcing that their students have discovered the world, meaning their schools now have the technology to access the Internet, the massive worldwide net of local computer networks (Hixon, 1994). Through the Internet, teachers can communicate with other teachers within the same school, district and country and worldwide. Students can participate in classroom projects with students from across the country.

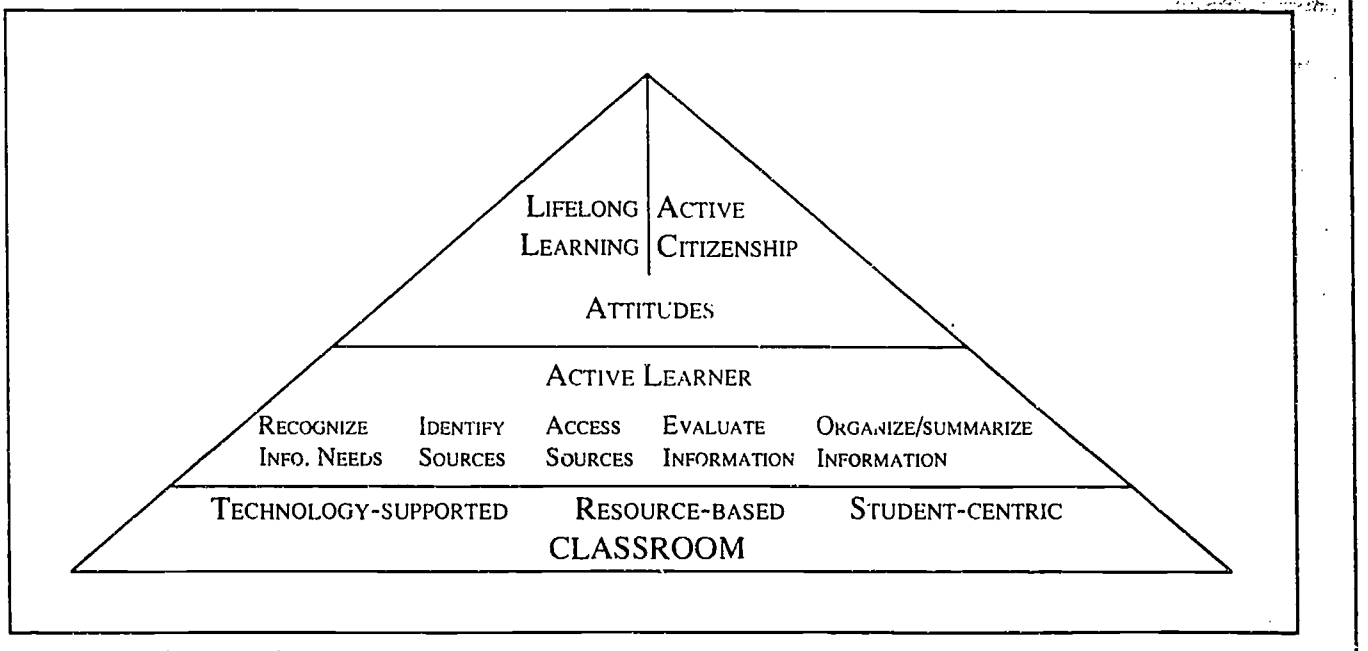
The Third International Conference on Telecommunications in Education (Tel·Ed '94), held in Albuquerque, New Mexico, November 10-13, 1994, was an occasion for teachers, researchers, vendors, school administrators, graduate students, government employees, professors and many people from the general public to exchange now about the state of technology in education, especially communication technology.

A new paradigm of using technology in the school is that it expands the school from a confined, local place to the whole world. Thus, some of the sessions in Tel·Ed '94 focused on the "global classroom" and worldwide communication. This is encouraging since proper implementation of computer-based telecommunication technology would allow the school to move in unison with current trends in society. Schooling is one of the rare examples of a truly worldwide institution. Technology can take this institution, responsible for creating the people of tomorrow, to a new level in this global village.

There is no doubt that technology suitable for educational use is advancing at a frantic pace. The Internet introduces a new communication paradigm similar to that of the mail and the telephone systems with potentially beneficial consequences for the classroom. Through the Internet, students and teachers can have access to resources only dreamed about before. An increasing array of tools – such as World Wide Web, Gopher, Archie and Veronica and Mosaic – to scan, drive through and search through are becoming available to educators and students (Krol, 1994). Using these tools,

Technology and Equity continued on page 18

Student-Centric, Resource-Based Classroom



Source: Adapted from Hancock (1994).

BILINGUAL INTELLIGENCE TESTING

José A. Cárdenas, Ed.D.

The following article was written by Dr. José A. Cárdenas around the year 1964, when he was serving as chairman of the Education Department at St. Mary's University. It was first published in 1972 and is included in his new reference book. **Multicultural Education: A Generation of Advocacy** *published by Ginn Press (see Page 26).*

Although written more than 30 years ago, the caveats raised about invalidity of intelligence testing for linguistically and culturally different children have never been addressed. There have been no further inquiries into the administration, performance and interpretation problems identified by the author in 1972. On the contrary, current literature about ethnic differences in mental abilities inferred from the results of IQ tests is being used for educational policy development, without regard to the problems identified in this article.

Dr. Cárdenas' early experiences with IQ testing of language minority, limited-English-proficient and bilingual students is a direct contradiction to Richard J. Hernstein and Charles Murray's assertion in their recent book. The Bell Curve, *that there are no cultural biases in intelligence tests.*

The past few years have seen increased concern over the testing of intelligence of minority children and particularly of the assessment of mental abilities of non-English speaking or bilingual children. Various national, regional and local studies have ascertained that bilingual children are over-represented in classes for the mentally retarded, and, in some cases, the traditional underachievement characterizing minority children in the public schools has been rationalized on the basis of below normal mental abilities.

The unfair practice of administration of invalid intelligence tests to bilingual and bicultural populations has been noted and addressed by the courts and various civil rights agencies. In general, both the courts and regulatory agencies have understood at least some of the reasons for the lack of test validity and have consistently ruled against the use of language incompatible testing.

However, the remedy formulated by the courts, often at the insistence of plaintiffs, has resulted in equally discriminatory or in some cases, even more discriminatory testing practices.

Courts have consistently ruled the use of English intelligence tests to be unfair to children of limited English speaking ability but have then ruled that intelligence testing must be conducted in the language spoken in the child's home. Such a response has not proved to be an ideal solution to the problem, and in most cases, has resulted in worse testing practices than those being replaced.

Assumptions in Intelligence Testing

Understanding why such responses are dysfunctional requires an understanding of the rationale and methodology utilized in intelligence testing. In general, intelligence testing is based on the following four assumptions.

1. Intelligence, being an intangible, cannot be measured directly, therefore it must be measured indirectly and on the way intelligence influences certain behaviors. An intelligence test item is a situation in which the behavior of the testee is dependent on his or her mental abilities.
2. The test itself is a series of situations which represent ways in which intelligence is utilized. The test items are samples of activities influenced by intelligence. For example, it is assumed that a person's vocabulary is influenced by his or her intelligence. An individual's mental abilities determines how many and which (quantity and quality) words he or she understands.

   Since it is difficult and time consuming to determine all the words an individual knows, a sampling of words is used, and the ability of an individual to understand words on this list is then generalized to estimate his or her entire vocabulary.
3. It is assumed that the individual has been exposed to certain common experiences and that his or her knowledge is not dependent on his exposure to experiences, but rather to the amount gained or retained from these experiences.

   In the vocabulary example used above, it is assumed that each of the words presented in the sample are words commonly perceived by the testee. If the testee fails to master the word it is because, in spite of having encountered the word, the testee is intellectually unable to conceptualize it or his or her ability to retain the concept is lacking.
4. It is assumed that the testee has all the necessary skills and competencies necessary for responding to the test situation; the only variable is the level of mental functioning. If, in a test situation, a testee is required to write an answer, it is assumed that the testee knows how to write and that the ability to manipulate a pencil does not influence his or her behavior.

Problems with Testing Assumptions

The four assumptions listed above immediately ascertain the invalidity of intelligence tests for persons who have atypical language, cultural and socio-economic characteristics. In fact, the invalidity is so clear that one wonders about school personnel who persist in the utilization of these tests when it is clear even to lay judges, administrators and community groups that the tests are biased, unfair and invalid.

Testing the intelligence of a Spanish-speaking youngster through a sampling of English words penalizes the testee since he or she may not have had the opportunity to hear the word in English and the test does not measure any vocabulary that he or she has acquired in Spanish.

The assumption that the testee has been exposed to experiences basic to test activities similarly leads to invalidity. For the most part, experiences utilized in intelligence test items are taken from typical White, Anglo Saxon, English-speaking, middle-class situations. Test critics go further and claim that the test items are biased in favor of Northeast, urban populations.

For example, one test item requires that a child associate a hill of snow with the type of vehicle used for transportation on this snow. A child from Key West, Florida; Brownsville, Texas; or San Diego, California, may not have the experience of sliding down a snowy hill which the test assumes everybody has, so that his or her failure in the item may be attributed to this lack of experience rather than the low level of intelligence implied by the test.

Bilingual Intelligence - continued on page 14

Bilingual Intelligence - continued from page 13

Culturally different children experience the same failure due to not having the experiences assumed by the test items rather than to lack of intelligence.

When an intelligence tester asks a Mexican American or Puerto Rican child, "What would you do if your mother sends you to the store to buy a loaf of bread and the grocer does not have any?," it is assumed that the child is acquainted with the concept of bread among other things. If the child is better acquainted with home-produced flour tortillas or *tostones* and does not know how to react to the problem situation, it is dangerous to assume a low intellect.

