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ABSTRACT

This practical guide includes information from a 3-year study that set out to describe the range of practices in content-English-as-a-Second-Language (content-ESL) programs in the United States. The guide is based on the field reports of 20 school site visits; offers guidance for starting, implementing, and sustaining a content-ESL program; and includes actual program projects and examples. The overall study assessed effective content-ESL programs across the United States, from pre-kindergarten through grade 12. The purpose of the study was to develop a descriptive analysis of the nature and scope of these programs and the relationship between program policies and practices and background notions of content-language integration. Suggestions and resources are provided in this volume for educators interested in finding out more about content-ESL programs in other schools, and a postscript relates the findings of the report to the Goals 2000 Educate America Act. Appendixes include the 20 field reports, tests, surveys, and actual program materials from content-ESL programs across the United States. Contains three pages of references and numerous tables.) (NAV)

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A DESCRIPTIVE STUDY OF CONTENT–ESL PRACTICES

Contract Number T291004001

Content–ESL Across the USA

Volume II
A Practical Guide

Dorothy Kauffman

with

Grace Stovall Burkart
JoAnn Crandall
Dora E. Johnson
Joy Kreeft Peyton
Ken Sheppard (Project Director)
Deborah J. Short

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A DESCRIPTIVE STUDY OF CONTENT-ESL PRACTICES
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Final Study Report 2
Task 15.22

Volume II

Submitted to
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Preface

A Descriptive Study of Content-ESL Practices

Purpose of the Study

A 1993 independent survey of K-12 public school enrollments indicated that the number of students who have limited proficiency in English increased 68.6% between the academic years of 1985-86 and 1991-92. In 1985-86, there were 1,497,051 students with limited English proficiency (LEP) enrolled in public schools. In 1991-92, there were 3,524,592 students, an increase of 1,027,043. During this same period, a total of 12 states reported an increase in enrollment of LEP students of 100 percent or more (W-B Olsen, 1994).

Clearly, these demographic changes have profound implications for educators. As they encounter classrooms that are increasingly multiethnic, multiracial, and multilingual, teachers and administrators are faced with the challenge of meeting the needs of diverse students who differ in their expectations of schooling, the roles of teacher and student, prior schooling experiences, and learning style preferences. These students are often termed "at-risk" because they tend to have low achievement, lack skills in English, and have high drop-out rates (Carter & Wilson, 1992).

Since the 1980s, many educators have recommended the use of integrated language and content instruction to develop language minority students' academic language proficiency and to improve their access to subject matter (Crandall, 1987; Mohan, 1986; Short, 1991). While substantial anecdotal information about the importance and effectiveness of

an integrated language and content instructional approach was finding its way into the literature on language minority student education, no systematic documentation of program goals and their implementation, philosophies, objectives, and methodologies was undertaken. Similarly lacking were rigorous attempts to identify the range of practices included in that term or to identify which practices were most appropriate or effective under varied conditions.

In 1991, the U.S. Department of Education through its Office of Bilingual Education and Minority Languages Affairs (OBEMLA) contracted with the Center for Applied Linguistics (CAL) to conduct ". . . a descriptive analysis of the nature and scope of content-ESL classroom practices for LEP students, which are components of transitional bilingual education, pull-out, immersion programs, or other programs supported with Title VII and/or local funds." The following is the working definition of content-ESL for this study. See Appendix EE on page 429 for a visual representation of the integration of language and content areas.

> Content-ESL instruction refers to classes in which the integration of ESL and subject matter (content) learning takes place. These classes may merely make content instruction in English more comprehensible, or they may aim at systematic integration. They may be taught by ESL and/or content teachers with or without the use of a student's primary (home) language. Administratively, they may form part of a larger structure, such as a bilingual or ESL program, or operate autonomously.

The goals of this three-year study were to describe the range of practices in content-ESL and identify the key program features and components that produce results with language minority students. In other words, our mandate was to paint a vivid picture of *where* and *how* content-ESL has been implemented in pre-K through grade 12 classrooms in public schools across the United States.

To accomplish these goals, we completed a literature review to identify the theoretical foundations for content-ESL and constructed a

database of 3000 public schools in the U.S. that have content-ESL programs. Descriptions of these programs were obtained through a series of surveys conducted with two objective questionnaires and by telephone. More detailed information about 20 schools selected to reflect the characteristics of the larger sample was collected through two-day site visits. On those visits, teams of two researchers collected information about the prominent features peculiar to these programs through interviews and classroom observations (see Volume I of this report for a discussion of the research methodology, statistical procedures, and results of the study. See Appendix A, in the companion book to this report, for a more detailed description of how the study was conducted).

About This Guide

This guide is based primarily on the field reports of the 20 site visits and contains highlights of the surveys (see Appendix B for the field reports). The suggestions and resources provided are for educators interested in finding out more about content-ESL programs in other schools. The guide is divided into three parts to assist those who want to design a program, implement or modify a program, or sustain an existing program.

Part One: Starting a Program

In this part we describe the students we observed and interviewed; the actions taken to meet federal, state, and district-level mandates; intake, placement, and exit procedures; several program designs; and curricula at the 20 school sites.

Part Two: Implementing the Program

In this part we describe how teachers make content and language modifications and use a variety of resources such as graphic organizers, visual aids, or objects from the real world to help their students acquire academic concepts. We describe the role of students' native languages in the programs and the ways schools and teachers celebrate the richness of students' cultural and linguistic diversity. We also discuss the assessment tools used to measure students' content achievement and English

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language proficiency.

Part Three: Sustaining the Program

In this part we discuss what the 20 schools are doing in terms of professional development and community involvement. Finally, we relate the study findings to the National Education Goals 2000 legislation and identify their implications for the education of LEP students.

Each chapter addresses a topic of interest in the study. Accompanying each discussion is a summary of the most interesting and relevant findings from the two surveys and the 20 site school visits. These findings are presented through summaries, charts, and comments. We also include unedited samples of student work and comments by teachers and parents. We describe assessment and instructional activities and reproduce actual sample materials.

Throughout this guide, we refer to the data collected via the surveys and the 20 school sites. We use "survey" to mean the two sets of questionnaires and the responses we obtained with them. Information we collected from the 20 schools we visited is referred to as "site school" data.

To simplify our discussion, we use ESL to refer to both English as a second language and English for speakers of other languages (ESOL). So too, the first time a site school is mentioned in a chapter, we supply its complete name and location. In subsequent references to this school, we refer to it with a one-word name. The complete 20 school site names, locations, and their designations follow.

High Schools

School	Designation
Highland High School, Albuquerque, New Mexico	Highland HS
The International High School at LaGuardia Community College, Long Island City, New York	International HS
McNary High School, Keizer, Oregon	McNary HS

Montgomery Blair High School, Silver Spring, Maryland	Blair HS
Northeast Law/Public Service Military Magnet High School, Kansas City, Missouri	Northeast HS
Pittsburg High School, Pittsburg, California	Pittsburg HS
West Charlotte High School, Charlotte, North Carolina	Charlotte HS
Middle Schools	
16th Street Middle School, St. Petersburg, Florida	16th Street MS
Benjamin Franklin Middle School, San Francisco, California	Franklin MS
Washington Middle School, Yakima, Washington	Washington MS
Woodrow Wilson Middle School, Dorchester, Massachusetts	Wilson MS
Elementary Schools	
Gabe P. Allen Elementary School, Dallas, Texas	Allen ES
Hazeltine Avenue Elementary School, Van Nuys, California	Hazeltine ES
J. C. Kelly Elementary School, Hidalgo, Texas	Kelly ES
Martin Luther King, Jr. Elementary School, Urbana, Illinois	King ES
Lincoln Elementary School, Wausau, Wisconsin	Lincoln ES
Loneman Community School, Oglala, South Dakota	Loneman ES
Tuba City Primary School, Tuba City, Arizona	Tuba PS
White Elementary School, Detroit, Michigan	White ES
Yung Wing Elementary School PS # 124, New York, New York	PS 124 ES

Within each chapter, we pose one or more questions to draw your attention to central points under discussion. These questions appear in italics in boxes on the left side of the page. Each chapter concludes with Making Connections, a series of suggested activities to help you relate information in the chapter to the everyday world of the classroom.

It is important to keep in mind that this study was designed to

examine *effective* rather than *exemplary* programs. Furthermore, the findings were drawn in large part from self-reported data and from a database which contained substantially more elementary programs than secondary programs. While our visits to schools were intense, they were brief. Consequently, the findings must be interpreted with these caveats in mind.

Through this guide and the field reports, our intent is not only to share the findings of this extensive study and our experiences, but to provide some guidance for you to set up content-ESL programs, to implement content-ESL instruction in classrooms, and to evaluate students' placement and progress.

Resource List

Additional information about content-ESL instruction is available from the organizations and federally-funded centers.

Professional Organizations

National Association for Bilingual Education (NABE)
1220 L Street, N.W.
Suite 305
Washington, D.C. 20005
phone (202) 898-1829
fax (202) 789-2866

National Clearinghouse for Bilingual Education (NCBE)
1118 22nd Street, N.W.
Washington, D.C. 20037
phone (202) 467-0867
fax (202) 429-9766

Teachers of English to Speakers of Other Languages (TESOL)
1600 Cameron Street
Suite 300
Alexandria, VA 22314
phone (703) 836-0774
fax (703) 836-7864

Association for Supervision and Curriculum Development
1250 N. Pitt Street
Alexandria, VA 22314
phone (703) 549-9110

Educational Resources Information Centers (ERIC)

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
805 W. Pennsylvania Avenue
Urbana, IL 61801

ERIC Clearinghouse on Language and Linguistics
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037

ERIC Clearinghouse on Reading and Communication Skills
Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, IN 47408-2698

Multicultural Resource Centers (MRCs)[1]:

Charlene Heintz, Director
New England Multifunctional Resource Center
144 Wayland Avenue
Providence, RI 02906
Telephone: (401) 274-9548
Fax: (401) 421-7650
Contact: Nancy Levitt-Vieira

Jose Vasquez, Director
Hunter College
and The Research Foundation of
the City University of New York
MRC Service Area 2
695 Park Avenue, Room 924 West
New York, NY 10021
Telephone: (212) 772-4764
Fax: (212) 650-3815
Contact: Iwan Notowidigdo

Mai Tran, Director
COMSIS Corporation
Mid Atlantic MRC
8737 Colesville Road
Silver Spring, MD 20910
Telephone: (301) 588-0800
Toll Free: (800) 228-6723
Contact: Jeff Schwartz

Ann Willig, Director
Florida Atlantic University MRC
1515 West Commercial Boulevard

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[1] There are 16 Multicultural Resource Centers located around the United States. These are government-funded institutions that are charged with helping educators identify, develop, and/or put into practice new teaching strategies and curricular ideas.

Multifunctional Resource Centers support education programs for students of limited English proficientcy (LEP) by providing technical assistance, e.g., information, referrals, support, guidance, and consultations, for educators and parents. The centers also provide training, with formal presentations, workshops, and courses designed to help teachers improve the academic performance of LEP students. Each center works with state education agencies on specific technical assistance services and on joint activities, and each conducts regional meetings with prospective service recipients to assess needs, share information, and plan activities. MRC services are based on current theories and exemplary practices in second language acquisition, child development, effective schools literature, adult learning and school management.

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Upper Great Lakes MRC
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Madison, WI 53706
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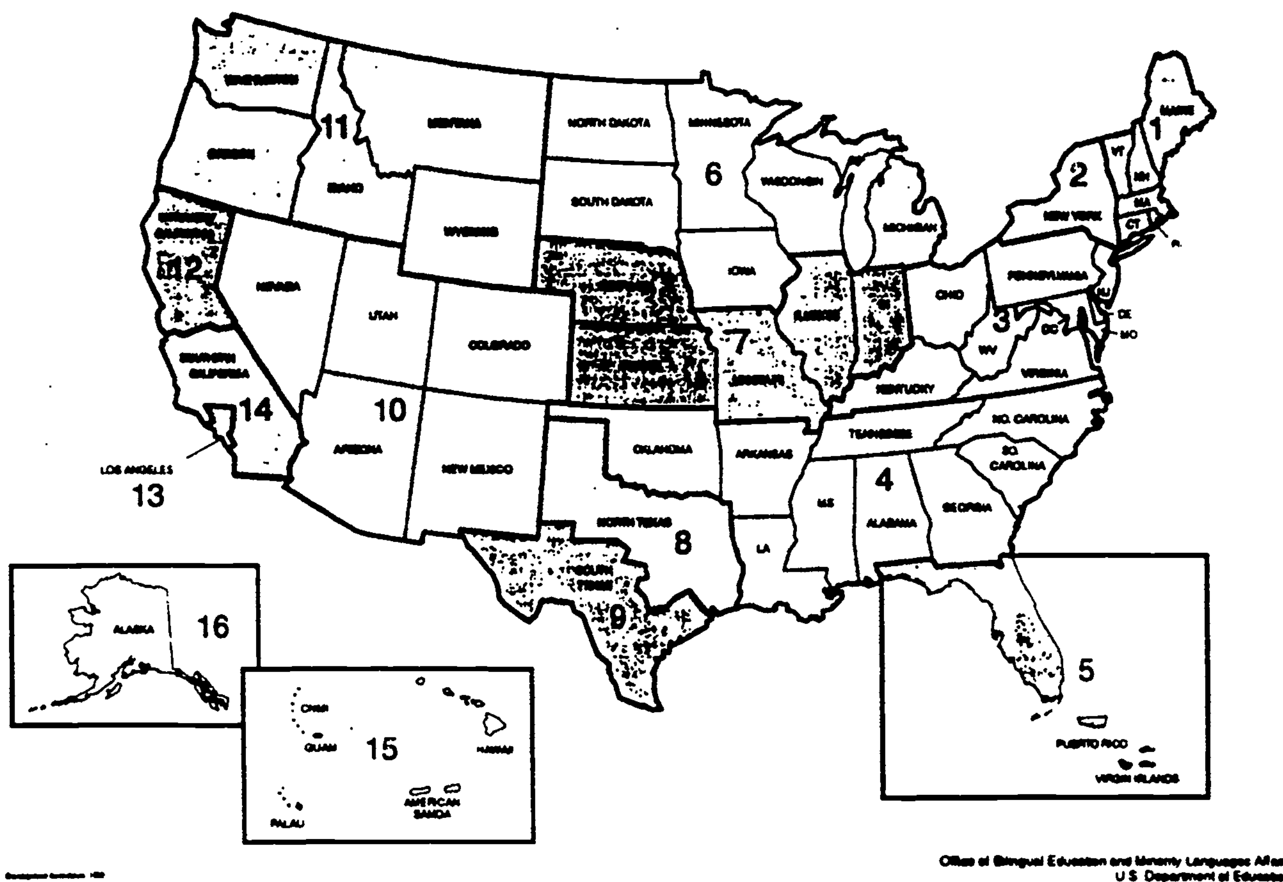
MULTIFUNCTIONAL RESOURCE CENTERS
SERVICE AREAS 1-16



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Acknowledgements

We could not have accomplished this task alone. We are indebted to the literally hundreds of people who aided our quest for information. Primarily, we thank the teachers, administrators, students, and parents who so graciously gave us time for interviews. We also thank those teachers and instructional aides who allowed us to observe their classes and provided us with additional information about their instructional activities. In addition, we thank the students who offered us copies of their work to examine and include. It is only through this combined effort that this guide was created.

Part One: Starting a Program

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Introduction

Content-ESL is a blanket term used to describe a wide variety of instructional programs for students with limited proficiency in English in which academic content--math, science, social studies, etc.--and language are integrated. The goal of this instruction is to improve language minority students' academic achievement and language proficiency simultaneously. This instruction may be provided by either language teachers or regular classroom teachers or teachers of academic content areas.

Content-ESL lessons often have both content and language objectives. In the language classroom, the teacher uses academic texts, tasks, and skills as vehicles for teaching ESL, often in thematic units. This instruction is frequently referred to as content-based ESL or integrated language and content instruction. In the content classroom, the content teacher is aware of the challenges English language learners face in absorbing content concepts in a second language, so adjusts the language of texts, tasks, and presentation to make instruction accessible to them. Such instruction is often referred to as sheltered instruction, sheltered English, or language-sensitive content instruction.

Precursors to integrated language and content instruction have included English for Specific Purposes (ESP) (Brinton, Snow, & Wesche, 1989), adult vocational ESL (VESL), and in workplace literacy programs (Crandall, 1993). In ESP, the goal is to help students learn the language associated with such specific areas as science, business, medicine, and law

though learning the language is "auxiliary" (Widdowson, 1983) to an emphasis on content. In VESL, the focus of instruction is the oral and written language demands of specific skilled or semi-skilled jobs (Crandall, 1979).

Interest in language in education, of course, extends beyond the content-ESL classroom. Educators from various disciplines have paid attention to language through such initiatives as "reading across the curriculum" and "writing across the curriculum" as reported in any of a number of professional journals. Math and science educators' professional associations are paying increased attention to research that describes the forms and expressions germane to their disciplines, their distinct language registers, that act as language barriers to understanding and achievement in these subjects (Crandall, 1987). Specifically, the *Curriculum and Evaluation Standards for School Mathematics* (1989) stated:

> Students whose primary language is not the language of instruction have unique needs. Specially designed activities and teaching strategies (developed and implemented with the assistance of language specialists) should be incorporated into the high school mathematics program so that all students have the opportunity to develop their mathematics potential regardless of a lack of proficiency in the language of mathematics (p. 142).

Many educators and policymakers recommend integrated language and content instruction as the most effective way to develop limited English proficient students' academic language proficiency and to improve their access to the subject matter. In such programs, teachers offer students opportunities to use language in relevant and meaningful contexts through student-centered techniques and activities such as demonstrations and discovery learning. Frequently, such teachers rely on cooperative learning activities in which more proficient students collaborate with those who are less able to reach a common outcome.

Both content area and ESL/bilingual (language) teachers recognize that in order for language minority students to be successful academically, they must offer instruction that is sensitive to their language development levels and present information in a comprehensible manner. As Mohan has

written, "Because it sees language as a major medium of learning, ILC (integrated language and content) aims beyond second language learning to learning language for academic purposes, and beyond language learning to content learning" (1990, p. 6). Thus, content-ESL has a larger purpose than simple language acquisition and more ambitious aims than simple mastery of the language.

Chapter One: The Students and the Programs

"I'm a Parrot, They Are Crows"

I'm a parrot, they are crows;
I'm a bird, they are birds;
I'm a parrot, lost in crow land;
I'm the very strange bird to them;
I'm strange because of my feathers, my colors, my eyes, and my beak;
But it doesn't mean my heart is different;
I have gotten teased, stared at, and picked on just because I'm a strange parrot;
So, is it worth it to be a parrot in this crow land?
I'm a parrot, they are crows;
But we are all birds.

Hanh Hoang
Anthology of Student Writing, Vol. IX, 1992-93.
Pittsburg High School
Pittsburg, California

Our findings about the students and the content-ESL programs which serve them are drawn from information about the 1700 programs we surveyed and the students who participated in interviews at the schools we visited. We found the generalizations drawn from the survey data were largely borne out in the information we collected at the site schools. In this chapter we describe the students--students who are learning English as a second language (ESL) in order to fully understand and participate in social conversations or academic instruction--and six of the more prevalent instructional program types that are used in U.S. schools. We also include a few students' writings.

Students

We learned many interesting things about the students in content-ESL classes through our surveys and site visits. In brief, they come from countries all over the world and speak more than 170 languages. They live in all parts of the U.S. and participate in content-ESL programs at all grade levels.

We visited schools in every region of the country including five schools in the Southwest, three in the South, four in the Northeast, four in the Middle West, and three in the Northwest. Since Spanish is the most common native language among ESL students in the U.S., we included more programs involving Spanish speaking students than students who speak other languages. In all, we interviewed 86 students: 33 elementary, 15 middle school, and 38 high school.

Countries of Origin

Content-ESL students come from a wide variety of countries. Of these, the largest numbers come from Mexico, Vietnam, the Peoples' Republic of China, and Laos. The fifth largest target group is U.S.-born students from homes where English is spoken rarely or not at all. Native Americans, and children whose parents are immigrants, in fact, constitute "half of the people in the United States, aged 5 and older who speak languages other than English in their homes" (Waggoner, 1993).

Dangerous Routes Zone

This story is about my life. I was from Vietnam. It was hard for me to leave my country and all my best friends. I had to leave my country because of the communists. First I came to America by boat. It took 2 days and 3 nights on the boat. The bad things on the ocean was the waves made me dizzy, and there was not enough food and drink for everyone in the boat. When I reached the Philippines I stayed there about 2 weeks. I went to school every morning, 9 until 11. The English class I took was Level One. The teacher was really nice and kind to me because I was trying hard in her class. The food in school tasted nasty. The city was a beautiful place with many neon lights around the city. It was really fun to live there. The sports that Asians liked to play were soccer, volleyball, and swimming in a river near the apartment neighborhood. Every night they showed a lot of good movies (ghost movies and funny movies). Two weeks later my family came to America. We went by airplane. After that I started to school to learn English. Now, a few years later, my pronunciation is getting better. I have lived here about nine years.

The students at the site schools reflected this larger demographic picture. The majority of the students or students' families at these schools were from Latin American countries. Table I displays the percentage and number of students we interviewed who are from each of six geo-political regions of the world. In all, 23 countries were represented among the students we interviewed.

Table I: Percentage of Interviewed Students from Six Geo-political Regions of the World

Region	Percent	Number
Latin America	35%	30
Southeast Asia	33%	28
Native Americans	13%	12
Caribbean	7%	6
Eastern/Western Europe	6%	5
Middle East	6%	5

Native Languages

Students in content-ESL classes speak 175 different languages. (See Appendix C for a complete list of these languages.) As mentioned earlier, a majority of the content-ESL programs we surveyed serve students whose native language is Spanish. The next most frequently spoken native languages are Vietnamese, Chinese, and Korean, in that order. Table II displays the four principal native languages spoken by students and the percentage of the programs we surveyed that reported students who spoke these languages.

Table II. Percentage of Programs for the Four Principal Native Languages

Languages Spoken by Most Students	Percentage of Programs
Spanish	81%
Vietnamese	33%
Chinese	23%
Korean	18%

Students at the 20 site schools spoke 24 different languages, with Spanish spoken by most students, followed by Vietnamese. Most students reported that only one language was spoken at home. In other instances, however, students told us two or more languages were spoken at home, sometimes with both parents speaking different native languages. Of these, there were 14 combinations of languages (e.g., Urdu and Chinese, Cambodian and Vietnamese). One student reported that her family spoke four languages at home--Spanish, English, Hopi, and Navajo.

What are the advantages of being fluent in two or more languages?

Socio-economic Status

The majority of content-ESL programs we surveyed serve students from low-income homes. Only 5 percent said their students come primarily from moderate to high income homes. Thirty percent come from low-moderate income homes. Data from the 20 site visits were consistent with this overall picture: seven program populations were described as families of low-moderate and low income and 13 were described as families of low income.

Length of Residence in the U.S.

Our surveys did not ask about the length of time students receiving content-ESL instruction had lived in the U.S. However, the site data suggest that the students of elementary age had lived in the U.S. longer than the older students: a sizeable number of the elementary students had lived here for eight years, which in many cases meant "all of their lives;" whereas, a large percent of middle school students had only lived in the U.S. for three years; almost half of the high school students had lived in the U.S. for three years or less.

Prior Schooling Experience

The literature and anecdotal data about changing demographics suggest

more and more immigrant and refugee students with interrupted schooling are entering U.S. schools. From our surveys, we learned that almost half of the programs serve students who have had continuous schooling in the U.S. Similarly, our interview data suggest that almost all of the site school students had had prior schooling experiences, whether in their home countries, in the U.S., or a combination of these.

Experiences with Learning and Using English

During the site visit interviews, we asked students about their experiences with learning and using English. The majority of the students told us they had learned English by attending school in the U.S., watching TV, and listening to the radio. Only a small number reported they had learned some English in schools in their home countries.

Students from all three school levels reported activities other than school activities that had helped them learn English. Table III displays these activities from the most to least frequently reported.

Table III: Activities Students Used to Learn English

Watching TV
Listening to the radio
Talking with friends and relatives
Watching videos
Going to the movies
Reading books, magazines, and newspapers
Using a dictionary
Writing at home
Studying conversation books
Attending summer school
Listening to songs
Participating in internships or after school jobs

Almost all students told us they use English when speaking with their siblings, friends, classmates, and teachers--in fact, with almost everyone. Most students also said that they feel comfortable speaking English almost anywhere. If elementary school and middle school-aged students feel uncomfortable speaking English at all, it is with their immediate family members and relatives; high school students, on the other hand, feel

uncomfortable using English when talking with family members, strangers, and older people who are "totally American."

Programs

A variety of program models have been developed to meet the language and academic needs of students who have limited English proficiency. Two issues influence these designs: the role of the native language and the means by which students are engaged in academic learning while they acquire English skills. Schools in which a large number of students speak the same native language tend to select a bilingual model, particularly if the school serves elementary-age students and has a steady flow of such students. Schools in which students speak a large number of native languages tend to select some type of English as a second language model. Regardless of the model, these programs change and evolve over time.

The following are sketches of six of the more common program types we observed. As may be expected, each site had made unique variations and modifications in the actual design. (For more details about program models and how they are played out in schools, see Chapter Four: Choosing a Program Model).

Bilingual Models

In the U.S., there are three types of bilingual programs: transitional programs, maintenance programs, and developmental or two-way programs.

* **Transitional programs**—where students' English proficiency is developed as quickly as possible so they may be mainstreamed into classes in which instruction is delivered in English, usually within two to three years (early transitional).

* **Maintenance programs**—where emphasis on developing proficiency in both the student's native language and English and academic instruction is delivered in both languages.

* **Developmental or two-way programs**—where the goal is to develop proficiency in two languages for all students, half of whom are native English speakers and half of whom are native speakers of the target language.

ESL Models

ESL instruction may be provided through a number of different models: content-based ESL, sheltered instruction, and language-sensitive content instruction. These models are sometimes referred to as Special Alternative Instructional Programs (SAIPs).

* **Content-based ESL programs**—where primary emphasis is developing LEP students' academic language and proficiency with secondary importance placed on subject area content skills; content may be selected from one or more academic areas.

* **Sheltered instruction**—where emphasis is developing all LEP students' knowledge in specific subject areas through instruction which is tailored to their levels of English language proficiency and only English language learners are present.

* **Language-sensitive content instruction**—where content teachers adjust their instruction to develop academic knowledge in classes which integrate language majority and language minority students.

Grade Levels

Most survey respondents reported they offer content-ESL classes in grades 1, 2, and 3. About half reported classes in grades 4 and 5, and nearly half reported classes at the kindergarten level. Fewer than half reported classes at the pre-K level or in grades 6-12. These findings reflect, however, the constraints of our database in which over half of the schools are primary and elementary. We selected the site schools to reflect this same distribution, so we included nine elementary schools, of which more than half offered programs at the pre-K through grade 3 levels, four middle schools, and seven high schools.

Location

We found the largest number of content-ESL programs in the southwestern section of the country. The second largest number of programs was in the south. The northeast and middle west had more programs than the northwest, which had the fewest. Table IV displays the number of programs from the states in each region.

Table IV. The Number of Programs from the States in Each Region

Northeast		South	
Connecticut	19	Alabama	5
Delaware	8	Arkansas	12
District of Columbia	13	Florida	108
Maine	22	Georgia	41
Maryland	22	Kentucky	8
Massachusetts	31	Louisiana	12
New Hampshire	8	Mississippi	3
New Jersey	24	North Carolina	9
New York	103	Oklahoma	62
Pennsylvania	10	Puerto Rico	3
Rhode Island	8	South Carolina	4
Vermont	4	Texas	93
		Tennessee	3
		Virgin Islands	8
		Virginia	22
		West Virginia	3
Southwest		**Northwest**	
Arizona	66	Alaska	11
California	358	Idaho	7
Colorado	38	Montana	20
Hawaii	8	North Dakota	22
Nevada	12	Oregon	51
New Mexico	48	South Dakota	11
Utah	5	Washington	31
		Wyoming	2
Middle West			
Illinois	49		
Indiana	1		
Iowa	19		
Kansas	10		
Michigan	59		
Minnesota	24		
Missouri	5		
Nebraska	26		
Ohio	28		
Wisconsin	48		

Use of Students' Native Languages

Nearly half of all those who responded to the Identification Questionnaire reported that they use students' native languages for instruction in their content-ESL classes. In most classes, they are used for one-fourth of class time or less. Only a few reported that the students' native languages are used more than half of class time.

In the 20 schools that we visited, the use of students' native languages for instructional purposes varied widely. In eight schools, they

were used for 25 percent or less of the instructional time. In two schools, the students' native language was used 26-50 percent of the time; in only two schools did it take up more than 50 percent of the time. Table V displays the type(s) of program(s), grade levels, language(s) spoken by most students in the program, native language(s) used for instruction and percentage of class time in each of the 20 site schools.

Table V: Programs, Grade Levels, Languages Spoken by Most Students in the Program, Native Language(s) Used for Instruction and Percentage of Class Time in the 20 Site Schools

Elementary

Schools	**Program(s) Offered**	**Grades**	**Language(s) Spoken by Most Students in the Program**	**Native Language(s) Used for Instruction and Percentage of Class Time**
Gabe P. Allen Dallas, TX	transitional bilingual; sheltered English; content-based ESL; language-sensitive content instruction	pre-K - 3	Spanish 90%	Spanish 51% or more
Hazeltine Van Nuys, CA	transitional bilingual; maintenance bilingual; two-way bilingual; sheltered English; content-based ESL; language-sensitive content instruction	pre-K - 6	Spanish 70%	Spanish 26 - 50 %
J.C. Kelly Hidalgo, TX	transitional bilingual; language-sensitive content instruction	pre-K - 5	Spanish 100%	Spanish 26 - 50 %
Martin Luther King, Jr. Urbana, IL	sheltered English; content-based ESL	K - 5	Chinese 30% Korean 30%	Chinese, French, Korean, Spanish, Vietnamese 25% or less
Lincoln Wausau, WI	transitional bilingual; content-based ESL	1 - 6	Hmong 90%	Hmong 25% or less
Loneman School Oglala, SD	maintenance bilingual	pre-K - 8	Lakota 100%	Lakota 25% or less
Tuba City Primary Tuba City, AZ	maintenance bilingual; two-way bilingual; sheltered English; content-based ESL;	pre-K - 3	Navajo 80%	Navajo 51% or more

White Detroit, MI	transitional bilingual; two-way bilingual; content-based ESL	K - 5	Arabic 80%	Albanian, Arabic, Hmong 25% or less
Yung Wing New York, NY	transitional bilingual; maintenance bilingual; content-based ESL; language-sensitive content instruction	1 - 6	Chinese 100%	None

Middle

School	Program(s) Offered	Grades	Language(s) Spoken by Most Students in the Program	Native Language(s) Used for Instruction and Percentage of Class Time
Benjamin Franklin San Francisco, CA	transitional bilingual; sheltered English; content-based ESL;	6 - 8	Chinese 70%	Chinese 25% or less
16th Street St. Petersburg, Florida	content-based ESL	6 - 8	Spanish 20% Vietnamese 20% Lao 20% Cambodian 20%	None
Washington Yakima, Washington	two-way bilingual; content-based ESL; language-sensitive content instruction	6 - 8	Spanish 60%	Spanish Lao 25% or less
Woodrow Wilson Dorchester, Massachusetts	transitional bilingual;	6 - 8	Haitian Kreyol 50% Spanish 50%	None

High

School	Program(s) Offered	Grades	Language(s) Spoken by Most Students in the Program	Native Language(s) Used for Instruction and Percentage of Class Time
Highland Albuquerque, NM	transitional bilingual; maintenance bilingual; sheltered English; content-based ESL language-sensitive content instruction	9 - 12	Spanish 40%	No information reported
International Long Island City, NY	content-based ESL	9 - 12	Spanish 30%	None

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McNary Keizer, OR	transitional bilingual; sheltered English; content-based ESL	9 - 12	Spanish 90%	None
Montgomery Blair Silver Spring, MD	sheltered English; content-based ESL; language-sensitive content instruction	9 - 12	Spanish 50%	Spanish Vietnamese 25% or less
Northeast Law, Public Service and Military Kansas City, MO	transitional bilingual; content-based ESL	9 - 12	Vietnamese 60%	None
Pittsburg Pittsburg, CA	content-based ESL	10 - 12	Spanish 80%	Spanish 25% or less
West Charlotte Charlotte, NC	sheltered English; content-based ESL;	10 - 12	Vietnamese 50%	None

Conclusion

As these data suggest, content-ESL programs are offered to a variety of students through a variety of program models. They are found in schools across the United States and at all grade levels. Their use is growing, as is interest in designing instructional programs that provide students who are learning English as an additional language with opportunities to develop both academic knowledge and English language skills simultaneously.

Students enrolled in these programs come from many different cultural and linguistic backgrounds. Many are Latino and Asian; others are Eastern European. Regardless of their origins, they and their families look to the school as a resource that will help them attain the goal of being successful, of being American. In many respects, these students are like all students, for they have dreams for their future.

ERIC

I am a person who likes freedom.
I wonder if the world will be free forever.
I hear the free acclaims of the people.
I want the world to be free.
I am a person who likes freedom.

I pretend I am an angel of freedom.
I feel the warmth and the peace of the world.
I touch the air, the water, the soil and all cells as representatives of freedom.
I worry about the restricted chain that will chain us up.
I cry for all the people that have no freedom.
I am a person who likes freedom.

I understand that freedom is my life.
I say that we are the free birds flying in the sky.
I dream that everyone will be free.
I try to bring freedom to the world.
I hope I can save the victims of restriction.
I am a person who likes freedom.

Alvin Z. Huo, Pittsburg High School
Pittsburg, California

Making Connections

1. Describe the demographic makeup of the students in your school. How do they compare with those described in this chapter?

2. Interview several students who are learning English as a second language. What activities do they use to learn English? Which activity is mentioned most frequently? Why?

3. In September, you will be a new teacher in a small school rural elementary school in south Texas. What might be the characteristics of the students you will have? What type of content-ESL program(s) might the school offer? Why?

Chapter Two: Meeting the Mandates

> Limited-English-proficient students should have access to the same socially enabling body of knowledge, skills, and ways of thinking about the world available from the academic core as English-speaking students receive.
>
> Bill Honig
> State Superintendent of Instruction, California
> (Bilingual Education Handbook, 1990)

All of the programs we studied offer language minority students bilingual programs or ESL programs in response to the requirements of this changing student population. Some of these programs were instituted as a result of federal, state, and district mandates. Others were implemented in response to federal and/or lower court orders or because of district-level commitment. In response to these and other needs, local school districts have designed programs to serve the their language minority students. These regulations and their influences on school programs serving language minority students are discussed in this chapter.

Federal Mandates

Over the last 30 years, the federal government has taken action "to protect the rights of national origin minority students and those who are limited in their English proficiency" (Lyons, 1992, p. 1). In so doing, a large body of federal law has been developed and is continuing to evolve. Beginning with the enactment of the Civil Rights Act of 1964, discrimination on the basis of race, color, or national origin was banned.

According to this act, all 50 states and the District of Columbia are mandated by the federal government to provide equal educational opportunity for all students of public school age (ages 5-17).

One landmark decision protecting the rights of language minority students was rendered in the early 1970s when parents of Chinese ancestry charged the San Francisco School Board with depriving their children of equal educational benefits. This suit reached the Supreme Court in 1974 as *Lau v. Nichols* and resulted in two judgements: equal education is more than just providing the same materials and personnel for language minority students as are provided for language majority students; discrimination on the basis of language is prohibited by the Office of Civil Rights.

Within weeks of the *Lau* decision, Congress passed the Equal Educational Opportunities Act of 1974 (EEOA). This act requires state and local education agencies to take whatever action is necessary to overcome the language barrier that faces language minority students (Lyons, 1992).

Another Supreme Court case, *Plyler v. Doe* (1982), addressed the education rights of illegal and/or undocumented students. This decision "provides all undocumented students, residing in any part of this country with the same right of access to a public education for kindergarten through grade 12 that is provided under state and Federal law to all U.S. citizens and permanent resedent students" (Lyons, 1988).

State Mandates

Because of the Civil Rights Act, the *Lau* and *Plyler* decisions, and other federal legislation, many states have passed additional legislation or developed specific policies regarding ESL and bilingual instruction. These policies establish priorities for language minority students, outline the types of services they should receive, and define how programs are to be implemented. They also specify procedures for certifying teachers to work with these students and for obtaining funding for educational programs. (See Appendix D for information about teacher certification.)

Table VI displays the states which have enacted educational policies for students who speak a language other than English.

Table VI: States Which Have Enacted Educational Policies for Students Who Speak a Language Other Than English

Bilingual, ESL Education	ESL Education
Alaska	Florida
California	Hawaii
Connecticut	Idaho
Delaware	Indiana
Illinois	New Hampshire
Iowa	Virginia
Louisiana	
Massachusetts	
Michigan	
Minnesota	
New Jersey	In Nevada and the District of Columbia, legislation is under development.
New York	
Rhode Island	
Texas	
Washington	
Wisconsin	(Fleischman & Hopstock, 1994)

State of New Mexico
Programs of Bilingual Multicultural Education

Program Definition
For state approval purposes a bilingual program is one which uses two languages as media of instruction for any part or all of the curriculum of the grade level or levels.

Basic Student Eligibility
Students who are culturally and linguistically different with a documented need for the types of services being provided.
Bilingual instruction should be designed for monolingual speakers of another language, partial English speakers, and bilingual students whose cognitive and affective development can best be served by such a program.

Program Design
Bilingual programs must be designed to meet the educational needs of identified students. The needs translate into program goals and objectives. In any orientation used for bilingual programs, the concern must be the basic education of children as prescribed by the Educational Standards for New Mexico Schools.