Intelligence tests often require special skills and abilities commonly acquired at the age or grade level at which the test is administered. A fifth grade intelligence test may require third grade reading skills. The tester assumes that a fifth grader can read at least at the third grade level. However, if the fifth grade student was academically retarded because he or she did not learn to read in the first grade due to his or her having to develop fluency in the English language and subsequently did not possess third grade reading skills at the fifth grade level, the assumption that he possesses the necessary skills is false, and the test item, and subsequently the test, and the score(s) produced are invalid.

Problems with Spanish Language Intelligence Tests

As stated previously, courts, unlike educators, have not experienced difficulty in understanding the reasons for the lack of validity tests developed for White, Anglo Saxon, English-speaking, middle-class populations when applied to non-White, non-Anglo Saxon, non-English speaking or non-middle class populations.

However, the remedy implemented by the courts has frequently been equally dysfunctional and invalid.

In one case involving Mexican American children, the court addressed the administration of English language intelligence tests to be replaced by the administration of Spanish language intelligence tests. Most likely, the results were disastrous.

In the first place, there are no Spanish language intelligence tests developed for or standardized for Mexican American children. In the second place, language is not the only invalid characteristic of intelligence tests used for minority populations.

In order to illustrate the ramification and complexity of the problem, I will draw from my experience in the measurement of mental abilities of Mexican American children. Using a very simple test of mental abilities in order to avoid the complexities of analyzing tests such as the Wechsler or Binet which require and assume much more sophisticated testee skills and experiences, I did extensive testing of Mexican American elementary school children using the Peabody Picture Vocabulary Inventory.

The Peabody utilizes a simple rationale and methodology. The testee is presented a test kit which has been divided into four compartments. Each compartment contains a picture depicting either a simple object at the lower levels of the test or an activity or some complex concept at higher levels.

The tester gives an oral stimulus word, and the testee is to indicate which of the four pictures depicts the stimulus word. For example, a plate may depict a butterfly, a bird, a baseball bat and an elephant. When the testor says, "Show me the butterfly," the child is expected to point to the picture of the butterfly. Assuming that he or she has experienced the objects depicted, it is assumed that the response to the stimulus word is dependent on, and solely on, his or her mental abilities. It is assumed that the child has seen a butterfly and that he or she has previously heard and perhaps used the word *butterfly*.

The fallacy of the assumptions mentioned above holds true in this test situation. It is not only possible, but extremely common, that a child from a Spanish-speaking home has never heard this insect being referred to as a butterfly. Although he or she may have heard it referred to by a Spanish word – which incidentally in no way resembles the phonetic elements of butterfly (*mariposa*) – and may be able to identify the picture if the stimulus word were to be presented in Spanish, the child's failure to respond correctly assumes a low level of mental ability. Incidentally, many children from Spanish-speaking environments who are highly fluent in English have never heard the test words in the English language.

The opposite of this situation is also true. Mexican American children who are fluent in Spanish frequently have never heard the Spanish equivalent of some English words either because there is no commonly utilized Spanish language equivalent or the concept is extraneous to the racial, ethnic or socio-economic culture of the child. For instance, I have never heard a commonly used Spanish language equivalent for the English language words *marshmallow*, *cream puff*, *hot dog*, or *bush*.

For bilingual children, the validity of Spanish-language testing depreciates tremendously. The bilingual child by definition is one who has fluency in two languages. Testing in English does not reach the vocabulary content the child may possess in Spanish; testing in Spanish does not sample the child's English vocabulary. Similarly, English sampling does not identify words associated with a child's Mexican (Spanish, Indian, Hispanic, Latin) culturally related concepts; Spanish sampling does not identify words associated with a child's English (American) culturally related concepts.

Problems with Translation

Many attempts have been made to validate intelligence tests through translations. For the most part, such attempts have proved fruitless. I have seen, at some time or another, at least a dozen attempts to translate the Peabody test. The following example illustrates the reason for the failure of translations to validate intelligence measures.

1. Language Competency of Translators

The Spanish language competency of some translators have left a lot to be desired. In one do-it-yourself translation of the Peabody test called to my attention, the stimulus word *hot dog* has been translated to *"un perro caliente"* which at best means *a dog which is warm* and at worst means *a dog in heat*.

2. Dialectic Differences

Translators have a difficult time identifying dialectic characteristics of the second language, often peculiar to an area or region in which the translated test is to be utilized. In the administration of the Peabody, the writer had translated the stimulus word *tree* into the Spanish *arbol*. In one school, almost every Spanish-speaking student failed the test item. After the test administration, I asked a child, "What is that?," while pointing to the tree. The child replied, *"Es un palo."* I subsequently found that in that area the word *"arbol"* was never used; *"palo"* was the accepted terminology.

As we have seen previously, the assumption that the testee was acquainted with the word and the concept did not hold true, therefore, the item was invalid.

Bilingual Intelligence - continued on page 15

Bilingual Intelligence - continued from page 14

3. Maintaining Levels of Difficulty

A third problem encountered in the translation of tests is retention of the level of difficulty of a test item. In the development of a test, the items must possess a certain level of difficulty to distinguish between age or grade levels. A test item using a stimulus word must ascertain the word that is commonly known by the members of an age group (such as eight year olds, but not commonly known by seven year olds). If an eight year old does not know the word, it is assumed that he or she has inferior intelligence. If an eight year old knows the word, he or she is assumed to be of average intelligence. If a seven year old knows the word, he or she is assumed to be of superior intelligence.

In general, words are ranked by difficulty. The level reached by a child in relation to his or her age constitutes his or her intelligence.

The translation of a word frequently changes the level of difficulty for that word. For example, the Peabody uses the stimulus word *tumble* which must be associated with the picture of a child *tumbling* down a hill. But, there is no commonly used Spanish language equivalent for this word.

Translators have used the words "*tropezar*" and "*caer*" as stimulus words in Spanish. Yet, "*tropezar*" means *trip*, which may or may not be at the same level of difficulty as *tumble*. It may be easier (at a lower level) or it may be harder (at a higher level). The alternative "*caer*" means *fall* and is generally at a much lower level of difficulty than is *tumble*.

Levels of difficulty for vocabulary words change from language to language, and, when one word has several translations, the level of difficulty changes from one translation to the other. Such a situation most definitely invalidates each such test item.

4. Index of Discrimination

A similar situation exists in the index of discrimination for test items. The value of a stimulus word in a test item is dependent upon its ability to discriminate, that is, high intelligence testees will consistently get it right, low intelligence testees will consistently get it wrong.

In the development of a test, huge quantities of test items are discarded due to their inability to produce this discrimination. The ones that are retained have been found to make the discrimination consistently. The translation of a test item changes the index of discrimination. The translated word may favor the low intelligence child and penalize the high intelligence child. Therefore, translated test items must be re-analyzed for their ability to discriminate.

The four problems listed above make it virtually impossible to utilize a translation of an intelligence test with any degree of validity. In order to utilize such a test, it is necessary to conduct the item analysis and re-norm the test for the intended population. The amount of work involved would be almost identical to the effort made in the original development of the test.

PSYCHOMETRICIANS HAVE GONE SO FAR UP THE WRONG CREEK IN THE ASSESSMENT OF MINORITY MENTAL ABILITIES THAT IT IS WISE TO HEED THE NATIONAL EDUCATION ASSOCIATION'S RECOMMENDATION THAT ALL INTELLIGENCE TESTING OF MINORITY CHILDREN BE SUSPENDED UNTIL ALTERNATIVE WAYS MAY BE EXPLORED.

Test Administration

It should be noted that the lack of validity holds true regardless of language characteristics or ethnicity of the administrator. There is no basis for assuming that an invalid instrument becomes valid when used by experts, sensitive or skilled individuals, or by sympathetic or empathetic administrators. For school personnel to claim that translated tests are valid because the administrator has a "high degree of knowledge of Mexican American children" is asinine and is not substantiated by reason or research. Assuming that a test publishing company came up with a high quality translation of an intelligence test for bilingual children, the administration of such a test would still present some formidable problems.

In attempting to obtain more valid administrations of the Peabody, I tried administering two tests. The first administration was in English and the second in Spanish.

When the English version was given, several items were missed by the testees due to the language described previously. Surprisingly, when the test was administered in Spanish, the testees tended to make the same mistakes in the Spanish language, even when subsequent investigation indicated that the testees knew the right answers. They consistently made the same wrong choice when retested in a more familiar language.

It appears that the behavior of selecting a choice from the four pictures presented turned out to be self-reinforcing. Having made that choice, there was a strong tendency to stick to that choice even when testees subsequently discovered it to be a wrong one.

In order to prevent wrong choice reinforcement, the two tests were administered simultaneously. The stimulus word was given in English and in Spanish in order to prevent the first response from becoming self-reinforcing. The testees were not allowed to respond until the stimulus was presented in both languages.

Performance on such administrations improved dramatically, even though some new problems were discovered.

Administrations were made where the English stimulus word was presented before the Spanish word, and in some administrations the sequence was reversed with the Spanish being used before the English word. The results showed significant differences in the measurement of intelligence depending upon which language cue was used first. In general, through the first three grades, Spanish followed by English produced higher results. In grades four to six, English followed by Spanish produced significantly higher results.

Perhaps this finding can be attributed to language dominance, although no attempt was made at the time to explain the phenomenon.

Conclusion

The foregoing evidently supports the contention that it is difficult, if not impossible, to measure with a high degree of validity the intelligence or mental abilities of children who speak two languages by the use of a test in a second language. Past efforts to do so have proven to be detrimental and have led to the over-inclusion of minority children in classes for the mentally retarded. Low levels of expectancy for children assumed to be mentally retarded has led to a self-fulfilling prophecy much to the lifelong detriment of minority children.