Highland High School in Albuquerque, New Mexico, serves as one example of how schools comply with state mandates for bilingual education. Highland HS started to offer its language minority students sheltered instruction during the 1970s, in response to increased enrollment. More recently, in order to comply with New Mexico's mandate for bilingual education, the school has offered its Spanish-speaking students courses in Spanish language arts and U.S. history taught

in Spanish. It also offers its Navajo students a literature course which includes Navajo stories and poetry along with traditional English and American literature. Because the student population is highly multicultural (Latino, Southeast Asian, and Native American), the school has many sheltered content courses in a variety of subject areas including math, science, social studies, health, and typing. Overall, the goal is to provide the same education for ESL students that the mainstream students receive.

District Policies

In addition to the direction offered by federal and state legislation regarding ESL and bilingual education, local school districts have defined policies for their schools to accommodate their ESL student populations. Four of the 20 schools we visited cited district-level regulations as the impetus for their programs.

The program at McNary High School in Keizer, Oregon, is one example of how district policies lead to the formation of a school program. The district is committed to multiculturalism, and the school's instructional program is designed to assure that students will acquire English language proficiency and be able to compete successfully academically. McNary High School is an ESL magnet school and at the time of our visit housed an ESL newcomer program. The district has plans to expand the program to another high school, as well.

> **Mission Statement**
>
> Salem-Keizer Public School, in partnership with the greater community, is committed to providing each student with the knowledge and skills essential to become a lifelong learner and a contributing participant in a changing world community, and to challenge all students to use fully their abilities and aptitudes by developing lifelong learning skills. The purpose of the bilingual programs is to facilitate learning opportunities that meet the unique needs of the district's culturally and linguistically diverse students in order to ensure their active participation in this mission.

> ***What knowledge and skills are needed to be a contributing participant in a changing world community?***

Court Decisions

Court decisions also influence educational policies regarding ESL students. These rulings may require a school to change its policies governing teacher preparation or student classification.

> "All students with limited English proficiency (L.E.P.) must be appropriately identified in order to ensure the provision of appropriate services. The terms limited English proficiency and limited English proficient, when used with reference to an individual mean:
>
> a. individuals who were not born in the United States and whose native language is a language other than English; or
>
> b. individuals who come from home environments where a language other than English is spoken in the home; or
>
> c. individuals who are American Indian or Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and
>
> d. individuals who, by reason thereof, have sufficient difficulty speaking, reading, writing, or listening to the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English."
>
> Agreement English for Speakers of Other Languages (ESOL), Florida Department of Education, Tallahassee, Florida, September 1990.

An example is Florida's consent decree. In 1990, the state of Florida came under a court order to provide comprehensible instruction to limited English proficient students. This order details the need for proper identification and assessment of LEP students; equal access to appropriate programming to meet the students' levels of English proficiency, academic achievement, and special needs; equal access to other appropriate programs such as compensatory, early childhood, vocational education as well as drop-out prevention and other support services; certification and in-service training programs for instructors; monitoring procedures to ensure program compliance, equal access, and program, effectiveness; and outcome measures to assess how programs are fulfilling the Federal and State requirements.

This decision had an immediate impact on schools state wide and required administrators and teachers to take action to provide their LEP students with appropriate instruction. As of September 15, 1990, teachers assigned to instruct LEP students had to complete 60 in-service hours or three hours of college credit courses in ESL methods. To meet this demand, each district developed and implemented an in-service training program.

At 16th Street Middle School in St. Petersburg, Florida, programs for LEP students had been in operation long before the consent decree went into effect. At the time of our visit, all content teachers at 16th Street MS who had English language learners in their classes had completed or were in the process of completing the training requirements. Many of the ESL teachers at 16th Street Middle School had also completed or were completing the training. In addition, the program director who had completed the Training Other Professionals certification program (TOPS) was a key trainer at this school and neighboring schools.

Another example of how a court decision influenced the education of language minority students is the program at West Charlotte High School in Charlotte, North Carolina. In the 1970s, the Charlotte-Mecklenberg School District was required to meet court-ordered integration. In response, the district decided one way of redressing the racial imbalance at Charlotte HS, a school with a large black population, was to make it the ESL magnet school and count all the ESL students as "white." In doing so, they created a program with enough ESL students to offer a substantial number of content-based/sheltered courses and a variety of ESL support services (including an ESL counselor).

Responding to Students' Needs

In other cases, ESL programs are in effect as a result of factors other than state or district mandates or court orders. These other factors include the voluntary actions of one or more of the following: a district administrator, a school administrator, teachers, parents, or a collaboration between an institution of higher education and the local school board to respond to the needs of the student population.

For example, the educational program at The International High School at LaGuardia Community College in Long Island City, New York, was developed by LaGuardia Community College in collaboration with the New York City Public Schools. The school offers an alternative high school program

tailored to newcomer language minority students while providing students with a regular high school diploma. Specially-designed courses provide students sheltered instruction while meeting state subject area curricular guidelines.

> In 1985, The International High School was conceived out of the need to serve the growing local population of immigrants. It was founded on these principles:
>
> - Adolescents learn best from each other. Cooperative learning arrangements should be the central instructional technique.
> - Collaborative, interdisciplinary instruction should be encouraged.
> - First language ability should be regarded as an asset, and encouraged.
> - There should be multiple learning sites in addition to classrooms; cooperative education, to test out career options, is an important part of learning to live in America.
> - ESL should be taught in the context of content courses.
>
> Terrill H. Bush, Associate Director of the Center of At-Risk Students at LaGuardia Community College

Conclusion

Federal and state mandates have had a positive impact on the educational decisions regarding language minority students. As a result of these mandates, and in concert with local district-level commitments, language minority students are afforded instruction which nurtures their need for both academic content and English language development.

Making Connections

1. Research your state's policies regarding education of language minority students. How do they compare with the policies in nearby states?
2. Write a mission statement for the ideal school system.
3. Imagine you are a new student in a school in another country. Describe an ideal classroom scenario for your first day in school. What do your experiences say about this school's educational policies?

Chapter Three: Selecting In-take, Placement, and Exit Procedures

Schools that serve language minority students are familiar with diversity. Their students vary not only in terms of ethnic and language backgrounds, but also in the extent to which they use their native languages with family members at home, people in the community, and their friends. Students also differ in oral proficiency and literacy skills in both their native languages and English. Moreover, they bring a diverse set of schooling experiences and educational expectations to bear on the educational process. As a result of this diversity, screening is a critical part of any program involving language minority students and has three purposes:

1) Identification--to identify students whose native language is a language other than English and to determine their levels of proficiency in English.

2) Placement (commonly referred to as "in-take procedures")--to determine

* the type of language instruction students need--ESL, bilingual, or mainstream,

* the level of content instruction they should receive,

* the level of English instruction at which they should be placed--beginning, intermediate, or advanced, and

* the kinds of instructional support they need (e.g., native language instruction, counseling, translation).

3) Exit--to determine when students may exit from the program into classrooms in which content instruction is provided in English.

We asked schools whether or not an English proficiency level was required for admission to the content-ESL program and found it was not required in 79 percent of these content-ESL programs, possibly because two-thirds of the programs in our database are bilingual in nature and do not have English proficiency requirements. Our discussion of student identification, placement, and exit is based on data collected at the 20 site schools.

Student Identification

In almost half of the 20 schools we visited, home language surveys are used to identify students who speak a language other than English at home. Some of these surveys, often in English and one or more other languages, inquire only if another language is spoken at home (see Appendix E for the home language survey used at White Elementary School, Detroit, MI). Others include items about topics such as parental literacy in the native language and in English, the educational levels of family members, and the need for a translator at school conferences (See Appendix F for the Home Language Survey used at Martin Luther King, Jr. Elementary School, Urbana, IL).

Student Placement

Since English proficiency is not required for participation in most of the content-ESL classes we surveyed, information such as students' age, grade level, native language literacy, and/or content achievement is the basis for placing students. Some schools also refer to the students' recency of immigration as an indicator for placement, and other programs place them according to teacher judgment.

In the 20 site schools, a wide variety of measures are used to identify students' English language proficiencies and their initial

placements. Included in these measures are both informal instruments such as oral interviews, and formal tests, such as standardized tests.

Schools generally define several ESL placement levels. While these levels have different names in different schools, they typically delineate categories from low through intermediate to high proficiency (see box).

> Level 1: No English Skills
>
> Level 2: Receptive English Only - Students are able to understand simple English and say a few words, but they cannot communicate their thoughts and opinions.
>
> Level 3: Survival English - Students are able to communicate ideas and feelings, but with difficulty, due to limited vocabulary. They can understand parts of the teaching lesson and follow simple directions. Reading and writing skills are just beginning.
>
> Level 4: Intermediate English - Students understand and speak English with some degree of hesitancy. Reading and writing English is developing, but students are not at grade level.
>
> Level 5: Nearly Proficient English - Students demonstrate a fairly high proficiency in understanding and speaking English. They still require assistance because [content area] achievement may not be at a level appropriate for grade or age.
>
> Level 6: Proficient English - Students understand, speak, read, and write English proficiently and no longer qualify for any ESL assistance.

Informal Measures

One example of an informal placement measure is the district-made functional language assessment at King ES. This test is administered individually and includes sections involving three skill areas:

* Comprehension of commands

The student is given one and two step commands--e.g., Please touch your nose, pick up the pencil and put it under the paper, etc.

* Oral English production/repetition

The student is asked to repeat sentences of varying complexity--e.g., I watch television with my family every night, I asked him if he could play volleyball, etc.

* Oral comprehension/production

The student is asked a series of questions and is expected to supply a response.

> What will you do after school today?
>
> Look around the room. Name three things and tell me what they are used for.

The person who administers the functional language test records what students do and/or say and scores the

responses accordingly.

Other informal measures of students' vocabulary and grammatical knowledge are used in other schools. For example, at Woodrow Wilson Middle School in Dorchester, Massachusetts, the Boston Cloze Test is used for these purposes.

> READ THE WHOLE STORY FIRST. THEN FILL IN EACH BLANK WITH A WORD THAT MAKES SENSE.
>
> Once a family of ants lived on a hillside. The ants were very busy. They 1____ good care of the baby ants, 2____ they stored up food for the 3____.
> Nearby in a grassy field there 4____ a grasshopper. He never worked. All 5____ long he played happily. When he 6____ the ants hard at work, he 7____, "Why do you all work so 8____?"
> from BPS Cloze Test Booklet. Boston Public Schools, Boston, MA: undated.

An informal measure used with students at Washington Middle School in Yakima, Washington, is a reading and writing sample to assess reading comprehension, spelling, and punctuation accuracy.

> Ann Johnson lives in Yakima. She works at a grocery store on 5th Avenue. Everyday she goes to work at 7:30 in the morning. She usually walks to work. Today she is taking the bus because it's raining. When she gets on the bus, she sees her friend, Gloria. Gloria is a student at the local college. She is studying computer programming. There is a movie in town they both want to see. They decide to go to the 8 o'clock show after work.
>
> Answer these questions. Write complete sentences using correct punctuation. Example: Is it sunny today? No, it's raining.
>
> 1. Where does Ann live?
> ______________________ 0 1 2
>
> 2. Where is Ann working?
> ______________________ 0 1 2
>
> from E. S. L. Placement for 6th through 12th Grades. Yakima Public Schools, Yakima School District Number 7. Yakima, Washington, August 1991.

> Scoring System Description
>
> 0 = The student cannot answer the question at all, or the answer indicates that he/she does not understand the question.
>
> 1 = The student understands the question, but has made an error in the answer. (This includes spelling or expression.)
>
> 2 = The student gives a completely correct answer.

At Pittsburg High School in Pittsburg, California, all entering students are asked to complete the Hart Bill Test. This test requires students to respond to a writing prompt that is presented in both Spanish and English. Students may respond in either language. The math, social studies, and ESL teachers evaluate students' writing samples in terms of

language content and mechanics. The attitudes and social skills of students entering from junior high school are also assessed (see Appendix G for a sample of this test and the scoring sheet).

Formal Measures

Students who speak a language other than English at home may be screened for placement in ESL classes using any of a number of formal (standardized) tests.

While none of the programs we visited assess students' achievement in content areas prior to placing them in ESL programs (with the exception of secondary schools that review students' transcripts or other indicators of course completion), they do utilize placement measures to assess English language proficiency.

Among the nine elementary schools, six use standardized tests for initial placement purposes. These tests are:

* IDEA Oral Language Proficiency Test
* Language Assessment Scales (LAS)
* Pre-LAS
* National Achievement Test (reading subtest)
* Student Oral Language Observation Matrix (SOLOM)
* Peabody Picture Vocabulary Test.

(See Appendix H for information about all tests referred to in this guide.)

At the middle school level, the standardized tests used for placement purposes include:

* California Test of Basic Skills (CTBS)
* Language Assessment Scales (LAS)
* Secondary Level English Proficiency Test (SLEP).

In four of the seven high schools we visited, initial screening is performed at centers outside the school. Here, a multidimensional approach to assessment is often taken. For example, students' English proficiency may be assessed with one or more standardized tests, such as

* Structure Tests-English Language (STEL)

* P-rating--An oral proficiency test based on that used by the Foreign Service Institute and used at West Charlotte High School in Charlotte, North Carolina.

* Bahia Oral Language Test (BOLT)

* Minimum English Competencies (MEC)--A test developed in Montgomery County, Maryland, and used at Montgomery Blair High School in Silver Spring, Maryland.

* Language Assessment Scales (LAS)

* Test of Academic Proficiency (TAP) (reading subtest)

One or more informal measures such as oral interviews, cloze tests, or writing samples are also used (see above).

In addition to assessing students' English language proficiency, some high school programs assess native language proficiency. When a student's native language is Spanish, the Spanish Assessment of Basic Education (SABE) or the Bilingual Syntax Measure (BSM) are the instruments most often chosen.

What kinds of information can informal tests provide that standardized tests can not?

Information from report cards, transcripts, or other documents is also reviewed at these in-take centers to help determine the most appropriate placement.

In schools without in-take centers, guidance counselors or ESL teachers administer the placement tests or place students according to teacher judgment.

Student Exit

A wide variety of assessment measures is used to determine when students should be exited from ESL programs. All the schools we visited reported that they rely heavily on teacher recommendations to move a student from ESL to mainstream classes. Often, students are mainstreamed in stages (partially, then fully). In addition, programs at all levels use one or more standardized tests, with or without other measures.

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Elementary Level

At the elementary level the following standardized tests are used:

* Language Assessment Battery (LAB) (a score at or above the 40th percentile)
* California Achievement Test (CAT)
* National Achievement Test (reading subtest)
* Iowa Test of Basic Skills (a score at or above the 40th percentile)

In addition to standardized test scores, some schools require students to perform satisfactorily on other measures such as second language (English) tests of oral speaking and/or dictation (see Appendix I for the dictation test used at King Elementary School). For example, at Tuba City Primary School in Tuba City, Arizona, students' portfolios are evaluated prior to their being placed in mainstream classes. In addition, they are given a second language (English) retelling test and a Navajo oral reading test.

There are two additional ways elementary students may be placed into mainstream classes, by parental request and/or by automatic placement at the end of the program.

Middle School Level

At the middle school level, students are placed in mainstream classes when they achieve passing scores on standardized tests and/or meet additional criteria. The standardized tests include

* California Test of Basic Skills (CTBS)
* Language Assessment Scales (LAS) (oral and/or written subtests)
* Secondary Level English Proficiency Test (SLEP)
* Student Oral Language Observation Matrix (SOLOM) (in the primary language).

Other criteria include report card grades of C or better.

For example, at 16th Street Middle School in St. Petersburg, Florida, there is a carefully designed plan for mainstreaming students. Students must pass several tests before being mainstreamed first into math and then

social studies. A committee of ESL teachers, the principal, a parent, and two bilingual assistants review the student's class performance and standardized test scores. A student must achieve a score at or above the 33rd percentile on the CTBS, a score at or above 70 percent on the SLEP, and a Pass on the LAS. The procedure is flexible, however, and students are mainstreamed whenever they are ready, even in the middle of a grading period. If they do not perform well in the mainstream class(es), they may return to ESL classes and exit later. It is also possible for parents and/or students to request that they remain in ESL classes even if the committee recommends they be mainstreamed.

High School Level

At the high school level, students are mainstreamed when they meet a set of criteria that often include standardized test scores, report card grades, oral language tests, and teacher recommendation. The standardized tests used are

* P-rating
* California Achievement Test (CAT)
* Minimum English Competencies Test (MEC)
* Language Assessment Scales (LAS)
* Test of Academic Proficiency (TAP).

Some informal measures may be considered as well, such as the Hart Bill Test used at Pittsburg HS.

Monitoring

Upon exit from ESL programs, students' achievement in mainstream settings are often monitored. In the 20 site schools, there were no universal standardized procedures for monitoring students after they exited. For example, at J. C. Kelly Elementary School in Hidalgo, Texas, students are monitored by a committee that examines their end-of-year achievement test scores for two years after they are mainstreamed. At Benjamin Franklin Middle School in San Francisco, California, newly

mainstreamed students are reevaluated after 30 days and again at six months. At Highland High School in Albuquerque, New Mexico, the ESL department chair and the district's bilingual coordinator monitor students after they are mainstreamed. The bilingual coordinator visits mainstream classes that have large numbers of ESL students on a weekly basis. If students appear to have difficulty with mainstream placement, they may be returned to the ESL program.

Conclusion

Home language surveys identify students who speak a language other than English at home and supply educators with information about their language use at home and elsewhere. Placement measures vary from program to program and evaluate students' English proficiency levels, in spoken and/or written English. Exit procedures usually measure their English proficiency levels.

In the data from the 20 site schools, there was no evidence that students' academic content knowledge is assessed prior to placement in content-ESL classes. Comments by parents and students suggest that some students enter these programs with greater knowledge of academic subjects (such as math or science) than they are expected to have because placement is based on their English proficiency skills rather than their academic achievement in content subjects. As a result, some students are misplaced and often do not receive the proper level of instruction in these academic areas.

Making Connections

1. Review the two home language surveys that are included in the Appendices. Design a home language survey for the students who attend your school.

2. List the kinds of information you would need to know to accurately place a new ESL student. Examine the placement measures mentioned in this

chapter and select the ones that best supply this information.

3. Imagine you are giving a new ESL student a standardized test. You observe the student marking the answer sheet but not reading each of the test items. What will the student's score tell you?

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Chapter Four: Choosing a Program Design

Educators have developed a variety of models to help LEP students reach their language and academic objectives. Programs may be bilingual, with a portion of the instructional time set aside for native language development and another portion for English language development through some kind of ESL instruction. Or, they may be ESL programs conducted through small tutorial-style classes (also known as pull-out classes), larger free-standing ESL classes, regular classes using a team-teaching approach, or sheltered classes in which the regular content is adapted so that students understand concepts and acquire knowledge at the same time as they develop skills in English.

Program models share two objectives:

* to enable students with limited proficiency in English to participate in English-medium instruction at some point in their educational programs.

* to help students acquire academic concepts and skills while they acquire English skills.

In this chapter we define six of the many popular program models used in pre-K through grade 12 classrooms across the U.S., give an example of each, and describe how students are transitioned through programs. We also discuss factors that influence how a program model is selected and the ways several schools have implemented innovative designs to accommodate their scheduling and staffing needs.

Program Models

In mainstream content classes, students use language for a variety of purposes such as explaining how to complete a scientific experiment, listening to a recording of an historical event, to writing daily journal entries about math, and so forth. The demands of academic language are different from those of social language. Academic language is the medium through which students acquire understanding of subject matter and subsequently reinforce their understanding through a variety of activities and discussion.

A number of program models have been designed to help students to develop their cognitive knowledge and academic language skills. There are bilingual programs, in which students learn academic concepts in their native language and later transfer this knowledge to English. And there are ESL programs in which students master academic concepts through English instruction adjusted to their levels of English proficiency.

Bilingual Models

* **Transitional programs**—Students receive content instruction in their native language while they also receive ESL instruction. They are mainstreamed into classes in which instruction is delivered in English as soon as their English proficiency level is sufficient for successful academic achievement. In early-exit transition programs, students are mainstreamed within a period of two to three years.

* **Maintenance programs**—Students develop oral language and literacy in both their native language and English, and academic instruction is delivered in both languages. The goal is that students will have cognitive academic language proficiency in their native language and in English. Students tend to remain in these programs from four to six years.

* **Developmental or two-way programs**—Half of the students are native English speakers and half are native speakers of another target language, and both groups develop proficiency in two languages. The goal of this model is to develop full bilingualism in all students. Content and

language arts instruction are offered in both the students' native language and in English. Students from the two language backgrounds serve as language resources and models for one another.

ESL Models

* **Content-based ESL programs**—Students develop cognitive academic language proficiency in English. These classes are often taught by ESL teachers who select content from one or more subject areas. In this model, instruction is frequently provided through thematic units.

* **Sheltered instruction**—Students primarily develop knowledge in specific subject areas through instruction tailored to their levels of language proficiency; language development is secondary. Classes are composed entirely of English language learners, and instruction is provided by ESL teachers or content teachers.

* **Language-sensitive content instruction**—Students primarily develop academic knowledge in heterogeneous classes composed of language majority and language minority students. Instruction is provided by content teachers who adjust their instruction to make it comprehensible to the students.

* **Newcomer programs**—Students who are new to this country receive instruction in English before they are transferred to a regular school. The primary emphasis is developing students' English language skills so that when they enter the regular school program they can achieve academic success as quickly as possible. Some newcomer programs offer a wide range of support services such as orientation to U.S. society, counseling, transportation, health services, and tutoring.

Survey Findings

We found a sizeable number of bilingual programs: the transitional bilingual model was preferred by more schools than any of the other models. The developmental or two-way model was the second most popular model. ESL models were even more popular; content-based ESL models were used by most

respondents, followed by sheltered instruction. Few newcomer programs were offered.

Site School Examples

Some schools built their programs around one model; others implemented more than one model (see Table V for the programs in use at each of the 20 schools we visited). Of course, local conditions such as the availability of trained teachers also influenced the operation of each program. In this section we describe one sample school program for each of the six common program types, defined above.

Bilingual Models

A transitional program

The program at Yung Wing Elementary School, PS 124 in New York, New York, is an example of a transitional bilingual program at the elementary level. When students enroll, they are tested with the Language Assessment Scale (LAS) in English. If their scores are low, they are placed in bilingual classes. If their scores are higher, they receive ESL instruction. The goal is to place students from the bilingual program in mainstream classes after three years. Older students who are new to the school are also tested and provided with bilingual instruction, if it is needed.

A maintenance program

While a number of the site schools reported that their programs could be described as maintenance programs, the researchers observed only a few programs which included a maintenance component.

In 1973, Martin Luther King, Jr. Elementary School in Urbana. Illinois, began a multicultural program with four components: instruction in students' native languages, English as a second language, foreign language instruction for native English speaking students, and cultural sharing. Today, curricular development and creative language-content integration are central to the school's mission and take place as a matter

of course. The goal is to make all children proficient in at least two languages. Each day, primary grade students receive 30-45 minutes of native language instruction in which math, reading, language arts, and the history and geography of the children's native countries is integrated. A typical day for upper grade students is similar, except that more time (a total of 45 minutes) is spent in native language content instruction. While this may not be considered a maintenance program, it illustrates the way in which a maintenance component involving native language support and development can be incorporated into an ESL program.

A developmental or two-way program

> The survival of the Navajo language is critical if the beautiful and rich Navajo culture is to continue into future generations.
>
> Academic success is also imperative if Navajo children are to take their rightful place in today's world.
>
> Navajo people can and must have the best of both the Navajo world and the world at large. For this reason, the Dual Language Program has been designed at the Tuba City Primary School.
>
> Tuba City Primary School Instructor's Manual, p.1.

At the time of our visit, Tuba City Primary School in Tuba City, Arizona, was close to realizing its goal of implementing a dual language, developmental program throughout the school. The impetus for the new program was both an Arizona state mandate and Navajo Nation education policy; it received strong support from the school district, the school principal, and a number of teachers. The staff was not content merely to comply with these mandates and policies, but wanted to make language instruction meaningful and relevant as well. As a result, they decided to develop bilingualism in all the students: Navajo-dominant children develop and maintain their native language while learning English; English-dominant students learn Navajo while studying English.

In the two-way bilingual sections, approximately 50 percent of the students are English-dominant and 50 percent are Navajo-dominant. Each group receives content instruction through the medium of their dominant language. In the sections using Navajo as a second language (NSL)

approach, the students are classified as English-dominant but have varying degrees of English proficiency. Here, English is used for content instruction, with sheltering strategies employed as needed. For 30 minutes each day, students in these sections participate in total-immersion language activities in arts and crafts and games. One day the students use English, and the next day Navajo. This program started in 1992-93 with the first graders; third graders will be included in 1994-95.

ESL Models

A content-based ESL program

Gabe P. Allen Elementary School Thematic Units for 1993-1994
Animals and Their Environment
The Senses
Transportation
Dinosaurs
Space Exploration
Friends around The World
Plants
The Sea
Cinco de Mayo
Summer Safety

In the mid-1980s, Gabe P. Allen Elementary School in Dallas, Texas, initiated a content-ESL program. The goal of the program is to equip students (pre-K through grade 3) with the necessary language and content skills to enter mainstream classes by grade 4. Thematic units are developed at the district level and then adapted and coordinated with a new literature-based basal series at the school level. During instruction, conscientious attention is paid to discrete language skills, with blocks of time set aside to teach these skills directly.

A sheltered instruction program

At Montgomery Blair High School in Silver Spring, Maryland, the ESL program provides students with content instruction in mathematics, science, social studies, reading, and vocational arts. Classes usually have both English and content objectives.

The ESL program has five levels. As students progress through the program, the number of periods in ESL and sheltered content classes decreases, while the number of mainstream classes increases. In the 1992-93 school year, the following plan was in use. (The configuration of required classes varies slightly from year to year, depending on the

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availability of funding and appropriately trained teachers.)

Level	Number of ESL Classes	Sheltered	Mainstream
I	three	Social Studies (taught by an ESL teacher) Math (taught by an ESL or regular teacher)	Art Physical Education
II	two	Social Studies (taught by an ESL teacher) Science (taught by a regular teacher) Math (sheltered or mainstream)	Math Art Electives
III	one	Social Studies (taught by an ESL or regular teacher) Science (taught by a regular teacher)	Technology Math Electives
IV	one	Social Studies (taught by a regular teacher) Science (either sheltered or mainstream)	Science Technology Business Math Electives
V	one	Bridge English (taught by a regular teacher)	Social Studies Science Business Math Electives

A language-sensitive content instruction program

The program at The International High School at LaGuardia Community College in Long Island City, New York, is the product of a collaboration between the New York City Public Schools and LaGuardia Community College. The school serves students who are recent arrivals in the U.S., and the instructional program is designed to accommodate their linguistic, cognitive, and cultural aims. Teachers provide the students with opportunities to develop their English language skills while they learn academic content in their content courses. They also foster the

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development of students' native language skills. Students are expected to progress through the same requirements for graduation as all other students in New York State. In addition, they must complete a career/occupational education program which involves three out-of-school internship experiences.

A newcomer program

Prior to 1990, the Newcomer Center for newly arrived students in the Salem-Keizer School District in Keizer, Oregon, and the ESL program were located in a middle school. In 1990, these programs were transferred to McNary High School in Keizer, Oregon, so high school age students could study with students of the same age. The goals of the ESL program are to help students develop the academic content skills and the English language skills they need to achieve. To meet these goals, the program has a curriculum and an accompanying guide that explains how the program fits into the mission of the school as a whole.

> The Newcomer Center Program
>
> The Newcomer Center role is to assess and place all new students (grades 3-12) who speak a language other than English. For the students who speak no English, the Newcomer Center provides instruction in basic survival English, first and second language literacy, and English through the content areas. Students who are enrolled in the Newcomer Center classrooms speak no English, are recent arrivals to the United States, and have limited basic skills because of lack of formal education. These students attend classes for a period of three months to a year and are exited to bilingual program schools when they meet the exiting criteria.
>
> Salem-Keizer School District, Keizer, Oregon

The program has a sequence of courses for its ESL students: five levels of ESL and a number of sheltered content courses. Students who have little or no prior education or English language proficiency enter the newcomer program, which teaches basic English, native language literacy, and English through the content areas. Newcomer students are integrated with English-speaking students far at least some classes from the beginning of the program. Even while they are in the newcomer program, they take physical education with English speaking peers. Students may stay in the newcomer program for three months to a year before they transfer into the regular secondary program

> What are the benefits of placing newcomer students in classes with native English-speakers?

of ESL and sheltered courses. Those who exit the program may go to another high school or stay at McNary.

At McNary High School, students take ESL reading, ESL writing, and sheltered classes in science, health, math, and history taught by mainstream content teachers. As they progress through their courses, they take fewer ESL classes and more sheltered classes, then fewer sheltered classes and more regular classes. It is also possible for them to exit a sheltered course into a regular content course at any time.

Students receive elective credit for Levels 1-3 of ESL and English credit for Levels 4-5 of ESL. Because the ESL/math, ESL/science, and other sheltered classes are taught by content teachers, students receive content area credit for each sheltered class. Thus, students who have been in the ESL and sheltered program for some time can graduate, though it can take them more than four years to do so.

McNary High School, ESL Student Course Credit

Mainstream courses	Content-area credit
Sheltered courses	Content-area credit
ESL reading and writing, 4 & 5	English credit
ESL reading and writing, 1, 2, & 3	Elective credit
Newcomer courses	No credit

Transitioning Students through a Program

As discussed above, programs are designed around the language requirements of students who have varying levels of English proficiency. In some programs, students are transitioned from one level to the next on the basis of teacher judgment and observation over a period of time. In others, students must meet certain criteria (report card grades or achievement test scores) before moving from one level to the next. For example, at Highland High School in Albuquerque, New Mexico, almost all students move to the next level on the basis of teacher recommendation. In ESL classes, students must have a letter grade of D or better to pass from

one level to the next. In content classes, teachers determine what is a passing grade. For example, in one basic math teacher's class, students must achieve a grade of C before taking foundations of algebra. At Blair HS, ESL students are mainstreamed when they achieve a passing score on the Minimum English Competency Test (MEC), a locally developed English proficiency test, and upon teacher recommendation.

As might be expected, not all students transition from one level of ESL to the next or to mainstream classes without difficulty. Instead, some students are dismissed for a variety of reasons (e.g., disciplinary, health), or they drop out of school. At Washington Middle School in Yakima, Washington, there is a re-entry program for these students. To re-enter, students, their parents, and a teacher sign a contract for a 15-day probationary period in which they attend one or two classes. At the end of this period, the student is allowed to attend more classes. Ultimately, the student is readmitted to the full program if the student continues to perform satisfactorily in these classes.

Environmental Factors

A number of environmental factors influence the selection of a program model. They include:

* the type of school— primary, elementary, middle, secondary;
* the community size—urban, suburban, town, rural;
* the configuration of languages in the student population--monolingual, a predominant number of students who speak one native language, or diverse native languages; and
* the program size—small, medium, large.

For example, an elementary school in a small town with an ESL student population that speaks the same native language will most likely have a bilingual program. On the other hand, if the school is a large secondary school in an urban area with an ESL student population that speaks a number of different languages, an ESL program model will probably be selected.

In general, content-based ESL programs are more common in larger communities with linguistically diverse populations than they are in smaller communities with monolingual populations. Similarly, large urban settings can support maintenance programs more easily than smaller programs. Rural schools, on the other hand, may not be able to offer their ESL students native language instructional support because the program size is so small or because there is no funding to support it (for more information about these environmental factors, see Volume I of this report).

Scheduling Considerations

Once a program model is selected, it must be implemented. Scheduling classes is no small matter whether the school offers pull-out instruction, plug-in instruction (where the ESL teacher goes into the regular classroom), self-contained classrooms, or periods of team-teaching.

Scheduling practices varied among the site schools but two scheduling designs differ from traditional practices: shared planning periods, block scheduling, and longer class periods. Shared planning periods assist teachers in planning and aiding students in learning. For example, at Lincoln Elementary School in Wausau, Wisconsin, the ESL and regular classroom teachers have joint planning periods almost every day. These periods enable the teachers to coordinate their instruction and plan team-teaching activities. At King Elementary School, block scheduling provides students 30 minutes a day for native language content instruction.

At International High School, teachers play an active role in scheduling practices. The school day is structured to give teachers time to develop topics via a variety of learning activities. As a result of teacher-initiative, classes meet four times a week for 70 minutes. Students take four classes during each 13-week cycle. Teachers teach three classes each cycle. This practice allows students to interact in-depth with the subjects they are studying and to focus on fewer subjects at a

time. One day a week small student groups discuss issues of concern with a teacher in a relaxed, supportive homeroom called House. On Wednesdays, two hours are allotted for staff development.

Conclusion

Many factors enter into the selection of an effective program model, be it a bilingual model or an ESL model. Such factors as type of school, the distribution of students' native languages, community size, and program size have a direct bearing on which program model is likely to be appropriate. In addition, these factors influence the realization of a program model within the constraints of time, funding, and personnel. The schools we visited had wrestled with these factors to select effective program models. Their programs are the result of creative efforts, community input, and educational priorities. What's more, these program models actually work (for more information about the programs at each site school, see the field reports in Appendix B).

Making Connections

1. If your school has a program for language minority students, research the factors that influenced how the program model was selected. How do these factors compare with those included in the text?
2. If you were a student learning a new language, which program model would you prefer? Why?
3. Think about the people you know who are bilingual. What are the advantages of bilingualism? Is this a goal that should be realized by all students in U.S. schools? Why?

Chapter Five: Developing the Curriculum

Students learning English as an additional language are not just challenged with learning the new language, but they also have to master subject matter content such as mathematics, science, and social studies. In addition, they must learn study skills to achieve academically and social skills to interact successfully with their peers in school and in social settings. Because many of these students are not adequately prepared to make these and other adjustments, it is the responsibility of the schools to develop curricula that address these exigencies.

> Content courses, as opposed to language courses, place different cognitive and linguistic demands on students. These demands include: ". . . vocabulary and technical terms associated with the subject; language functions needed for academic communication--informing, explaining, classifying, evaluating; language structures and discourse markers used in academic discussions" (Chamot & Stewner-Manzanares, 1985; Chamot & O'Malley, 1986); and "strategies such as listening or reading for the main point, generalizing, making logical inferences from known information, and constructing more complex schemata" (Saville-Troike, 1991).

According to Berman (1968, p. v), curriculum is concerned with the "ongoingness rather than staticism of life," and is related to the processes of perceiving, knowing, and organizing. In addition, according to Robertson (1971, p. 564, cited in Yalden, 1983), curriculum refers to "the goals, objectives, content, processes, resources, and means of evaluation of all learning experiences planned for pupils both in and out of school and community through classroom instruction and related programs." In line with this thinking, Tchudi (1991) strongly rejects the

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notion that there is a single curriculum suitable for all schools, whether the curriculum was developed by local, state or national educators. For second language learners, then, a curriculum must support a variety of objectives that change from one group to the next. Specifically, curriculum must be designed to help students acquire the language, thinking, and study skills required for them to be successful in content classes in which instruction is delivered in English.

In the United States, the terms curriculum and syllabus are often used interchangeably (Yalden, 1993). To clarify these terms, Robertson (1971, p. 564, cited in Yalden, 1993) defines a syllabus as "a statement of the plan for any part of the curriculum." It is a plan a teacher uses with students in the classroom and it can be changed.

In this chapter we describe two ways a representative content-ESL curriculum may be developed. We also present related findings from the surveys and describe some interesting examples of syllabi for courses which are used in the site schools.

Developing Content-ESL Curricula

When developing content-ESL curricula, we must ask several questions: What is the role of subject matter content? What is the role of language learning? Will the curriculum be a special curriculum or the mainstream curriculum?

A content-ESL curriculum can result in one of two kinds of courses: 1) a content course in which content knowledge receives the primary emphasis (sheltered content course), or 2) a language course in which language development receives the emphasis (content-based ESL). When a mainstream curriculum is used, the resultant course is either a content course in which instruction is delivered in a way that is sensitive to the needs of ESL students or a sheltered content course that is specifically designed for these students.

The chart in Appendix EE on page 429 shows the integration of

language and content.

Survey Findings

Teachers reported they often base their instruction on a mandated curriculum. Nearly half of the administrators reported that curricula had been developed specifically for their content-ESL programs.

Our data reveal there are more curricula for ESL instruction in language arts than for any other subject matter area. Social studies is the next most popular subject for which curricula are available, with science, math, reading, health and family life, and shop or practical arts following in that order. In addition to these more traditional subject matter areas, courses are offered in a wide variety of areas, ranging from art, auto technology, business, ceramics, computers, dance, and drama to parenting, photography, telecommunications, word processing, and wellness.

Of the programs with specifically designed curricula, teacher committees are most often responsible for developing them. Other personnel involved in curriculum development typically include district-level personnel, state-level personnel, independent consultants, and school-based administrators.

When we asked the teachers how they organize the content they teach (e.g., around thematic units, students' needs, the regular curriculum, another source, or a combination of these factors), the majority said they organize content around the students' needs. Many also said they use thematic units, though this practice was somewhat more popular with elementary teachers than with secondary teachers. Secondary teachers tend to draw more upon the regular curriculum as the organizing factor than do elementary teachers.

Examples from the Site Schools

The following are descriptions of content-ESL curricula that have

been developed at several of the site schools. These examples illustrate how special curricula and the mainstream curricula have been used to design specific course syllabi.

A Special Curriculum for Content Courses

A Personal and Career Development Program

At The International High School at LaGuardia Community College in Long Island City, New York, all students complete the Personal and Career Development Program, an experiential program that allows students to explore their career interests by completing internships and apply and extend their developing linguistic, socio-cultural, and cognitive skills in meaningful settings.

This three-year sequence was designed to provide students with learning experiences that have multiple outcomes. Through this series of courses, students not only acquire new information and assimilate concepts, they also broaden their views of themselves in society. The internship experiences included in the sequence make them aware of career options available, help them find ways to express themselves in a foreign language, and take responsibility for their own learning. Through this program, students rule out fields they thought they wanted to pursue and identify careers they prefer.