Recent attempts to remedy the situation by the administration of "translations"

Bilingual Intelligence - continued on page 21

REFLECTIONS

Aurelio M. Montemayor

CHILDREN'S RIGHTS AND WRONG RITES:

ADVOCACIDE – A TALE OF ALMOST LOSING COURAGE

I was ready to jump. Just like James Stewart in *It's A Wonderful Life*, I had given up. All of my work and the work of thousands of others seemed hopeless. My friend, Hedy Chang, co-director of California Tomorrow, was almost in tears. She was at a middle school in northern California on the day after Proposition 187[1] passed and saw some young adolescents crying in fear, frustration and anger. Absences had increased overnight. Hedy was fearful for the well-being of those children. And she was just one of a chorus of friends, colleagues and compatriots: "We're in a period of meanness and cruelty. People are frightened. Our economic survival seems to be at stake, and 'they' are to blame." Rights? Rites of rage!

And as one of those defending "them," I was fighting a losing battle.

In the movie, Stewart was going to jump in the icy river because he felt like a failure. His building and loan institution, that had helped so many families acquire homes and the good life, was about to be closed.

My leap was much safer and selfish: to leave child advocacy and jump into business for myself as a trainer. I had a good reputation. My services were being requested often enough. I might as well desert a lost cause and dive-in to making money in a more popular arena. I saw little future in appealing to people's compassion for children. Education for all children, especially those most in need, is not a concern of taxpayers, voters, elected officials or even many educators.

In my plunge into the cold but thankfully numbing business of surviving economically in the private sector, I could erase my long list of reasons for defending the rights of immigrant children to an education. I could clean out my files and boxes of articles, statutes and training materials. Those moments when one is poised to take a major step in one's life, as in a movie, bring to consciousness a myriad of memories. In my perch on the edge of the chasm, I saw the pages from my copious books flipping quickly.

Plyler vs. Doe[2]: "Children are not responsible for their status... Visiting...condemnation on the head of an infant is illogical and unjust." "...by depriving the children of any disfavored group of an education, we foreclose the means by which that group might raise the level of esteem in which it is held by the majority. But more directly, education prepares individuals to be self-reliant and self sufficient participants in society...The inestimable toll of that deprivation on the social, economic, intellectual, and psychological well-being of the individual, and the obstacle it poses to individual achievement, make it most difficult to reconcile the cost or the principle of a status-based denial of basic education with the framework of equality embodied in the Equal Protection Clause."

Flip...One of the children in *Plyler vs. Doe* – one of those that the plaintiffs were pleading for all the way to the U.S. Supreme Court – was recently interviewed for the *Austin American Statesman*. When she was 11, the district told her parents that she was not entitled to a free public education. Anna Flores, now 28 years old, is working as a teacher aid in that same school district. She is concerned about the anti-immigrant feelings: "What's going to happen to these children? They are going to go to gangs. They are not going to get their shots. We're going to start a big thing here if we don't think of the future."

Flip...A politician in the 1970s: If we can tax ourselves to create super-highways that are models for the world; a system of defense second to none; and reach the moon, then we can educate all of the children living within our borders. If we can spend billions on pet food and addictive substances, we can afford an excellent educational system.

Flip...A page reads: Rights are not really a matter of law; they are much more fragile and breakable. Children have only the projection and rights that we wish to give them. The most vulnerable are so because they are in the care of adults to whom we have limited rights and privileges.

Flip...Another page lists: Children are vulnerable because they are poor; ...the school system has resisted understanding how to teach them; because of the incompatibilities; ...minorities keep fighting among themselves for the crumbs left on the plate; ...we are still arguing about bilingual education; ...books are re-emerging referencing "inferior gene pools"; ...tests are reinforcing our worst prejudices about certain groups.

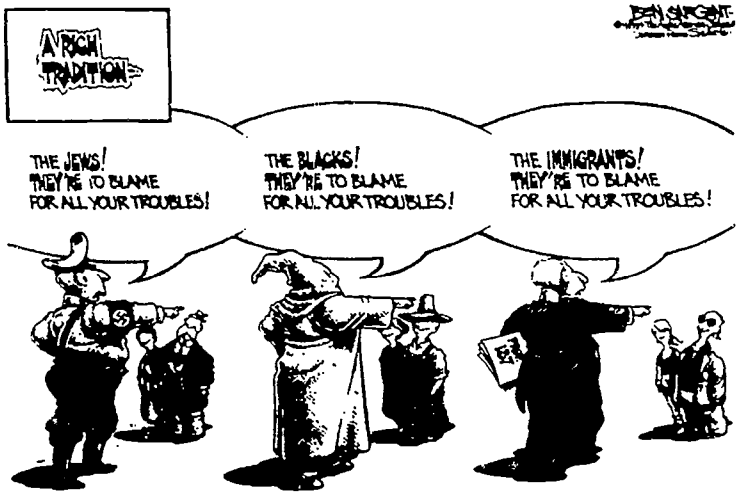
Flip...*The New York Times*, Sunday, November 20, 1994: Taxpayers are Angry. They're Expensive, Too. "When budget committees start looking at federal costs, they'll find there are precious few poor people's programs to cut. The bulk of the money goes to the politically potent middle class."

Flip...A peer counseling leader notes: "As people began to cry and laugh through their hurts and built up distresses (distresses that become chronic recordings, not necessarily indelible, but difficult to remove), I saw society, humanity, as a circle of adults with clubs in their hands, simultaneously beating the person in front on the head, and being clubbed by the person behind, all in a perfectly round circle, devastating in its, daisy chain of oppression. If we are to break the chain, we must support, teach, feed and help all children. Our schools are the places that can open the doors of freedom, learning, democracy and economic security for all society."

Enough flipping. I'll jump.

But then people appeared. My teacher and friend, Jeff, in the Bronx, proudly introducing me to his students – Central

Children's Rights - continued on page 17



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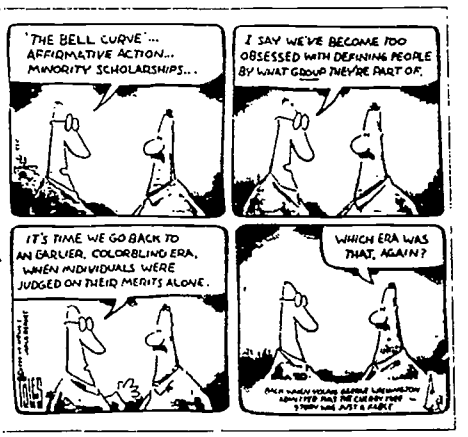

Children's Rights - continued from page 16

Americans, Chinese Americans, many immigrants – beaming with love and pride. Images of teachers, students and families in Billings, Montana, at an end-of-year event – joyful, thankful; a solid mix of immigrants. Teachers began to parade by me as troops before a general. As they marched by in motley ranks I caught wisps of their ongoing conversations. "I love my students."... "I couldn't find it in my heart to exclude any one of them." ..."*Todos pueden aprender* [Everyone can learn]."..."Give me more resources but let me teach them." ..."I'll never quit on my kids."

Then two groups, one from Houston and one from El Paso, stood in front of me with a large poster, "It is the vision of the Texas Immigrant Education Collaborative that American schools with significant populations of immigrant students provide a collaborative environment where students are prepared to become productive citizens capable of making significant contributions to our emerging global community." (The statement was the result of extensive deliberations. Their body language showed determination and commitment.)

I tried to turn away from these ghosts of battles past, and some larger images loomed in front of me. José Cárdenas kept saying, "Every child has the right to a quality education." Cuca Robledo Montecel zoomed by urging, "value and empower all children, families and communities."

And then a video collage on multiple screens appeared. Children I had known, and perhaps made a difference to, were smiling at me and saying, "Hi Sir, where were you? We missed you!" and "*Oye* Monte, what's happening?" Some were even lovingly flaunting professional and generational disrespect by calling me "Aurelio." Crowded behind them were their families. One father called out to me, "Tell us another joke. I love your meetings because you make us laugh and also let us discuss serious topics."

The multiple screens kept splitting until I couldn't distinguish faces.

The last image blended everything into the image of one child, one angel at my side, whispering with compassion, "Are you really going to quit?"

Stop. Cool it. I am a child advocate. I choose to see children as human beings that should be accorded every right and privilege possible. Any human being can turn out to be the one brilliant leader who will create a world without war... find the cure to all cancers...figure out how to stop large scale famine...bring out the inherent genius in all children.

And I'll find the words, the key to the heart. Rights? Rites of unlimited high regard. Our race, the human race, will survive. I'll take inspiration from Emma Lazarus'[3] idea of generations ago, and keep our school doors open to these "the homeless, tempest tossed and [I will] fearlessly lift the lamp beside the golden door . . . [of school]."

A law recently passed in California that, among other things, denies educational and health services to children of undocumented families.
The U.S. Supreme Court case that forbade public schools from excluding children because of the legal status of their parents.
The author of the words at the base of the Statue of Liberty.

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Technology and E uity - continued from page 12

students and teachers can visit Paris' Louvre museum, talk to NASA astronauts in preparation for the U.S.-Russian space station, read the editorial page of *LeMonde*, and ask questions to university or private industry experts from Israel to Argentina. Students and teachers can find exiting things to do that relate to history, geography, social science, natural science, mathematics, civics, language, computers, and, in general, any area of the curriculum; things that are exciting, life engaging and addictive.