> **Students' Comments on Their Internship Experiences**
>
> "I expected exciting wo.. but it was more business-like. I learned about all types of police cases and I learned English." Maria
>
> "It was useful to explore career ideas and get a feel for the field." Soo
>
> "I learned a lot of English and career protocols. You have responsibility. Adults treat you well and depend on you." Dominic

The program comprises four courses and three half-day internship experiences. During each 12-week internship cycle, students spend 14 hours per week over four days at the internship placement. Each day, students return to the school for a half day of classes. On the fifth day, students attend an internship seminar. These courses are described in Table VII.

Table VII: Personal and Career Development Courses

Course	Description
Personal and Career Development 1	Myself Students examine their feelings, motivations, and interests and complete their first internship.
Personal and Career Development 2	Humans in Groups Students examine the family and societal structures in the different cultures represented in the school and complete their second internship.
Personal and Career Development 3	Decision Making Students complete their third internship.
Personal and Career Development 4	Research Students develop and refine their research skills while surveying career possibilities and college opportunities, and competing their college applications.

Personal issues are also examined in other courses: Integrated Learning Center courses, literature courses, global studies courses, human development and leadership group, group dynamics, and biology.

In 1990, International HS began placing some students on full-time internships with more sophisticated responsibilities than the ordinary half-day placements. They did this because many students were taking full advantage of the internships rather than merely fulfilling the requirements.

A Special Curriculum for a Language Course

At Montgomery Blair High School in Silver Spring, Maryland, an ESL teacher developed a special curriculum in basic literacy skills and the curriculum is drawn from a range of subject matter areas. Students are assigned to this teacher for two periods each day. During the first period, students engage in literacy building activities organized around thematic units. In the second period, instruction is provided on the topics in the thematic units. These units are not formalized as courses of instruction but are planned to last for two and four weeks, depending on

the needs of the students. The activities and themes planned for the 1993-93 academic year are described in Table VIII.

Table VIII: Activities and Themes for the ESL Literacy Course

Period 6	Activities	Period 7 Thematic Units
Monday	Journals and vocabulary work	Safety
		The Calendar
Tuesday	Listening lessons or grammar lessons	Sports
		Halloween
Wednesday	Reading skills	Weather
Thursday	Reading skills	Native Americans
Friday	Journals and vocabulary work	Folk Tales from Other Countries
		Countries and World Geography
		Food and Nutrition
		Careers and Finding a Job
		The Rainforest
		Drugs and Alcohol
		AIDS

<u>Courses from Mainstream Curricula</u>

A set of courses at Blair HS exemplifies how ESL instruction draws from the district's mainstream science and technology curricula. These courses are being designed to parallel the grade 9 course called Introduction to Chemistry and Physics. All of the units and objectives correspond to those in the two science courses.

An Interdisciplinary Course

Two regular content teachers began to offer an interdisciplinary science and technology course, Introduction to Chemistry and Physics and Exploring Technological Concepts, during the 1993-94 academic year. This course incorporates content from the mainstream science and technology curricula. As a result, students view science and technology as related means of problem solving. In laboratory experiences, students employ science and technology skills and scientific thought processes. Skills needed for working with instruments and materials as well as knowledge of scientific principles are developed.

In the first semester of Introduction to Chemistry and Physics, students study the topics of force, motion, and simple machines with an emphasis on making accurate and precise measurements. During the second semester, they focus on basic inorganic chemistry, basic organic chemistry,

and the use of chemical instrumentation.

In Exploring Technological Concepts, instruction begins with the application of knowledge, tools, and skills to solve practical problems. Instruction and problem-solving experiences center on the use of tools, machines, and materials to design and construct models, devices, and products to solve technological problems. Throughout the course, students focus on the integration of technology, scientific principles, and mathematics. Activities are divided into four major sections: mechanical systems, natural resources, energy, and innovations in technology. Table IX lists the topics covered in the first semester.

Table IX: First Semester Topics in the Interdisciplinary Science and Technology Course

Introduction to Chemistry and Physics	Exploring Technological Concepts
Introduction to Measurement Length, Mass, Volume, Density, Time, Scale Reading, Graphing Machines Energy-Potential Kinetic, Mechanical, Thermal Electromagnetic Spectrum Color, Waves Change Current, Voltage, Resistance Alternative Energy Sources Nuclear Power, Solar Energy, Fossil Fuel, Hydroelectric Power	Mechanical Systems The Problem-Solving Approach Simple Machines Control Methods Complex Machines System Integration Harnessing Natural Resources Air Water Fire Earth

The main difference between the sheltered ESL version of the course and the regular course is that the ESL teacher-advisor spends a lot of time helping the content teachers prepare materials that the ESOL students can understand. At the time of the site visit, a growing file of specially developed instructional materials for the students was available.

Because the science and technology teachers work closely together in

How does collaborative teaching affect how and what students learn?

planning and presenting their material, they know measurement will be discussed from a technical perspective in the science class and presented in hands-on experiences in the technology class. Thus, the technology teacher asks the students to consider such questions as: Why do we measure?, What do we measure?, and How do we measure? The science teacher, in turn, draws on the students' experiences with precise measurement of distance and mass in the technology class to construct models or make predictions.

During the 1993-94 academic year, interdisciplinary curricula for ESL students were being developed in classrooms across Maryland. In the future, such curricular efforts may be extended to other content combinations at Blair HS and elsewhere for both ESL students and regular program students.

What are the benefits of experiential learning?

An ESL Social Studies Curriculum

Another example of how a mainstream curriculum feeds an ESL curriculum is the social studies curriculum at 16th Street Middle School in St. Petersburg, Florida. The curriculum for the ESL Social Studies I adheres to the Florida's mandated Social Studies Curriculum Frameworks and the Pinellas County Department of Exceptional Education Students (DEES) Curriculum Performance Standards. The curriculum addresses both language and social studies through the study of specific topics for prescribed lengths of time:

* U.S. Geography--6 weeks
* Florida Studies--6 weeks
* Native Americans--6 weeks
* American History I (up to the Constitution)--18 weeks.

The authors of the curriculum and the teacher's resource guide for ESL Social Studies I (for grade 6) state that this course is designed to

provide students with opportunities for "anxiety-free" language learning. To this end, the authors selected language as the "vehicle to develop social studies knowledge," because this knowledge "generates natural language use." Therefore, they go on, students can "see an immediate meaningful application of the language" (Damsey, undated, p.1) "At the same time, social studies knowledge helps culturally diverse students to understand their new country. They learn about the American spirit of Independence, laws, and institutions, and their role in American society" (Damsey, undated, p. 1).

A Content Course Adapted from the Mainstream Curriculum

At Martin Luther King, Jr. Elementary School in Urbana, Illinois, an ESL teacher has developed a multilevel ESL unit in science and social studies. The goal of the unit is to increase students' understanding that birds use specific routes when they migrate, they follow four main migratory routes across the U.S., and they may use the sun and stars to guide them when they migrate. The unit promotes the development of a number of skills. Mapping skills are primary. Art and science skills, such as eye-hand coordination and observation, are also engaged when students draw pictures and construct mobiles.

Conclusion

If content-ESL courses are to serve ESL students well, they must be designed to reach their objectives: to help students learn both academic content and the language of subject matter areas. Either special curricula or modified mainstream curricula can serve as the basis for constructing courses for ESL students. If a special curriculum is developed, it may focus on developing students' content knowledge or language skills. The mainstream curriculum may be used as is or adapted for ESL students.

Making Connections

1. What are the differences between teacher-centered instruction and

student-centered instruction? What effect do these teaching styles have on curriculum design? On classroom activities?

2. Examine a traditional subject area mainstream curriculum. How might it be adapted for a class of linguistically and culturally diverse students? How might it be changed to reflect student-centered learning?

3. Plan a content-ESL curriculum for a school of linguistically and culturally diverse students. Select a grade level and subject area(s) of your choice and specify both content and language objectives. Identify the materials you will use including text books, trade books, physical objects, and so forth.

Part Two: Implementing the Program

ERIC

Chapter Six: Selecting Instructional Approaches and Activities

Content-ESL is an instructional approach that has emerged in response to the rapid influx of students with limited English proficiency into U.S. public schools. This approach, used by ESL (language) and content teachers, emphasizes instruction in which the teaching of language and content is integrated. Its purpose is to maximize students' academic achievement in both areas. In practice, ESL teachers draw upon academic texts, tasks, and skills as vehicles for teaching English, and content teachers adapt the language of instruction to make content accessible to students who speak languages other than English natively. Through content-ESL instruction, students learn content at the same time as they receive linguistic support and training in cognitive academic skills.

In this chapter we discuss the instructional approaches and activities content-ESL teachers find successful. We present the results of our survey and some sample units, lesson plans, and activities developed by teachers at the schools we visited. We recognize there is some overlap in these examples, but they have been separated for descriptive purposes. Finally, we conclude with a brief discussion of how ESL and content teachers make content accessible to the second language learners in their classrooms.

Survey Findings

Content-ESL teachers stress oral communication and communicative

activities in their instruction. They also direct students' attention to academic English through reading and writing activities, include a variety of tasks during class periods, and integrate critical thinking skills with academic content and English instruction. Not surprisingly, almost all of the teachers said they create materials for their students.

What are the reasons these activities are particularly successful with ESL students?

Cooperative learning, whole language, language experience, problem-solving, jazz chants or singing or rap, games, role playing and/or simulations are the instructional methods these teachers find useful. They often use visuals (other than videos) and process-writing with their students. In addition, they depend on activities requiring little oral production such as extensive reading and reading for pleasure.

Site School Findings

In many ways, the instructional choices of the teachers we observed in action mirrored those preferred by their colleagues who participated in the surveys. These teachers also favor using a wide range of activities during class periods that involve the communication of ideas or information and/or academic reading and writing. So, too, these teachers' bags are packed with some sure-fire practices--whole language and language experience--and more than several surprises.

A number of them elect to use more conventional approaches. For example, some teachers read orally phrase-by-phrase from a text and have students repeat the phrases aloud. Others check students' comprehension through questioning after reading portions of a text aloud. Still others write vocabulary words on the chalkboard and have students recite and copy them, then listen to audiotapes and repeat the sentences. The teachers who choose to use these activities do so with an eye to both student and parental expectations for schooling. Many of their students come from cultures in which the teacher is viewed as "one who knows," so conventional

instructional approaches are expected. Approaches at the other end of the spectrum--those that are termed communicative--are not expected and, when attempted, do not result in the same degree of success.

As might be expected, some difference in these teachers' instructional choices stemmed from school, age, and grade level factors rather than from pedagogical preferences. For example, at the high school and middle school levels, teachers place somewhat greater emphasis on academic content and concept development than they do on language and communicative skills. At this level, language instruction often occurs informally in teachable moments: it is not always an intentional objective of the lesson. At the elementary school level, on the other hand, teachers explicitly teach vocabulary or language structures in combination with the development of listening, speaking, reading, writing, and academic skills.

Instruction in Action

As mentioned above, many content-ESL teachers advocate the use of communicative instructional approaches with LEP students. In this section we define these instructional approaches and describe how they were used in classrooms.

Cooperative Learning Activities

* Cooperative learning gives students opportunities to work together to achieve a single outcome within a given time limit.

* As students explore new topics, they discuss them with others and make their own connections with the content and language.

* Through cooperative learning, students use language for personal and academic purposes (Slavin, 1987).

Cooperative learning is an instructional approach in which students engage in activities that require them to work together in small heterogeneous groups (Slavin, 1987). This approach is particularly appropriate for second language learners because, as students work together, they negotiate meaning through the exchange of knowledge and experiences, including the experience of using a second language.

ERIC

Across all grade levels, many content-ESL teachers ask their students to engage in cooperative activities. When specific language skills are part of the lesson objectives, these activities engage students in learning both academic content and English language skills. In other classrooms, the activities are used to help students develop academic concepts and English language development is secondary, if attended to at all. For example, a physical science teacher at Pittsburg High School in Pittsburg, California, used a cooperative learning activity to have students make inferences from indirect evidence. Students were divided into small groups and challenged to complete a task in five minutes. Each group received a marble and a piece of plywood onto which a three-dimensional geometric shape had been glued on the backside. Students rolled the marble under the plywood and marked where it entered and exited. When time was up, students had to identify the geometric shape on the reverse side of the plywood. This activity is described in Appendix J.

A physics teacher at The International High School at LaGuardia Community College in Long Island City, New York, used a cooperative learning activity with students in grades 9, 10, and 11 to explore academic content by constructing kaleidoscopes. They studied the physical properties of light, refraction, and reflection during this hands-on assignment. This activity is described in Appendix K.

> In jigsaw activities, students form small "home" groups and all groups are assigned the same task such as learning about the life of a famous artist. Within groups, each student assumes a primary responsibility for one part of the artist's life. Each student reads or in other ways investigates a section and joins a second 'expert group' comprised of students from the other groups who are responsible for the same information. After expert groups share and master the content about their section, the 'experts' return to the 'home' group and teach the others the information. Finally, students may take individual tests or quizzes on an entire unit of information
>
> (Slavin, 1986; de la Luz Reyes & Molner, 1991).

Another kind of cooperative learning, a modified jigsaw activity, was used by a history teacher at Highland High School in Albuquerque, New Mexico (one description of jigsaw activities appears in the next box on the right). The teacher divided the chapter readings about the

U.S. Civil War into segments--"The Social and Political Problems during the U.S. Civil War," "The Strategies and New Weapons Used or Created for the Civil War," and "Women and the Civil War"--and assigned one to a group of students. Students read the assigned text, researched the topic in the library, and prepared notes which they presented to the rest of the class. Through this activity, each group represented a piece of the whole, thus reducing the burden of learning for all the ESL students. Similarly, at Northeast Law/Military Magnet High School in Kansas City, Missouri, the ESL teacher used a jigsaw activity to help her students analyze social studies information and make a decision about which of several explorers should be given credit for discovering America. This activity is described in Appendix L.

Whole Language

Whole language is both an instructional philosophy and a series of techniques which reflect the view that meaning and natural language are the foundations of literacy development (Enright & McCloskey, 1988). Whole language approaches begin with whole texts and meaningful engagement and later direct students' attention to discrete skills such as vocabulary and spelling. Because students are exposed to a print-rich environment and explore language used in context, they learn language because they want to communicate with others: they learn it because its use is functional and purposeful. Whole language instruction enables second language learners to listen to, read, and write the new language because they want to learn about topics which are of interest to them.

In the ESL classroom at Northeast High School students are physically surrounded with maps, posters, student-made bulletin boards and displays, ESL textbooks, adapted literature, unadapted textbooks and literature, examples of authentic writing, and both teacher- and student-written materials. Activities often involve listening, participating in shared reading or sustained silent reading, reading adapted or simplified

materials, and writing process-oriented composition techniques--brainstorming to identify ideas, researching, drafting, revising, rewriting, and ultimately publishing text--are favored by this teacher. The whole language approach is alive and well in this highly active learning environment. Students interact with content and language in meaningful contexts; they do not participate in drills or read basal texts.

At 16th Street Middle School in St. Petersburg, Florida, ESL students also make use of whole language strategies. During the course of the year they read a wide range of materials, including books of their own choosing. Upon finishing a piece of fiction, they write make personal connections with the text in a response log (see Appendix M for more information about this reading response log).

At Pittsburg High School, Harper Lee's *To Kill a Mockingbird* forms a whole language literature unit for students in grades 10 and 11. The unit, developed collaboratively by the ESL and English literature teachers, asks students to consider the themes of love and conflict, the individual and society, blindness and sight, and passages and transformations. As they progress through the unit, the ESL students use English for a variety of purposes such as discussing poetry, explaining the meanings of words, and writing summaries. For more information about this unit, see Appendix N.

Whole language and process-oriented writing activities are naturally compatible instructional approaches. These meaning-based activities enable students to make personal connections with topics and recognize the need for learning specific academic and/or language skills. The W.I.N. (Writing Is Necessary) program at Tuba City Primary School in Tuba City, Arizona, is an example of a writing program founded on the principles of process-oriented writing. For teachers at Tuba PS, language is best developed in an integrated, holistic manner. This means that listening, speaking, reading, and writing are developed jointly and not as isolated skills or subjects. At Tuba PS they want a child to relate learning activities to personal experiences. So strong is their commitment that they have

developed and instituted a school-wide writing program (see Appendix O for information about the W.I.N. program).

Interdisciplinary Learning

With interdisciplinary learning, teachers select topics to study that are drawn from more than one academic content area. Therefore, they are referred to as thematic units or interdisciplinary units. The theme or unit then serves as the means by which students also learn language skills and critical or higher order thinking skills. Interdisciplinary learning is a top-down, meaning-based approach which engages students in finding meaning first and then using language for purposeful self-expression.

Interdisciplinary learning is suitable for students at all grade levels. A course of study might encompass a whole year or shorter periods of time and enable ESL students to unite content and language learning in meaningful contexts and make connections across subjects.

At International HS several teachers lead students to explore the theme of "Visibility/Invisibility" through literature, science, math, and Outward Bound experiences. The literature they read and discussed included such works as "Jabberwocky" by Lewis Carroll, "How to Eat a Poem" by Eve Merriam, *Ulysses* by James Joyce, and *Invisible Person* by Ralph Ellison. Students investigate how light bends and illuminates in science and math. Through Project Adventure, a course that involves Outward Bound exercises, they engage in group games, trust falls, and problem solving. As a result, they achieve academic growth, improve their communication skills, develop a sense of individual responsibility, and improve their ability to work with others.

Circumnavigation was the theme for seventh grade ESL students at Benjamin Franklin Middle School in San Francisco, California, during the 1992-93 academic year. In this case, students explored not only social studies but math, science, and language arts as they completed an imaginary trip around the world. This year-long unit is described in Appendix P.

Language Experience Approach

"Many students who attend Martin Luther King, Jr. Elementary School arrive at our door with little or no English skills. As a result, we are charged with providing them with a program which enables them to acquire the skills they need as effectively and efficiently as possible. To meet this need, teachers at King School design their own thematic units to engage students with authentic text and authentic purposes of communication.

Lessons within the units often follow a pattern of instruction which begins with the students and teacher sharing an experience and noting vocabulary or language structures needed to share information orally, drawing upon their prior knowledge through such events as making predictions or sharing ideas. Students then dictate text which is guided and recorded by the teacher who assists students make additions and corrections to the text. Students then use the text as a point of discussion and language learning."

Jennifer Hixson
Multicultural Program Director
Martin Luther King, Jr. Elementary School

The language experience approach, with its basic ingredients of experience and language, is appropriate for students of any age. As students draw on their experiences to create texts, language becomes meaningful to them. Since the products reflect their backgrounds, cultures, and current English skills, they assume ownership of the subject, vocabulary, and grammar as they work with the language (Rigg, 1989). As students discuss their experiences and dictate the language to be recorded, the teacher becomes a guide or facilitator, one who listens more than talks. Throughout, the teacher makes every effort to maintain an environment in which the students can try out what they want to say and how to say it.

At Martin Luther King, Jr. Elementary School in Urbana, Illinois, a first grade ESL class was studying air in a four-part science unit. The lesson had both content and language objectives as students made observations and learned new vocabulary The cooperative activities and language experience information the teacher had recorded helped students understand science concepts and language structures. Through these activities, they named objects, made predictions, performed experiments, and described what happened. They dictated text which the teacher recorded on chart paper. This material then formed the basis for the further development of content and language skills. This unit is described in Appendix Q.