Equity Concerns

There were more than 150 sessions during the three days of the conference, and only one of them suggested a concern about the issue of equity in education: "Narrowing the Gap: Inclusiveness in Computer-Mediated Communication." In this session, the presenters seemed to suggest that the issue of inclusiveness was basically a language issue, and therefore a bilingual Bulletin Board System was sufficient to narrow the technology gap between mainstream and minority students. Real equity was not an issue in this conference. When I commented on this fact to another conference participant (an education consultant), he replied, "I don't see how technology can help. If anything, it will widen the gap because [of] rich schools and poor schools. The rich schools will get all the equipment and all the best people..."

It occurred to me that this unexamined assumption is a big part of the problem. It is the responsibility of those of us concerned about equity to demonstrate that it does not have to be that way. Technology can be part of the solution, instead of the problem.

Equitable Education Through Technology

The most fundamental change in the learning process that technology can foster is that students can truly become the center of the learning process. This will be an enormous step toward equity because student needs, characteristics and cultural diversities will then become part of that center. The classroom will be a place to learn, more than a place to teach. Information will be available on demand from many different sources, not just from teachers and books. In this context, the teacher is one more resource available to the students. Teachers are also learners. Teachers learn from this information-rich environment enhanced by technology and also from the culturally-rich environment within the schools.

THE MOST FUNDAMENTAL CHANGE IN THE LEARNING PROCESS THAT TECHNOLOGY CAN FOSTER IS THAT STUDENTS CAN TRULY BECOME THE CENTER OF THE LEARNING PROCESS. THIS WILL BE AN ENORMOUS STEP TOWARD EQUITY BECAUSE STUDENT NEEDS, CHARACTERISTICS AND CULTURAL DIVERSITIES WILL THEN BECOME PART OF THAT CENTER.

The most important skills that people will acquire in this new classroom are information literacy skills. Through these skills, students will learn to do the following (Hancock, 1994).

- Recognize the need for additional information. This also includes examining assumptions, values and common sensual believes.
- Identify sources or resources that can potentially satisfy this need.
- Locate or access those resources.
- Evaluate information obtained to gauge its adequacy. Develop critical thinking skills.
- Organize and summarize information.

This will create active learners, with lifelong learning and active citizenship attitudes (see figure on Page 12). For this to happen, schools will need the basic resources: computers, software, phone lines and Internet connections.

Nevertheless, it has been demonstrated that the existence of those resources in the classroom is not a sufficient condition for the creation of a new school. *IDRA has found repeatedly that the single most important factor in using technology in the classroom is teacher training.* The existence of a highly trained, highly motivated staff is a precondition for any advancement in the use of technology in the classroom.

Furthermore, not all training is equally effective. The most effective training occurs within the context of the following.

- Having a long, sustained process of at least one week. In turn, this process should be part of a more global professional development plan with the intention of using technology throughout the teachers' own curriculum.
- Valuing professional development activities by giving teachers stipends or alternative rewards (e.g. days off).
- Working cooperatively with teachers from other schools. Encourage information and experience exchanges among colleagues.
- Inviting outside trainers to stimulate risk taking and a feeling of comfort and openness.
- Including both technology experts and administrators in the training sessions. They will become part of the support program for the teachers.
- Developing a support program for sustained experimentation and comfort with technology and teaching techniques. The program includes recognition, periodic renewal clinics, resources and patience from superiors.

In this new environment, technology can be instrumental in alleviating some of the equity issues analyzed in another session of this issue (see story on Page 1). Two of these equity issues are the issue of language and the issue of access and assignment.

Equity in Language

In an open, student-centric classroom, bilingual education programs, and other programs in which cultural diversity is valued, will benefit. For example, students in San Diego, California, or Edinburg, Texas, will be able to collaborate with students in Puerto Rico or New York. They will be able to share their concerns, feelings and hopes and to find echoes of these feelings from similar people on the other side of the country. Research has shown that students that communicate with distant audience peers have significantly increased their language skills (An extended discussion of this kind of research can be found in Montes, 1992a and 1992b). This will initiate a process of integrating minority students to the whole society, not from a position of self-criticism, but from a position of valuing their own cultural traditions.

Equity in Access and Assignment

Technology can also be of real value in the issue of access and assignment. A project implemented by a Texas university in partnership with a local telephone company and the regional school district used interactive television (ITV) technology to provide access to advanced mathematics to

Technology and Equity - continued on page 19

Technology and Equity - continued from page 18

low-income students traditionally tracked to lower-mathematics classes. IDRA provided technical assistance and evaluated the project's performance (Montes, 1992c).

The project not only had a technology component, but also included curriculum development, social support and tutoring components. The project developed a new pre-algebra curriculum, based on current research and recommendations from the National Council of Teachers of Mathematics and from the College Board. The curriculum emphasized "hands-on" activities that stimulate higher level critical thinking. It combined the use of computers and graphing calculators to stimulate exploration and discovery. The social support included mentorship, social services provided by social workers, and motivational activities. Tutoring was provided by university students both in class in small groups around activities organized by the teachers and after class on a one-to-one basis.

In the technology component, the project used digital fiber optics technology to link the high school and the university campus via interactive television. This allowed the university professor and students to communicate with the classroom teacher and students. Students could also communicate with other students in the class through television sets distributed throughout the classroom. This conveyed a sense of coziness and intimacy in the classroom.

The classroom arrangement included a multimedia workstation that, through a copy/display camera, allowed students and teachers to develop paper-based exercise/explanation to be displayed on monitors. This technology facilitated a more fluid communication between students and students, students and teachers, and students and tutors.

At the end of the year, an algebra test was administered to three groups: project students with strong parental support, all other project students, and all other pre-algebra students in the school. The parents of the first group were more involved in the project and participated more often in the projects social support activities.

The students with strong parental support performed significantly better than the other project students ($t = 2.73$ [T-test value], $p < 0.01$ [probability of error]) and better than the other pre-algebra students ($t = 10.59$, $p < .001$). The second best scores were those of the other project students.

Technology and Equity - continued on page 21

20 Years After Lau- continued from page 1

ing equal opportunities to learn (high expectations, active participation), having access to the core content and reaching graduation requirements.

National origin desegregation has tended to occur in stages. Initial efforts targeted the most salient and gross inequalities. Prior to the *Lau v. Nichols* decision in 1974, a memorandum to school districts from the federal government had clarified the applicability of Title VI of the Civil Rights Act of 1964 to language minority students (DHEW, 1970). It identified three main areas of concern: (1) unequal access to participation in school programs because of language, (2) segregation by tracking, ability grouping and assignment to special education programs, and 3) exclusion of parents from school information. Furthermore, the May 25 memorandum instructed the Office for Civil Rights to implement the review and enforcement of compliance procedures.

The *Lau* decision placed responsibility on school districts to ensure that limited-English-proficient students were identified and provided with a language response program. The judge noted, "Under these state-imposed standards there is no equality of treatment merely by providing the same facilities, textbooks, teachers and curriculum for students who do not understand English effectively" (*Lau vs. Nichols*, 1974). The court found a denial of equal educational opportunity under the Civil Rights Act of 1964. Unfortunately, the 1974 *Lau* decision did not mandate bilingual education or use of the native language. However, the *Lau* decision did affirm the authority of the then Department of Health, Education and Welfare (DHEW) to "require affirmative remedial efforts to give special attention to linguistically deprived children."

Soon after, DHEW issued a memorandum known as the *Lau Remedies* and identified school districts having at least 5 percent limited-English-proficient students for investigation and review (1975). The *Lau Remedies* focused on instituting a language response program at the school district level. It provided direction regarding basic needs (program elements, entry/exit criteria, resources, staffing). School districts having higher concentrations of LEP students were targeted by the Office for Civil Rights (OCR) for review and plan development subsequent to a finding of non-compliance. Usually, the task for meeting the compliance review fell on the bilingual director. Despite this effort, it was estimated that only one-fourth of LEP students eligible for assistance were being served (CCSSO, 1990). The result was a programmatic response that targeted only one issue: the removal of language as a barrier to accessing the content.

Yet, other second generation problems existed which were not addressed at all. These included access and assignment of LEP students to "other" programs because of limited-English-proficiency (e.g., being denied entry into gifted and talented programs because of sole reliance on a standardized score), placement into special education classes where a 300 percent over-representation existed in classes for language and learning disabled students (Ortiz, 1986), and under-representation in advanced level math and science courses. Tracking and ability grouping had been prohibited by the May 25 memorandum. Later, *Lau* affirmed the validity of the May 25 memorandum extending the Civil Rights Act of 1964 to language minority students. Despite the strong legal prohibitions of these actions, school districts in the nation continued to track, ability group and mis-place limited-English-proficient students in educational programs (Oakes, 1985).

SCHOOL DISTRICTS LOOKED TO ACTING ON THE GUIDELINES WITHOUT REALIZING THAT THESE, AS WELL AS THOSE OF BILINGUAL EDUCATION PRESCRIBED BY STATE LAW, SPECIFY THE MINIMUM ACTION TO BE UNDERTAKEN IN ORDER TO NOT BE OUT OF COMPLIANCE.

Other second generation problems which were not addressed in *Lau* or in practice involved the elimination of practices which lead to isolation or differential treatment based on race, sex and national origin. This included not seeking solutions to end school segregation of LEP students. LEP students were often placed in one class together. In many cases, this resulted in virtually the same group of students spending their entire elementary school life together (García and Donato, 1990).

20 Years After Lau- continued on page 22

COMING UP!

***IDRA Newsletter* Focuses on Math and Science in February.**

Fourth Generation - continued from page 11

will produce segregated schools and that violates every principle of desegregation.

New efforts to involve communities and parents in the operations of schools through site-based management and shared decision-making.

It is clear that parents and communities have a place in the discussion about how to make schools work for all children. They also have a responsibility to help to create such schools. Bringing them to the table and giving them access, given their ranges of differences, is what school people must rethink. Parents and communities must be solicited and consulted for their ideas, opinions, concerns and input on how best to make schools work for their children. Gone are the days of simply telling parents what to do. This new day sees parents and communities as partners in the appropriate, equitable education of all children, regardless of differences.

New dimensions of school desegregation, civil rights and school finance issues.

No discussion of desegregation and equity can be taken seriously if the issue of school finance is not a part of it. The concerns about costs of education and who should pay for it are not new. What may be new are questions having to do with how to create comparable high-quality, educational experiences for all children, even children in property-poor school districts. These are the tough issues, and their solutions will require creative and different thinking.

Evolving federal court activity in the area of desegregation and reaffirmation of the law to protect the civil rights of students in schools.

The renewed activity by the Office for Civil Rights of the U.S. Department of Education and the litigative activity of the U.S. Department of Justice and the federal courts have certainly challenged communities to be alert to issues of equal educational opportunities for children in schools. Throughout the 1980s and, certainly, the 1990s, court decisions having to do with race, gender and national origin have produced a need for schools to rethink and possibly create new ways in which to protect the civil rights of children.

Civil rights of immigrant students in public schools.

This issue is currently creating considerable discussion, debate and, in some settings, reaction to newly arrived populations in communities and the schools of those communities. The rights of these newly arrived or recently arrived citizens is what must be clarified and affirmed. This challenge is formidable, given the attitudes, perceptions and prejudices which many communities harbor regarding certain immigrants.

Conclusion

Given these emerging trends in school desegregation as they have been documented around the DAC-SCC region and throughout the nation, given the current political, social and economic realities which the nation faces, and given the pressing approach of the 21st century and the goals the nation has set for excellence in education through the Educate America Act and the Improving America's Schools Act, there is a compelling need to define a new generation of school desegregation, civil rights, equal educational opportunity and equity which concurrently embraces as basic the historical, constitutional principles upon which these ideas were based and places them in a broader, updated and future-thinking context.

Desegregation, civil rights, equity and equal educational opportunity are not just concepts of the past. They are very much a part of our future as a nation. It is naive to think otherwise. These ideas, however, need a new foundation upon which to be grounded, and they need to be viewed in tandem with the realities of the 1990s and the 21st century. These ideas need new language with which to talk about them, and they need a new context. Certainly, a part of that new context and foundation has to be the nation as a pre-eminent leader in this global village.

An extension of the original model created by the 10 regional desegregation assistance centers should look like the description below.

The Fourth Generation of Desegregation (Future): The goal is to create new schools that work for diverse students, produce world-class students with world-class skills and to create new paradigms for civil rights and equity-based excellence.

The concerns include the following:

1. Provide reorganized and restructured professional development for educators to meet the challenges of preparing students for the 21st century.
2. Implement culturally sensitive curriculum which reflects equity, educates students for the realities of a diverse world and embraces social justice.
3. Develop life-long learning competencies including literacy, critical thinking, metacognition, problem-solving and decision-making skills.
4. Provide instruction to produce 21st century workers and citizens who have knowledge, skills and competencies in technology, information management, math and science, and diversity.
5. Create school and community collaborations on social issues affecting school operations and outcomes including issues such as violence, drugs, changes in families, employment, poverty and empowerment.

This discussion is just beginning. It is certain to, and should, evolve. We need to talk about this new generation of desegregation and civil rights with each other where we can raise tough questions about how we create it, why we must create it, when mus we begin, who must be involved, and how they should be involved. We need to grope and struggle through creating new paradigms and new language so that when we talk, we also raise new images and new possibilities, rather than simply disturbing the slumbering, weary images of the past; images that, although they should never be forgotten, cannot be, and are not, entirely appropriate to move us into the 21st century.

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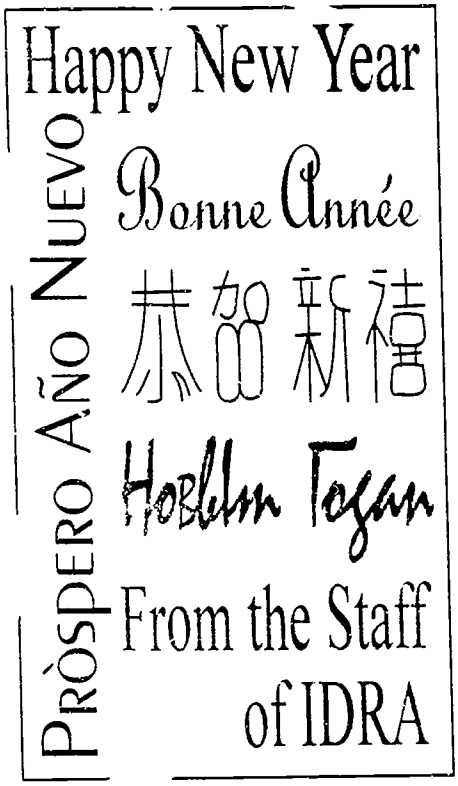
Bradley Scott is a Senior Education Associate in IDRA's Division of Professional Development.



Bilingual Intelligence - continued from page 15

are equally dysfunctional and will perpetuate an unfortunate situation.

If school personnel persist in their efforts to evaluate the mental abilities of minority children, or for that matter the economically or educationally handicapped, it is necessary that an extensive research and development effort be undertaken.

Alternative ways of assessing mental abilities must be identified that will probably have to differ considerably from past practices. Psychometricians have gone so far up the wrong creek in the assessment of minority mental abilities that it is wise to heed the National Education Association's recommendation that all intelligence testing of minority children be suspended until alternative ways may be explored.

Dr. José A. Cárdenas is founder and Director Emeritus of IDRA.

For information on **Multicultural Education: A Generation of Advocacy** *by Dr. José A. Cárdenas see Page 26.*

Technology and Equity - continued from page 19

They performed significantly better than the other pre-algebra students ($t = 15.2$, $p < 0.001$). All project students performed significantly better than the control group.

Using Technology Effectively

These examples show how technology can be part of the solution. They also show that technology, to be effective, has to be used in the context of the following.

- Teachers who believe students can learn and are not only trained in the new technology but also in the new teaching techniques, that is, higher order thinking skills, cooperative leaning, whole language and interactive teaching.
- A live curriculum owned by the teachers and meaningful to the students. A content-rich curriculum that is exciting and is developed within the context of valuing student reflections and contributions, a student-centric curriculum.
- Additional support to students who need it. This will only help level the field for students who do not have adequate support within their social sphere (i.e., their families and friends).
- Strong parental involvement in school activities and in their children's education. (see story on Page 7.)

Technology can indeed be part of the solution, and only part. Human components, social organization of the learning environment, and intentionality and purposefulness of the uses of the technology are still paramount.

Resources

Hancock, Vicki. *Preparing for Tomorrow Today: Electronic Resource for Information Literacy. Proceedings of Tel-Ed '94.* International Society for Technology in Education (1994).

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Krol, Ed. *The Whole Internet User's Guide & Catalog* (Sebastepol, Calif.: O'Reilly & Associates, 1994).

Montes, Felix. "Using Computer Networks To Value Students' Contributions." *IDRA Newsletter* (San Antonio, Texas: Intercultural Development Research Association, 1992a), 19(5).

Montes, Felix. "High Technology Expands Coca-Cola Valued Youth Network." *IDRA Newsletter.* (San Antonio, Texas: Intercultural Development Research Association, 1992b), 19(8).

Montes, Felix. *Partnership for Access to Higher Mathematics – Evaluation Report* (San Antonio, Texas: Intercultural Development Research Association, December 1992c).

Dr. Felix Montes is a Research Associate in IDRA's Division of Research and Evaluation.

COMPENDIUM OF READINGS IN BILINGUAL EDUCATION

The Texas Association for Bilingual Education recently released the book, *Compendium of Readings in Bilingual Education: Issues and Practices*. This anthology of readings offers a rich variety of the most current and cogent thinking in bilingual education. The diverse perspectives and collective wisdom of policy experts, practitioners, researchers and specialists in the field of teacher education provide an eloquent and compelling account of the progress of bilingual education and its promise on the threshold of a new century. The contributing authors (including four IDRA staff members) examine exciting and provocative topics covering a wide spectrum of bilingual education. These include policy and philosophical issues, theoretical constructs, second language acquisition concepts and socio-cultural dimensions of education. From the realm of practice, the reader will find descriptions of bilingual education and ESL teaching processes, including instructional practices for promoting literacy among language-minority students. Each of the authors, implicitly or explicitly, recognizes the centrality of the teacher's role in actualizing effective bilingual programs and in ensuring that language-minority students are afforded the opportunity to reap the full benefit of their educational experiences.

20 Years After Lau- continued from page 19

School district personnel, particularly school principals, did not act to diminish the disproportionate application of disciplinary procedures, including corporal punishment, suspensions and expulsions. While largely unacknowledged, the root to many discipline problems stemmed from lack of communication skills and cultural understanding on the part of school personnel interacting with culturally and linguistically different students (Sosa, 1993). Not much was said or written about the need for notices sent to parents regarding discipline to be in a language they understood. The issues of grading and grade retention because of language skills were, similarly, ignored.

As we entered into the third generation of desegregation, the problems encountered in the second generation of desegregation continued. In the 1990s, school districts began implementing zero tolerance and assigning students not upholding this policy to alternative high schools. Neither school district policy or staff development addressed the need for not disproportionately applying these disciplinary procedures to limited-English-proficient students.