Making Content Accessible

Teachers modify content to make it accessible to ESL students through contextualizing, varying tasks during a class period to accommodate students' diverse learning styles, referring to concrete objects, organizing content into chunks, and writing what they say on the chalkboard. For example, teachers contextualize by surrounding content with informative input. This may mean using pictures, real objects, or visuals. Or, they may draw on background knowledge that is familiar to the students or refer to shared experiences.

At Pittsburg High School, students in a beginning ESL class were studying businesses and occupations. The teacher drew upon their knowledge of the immediate community to identify local businesses and the employees' occupations and responsibilities. During discussion, if a student had trouble recalling information, the teacher or peers supplied clues such as "It's at the corner of Railroad Avenue and Arkansas Avenue" or "It's what Mr. Gomez does."

Teachers can also make content accessible to ESL students by modifying the language they use when presenting information. This means they speak more slowly, stress key words, paraphrase, extend student utterances, and give examples.

At Montgomery Blair High School in Silver Spring, Maryland, a mixed-grade physical science class of level II, III, and IV ESL students planned to perform pendulum experiments. Before moving into the experiment, the teacher reviewed the equipment students would need, stressing key words. The dialogue went like this.

Teacher	Students
Why is it called a **c-clamp**?	It looks like a "C."
Why is it called a **utility clamp**?	It can be used for lots of purposes.
How do you open it?	You open the jaws by turning this.
What does it look like?	A pair of wings.
Right, it's called a **wing nut**.	

Immediately following this exchange, the teacher reviewed definitions of the key words and wrote them on the board. Then he had students write the words and the definitions at the top of their papers. By stressing key words, this teacher helped the ESL students understand content and vocabulary.

Gestures, facial expressions, demonstrations are other devices teachers use to help students learn content. They also use graphics, charts, overhead transparencies, and techniques such as semantic mapping and webbing.

At J.C. Kelly Elementary School in Hidalgo, Texas, fifth grade students looked at a drawing of a tree containing word stems (on the trunk), prefixes (on the branches to the students' left), and suffixes (on the branches to the students' right). This graphic simplified complex orthographic information and made its structure comprehensible.

Semantic mapping was used in many schools. Elementary teachers used the technique in science and social studies classes to help students see relationships between concepts. At the high school level, a teacher in the Personal and Career Development Program at International HS required students to make a semantic map to display the questions they wanted to ask about their career choices. One student's map (see Appendix R) illustrates how aspects her skills, experiences, and education affected her career choice, content of a very personal nature.

Conclusion

ESL and content teachers who work with students of limited proficiency in English select from a wide range of instructional approaches and activities to help them learn academic content and language. Whether they favor cooperative learning and the whole language approach or emphasize reading and writing activities, they make content accessible to the students by modifying the language of instruction. In the classrooms

we saw, teachers artfully selected from these tools in sculpting instruction to accommodate the diverse needs their ESL students exhibited.

Making Connections

1. Describe the instructional approaches used by the teacher who had the greatest influence on you. Are the approaches you use similar to or different from these? Why?

2. Examine the instructional activities included in Appendices J - Q. Which ones would appeal most to your students? Why?

3. Interview two friends who learned English as a second language. Ask them to describe the instructional activities their teachers used and how the task might have been made easier.

Chapter Seven: Supporting Students' Native Languages and Cultures

The Learning Gate

Do you like what you see
Every time you look at me?
My full lips
broad nose
smooth ebony skin
crinkly hair
My smile within?
My name may be
Aukram
or
Imam
or
Nla, Takla
Nefertitti
or
Hassan.
But whatever my name
and the history it brings,
How will you teach me,
If you don't learn the
rhythms I sing?
'Cause if you don't know
what is special to me,
How will I learn from 9 'till 3?

What I am
What I do
How important is it to you?
I want to see myself in the
classroom we share--
So please make sure my
culture is there.
My history is long
of it I am proud
So please help me
sing it
play it
read it out loud!
Help me to know
my roots are deep,
Help me discover
the knowledge I seek.
My body is small - but my
mind is great.
So help me today
'Cause you are the keeper
of the Learning Gate

Carol Cornwell

In *The Tongue-Tied American*, Senator Paul Simon described the language condition in the U.S. as "linguistically malnourished" (Simon, 1980, p. 5, cited in Christian, 1994). Over a decade later, the country's citizenry is still dreadfully incompetent when it comes to language. We neither recognize the benefits of multilingualism nor capitalize on the rich language resources we have in the many speakers of languages other than English who live in this country. But we adhere to nationalism and ignore our multicultural heritage at our peril.

As a nation of immigrants, we are linguistically and culturally diverse. As human beings, we need food, water, air, and shelter to survive. But as

cultural beings, we need the richness of our aesthetic, intellectual, ethnic, social, religious, linguistic, and cultural differences to thrive, to get along, and flourish. As Wong-Fillmore (1993) has noted, we may find it **easier** to be with people who are very much like we are, but it is more **interesting** to be with people who are different. We need to understand and appreciate each others differences for healthy human relationships and strong self-images. Students in today's public schools are tomorrow's national resources. Unless we recognize the value and promote the development of native languages and cultures, we will squander valuable resources at a time when we need all we can muster.

In this chapter we discuss the benefits of bilingual education as it affects language majority and language minority students. We also describe what teachers in the 20 schools we visited are doing to support their students' native languages and cultures.

Benefits of Bilingual Education

Researchers note that bilingual students perform academic tasks as well as or better than monolingual students (Barfield & Rhodes, 1993; Willig, 1985, cited in Krashen, 1991). Bilingualism has a positive impact on a variety of intellectual skills, including cognitive flexibility and linguistic awareness (Hakuta, 1990). It also results in enriched cultural attitudes and increased self-esteem.

For language minority students, bilingual education provides additional benefits:

* Maintenance of the native language enables parents to communicate with their offspring about social and academic matters. When children are immersed in English-only classes and drop their native language, parents have trouble communicating with them. While most parents want their children to learn English, they do not want them to do so at the expense of their native language. By developing students' native language proficiency, educators promote communication among family members, thus averting problems that might

otherwise surface (Wong-Fillmore, 1993).

* Students benefit from an additive bilingual environment that fosters development of a second language while they are developing proficiency in the native language, as opposed to a subtractive environment in which students reduce or completely lose the native language in favor of the second language.

* Academic knowledge acquired through the native language does not disappear once the child begins to learn English. Students who acquire content knowledge in their native language build concepts and skills that help them keep pace with their fellow students while they learn English. Moreover, when they receive content-based English instruction, they can attach the English vocabulary to already familiar concepts.

Despite these benefits, schools are often reluctant to offer bilingual education to language minority students for several reasons. Often there is a shortage of trained bilingual teachers and support staff. Also, except for Spanish language texts, there is a dearth of instructional materials in the students' native languages. Moreover, some schools with large numbers of multilingual students lack the number of students of one language background needed to create a full bilingual class. For some schools the desire to help students learn English as quickly as possible so they can join mainstream educational programs mistakenly leads them away from bilingual education. Sadly, few efforts are under way to provide alternative instructional support in students' native languages.

Even when a school cannot afford a bilingual education program, it can provide a supportive environment that nurtures students' native languages and culture, i.e., classrooms in which children are encouraged to speak and write their native languages and share their language and cultural heritage with peers. Even monolingual English speaking teachers can provide such environments by promoting the use of native languages in class and peer interpretation when necessary, including cultural and historical information in lessons, and by inviting guest speakers to class. In-class libraries can even include books in a variety of the students' native languages.

Supporting Students' Native Languages: Examples from the Site Schools

The schools we visited confirmed the advantages of teaching academic content with native language support. Whether this support was provided by classroom teachers or instructional aides, the consensus was that language minority students learn content most efficiently in classrooms where such support is present.

In 1993, 38 native languages were spoken by students attending The International High School at LaGuardia Community College in Long Island City, New York. While most faculty members were bilingual, they did not collectively speak all of the students' native languages. Instead, students worked together in cooperative groups in which peers provided native language support. The faculty's support of native languages use was also evident in activities such as informal conversations around subject matter concerns or students' personal interests. For example, if a group of students was interested in a topic and a staff member was available, an informal discussion group was formed and discussion took place in the students' native language. In this way, they enriched their native language and derived support from the school's implicit validation.

At Woodrow Wilson Middle School in Dorchester, Massachusetts, students and teachers in the bilingual program speak French or Haitian Creole (Kreyol). Subject matter instruction is typically delivered first in French, then Kreyol, then in English, or in a combination of these languages. Teachers and students move easily from one language to another. In content classes, students are encouraged to use their native language if they are uncertain about English.

At Hazeltine Elementary School in Van Nuys, California, it is not unusual for students to speak many different languages (At the beginning of the 1993-94 school year, students spoke 28 languages. The languages spoken by most students were Spanish, Khmer, and Armenian). By contrast, the teaching staff is made up primarily of monolingual English speaking teachers. In order to provide students with some native language support, the program has three

instructional aides, each of whom speaks one of the three native languages. In addition, there is a monolingual English-speaking aide. In the classrooms, these aides interpret when necessary and offer students assistance with native language literacy as well as English language development. Children also act as resources for one another when necessary.

Supporting Students' Cultures: Examples from the Site Schools

In pondering how to support students' diverse cultures, school-wide celebrations and festivals come first to mind. These events offer students, teachers, parents, and other community members opportunities to share cultural information. Stories, poetry, music, dance, and food are staples at such activities. For example, students at Highland High School in Albuquerque, New Mexico, hold a week-long celebration each year. In 1993, the festival featured Vietnamese, African-American, Navajo, and Chicano cultures (see Appendix S for the calendar of events for October 1993).

How does your school support the students' cultures?

School-wide cultural efforts are valuable because they offer all students opportunities to learn about each others' cultures and thus develop cultural awareness. However, these activities are not enough to sustain native cultures or develop a lasting understanding or appreciation among students. In some schools, therefore, we observed the efforts of teachers and administrators to move away from an emphasis on simply celebrating the outward appearance of culture with costumes, decorations, and food, and toward a strategy of drawing on students' cultural values and incorporating them into instruction.

For example, at Highland High School, a social studies class was discussing the role of the President of the U.S. In an effort to help students understand the power of the President, the teacher asked them to compare the role of the U.S. President with the roles of leaders in other countries.

At Yung Wing Elementary School PS 124 in New York, New York, all the students are of Chinese origin. At the time of our visit, a sixth grade math class was studying symmetry. To illustrate the concept, the teacher used the symmetry present in Chinese characters as an example. As a result, the students' grasp of the Chinese system of writing contributed to an enlarged understanding of a cross-cultural concept.

An excerpt from the classroom:

Teacher:	What can I say about the President [of the U.S.], when I say he's the strongest man on earth?
Student:	He can tell other countries [how to act] under his control.
Teacher:	Canada? China? Thailand?
Student:	Puerto Rico.
Teacher:	You got me there!

At Gabe P. Allen Elementary School in Dallas, Texas, the school day begins with morning announcements, the school pledge, and the Pledge of Allegiance over the public address system. Each day one or more of the students (almost all of whom are Mexican Americans) participate in this routine by reading an excerpt from a text or a student essay about an historical event or person associated with their native culture. Attention paid to important contributions of the students' cultural group engenders respect for the students and their native cultures among all students.

At Loneman School in Oglala, South Dakota, aspects of the Oglala Sioux Tribe's culture permeate each and every school day. Upon arrival, students see a number of stunningly beautiful oil paintings that depict the Lakota Sioux past. These paintings in the foyer and hallways of the school are constant visual reminders of the Lakotas' respect for nature and the tribe's traditions. In like manner, teachers, instructional aides, and other staff,

> "If there are any tribal members who can really save the program [of language renewal], they are the elders. These are people who may be in the sixty-to eighty-year old range who have actually spoken the language fluently as children and who fully participate in the ways of the tribe. They still know the ceremonies and are the most valuable elements in any language renewal program. The secret is to get them to work with young children. They can teach them to speak the language. . . ."
>
> St. Clair, R. "What Is Language Renewal?" in Language Renewal among American Indian Tribes: Issues, Problems, and Prospects.R. St. Clair & W. Leap (Eds), Rosslyn, VA: National Clearinghouse for Bilingual Education, 1982., p.8.

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almost all of whom are Lakota, use the Lakota language and tribal stories in their lessons. Native Americans consider these stories and legends vehicles for passing on tribal knowledge and behavior and, at Loneman, such traditions are taken seriously.

Teachers of language minority students should be sensitive to their students' cultural values and practices. At White Elementary School in Detroit, Michigan, the majority of the language minority students are Arabs. In addition to holding a week-long celebration of Arab culture, the ESL teachers on the staff serve as intermediaries and as interpreters of this culture for their colleagues. If a teacher has trouble with one of the students, and this is a rare occurrence, she feels free to contact an ESL teacher for assistance. For example, a common practice in the Yemeni community is early arranged marriages. During our visit, a native English speaking teacher called on a colleague of Arab origin to explain an appropriate way to discuss this topic in class.

Conclusion

There is a growing body of knowledge to support what researchers, teachers, and parents have known all along: students learn content better if their native language and cultural values are not ignored in the process. It is often better for students to encounter concepts and principles with the support of a language they know well than to struggle with concepts and a new language simultaneously. Bilingual education adheres to this notion, and students benefit from teachers' sensitive use of their languages and cultures.

Schools have a responsibility to support and build on the richness of students' cultural backgrounds. The world today is multicultural and interdependent. It is no longer feasible to hold isolationist views: cooperation and harmony are demanded, not only neighbor to neighbor, but country to country.

As students construct knowledge, they draw upon both their native language and cultural heritage to make sense of the world. Although language

minority students may use language in ways that differ from mainstream English speaking students, in a country that adheres to the principle of equitable education, it is just as important to value these students and the linguistic and cultural resources at their disposal, as it is crucial to acknowledge native English speaking students and their backgrounds. Thus, students' languages and cultures contribute to their cognitive growth rather than becoming sources of cognitive dissonance and delayed accomplishment.

If students' native languages and cultures are valued, they will face the future more confidently since they are more likely to develop to their full potential when their linguistic and cultural knowledge is not viewed as a disadvantage or a liability. In this light, multilingual and multicultural students can be seen as an investment in the economic and social welfare of our country's future.

Making Connections

1. What is the attitude of parents in your school's community toward bilingualism? Interview several parents ESL students. Do they want their children to continue to use and develop their native language? How do they feel about their children learning English?
2. What is culture? How has the culture you grew up in influenced you?
3. Select a friend who comes from another culture. Research this culture by examining newspapers, magazines, books, and other materials that are available. Share your findings with your friend. Is your information representative of this culture? What does your friend consider to be missing?

Chapter Eight: Assessing Student Progress

> "Assessment — the gathering and interpreting of information about students' knowledge, achievement, and accomplishments in relation to an educational goal or goals — must be appropriate for the learners being assessed. Thus, assessment systems must be designed with the whole learning experience — including both linguistic and academic components — of each group of students in mind. In a multicultural, multilingual society, assessment policies must seek excellence and equity simultaneously, or they will accomplish neither."
>
> (Lacelle-Peterson & Rivera, 1994 p. 57.)

Educators assess students for many different purposes. In terms of instruction, teachers assess students to identify what they know and do not know, to group them for instruction, to monitor their progress and achievement. Administrators use assessment for purposes of accountability, i.e., as a basis for rewarding schools or school systems for their educational efforts.

In traditional ESL classrooms, the emphasis is the development of language minority students' English proficiency, and their assessment often takes the form of oral proficiency tests, e.g., how well they perform such tasks as oral interviews and story telling. In oral interviews, items deal with such situations as giving directions with a map, describing a particular place, or narrating a sequence of events. In story telling, students may be asked to retell a familiar story in past tense. The student's oral production is scored with reference to criteria of content accuracy and pronunciation and accent, grammatical accuracy, vocabulary, fluency, and the like.

In content-based classrooms, whether taught by ESL or content teachers, topics that complement or reinforce mainstream course instruction are emphasized. Students use English to solve problems, make comparisons,

or otherwise engage in meaningful conversation. In these classrooms, instruction involves both content and language. Thus, assessment in this environment should tap both content knowledge and language skill.

Many educators use standardized tests for assessment. Standardized tests, particularly the familiar paper-and-pencil multiple choice tests, are useful tools if you are comparing groups of students in how well they perform. When used with language minority students, however, these tests put them in a double bind: they must grapple with the content and the language of the test simultaneously. In addition, timed testing conditions makes it hard for students to demonstrate what they know.

Students may also have difficulty with the format of the test because the test booklet and separate answer sheet may be unfamiliar. Additionally, short answer or multiple choice questions do not give students the opportunity to demonstrate their depth or breadth of knowledge or their ability to apply this knowledge in problem-solving situations or creative ways. Finally, test items may be biased, reflecting mainstream American culture and learning styles that are unfamiliar (Damico, 1991; Neill & Medina, 1989). Overall, standardized tests frequently do not give accurate information about students' content knowledge or language abilities.

By comparison, alternative assessment forms, including performance-based tasks, portfolios, journals, projects, and observation checklists, more accurately reflect students' progress in content and/or language. In this case, as Herman, Aschbacher, and Winters (1992) point out, alternative assessment enables students "to perform, create, produce, or do something" in the context of "real-world applications" (p. 6).

In this chapter, we describe the assessment procedures commonly used by administrators and teachers to evaluate progress and achievement. We give examples of how content-ESL teachers in the schools we visited use alternative assessment. We also describe the standardized tests in these schools.

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Survey Findings

At the program level, administrators prefer grades, standardized language tests, and standardized content tests as indices of success. At the course level, teachers use informal questioning, teacher-made paper-and-pencil tests, student projects, and quizzes more frequently than they use journals, compositions, and simulations or oral reports.

> ***What benefits do portfolios offer that other evaluative forms do not?***

One interesting finding from these data is that about half of the surveyed administrators and teachers use portfolios as assessment measures, though we have no information on how the portfolios are defined or their contents are weighted.

Site School Examples

Alternative Assessments

Across all levels, many content-ESL teachers draw upon alternative assessments to evaluate the progress of their students in English language skills and content knowledge. These assessments may take the form of portfolios, student projects, or checklists. In addition to these tools, teachers also depend on informal techniques such as classroom observation or performance-based assessment to monitor students' accomplishments.

Portfolios

Portfolios are tangible records of a student's skills in a particular subject area. They can be maintained for math classes, language arts classes, science classes--practically any school subject. They are suitable for use with very young and older students. They may contain a variety of student-produced materials, such as journal entries, maps, essays, reading lists, homework assignments and

> **Name:**__________ **Date:** __________
>
> **FOR THE PORTFOLIO**
>
> **I chose this piece because**
> ________________________
>
> **I think it shows my progress because**
> ________________________
>
> **If I were going to redo this piece now, I would**____________________
> ________________________
>
> **Hazeltine Avenue Elementary School**
> **Van Nuys, California**

standardized test scores. They may contain ingredients such as first drafts and/or final products, as well as examples of incomplete or unsatisfactory work together with student comments on how it might be changed or improved. The chief advantage of portfolios is that they demonstrate progress over time.