Third Generation of National Origin Desegregation

In the third generation of desegregation, the focus was on physical resegregation, equal opportunities to learn and equal outcomes – achievements, attitudes and behaviors (Network of Regional Desegregation Assistance Centers 1989). Desegregation concerns included having high teacher expectations, having challenging curriculum, having instruction that enhances opportunity to learn, validating students' culture and self-concept, and closing the achievement gap. The literature on effective schools and effective classrooms provided insights for practice describing effective schools as those where active leadership creates a climate in which "success is expected, academics are emphasized and the environment is orderly" (Squires, et al., 1984).

Teacher training followed the two major types of studies on effective teaching, one to identify the teaching processes used by effective teachers (correlational) and the second to train teachers on the effective behaviors in order to affect and improve student achievement (experimental). One important finding from the correlational studies was the presage variables, those teacher beliefs that propelled them to act in the ways they did. The effective teachers studied believed that students could learn and that they could teach students (Squires, et al., 1984). Because teachers believed students could learn, they tried different approaches until they successfully taught the content. The training that followed and the teacher evaluation instruments later developed left out these very important beliefs and other important actions like choosing the right level of difficulty of the objective and doing a task analysis since only low inference behaviors (those that could be measured) were included in the training and the evaluation instruments.

A second set of important findings from this research pointed out that students in the effective teachers' classrooms were on-task a large portion of the school day, covered the content, and experienced success at a very high level (95%) (Squires, et al., 1984). For LEP students, it is not enough to ensure that they are receiving native language instruction or comprehensible instruction through ESL. A step further is to see that the they remain on-task, cover the content and experience high rates of success in mastering the objective. By specifying these outcomes as aims, school personnel can better assess innovations and their promise for academic achievement of LEP students. Thus, higher order thinking skills (H.O.T.S.), cooperative learning, whole language and interactive teaching can be embraced not because they are the latest fads in education, but because they further open the curriculum to LEP students by increasing higher order thinking (focus), active participation in the small groups (think-share pairs, triads), access to meaning (whole language) and connectedness/

20 Years After Lau- continued on page 23

Policy Recommendation for the Next Generation

In addition to the usual programmatic mandates for serving LEP students (identify, place in programs, teach ESL, teach content in home language, provide ESL in the content areas, assess, exit), the following are some additional mandates that my analysis of recent research indicates should be added to new policy regulations for serving LEP students.

- Re-examine findings from the effective teaching research. Extract principles that are applicable to education of LEP students.
- Extract factors in the research on effective schools and classrooms and apply to education of LEP students, e.g., campus policy prohibiting racial and ethnic slurs (orderly environment, high expectations).
- Require keeping data on indicators that affect outcomes, such as [illegible] (leads to over-agedness), disciplinary measures, e.g., suspensions [illegible] content coverage), public rewards (high level of students rewarded), etc.
- Monitor and uphold prohibitions against tracking, ability grouping, assignment to special education and exclusion from gifted and talented programs.
- Make special efforts to enroll LEP students (and exited LEP students) in advanced math and science courses and gifted and talented programs. Document procedures for school districts to follow.
- Use native language or ESL techniques to teach LEP students enrolled in advanced courses.
- Emphasize the need for sending information home in a language that parents can understand.
- Involve parents of LEP students in Site Based Decision Making (SBDM) committees.
- Monitor innovative teaching techniques to determine if they accomplish the desired aim: participate actively, cover and learn the content, experience high rates of success.
- Ensure successful transition into English. Train the receiving teachers. Follow up for two years. Make provisions for re-enrollment of exited students in special services if needed.
- Assign a central office administrator to implement appropriate accountability procedures to assure student progress and success.

20 Years After Lau- continued from page 22

repetition (thematic units). These strategies hold particular promise for increasing LEP students' access to quality learning experiences by providing access to the content area material, developing concepts and increasing vocabulary.

These teaching strategies should be used, evaluated and adapted according to the characteristics of LEP students (including poverty, cultural traditions, ESL level and age). However, in their eagerness to be up-to-date, school personnel have not analyzed the assumptions behind these innovations.

> ***"40,000 CIVIL RIGHTS COMPLAINTS WERE FILED IN TEXAS IN THE 1993-1994 FISCAL YEAR."***
>
> *A Review of Federal and State Civil Rights Requirements Relating to Race, Gender and National Origin and Their Implications for the Texas Education Agency* (San Antonio, Texas: Intercultural Development Research Association, December 1994), p. 67.

After the Lau vs. Nichols Decision

The changes introduced through *Lau vs. Nichols* and subsequent federal statutes resulted in minimal compliance with the law. Following a letter of finding of noncompliance with federal laws, school districts requested and were provided with guidelines to remedy their failure to act in accordance with the law. Unfortunately, the Supreme Court in *Lau vs. Nichols* did not prescribe a remedy. The justice's decision left it up to school districts to decide the educational response.

The *Lau* decision was unwavering and clear that "school districts must take affirmative action to rectify the students' language deficiency as soon as possible" (*Lau vs. Nichols*, 1974). However, neither the court decision nor the *Lau Remedies*, which followed, prescribed bilingual education. School districts were free to choose bilingual education or English as a second language (ESL). This diminished the commonly held idea that bilingual education was the most appropriate response. Thus, school districts, whether they applied bilingual education or ESL took a deficit posture: there is something wrong with or missing from the child identified as LEP. The charge to them became "do something as soon as possible and only as long as necessary." In schools across the nation, this became translated into minimal compliance with the law and the guidelines (a few exceptions existed in states having state-mandated bilingual education laws). School districts looked to acting on the guidelines without realizing that these, as well as those of bilingual education prescribed by state law, specify the *minimum* action to be undertaken in order to not be out of compliance.

Thus, the *Lau* response became a programmatic response, not a restructuring or an equity response. Consequently, emphasis was placed on implementation concerns: how to identify students, what program to choose, which books to select, where to find certified teachers, how to provide training to teachers. Because neither the *Lau* decision nor the guidelines addressed the issue of grading, grade retention, learning and communication styles, or access to special programs (e.g., gifted and talented, calculus, meeting graduation requirements in an academic track) when addressing the instructional needs of LEP students, educators similarly ignored these issues.

For these reasons, it is imperative that in the next generation of desegregation educators finally address the equity issues needed to meet the educational needs of LEP students. Bilingual education is a necessary, but by itself an insufficient, response. While it is the best approach to meet the *instructional* needs (a program), educators need to keep the ultimate goals we want for students, which is equity in educational outcomes.

The school-age language-minority population grew from 8.1 million to 9.9 million during the 1980s (Waggoner, 1995). Moreover, projections for growth in the Hispanic population predict that this group will double in 30 years and triple in 60 years. The time for improving public education for an increasing segment of the school-age population is now. At stake are a basic education and a life-chance for self-sufficiency for several million children and youths who can and should learn English and achieve in school.

Resources

Beebe, C. and J. Evans. "Clarifying the Federal Role in Education." In R. Miller (Ed.), *Federal Role in Education* (Washington, D.C.: Institute for Educational Leadership, 1981), pp. 39-48.

Brown vs. Board of Education (1954), 347 U.S. 483.

Council of Chief State School Officers (CCSSO). *School Success for Limited English Proficient Students*, (Washington, D.C.: CCSSO, 1990).

Garcia H. and R. Donato. Paper presented at the Eighteenth Annual Texas Association for Bilingual Education Conference (Lubbock, Texas, November, 1990).

Lau vs. Nichols: The Supreme Court Opinion (1974), 414 U.S. 563-572.

Network of Regional Desegregation Assistance Centers. *Resegregation of Public Schools: The Third Generation* (Portland: Network of Regional Desegregation Assistance Centers, 1989).

Oakes, J. *Keeping Track: How Schools Structure Inequality* (New Haven: Yale University Press, 1985).

Ortiz, A.A. "Characteristics of Limited-English-Proficient Hispanic Students Served in Programs for the Learning Disabled. Implications for Policy and Practice" (Part II), *Bilingual Special Education Newsletter* (Austin, Texas: The University of Texas at Austin, 1986), page 58.

Squires, D.A., W.G. Huitt and J.K. Segars *Effective Schools and Classrooms: A Research-Based Perspective* (Washington, D.C.: Association for Supervision and Curriculum Development, 1984).

Sosa, A.S. *Through and Fair: Creating Routes to Success for Mexican American Students* (Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools, 1993).

U.S. Congress. *Civil Rights Acts of 1964*. Title VI. 42 U.S.C. 2000d (1970).

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U.S. Department of Health, Education and Welfare (DHEW). *HEW Memorandum: Lau Guidelines* (Summer 1975).

Waggoner, D. "Language-Minority School-age Population Now Totals 9.9 Million" *NABE News* (September 15, 1995), 18(1).

Dr. Alicia Salinas Sosa is a nationally recognized expert with 25 years experience in the field of bilingual education issues. She is the Director of IDRA's Desegregation Assistance Center-South Central Collaborative which addresses race, gender and national origin desegregation issues in five states.

RESOURCES ON CIVIL RIGHTS IN EDUCATION, REVISITING THE LAU DECISION

ADDITIONAL READINGS AND INFORMATION

UNDER THESE STATE-IMPOSED STANDARDS THERE IS NO EQUALITY OF TREATMENT MERELY BY PROVIDING STUDENTS WITH THE SAME FACILITIES, TEXTBOOKS, TEACHERS, AND CURRICULUM; FOR STUDENTS WHO DO NOT UNDERSTAND ENGLISH ARE EFFECTIVELY FORECLOSED FROM ANY MEANINGFUL EDUCATION.

- "Lau et al vs. Nichols et al: The Supreme Court Opinion," 1974.

Cárdenas, José A. **"Education Reform: Schools Need a New Attitude,"** *IDRA Newsletter* (San Antonio, Texas: Intercultural Development Research Association (IDRA), November-December 1993), p. 3.

Carrera, John Willshire. *Immigrant Students: Their Legal Right of Access to Public Schools* (Boston, Mass.: National Coalition of Advocates for Students, 1992).

Cummins, J. *Empowering Minority Students* (Sacramento, Calif.: California Department of Education, 1989).

González, Josué M. **"Why We Should Not Adopt an Official Language."** *IDRA Newsletter* (San Antonio, Texas: IDRA, January 1987), pp. 1-2.

Johnson, Roy Lee. **"Recruiting and Retaining Bilingual an ESL Teachers: An Education Imperative for Texas."** *IDRA Newsletter* (San Antonio, Texas: IDRA, September 1993), pp. 3, 7-8.

National Coalition of Advocates for Students. *The Good Common School: Making the Vision Work for All Children.* (Boston, Mass.: Author, 1991).

National Commission on Children. *Beyond Rhetoric – A New American Agenda for Children and Families* (Washington, D.C.: Author, 1991).

Russell, Celina & Roy Lee Johnson. **"As Minorities Become the Majority: How Changing Demographics Will Affect Texas Schools."** *IDRA Newsletter* (San Antonio, Texas: IDRA, May 1993), pp. 4-5, 11, 13-14.

Titles in bold are available from IDRA at no cost.
Contact IDRA's Communications Manager to obtain reprints. Thank you.

IDRA 1995 REGIONAL WORKSHOPS
Registration Form

NAME: _____

Position: Grade(s): _____

SCHOOL: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: ( ) _____ Fax: ( ) _____

SCHOOL DISTRICT: _____

Address: _____

City: _____ State: _____ Zip: _____

HOME ADDRESS: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: ( ) _____ Fax: ( ) _____

FORM OF PAYMENT
- ❑ A check (payable to IDRA) is enclosed
- ❑ A purchase order is attached P.O. #_____

At least one week before the event, registrants will be contacted with details of the event location, address, etc. Payment is refundable for cancelations seven days prior to scheduled date of the event. Each workshop requires a minimum of 12 participants.

Indicate workshop title:
- ❑ **Creating Effecting Learning Centers in Early Childhood Education**
- ❑ **Pathways Reading Strategies**
- ❑ **Pathways Math Strategies**
- ❑ **Instructional Computing**
- ❑ **WOW: Workshop on Workshops**
- ❑ **Portfolio Assessment**

Indicate location (note dates on Page 25):
- ❑ **Albuquerque, N.M.** (WOW and Portfolio Assessment only)
- ❑ **Austin** (Early Childhood and Portfolio Assessment only)
- ❑ **Baton Rouge, La.** (Portfolio Assessment only)
- ❑ **Brownsville** (Early Childhood and Pathways Reading only)
- ❑ **Dallas** (no Portfolio Assessment)
- ❑ **El Paso** (Early Childhood only)
- ❑ **Houston** (no Portfolio Assessment)
- ❑ **Laredo** (Portfolio Assessment only)
- ❑ **Lubbock** (no Portfolio Assessment)
- ❑ **McAllen** (WOW only)
- ❑ **New Orleans, La.** (WOW only)
- ❑ **San Angel** (Pathways Math only)
- ❑ **San Antonio** (no Portfolio Assessment)
- ❑ **Victoria** (Portfolio Assessment only)

Send your registration by fax to IDRA at 210/684-5389 or by mail to IDRA, 5835 Callaghan Road, Suite 350, San Antonio, Texas 78228-1190. Please address your registration to the attention of: Regional Workshop Registrar.

IDRA Regional Workshops

IDRA is offering intensive and highly interactive workshops that address a specific training and technical assistance need within a particular region. These one- and two-day workshops are available on a fee by participant basis. They are offered to individuals in a specific geographic region. Regional workshop topics currently being offered are described below. To register for a regional workshop use the form on Page 24. For more information, call Rogelio López del Bosque at 210/684-8180.

Creating Effecting Learning Centers in Early Childhood Education

This workshop emphasizes the physical setting of the play environment and its important role in teaching skills for preschool public school programs. This session will also focus on large group instruction, lesson plans and assessment of children in learning centers. Teachers will have the opportunity to visit several types of early childhood programs through a slide presentation. Cost is $75 per participant.

Feb. 6, 1995 • 8:30 - 3:30 • Houston
Feb. 13, 1995 • 8:30 - 3:30 • Dallas
Feb. 27, 1995 • 8:30 - 3:30 • Lubbock
Mar. 16, 1995 • 8:30 - 3:30 • El Paso
Mar. 27, 1995 • 8:30 - 3:30 • San Antonio
Apr. 3, 1995 • 8:30 - 3:30 • Brownsvi
Apr. 10, 1995 • 8:30 - 3:30 • Austin

Portfolio Assessment

Student portfolios have varied uses in a classroom. The use of portfolios for assessing student performance is receiving wide attention, and portfolios are being used in many states for this purpose. This workshop will address the elements of a reliable and valid portfolio assessment system. Participants will have an opportunity to review various systems and develop a prototype of a system that could be used in the school district. Cost is $75 per participant.

Jan. 23, 1995 • 8:30 - 3:30 • Laredo
Feb. 8, 1995 • 8:30 - 3:30 • Austin
Feb. 27, 1995 • 8:30 - 3:30 • Victoria
Mar. 1, 1995 • 8:30 - 3:30 • Baton Rouge, La.
Mar. 3, 1995 • 8:30 - 3:30 • Alburquerque, N.M.

Instructional Computing: Fulfilling the Promise in Bilingual Classrooms

This hands-on workshop is designed for creative teachers who strive to develop higher order thinking, oral language and literacy skills in their second language learners. The participants will learn effective ways to integrate instructional technology into their innovative language arts and content area classrooms. The *Reading/Writing/Computing Connection* will reveal ways to use electronic books, word processing, and desktop publishing software to extend the poems and stories enjoyed in whole language classrooms. *Content Area Connections* will demonstrate ways to use electronic encyclopedias and other databases for student research, simulation programs for the exploration of thought-provoking issues in social studies, and spreadsheets and graphic programs for math and science investigations. Both Macintosh and IBM/DOS applications will be demonstrated. Cost is $75 per participant.

Feb. 28, 1995 • 8:30 - 3:30 • Dallas
Mar. 28, 1995 • 8:30 - 3:30 • Houston
Jan. 31, 1995 • 8:30 - 3:30 • San Antonio

Pathways Math Strategies

This workshop offers a review of the TAAS test math-related objectives and instructional targets, including a review of how TAAS-like math questions should be formulated. It also provides test taking strategies and common mathematical errors. Training participants are grouped for activities that can later be used in the classroom. Cost is $75 per participant.

Jan. 16, 1995 • 8:30 - 3:30 • Lubbock
Jan. 23, 1995 • 8:30 - 3:30 • San Angelo
Feb. 13, 1995 • 8:30 - 3:30 • Dallas
Feb. 20, 1995 • 8:30 - 3:30 • Houston
Feb. 27, 1995 • 8:30 - 3:30 • San Antonio

Pathways Reading Strategies

In this workshop participants will review the TAAS reading objectives and instructional targets, become familiar with reading as a process, and construct TAAS-like sample items. It will help teachers understand the needs of the limited-English-proficient (LEP) secondary students taking the TAAS test. In addition, teachers will learn a series of strategies for integrating the TAAS objectives into regular classroom instruction. They will review techniques that assist in integrating language and content instruction; learn four strategies to assist secondary LEP students in their preparation for the writing, math, and reading portions of the test; and learn to integrate language learning strategies and activities into specific content area teaching. Cost is $75 per participant.

Feb. 13, 1995 • 8:30 - 3:30 • Houston
Feb. 28, 1995 • 8:30 - 3:30 • Dallas
Mar. 6, 1995 • 8:30 - 3:30 • Lubbock
Mar. 27, 1995 • 8:30 - 3:30 • Brownsville
Apr. 10, 1995 • 8:30 - 3:30 • San Antonio

WOW: Workshop on Workshops

This two-day workshop will help trainers become more effective presenters. Each workshop features focused sessions on the *WOW* approach to training and its application in your district. The most current, research-based principles and theory are presented, then participants work together exploring a variety of real-life techniques. The *WOW* is a participative seminar, directly addressing participants' needs and challenges. Cost is $150 per participant. During the *WOW*, participants will:

- Analyze the entire process of planning and conducting workshops;
- Contrast needs assessment approaches;
- Evaluate and refine objective-setting techniques;
- Design innovative activities;
- Practice and expand facilitation skills;
- Network with other professionals.

Feb. 9-10, 1995 • 8:30 - 4:00 • McAllen
Feb. 27-28, 1995 • 8:30 - 4:00 • New Orleans, La.
Mar. 6-7, 1995 • 8:30 - 4:00 • Houston
Mar. 27-28, 1995 • 8:30 - 4:00 • San Antonio
Apr. 3-4, 1995 • 8:30 - 4:00 • Dallas
May 4-5, 1995 • 8:30 - 4:00 • Lubbock
May 11-12, 1995 • 8:30 - 4:00 • Alburquerque, N.M.

NEW BOOK PRESENTS A GENERATION OF ADVOCACY

The Intercultural Development Research Association (IDRA) and Ginn Press announce the publication of a new book on multicultural education. The book, ***Multicultural Education: A Generation of Advocacy*** by Dr. José A. Cárdenas, is a compilation of 92 articles on multicultural education published over a 25-year period. Dr. Cárdenas is the founder of IDRA, was its executive director for 20 years and now serves as director emeritus of the organization.