Third graders at Hazeltine Avenue Elementary School in Van Nuys, California, maintain portfolios in their ESL classes to demonstrate how their English writing skills improve during the year. They include only finished writing products and commentaries about their works-in-progress. For example, during our visit, class time was devoted to writing about the topic of change. At the end of the period, students used the portfolio justification form, Reflecting on Writing, to comment on what they had written (see Reflecting on Writing in Appendix T). In this program, fourth, fifth, and sixth graders maintain three portfolios, one for language arts, one for math, and one for an additional subject of their choice. These are stored on a table in the back of the classroom. Before an item is placed in the portfolio, the student writes a For the Portfolio justification for its inclusion (see box).

All students at Benjamin Franklin Middle School in San Francisco, California, maintain portfolios. Portfolios are kept for each mainstream class, and each student also maintains a portfolio in the main office. Students use the portfolios in the office to monitor their progress on long-range projects and to reflect on and evaluate assignments. By the end of the year, these portfolios have become learning resumés (see Appendix U for information about how these portfolios are constructed and evaluated). Grade 7 ESL students also maintain portfolios in social studies and science as they complete a year-long interdisciplinary unit, The Circumnavigation Project (see Appendix P).

At The International High School at LaGuardia Community College in Long Island City, New York, grade 10 students complete interdisciplinary units on motion and "Visibility/Invisibility" through literature, science

and math, and challenging experiences in physical education (for more information about this course, see Appendix K). At the end of this unit, students compile portfolios of personal statements and other materials to demonstrate their mastery of the ideas covered in class. In the personal statement section, they comment on their language and communication skills, individual and group work habits, academic growth, and overall progress. In the mastery statement section, students complete a word association exercise and a reflection activity. The portfolio also contains a set of evaluation guidelines used by students, their peers, and the instructors. Instructors use these guidelines to evaluate each student's classwork, including attendance, productivity, understanding of the classwork, ability to work with others, concentration, and growth in communication (see Appendix V for the complete portfolio form).

Student Projects

Student projects allow them to present what they know about a topic or subject area in greater depth than most tests allow. Students may write a report, an essay, or a poem. They may complete research reports or visual displays. The point is that projects, whether completed by individuals or groups, give students time to prepare and demonstrate what they know in a way that integrates knowledge from allied sources.

As described earlier (see Chapter Six, Selecting Instructional Approaches and Activities), all students at The International High School complete a three-year personal development and career course. As part of this course students are required to compile a career choice project. Through this project, students investigate a career by defining their personal dreams, identifying the job requirements and advantages of their choice, conducting an interview with a person in the position, and then reflecting on their internships and project experiences (see Appendix W for one student's career choice project).

Checklists

Checklists are useful al native assessment tools. Since they are

teacher-made, they note skills students demonstrate in class or immediately after a lesson, or on assignments submitted for grading. In addition, checklists usually specify a variety of levels or degrees of skill. They are easy to use and can be completed quickly.

At Tuba City Primary School in Tuba City, Arizona, teachers use observation checklists to monitor students' progress. The checklists appear on the student report cards at the end of each quarter and sent home (see Appendix X for the progress report forms for kindergarten through third grade).

At Martin Luther King, Jr. Elementary School, regular classroom teachers use an observation checklist to assess the performance of ESL students who have been transitioned into mainstream classes. This checklist contains three categories: self-management skills, academic skills, and social skills. The checklist can be used by teachers at any grade level and includes three options to grade a student's performance: above average, average, and below average (se Appendix Y for this checklist).

As ESL students at Washington Middle School in Yakima, Washington, complete the ESL course, teachers assess their English proficiencies with a checklist of a variety of skills. This checklist is designed for use with students in grades 6 through 12 and comprises 48 skills, ranging from responding to simple commands to using a series of reference materials to writing paragraphs (see Appendix Z for the complete checklist).

Discussions and Journal Writing

In addition to portfolios, student projects, and checklists, discussions and journal writing assess students' progress and achievement.

At The International High School, students enrolled in Project Adventure, participate in cooperative warm-ups, non-traditional group games, trust activities, communication, decision making, problem solving, and activities requiring social and personal responsibility. The origin of this course was the Outward Bound program in Great Britain, which claims

that bringing the wilderness and all its challenges into schools benefits students. The course at The International High School has three basic goals: to break down barriers between cultural groups, increase mutual support within a group, and increase students' self-esteem and confidence. After participating in an activity, students engage in an evaluation process involving discussion and journal writing. Students who complete this course learn more about each other and themselves, improve their communication skills, share ideas, and learn to overcome fears associated with asking questions, attempting difficult tasks, being laughed at and laughing at oneself and others, failure, and having fun (Krull, 1990.)

> **At the end of each class period, students deal with questions such as:**
>
> * How do I feel about what I did today?
> * Am I moving toward achieving my term goals?
> * Was I supportive of the group?
> * How do I feel about what I am accomplishing?
> * What doubts and fears do I have?
> * What problems am I encountering?
> * What can I do next?
> * How can the group help me through these?"
>
> (Krull, 1990, p. 27-28)

Traditional Assessments

Standardized Tests

Norm-referenced standardized tests primarily used for comparative purposes are the measures educators usually associate with large-scale assessment programs. These materials have several advantages as assessment tools. They embody a single set of performance expectations as well as prescribed procedures for administration, scoring, and interpretation. Tests in a variety of subject areas are readily available, they are easy for teachers to use, and the results are commonly recognized by administrators and teachers. For these reasons, educators continue to rely on them as indicators of programmatic effectiveness.

Several of the schools we visited use standardized tests to compare students' achievement. In some programs, the tests are given near the beginning of the school year and then again at the end: in others, they are given only at the end of the academic year. Some tests are used to measure students' academic achievement, and others, their English proficiency.

Other tests are used to determine when students are ready to exit the ESL program (see Chapter Three: Selecting In-Take, Placement, and Exit Procedures). Table X is a list of the standardized tests used in the schools we visited.

Table X: Standardized Tests Used in the 20 Schools

Standardized Test	School
California Achievement Test	White Elementary School
Illinois Goal Assessment Program	King Elementary School
Texas Assessment of Academic Skills	Kelly Elementary School
IOWA Test of Basic Skills IDEA Proficiency Test Arizona Student Assessment Program	Tuba City Primary School
California Test of Basic Skills Secondary Level English Placement Test Spanish Assessment of Basic Education	Washington Middle School
Secondary Level English Placement Test	16th Street Middle School
Minimum English Competencies Test	Montgomery Blair High School
Test of Academic Proficiency Language Assessment Scales	Northeast High School
Secondary Level English Placement Test	McNary High School
New York Regents' Competency Tests (available in 29 languages)	The International High School

For the most part, the decision to use standardized tests to evaluate students' progress in content or English proficiency is a locally or state-mandated matter.

Conclusion

Educators are often dissatisfied with standardized tests as the only

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measures of student progress, whether they teach mainstream or language minority students. The advantages of these test scores--their availability, ease of administration and scoring, and comparability--far outweigh their limitations--short answers, timed conditions, and culturally biased questions. (For further discussion of this issue, see Hamayan, Kwiat, & Perlman, 1985.) Alternative assessments such as portfolios, student projects, and checklists are often preferred because these tools enable students to apply their knowledge and skills more extensively and systematically.

Alternative assessments allow language minority students time to produce a product that more accurately reflects the progress they have made and the knowledge they have accumulated. They enable students to demonstrate their listening, speaking, reading, writing, and visual abilities. Consequently, progress can be assessed and instructional needs more readily identified and addressed.

Making Connections

1. Explain the difference between alternative assessment measures and standardized tests. Why are standardized tests more likely to be used to evaluate program effectiveness than alternative measures?
2. Much of the information in this chapter deals with the benefits of alternative assessments for language minority students. What does this information imply for the way your language minority students are evaluated? Have you experimented with alternative assessment? If so, which type did you use? Did it help you understand student progress better?
3. Interview a school administrator about the ways students' progress is measured. Ask about the benefits and limitations of this policy.
4. Interview several teachers about the alternative assessment techniques they use.

Part Three: Sustaining the Program

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Chapter Nine: Providing for Professional Development

What is American culture? African-Americans, Asian Americans, Mexican Americans, and Native Americans are all as American as apple pie, as are many other immigrant groups. As the U.S. becomes more pluralistic, American culture will increasingly encompass aspects from diverse immigrant cultures.

This diversity has led to classrooms offering a rich mix of languages, cultural habits, and social expectations. It has also led to a need for teachers who are trained to work effectively with language minority students. In addition to information about second language acquisition, teachers also need effective instructional methods that are sensitive to students' cultural and linguistic differences.

State certification or endorsement requirements, in-service workshops or seminars, peer observation, and proposed Professional Standards for National Board Certification collectively define the preparation teachers need to instruct students who are culturally and linguistically different. In this chapter we describe current teacher certification requirements, the new standards that have been formulated by the National Board for Professional Teaching Standards, and the kinds of in-service training provided by programs we surveyed and visited.

Teacher Certification Requirements

Forty states, Puerto Rico, and the District of Columbia offer certification or endorsement in English as a second language and/or

bilingual education (see Appendix D for information about certification requirements). Of these, 12 offer provisional certification, i.e., credentialling procedures for teachers in the process of completing requirements or who are placed in classrooms as a result of increased enrollments and have not had an opportunity to complete the requirements. Table XI is a list of the states which offer teachers ESL/bilingual certification.

Table XI: States Which Offer Teachers ESL/Bilingual Certification

Alaska	Missouri
Arizona	Montana
California	Nebraska
Colorado	Nevada
Connecticut	New Hampshire
Delaware	New Jersey
Florida	New Mexico
Georgia	New York
Hawaii	North Carolina
Idaho	North Dakota
Illinois	Ohio
Indiana	Oklahoma
Iowa	Rhode Island
Kansas	Tennessee
Kentucky	Texas
Louisiana	Utah
Maine	Virginia
Maryland	Washington
Massachusetts	Wisconsin
Minnesota	
Mississippi	

ESL Certification

In most states, ESL certification is available to teachers who hold a valid teaching certificate for their subject areas or grade levels and complete additional college-level study. Some states recognize approved TESOL programs of study, and others specify the number of hours and course work that must be included to receive ESL certification. In general, this course work is drawn from five areas:

* **Linguistics**
  Applied and contrastive linguistics
  Sociolinguistics
  Psycholinguistics
  Advanced English grammar
  English phonology

* **Second Language Acquisition**
  Sociological and psychological factors in second language

acquisition

* **Culture**
  Culture and social issues
  Culture and learning for ESL students
  Intercultural communication
  Multicultural education/ethnic studies
  Culture and civilization
  Language as an element of culture

* **ESL Teaching Methods**
  ESL methodology and materials
  Developmental literacy, reading readiness, and reading for language minority students
  Curriculum development for the multicultural classroom
  Supervised practicum

* **Assessment and Evaluation of Second Language Learners**
  Linguistic assessment of LEP students
  Academic assessment of LEP students

Bilingual Certification

As might be expected, the requirements for bilingual teachers are similar. They, too, include courses in linguistics and culture, but with an emphasis on bilingualism and biculturalism and the need for proficiency in a non-English language. The following areas of course work make up the bilingual certification program.

* **Linguistics**
  General linguistics
  Second language acquisition

* **Culture**
  Principles of cross-cultural communities
  History and cultural patterns of the U.S. and the language of study
  The culture of the bilingual target group
  History and philosophy of bilingualism and bilingual-multicultural education

* **Bilingual Teaching Methods**
  Methods of instruction in bilingual and bicultural education
  Development of bilingual/bicultural curriculum
  Materials development

* **Bilingual Assessment**
  Bilingual assessment instruments for language minority students
  Second language testing

* **Language Proficiency**
  Proficiency in English, if a native speaker of a language other than English
  Intensive second language training to obtain a sufficient score on the American Council on the Teaching of Foreign

Languages (ACTFL) proficiency guidelines or other tests of language proficiency, if a native speaker of English
6 hours of college study of a second language or evidence of having resided abroad for at least one year

National Board for Professional Teaching Standards

What are the characteristics of exemplary teachers?

Formed in 1987, the National Board for Professional Teaching Standards aims to develop a system of advanced, voluntary certification for elementary and secondary teachers. The purpose is to recognize those teachers who meet advanced professional standards of knowledge and practice and desire professional and public acknowledgement of these skills. Applicants are expected to demonstrate their skills through such performance-based assessments as on-site observations, simulations, interviews, and essays. By 1991, there were five standards committees:

* Early Adolescence/English Language Arts,
* Early Adolescence/Generalist,
* Adolescence and Young Adulthood/Mathematics,
* Early Adolescence through Young Adulthood/Art, and
* Middle Childhood/Generalist.

In 1994, the English as a New Language Standards Committee was named and began work on identifying and defining the standards by which teachers who work with language minority students might evaluate themselves and their teaching. Initial discussions included the following areas and criteria for excellence:

* **Knowledge of Students**

Accomplished teachers are aware of their students' cognitive, social, and emotional development and plan instruction accordingly. They recognize and value students' linguistic and ethnic diversity, seeing it as a strength rather than a liability. They are cognizant of students' socioeconomic levels and their corresponding benefits and limitations. Above all, they capitalize on students' natural curiosity and desire to learn.

* **Culture**

Exemplary teachers have developed a clear sense of self and personal cultural awareness. They seek to expand their knowledge of their students' cultures through a variety of resources including the

students themselves and their community as a means to know about the historical, social, and political contexts of their lives.

*** Subject Matter**

Whether the teacher is a generalist or a subject matter specialist, the constant goal is to create engaging activities for students that will enable them to participate actively in learning the knowledge, skills, attitudes, and values they will need to be successful individuals.

*** Advancing Student Learning**

Highly accomplished teachers value students' current levels of knowledge and thinking abilities while seeking extend them while developing their language proficiency. They seek to develop students who have personal responsibility for their learning and can operate independently. They guide students to make connections between what they know from their personal experiences and the influences of their cultures and ways of life.

*** Instructional Resources**

Teachers are creative and resourceful as they select materials that promote students' language development, literacy skills, and increase their knowledge of content. They incorporate texts, media, and experiences, and integrate them with examples from students' cultures to enrich the curriculum.

*** Learning Environment**

These teachers' classrooms are managed artfully and are environments in which students are valued, respected, and accepted as persons who are unique. Here, students feel free to take risks in learning, make mistakes, and engage in discovery.

*** Assessment**

Assessment is considered an on-going process, emerging from the results of multiple opportunities for students to reveal their skills and knowledge. Students engage in self-assessment in addition to the formal and informal evaluations conducted by the teacher.

*** Reflective Practice**

Exemplary teachers continue to perfect the art of teaching through self-examination and reflection. They recognize their strengths and weaknesses. They also value comments made by others, including their students.

*** Linkages with Families**

These teachers foster opportunities to build a rapport with parents to help them understand American schooling and take an active role in their child's education. They share information about students' accomplishments, successes, and needs and value the role of parents as educators.

*** Professional Leadership**

Exemplary teachers collaborate with their colleagues by engaging in coaching or mentoring others, participating in program evaluation or

staff development programs, or sharing information through publications in an effort to renew the profession. They are constant advocates for students and what is best for them. They seek to enhance respect for students, in terms of themselves and in the eyes of the community.

These emerging standards will serve as a measure of teaching effectiveness against which teachers may evaluate their professional excellence.

In-service Training

Survey Findings

Many schools offer a variety of support to their content-ESL teachers. Nearly three-fourths of the administrators we surveyed give teachers release time to attend conferences and workshops or participate in curriculum and materials development. Over half provide staff development for the content-ESL staff, with most of it coming in the form of state or regional workshops and district or school-level in-service sessions. In almost half these programs, consultant services are provided, and, in slightly less than half, teachers are encouraged to attend university courses.

Site School Findings

School-based administrators at the schools we visited were interviewed about their plans for staff development. Most plan to provide more opportunities for contact between their ESL and content teaching staffs. Many plan to increase in-service offerings, and a few plan to provide teachers with more opportunities to collaborate with teachers in other districts to implement peer coaching and the development of integrated thematic units.

For most teachers, staff development had involved, in descending order of frequency, district-level workshops, conference attendance, college courses, and multifunctional resource center (MRC) workshops. Their participation in staff development programs involved a range of

activities including collaboration and cooperation with local universities, district-provided training, and school-site development sessions.

We found topics covered in staff development sessions, in descending order of frequency, were:

cooperative learning,
multicultural/cross-cultural education,
instructional techniques,
learning styles,
second language acquisition,
integrated language and content, and
assessment techniques.

The topics of sensitivity training and peer-evaluation and coaching were addressed in only a few staff development programs.

University Collaboration and Cooperation

For a number of years, teachers at Martin Luther King, Jr. Elementary School in Urbana, Illinois, have collaborated with professors from the University of Illinois on several projects. These projects have included research on second language acquisition, ESL methods, and student teachers' cross-cultural communication (Saville-Troike, 1984; Kleifgen, 1988). In addition, they teach student teachers about responding to and making instructional decisions about multicultural students while helping them complete their required 100 hours of classroom observation.

During the 1992-93 academic year, teachers at White Elementary School in Detroit, Michigan, began a collaborative association with six local universities: Eastern Michigan University; Marygrove University; Oakland University; University of Detroit, Mercy; University or Michigan, Dearborn; and Wayne State University. This collaboration was initiated by the Michigan Partnership for New Education (MPNE) and funded by the Kellogg Foundation to foster systemic educational reform. Since that time, some of the staff members at White have received one-on-one support from a faculty specialist on children with special needs, visited exemplary school sites, participated in joint presentations and research, and assisted university students who work in their classrooms. Participation in this collaborative

program requires the universities and the teachers to make a multi-year commitment.

District-provided Staff Development

The Albuquerque School District in Albuquerque, New Mexico plans staff development activities for its bilingual/multicultural staff each year. These sessions take the form of workshops, institutes, cluster groups, and conference attendance. Staff development sessions are held prior to and throughout the school year. Sessions are scheduled for weekdays and Saturdays. (See Appendix AA for the staff development program for the 1993-94 school year.)

School-based Staff Development

In-service Sessions

In addition to weekly planning sessions, the staff at The International High School at LaGuardia Community College in Long Island City, New York, participate in monthly in-service sessions. For the 1993-94 school year, the following staff development offerings were presented.

September	ESL Strategies for New Teachers and Staff Presented by the ESL Department
October	Strategies on Scary Shakespeare for the ESL and Special Education Departments
November	Sheltered Content Areas - Strategies for the Classroom
January	Sharing of Resources of Speakers/Multicultural Events
February	The Vietnamese and Hispanic Students: Comparisons and Impact in the Classroom
March	Native American Literature and Culture

Continuing Staff Development Sessions

At Benjamin Franklin Middle School in San Francisco, California, a majority of the teachers have also participated in a four-year staff development program on cooperative learning. The staff meets weekly to evaluate the schools' programs. During the 1993-94 academic year, the

following topics were covered in staff meetings:

October	Reflections on Portfolios
November	Planning for Variations in Time Structures Development of Appropriate Performance Tasks Aligning Assessment with Curriculum
February	Attendance at National Council of Teachers of Mathematics Conference or the Harvard Institute on Assessment
March	Community and Parent Involvement in Instructional Programs
April	A Core Curriculum for All Students: Revising the Curriculum Matrix
May	Planning for Portfolio Entries and Eighth Grade Exhibition

Teacher Support Groups

During the 1993-94 academic year at Yung Wing Elementary School PS 124 in New York, New York, teachers established a bilingual support group which meets monthly to discuss topics relevant to the school's bilingual program. Topics are selected by the teachers and have included instructional methods and materials and the whole language approach.