The contents of the book provide a historical overview of the author's involvement in the most significant issues in multicultural education as a teacher, administrator and an active advocate for children. It is being distributed by Allyn & Bacon as a reference textbook on this subject.

MULTICULTURAL EDUCATION: A GENERATION OF ADVOCACY

The book includes a preface and introduction, and a timely foreword by Dr. María "Cuca" Robledo Montecel, the present executive director of IDRA. In the foreword, Dr. Robledo Montecel states, "...what is needed is a place to stand, a place to come from as we create workable solutions. In this compilation and examination of 25 years of advocacy, Dr. José A. Cárdenas offers such a place ...The premise is simple: all children are valuable and schooling must acknowledge, nurture, and build on that value. This book is an urgent and always insightful call for clarity of purpose."

The dates of the various articles included in the textbook range from 1970 to 1992, though some of the material dates back to the middle 1960s. Articles are organized into 10 chapters dealing with each of 10 major issues in multicultural education. Each chapter is accompanied by a bibliography and appropriate discussion questions. The book also contains five cumulative indices of authors, court cases, legislation, organizations and topics.

The first chapter, "**Minority Education,**" addresses problems in the education of minority children encountered by the author during a 42-year period and terminates with recommendations for the creation of culturally democratic learning environments in our nation's schools.

Chapter 2, "**Bilingual Education,**" provides a historical perspective on the development and implementation of bilingual education programs in the United States. One article, "The Role of Native Language Instruction in Bilingual Education" (1986), may be the most frequently published rationale for bilingual education in the country.

The bilingual education chapter provides insights into the history of legislation and litigation, attacks on bilingual education by individuals and organizations, issues of segregation and financing, and ends with an extraordinary article on contemporary problems in the implementation of bilingual programs.

Chapter 3 deals with the **education of undocumented children.** The recent enactment of Proposition 187 in California make these articles on past court cases extremely relevant today.

Chapter 4, "**School Dropouts,**" has a shorter time span, covering the period between the first Texas study on school dropouts conducted by IDRA in 1986 and current successful, and unsuccessful, approaches to the problem.

Chapter 5 contains seven articles on **retentions in grade** and the implication of this practice on the subsequent school performance of children.

Chapter 6, "**Early Childhood Education,**" presents a rationale for early intervention in the education of minority and disadvantaged children, the success of early childhood education and current problems in the implementation of such programs.

Chapter 7 presents four articles on **science, math and technology** in the schools, and its relationship to equal educational opportunity.

Chapter 8, "**Standardized Testing,**" presents various articles on the use, and misuse, of standardized tests. The 1972 article on intelligence testing of bilingual children is an excellent rebuttal to contemporary literature which maintains that IQ tests are valid and contain no cultural biases.

Chapter 9 contains 13 articles on **school reform.** The author identifies many of the current attempts at school reform as being dysfunctional, and even counter productive, for minority and disadvantaged children.

The last chapter, "**A New Educational Paradigm**" (1992), brings closure to the book with several hundred specific recommendations for cultural, language, socio-economic, geographic, psychological and gender equity in our country's schools.

Multicultural Education: A Generation of Advocacy is a reading imperative for teachers, administrators, teacher trainers and policy formulators interested in providing equal educational opportunity to all segments of the school population.

At the request of the author, all royalties from the sale of this book will be used as stipends for school youth participating in IDRA's dropout prevention program.

To order your copy, send $38.00 to IDRA, Communications Manager, 5835 Callaghan, Suite 350, San Antonio, Texas 78228-1190.

SCHEDULE OF IDRA TRAINING AND WORKSHOP ACTIVITIES

JANUARY 1 - JANUARY 31, 1995

This list includes activities that have been scheduled for particular school districts and other groups. They are not open to the public. For information on scheduling a similar event for your school district or other group, contact IDRA at 210/684-8180.

DATE	SCHOOL DISTRICT/AGENCY	TOPIC
Jan. 2	United Independent School District (ISD)	Using Computers for Instruction in a Bilingual Classroom
Jan. 3	Education Service Center (ESC) – Region 1	Literature Based Instruction
	Guymon Public School (P.S.) – Okla.	Multicultural Education Hispanic Culture
	Rio Grande City Consolidated ISD (CISD)	Accelerated Instruction/Alternative Assessment
	Rio Grande City CISD	New Strategies for Staff
	Rio Grande City CISD	Interdisciplinary Instruction
	Rio Grande City CISD	TAAS (Texas Assessment of Academic Skills) Technical Assistance
	Rio Grande City CISD	Effective Program Design
Jan. 3-4	Canutillo ISD	Workshop on Workshops (WOW)
Jan. 4	Jacksonville ISD	Validating Student's Culture
Jan. 5	Cotulla ISD	Reading Strategies
Jan. 5-6	Eagle Pass ISD	Whole Language Instruction
Jan. 5-7	Miami Magnet School Conference	Magnet Schools Research
Jan. 6	Edgewood ISD	Communication and Team Building
	ESC – Region 18	Teaching Strategies for Bilingual and English as a Second Language (ESL) Classrooms – Elementary
	ESC – Region 18	Teaching Strategies for ESL – Secondary
	La Pryor ISD	Math Current and Innovative Techniques
	Laredo Webb County Head Start	Activities for Pre-School Children
Jan. 9	Arkansas State Education Agency (SEA)	Strategic Plan for Serving Limited-English-Proficient (LEP) Students in the state
	Big Bend Education Consortium	Portfolio Assessment
	San Antonio ISD	Coca-Cola Valued Youth Program (VYP) – Second Implementation Meeting
Jan. 10	Benavides ISD	Cooperative Learning
	Progreso ISD	The Role of the Paraprofessional
Jan. 10-11	Ector County ISD	Teaching Content: ESL Strategies
Jan. 10-12	Houston ISD	*Yo Escribo* Emergent Literacy
Jan. 11	Rio Grande City CISD	Classroom Modeling
	Rio Grande City CISD	Math Training – Part II
Jan 11-12	Michigan State Department of Education	Assessment Issues and Data Collection of LEP Students
Jan. 12	Dallas Skyline Center	New Strategies
	Progreso ISD	Parent Needs Assessment
	Rio Grande City CISD	Classroom Modeling
	Rio Grande City CISD	Classroom Visits
Jan. 13	ESC – Region 18	TAAS Reading and Mathematics
	Multifunctional Resource Center (MRC) Regional Workshop – McAllen	Using Action Research in the Bilingual Education and ESL Classroom
Jan. 14	Brownsville ISD	VYP – Tutor and Mentor Activities
	Pharr-San Juan-Alamo ISD	Developmentally Appropriate Practices in a Bilingual Preschool Program
Jan. 16	Edinburg CISD	Coca-Cola VYP – Second Implementation Meeting
	MRC Regional Workshop – Kingsville	Cooperative Learning Structures for the Paraprofessional in a Bilingual and ESL Classroom
Jan. 17	Corpus Christi ISD	Program Evaluation and Technical Assistance
	San Antonio ISD	Young Scientists Acquiring English – Classroom Visit
Jan 18	Rio Grande City CISD	Trainer of Trainers
	San Antonio ISD	Young Scientists Acquiring English – Higher Order Thinking Skills and Language Development
	South San ISD	Parent Training
	Victoria ISD	Developmentally Appropriate Practices
Jan. 18-19	McAllen ISD	Preventing Sexual Harassment
Jan. 19	Compact for Educational Opportunity – Wis.	Nature of Prejudice: Prejudice Re-education Strategies for A Diverse World
	McAllen ISD	Coca-Cola VYP – Second Implementation Team Meeting

SCHEDULE OF IDRA TRAINING AND WORKSHOP ACTIVITIES

JANUARY 1 - JANUARY 31, 1995

DATE	SCHOOL DISTRICT/AGENCY	TOPIC
Jan. 19	Robstown ISD	ESL Sheltered English
	Sheldon ISD	Parent Training
Jan. 20	Harlandale ISD	Strategy Training
	Laredo ISD	*CALLA* Training
	Laredo Webb County Head Start	Training for Supervisors
	Weslaco ISD	Coca-Cola VYP– Second Implementation Team Meeting
Jan 23	Louisiana SEA	Magnet Schools
	MRC Regional Workshop – Odessa	Implementing Multidisciplinary, Interdisciplinary or Transdisciplinary Curriculum Models in a Bilingual Classroom
Jan. 24	MRC Regional Workshop – San Angelo	Creating Effective Learning Centers in Bilingual and ESL Classroom
Jan. 25	Rio Grande City ISD	Cooperative Learning
	Rio Grande City ISD	Early Childhood Education
	Rio Grande City ISD	Math Training – Session II
	Rio Grande City ISD	Strategies for Developing Hands-On Activities for Early Care Programs
	Rio Grande City ISD	Strategies for Reading
	Rio Grande City ISD	Utilization of Computers to Achieve Instruction and Management Goals
Jan. 26	San Felipe-Del Rio ISD	Communicating More Effectively with our Children and Parents
Jan. 26-27	Brownsville ISD	WOW
Jan. 27	Florida Multifunction Resource Center	Multicultural Education
	MRC Regional Workshop – San Antonio	Integrating Active Learning Strategies to Enhance Secondary Language Acquisition at the Secondary Level
Jan. 28	Brownsville ISD	VYP – Mentors Learning About Post-Secondary Education
Jan. 30	Pharr-San Juan-Alamo ISD	TAAS Reading and Writing
	Rio Grande City ISD	Technical Assistance
	West Orange Cove	Parents as Teachers
Jan 31	Brownsville ISD	VYP – Second Implementation Meeting
	Jefferson Parish	Authentic Assessment
	Jefferson Parish	Teaching Culturally Diverse Students in Early Childhood

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