> I prefer on-site staff development because the topics relate to a known population. As a teacher from a different cultural background and a different educational philosophy, I've learned much through the staff development that takes place within our school. Teachers feel free to participate in school-based staff development workshops where participants are friends and colleagues. Even if a presenter feels the workshop is unsuccessful, I'm always learning.
>
> Lily Shen
> First grade bilingual teacher
> PS # 124

Conclusion

In the last several years, the number of states with policies for ESL teacher certification has increased from 9 in 1982 to 40 in 1994. This increase is one response to the growing number of language minority students in public schools. It is also a response to the increasing demand for higher educational standards. The course work required for certification in these states is closely related to staff development activities and the objective standards of exemplary teaching being

developed by the National Board for Professional Teaching Standards.

Making Connections

1. Research your state's requirements for ESL teacher certification. How do they compare with those of nearby states?

2. Observe a content-ESL teacher in action. How does what you observed reflect the standards identified by the National Board for Professional Teaching?

3. Survey your colleagues to determine the topics they would like to see offered in future in-service sessions.

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Chapter Ten: Involving Parents and the Community

Today's educators face the challenge of equipping an increasingly diverse student population with the skills needed to face the 21st century. Students will need communication and problem-solving skills to interact effectively inside and outside the workplace and in an increasingly demands interdependent world. The challenge is not just educators' alone--students' families and their communities must share this responsibility.

Everyone benefits when families are involved in their children's education. When that occurs, not only do student attendance and behavior improve, but student attitudes toward school and learning get better. Parents benefit because they feel more confident when they know how to help their children succeed in school. Ultimately, communities benefit when newly educated members of the workforce, the schools' graduates, bring their acquired skills to work with them..

Schools typically involve parents through conferences, school newsletters and other communications, and parent-teacher association meetings, celebrations, as well as through fund-raising efforts. In addition, many schools ask parents to volunteer to help in classrooms and offices. Violand-Sánchez (1991) points out that such outreach may often entail conferences before and after school to accommodate parents' work schedules and child care during meetings. Schools may also have to offer parenting sessions, occupational training, adult education courses, and home-school liaison personnel who speak the language of the family.

Beyond the family, community involvement with education extends to arrangements between private enterprise and schools, teachers, and families. Many members of the community monitor local school board decisions as well as those instituted by state educational agencies. They volunteer in the schools, support special events, plan for guest speakers and field trips, arrange for internships and career day activities, and secure funds for resources for equipment and technology.

This chapter describes how schools, families, and communities are cooperating to make the most of educational opportunities by referring to the survey findings and drawing examples from the schools we visited.

Survey Findings

Sending letters home and holding parent-teacher meetings about the content-ESL program are the means most teachers use to communicate with parents. More than half of the teachers we surveyed also contact parents by telephone, and slightly fewer than half interact with parents through orientation meetings and communicate with them via print materials other than letters.

Examples from the Site Schools

Teachers at the schools we visited sustain home-school relationships, in descending order of preference, via letters to parents (in their native languages), parents' night events, coordination with other agencies, courses for parents, home-school liaison personnel, parent-teacher meetings, and social workers. In some communities, outreach is amplified with school-community partnerships involving parent volunteers and/or local businesses and institutions of higher education.

How do teachers in your school sustain good relations with students' parents?

Sustaining Good Home-School Relationships

Letters to Parents

Whether at the elementary, middle, or high school level, schools rely on letters or announcements in the parents' native languages to inform them of program-related or school-wide events. At Lincoln Elementary School in Wausau, Wisconsin, this means letters in Hmong and Lao; at Washington Middle School in Yakima, Washington, such letters are in Spanish; and at The International High School at LaGuardia Community College in Long Island City, New York, they are written in many languages.

Parents' Nights

Parents' night events take several forms: student activities evenings, cultural celebrations, and orientation sessions. For example, at Loneman School in Oglala, South Dakota, they held dinners for students and their families as well as "The Night of a Thousand Stars," a Lakota storytelling festival intended to perpetuate a Lakota tradition, in 1993. At The International HS, some parents' events were scheduled during daytime hours so parents who work at night could attend.

At Tuba City Primary School in Tuba City, Arizona, parent orientation sessions are conducted separately for each grade level. These sessions provide a forum for teachers and administrators to explain the curriculum to the parents.

Coordination with Agencies

At 16th Street Middle School in St. Petersburg, Florida, teachers and the Pinellas County School District work together to provide their at-risk students and their families with professional services, medical and dental referrals, cultural enrichment opportunities, and tutoring.

The staff at Washington Middle School in Yakima, Washington, involves Hispanic parents in school and community issues via the Hispanic Association of Yakima Barrios and the school's Parent Advisory Committee. In addition, the organization holds a forum where parents can talk with parents of potential students to orient them to the positive aspects of the school.

Courses for Parents

Parents of students attending Gabe P. Allen Elementary School in Dallas, Texas, attend a number of courses in ESL, General Education Development (GED), computers, and Spanish literacy. In addition, there are special parenting classes offered through the bilingual department for single parents. Similarly, parents at Hazeltine Avenue Elementary School in Van Nuys, California, take courses in ESL, sewing, pediatric nutrition, art, and pre-natal care. It is not unusual for as many as 300 to 350 parents to participate in these courses (see Appendix BB for the school's July 1993 schedule of classes).

Home-school Liaison Personnel

Almost all of the site schools employ home-school liaison personnel to assist with communication with and services for parents. The responsibilities of the liaison typically include translating school and non-school forms, interpreting, providing information about social services or other family needs, and making appointments. At Woodrow Wilson Middle School in Dorchester, Massachusetts, the home-school liaison performs all these services, holds monthly parent workshops on current topics such as substance abuse, and gives presentations at local Haitian churches.

At Lincoln Elementary School in Wausau, Wisconsin, the home-school liaison is hired by the local Wausau Area Hmong Mutual Association. This person works closely with the Hmong community and schools, educating parents about the American education system and suggesting ways they might become involved. As a result of the liaison's efforts and parents' interest, a six-week family math program offers parents activities they can do at home with their children to help them learn math.

At 16th Street Middle School, the home-school liaison's responsibilities extend to such tasks as arranging field trips, sponsoring clubs for language minority students, and locating appropriate materials for them (see Appendix CC for a list of these responsibilities).

School-Community Partnerships

Creative Efforts

Many administrators, teachers, and parents do not stick to conventional channels. Sometimes they identify and implement new ways of developing and sustaining relationships with parents. For example, at Lincoln ES, parents are kept abreast of school affairs through a three-pronged telephone system. The system offers three phone numbers, one each for information in English, Hmong, and Lao. Each of these numbers has two lines, one for daily events and one for weekly announcements and other information. To augment this system, teachers frequently make follow-up telephone calls to make sure parents understand the messages; announcements are also broadcast over the Hmong association radio station.

Like students in other schools, many at McNary High School in Keizer, Oregon, spend long hours riding busses to get to school. Thus, the size of the area complicates parental involvement. To meet this challenge, the school holds regular meetings with interpreters for parents and the local School Advisory Committee, a coalition of several parents groups, and sends out announcements and reminders about these meetings through bilingual letters.

Parent Volunteers

> "I see smiles come to the faces of students when I walk the hallways wearing the orange badge with white lettering identifying me as a 'Parent Volunteer.' I see a sense of relief from teachers when I enter a classroom to observe their class."
>
> Parent Volunteer, Pittsburg High School
>
> San Francisco Chronicle, Friday, Sept. 3, 1993, p. A21

When the topic of parent volunteers in schools comes up, the assumption is often that most are parents of elementary students. While parents do volunteer to help in elementary school classrooms, as they do at Martin Luther King, Jr. Elementary School in Urbana, Illinois, this is not the only level at which they volunteer. Parent volunteers are also visible at Pittsburg High School in Pittsburg, California, where they monitor hallways and chat with students as classes change. Their presence is a stabilizing influence and

is much appreciated.

Involvement by Local Businesses and Institutions of Higher Education

Students at 16th Street Middle School and throughout the Pinellas County (Florida) School District participate in the Doorways Program, a program offered in collaboration with the Honeywell Corporation. In addition to providing needed services, the program offers students and their families free tickets to concerts, plays, special events, museums, and recreational facilities. Another branch of the Doorways program gives scholarships to Florida state community colleges, technical schools, and universities. In 1993, several grade 7 ESL students were among the scholarship recipients (see Appendix DD for more information about the Doorways Program.)

At Washington Middle School, plans call for the school to become a magnet school in the 1994-1995 school year. As a magnet school, it will specialize in computer technology and science. In support of this aim, a partnership has been formed with the Bottelli Corporation, a local nuclear power and waste disposal plant, and the Department of Energy. They will provide money for science, technology, and math classes. Under this plan, scientists will bring equipment to the school for experiments in which teachers will participate (e.g., a study of salmon spawning); the teachers will then replicate them with students. There is also a plan to tie this program into the local Math, Engineering, Science, and Achievement (MESA) Program for students from minority groups that are under-represented in technical careers.

Like most schools in Dallas, Gabe P. Allen Elementary School is a participant in the Adopters Program through which local businesses donate supplies and volunteers to work with students. At this school, children are taken to the theater as often as feasible, and local theater groups are invited to perform at the school. The school does not have a sports or music program, so this program helps fill the gap. In the past, the Junior Players' Guild funded a drama club for the students, and many children

joined local dance groups.

In Pittsburg, California, local businesses and universities like the TOSCO Refinery, Bank of America, NOVA University, and the University of California at Berkeley send their employees as motivational speakers to local schools. These speakers visit classes when invited and relate their experiences to help students understand the consequences of the decisions they make. For example, shortly before our visit to Pittsburg HS, a speaker from TOSCO Refinery spoke with ESL classes about his dream and his plans for achieving it. In this case, the speaker had been caught up in a life of money, drugs, and violence and only achieved a positive self-image after serving a jail term and pulling himself together.

Conclusion

Because of the novelty of the U.S. school system, American culture, and English, parents of language minority students want to be kept informed about their children's progress. Newsletters in their native languages help them learn about the school's offerings and expectations and their attendant responsibilities. These materials also inform them about health services and events such as courses in parenting or occupational skills. Parent-teacher meetings, parents' night events, and orientations also contribute to parents' knowledge about schooling and offer them opportunities for involvement. Innovative programs such as taped telephone messages and radio announcements update them and the community on school events. Collaboration among schools, local businesses, and institutions of higher education to provide health services, cultural enrichment programs, or educational opportunities benefits the community by encouraging students to become successful, contributing members of society.

Making Connections

1. Interview several parents of language minority students. How do they communicate with their children's teachers?

2. Talk with several colleagues. How do they sustain good relations with their students' parents?

3. Research on effective schools reveals parental support and involvement is essential to the success of any educational program for language minority students. Do you agree? Why?

4. Research your community's involvement with the schools. How might it be improved?

Postscript

The Impact of Goals 2000: Educate America Act on Language Minority Students and Promising Practices from Content-ESL Instruction

Goals 2000: Educate America Act

As the Council of Chief State School Officers (CCSSO) recently noted,

> Today multiculturalism is a fact of life in this country. To proceed with business as usual, in the face of changing demographics, would be a disservice to all public school students as well as to the future welfare of the entire nation (CCSSO, 1991, p. 8,).

Today, "business as usual" refers to instruction that is tailored for monolingual, Anglo students and entails lecture, expository text, abstract vocabulary, and discrete-item tests. However, the days when native English speaking students form the majority of students in many of our schools are past, as more and more immigrants and refugees arrive on our shores and enroll in our schools, bringing with them diverse languages, cultures, experiences, beliefs, and values. Based on current immigration and birth rates, it is estimated that by the year 2000, the majority of the school-age population in 50 or more of our largest cities will have language minority backgrounds (Tucker, 1990). Therefore, maintaining a "business as usual" policy would be foolhardy and wasteful. Fortunately, reforms are afoot, as representatives of the government, education, and the private sector address issues of quality in the teaching force and the education it

delivers.

At the forefront of educational reform is the most recent legislation, Goals 2000: Educate America Act (PL 103-227), signed into law on March 31, 1994. These goals, when completed, will change education for all students in U.S. schools. First outlined in 1989 at the Education Summit held by the National Governors' Association in Charlottesville, VA, these goals, were founded on the premise that all students can learn to high standards. In brief, they state that, by the year 2000,

- All students will start school ready to learn.
- The high school graduation rate will increase to at least 90 percent.
- Students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.
- U.S. students will be first in the world in science and mathematics achievement.
- Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- Every school in America will be free of drugs and violence and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
- The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Goals 3 and 4 in this document have stimulated the development of national standards in the various subject areas, and a number of professional organizations have taken an active role in designing and revising content area standards. This process has resulted in the designation of additional areas, e.g., social studies, English as a second language, physical education, and vocational education, for which national standards are being defined. Standards in all areas will ultimately affect

ERIC

language minority students who study content.

In response to the goals, issues involving educational equity, funding levels, resource allocation, assessment, oversight, and state and local implementation have emerged. For educators of language minority students, three are primary: opportunity to learn standards, assessment policies, and test exemption.

If these goals apply to **all** American students, opportunities to learn must be provided, not only for the native English speaking students, but for students who speak languages other than English. In the real world, most language minority students are in large, poor urban schools, which traditionally do not attract the brightest and best teachers or provide a full complement of resources for learning (e.g., books, microscopes, computers). Can students with inferior opportunities be held to the same levels of knowledge and skills as students in wealthier, better-equipped schools?

Furthermore, who will be held accountable for achieving these standards? Will students alone be held responsible, or will their teachers, the schools, the state education agencies, or even the federal government? In terms of the students, what assessment practices will be used? Standardized tests are a common assessment tool, but do not provide accurate information about student knowledge (see Chapter 8: Assessing Student Progress). Educators of language minority students recommend alternative assessment instruments be used to measure content knowledge (see Garcia, 1994; Short, 1993). These instruments allow students to demonstrate content knowledge over an extended period of time without relying solely on language skills to do so.

While some school officials propose exempting language minority students from program accountability and tests, others (LaCelle-Peterson & Rivera, 1994; Stanford Working Group, 1993) insist they not be left out, for the goals should apply to **all** students. To exempt them would debase the process and provide no grounds for the accountability of schools and

programs which deliver instruction to language minority students nor the means to measure their progress towards meeting the goals.

Soon, the National Education Goals will be operationalized; delivery and assessment will be as the yardsticks against which the success of the reform will be measured. Teachers of language minority students need to ensure that their students' educational needs are addressed as the standards are developed and implemented. Once the standards are put into place, content-ESL will play a large role in their implementation.

Promising Evidence from Content-ESL Instruction

Content-ESL instruction has emerged in response to the needs of language minority students to learn academic language and improve their access to subject matter instruction. Delaying this instruction can impede their academic success. Content-ESL instructional practices depend on devices such as visuals, and techniques such as demonstrations and hands-on activities to enable students to learn content concepts and academic tasks. In these classes, the students gain access to academic content while they develop the language proficiency that can ease their transition into mainstream classes.

Throughout the study, in elementary schools, middle schools, and high schools, administrators and teachers in all parts of the country demonstrated the high standards to which they hold their language minority students. These educators believe their students can learn challenging content as they engage in problem-solving situations, tasks involving analysis and synthesis, role playing, and discovery learning. They also provide students with opportunities to demonstrate their growing knowledge of content by having them construct individual portfolios, work cooperatively on group projects, design visuals, and write creatively.

We saw classes in which academic content drawn from the mainstream curriculum was presented via students' native languages or tailored to accommodate their English language proficiencies through sheltered

instruction. We saw teachers draw on students' experiences and cultural backgrounds to illustrate concepts. We watched teachers use overhead transparencies, pictures, charts, and real objects to clarify them. We heard teachers modify their use of English by simplifying vocabulary, using synonyms, clearly enunciating words, and using gestures and other forms of nonverbal communication.

We observed small groups of students engaged in exploring content through textbooks, trade books, and reference materials, sometimes communicating in English, sometimes in their native languages. Many students switched between two languages quite easily, and made language serve their need for subject area information. These students are well on their way to meeting the requirements of Goals 3 and 4 of Goals 2000. Language minority students have also achieved one national goal--they have a native foreign language that can be developed and maintained through appropriate programs, such as those described in Chapter Three. In the long term they will also become successful members of our nation's society.

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Appendix A

A Descriptive Study of Content-ESL Practices: Procedures

A Descriptive Study of Content-ESL Practices: Procedures

This study was conducted in several phases. In the first phase the research team completed three major tasks: 1) They performed a review of literature to discover the theoretical underpinnings for content-ESL, to describe program models, to summarize the major instructional approaches or strategies that are currently used to teach content-ESL and sheltered instruction, to describe a sample of materials that draw on academic content as the vehicle for language instruction and resources available in designing curricula and instruction, to review methods and materials developed to measure learner achievement and evaluate programs, and to review the evolving nature of teacher education. 2) The team designed and field tested data collection instruments that would be used later in the study: a series of interview protocols and an observation checklist. 3) They then located schools with content-ESL programs through a nomination process. They contacted Title VII (OBEMLA) directors, state departments of education, directors of multifunctional resource centers, professional organizations such as Teachers of English to Speakers of Other Languages (TESOL) and the National Association of Bilingual Education (NABE), as well as colleagues and asked for the names and addresses of schools which had content-ESL programs. Ultimately 3,000 programs from all parts of the country were identified and sent questionnaires. The items on the questionnaire addressed such elements as grade levels, content areas, number of students, native languages, instructional approaches, assessment measures, socio-geographic status, and number of teachers. A total of 2,992 questionnaires were returned and the data entered into a database.

In the second phase the research team sent out another set of questionnaires to 1,500 schools. This time they asked teachers and administrators about everything from why the program was initiated, to which students were eligible for the free lunch program, to how they used different instructional methods. More than 600 completed sets of

questionnaires were returned.

In the third phase, the researchers, in teams of two, took an in-depth look at 20 programs in a variety of schools—large inner city complexes, sprawling suburban schools, and small rural schools. These schools reflected the characteristics of all the content-ESL programs which had returned the surveys. As a result, the 20 site schools (nine elementary, four middle, and seven high schools) represented all grade levels, all regions of the country, students of many ethnic and language backgrounds, and a wide range of subject areas. Data about these content-ESL programs were collected through interviews with teachers, school administrators, district administrators, students, parents, and school board members, and through classroom observations. Also during this phase the research staff conducted a telephone survey of a random sample of public schools in the U.S. to estimate the number of schools which have content-ESL programs. The survey questions were formulated to identify the grade levels in the school, to ascertain whether the school had a content-ESL program, to identify what grade levels were served, if there was a program, and to learn whether or not there were at least 15 students in the program. A total of 725 schools were contacted in this survey.

Appendix B

Field Reports of the 20 Site Visit Schools

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Detroit, Michigan

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New York, New York

Highland High School, Albuquerque, New Mexico

Content-ESL Program Information

Grades	9, 10, 11, 12
Number of Students in the Content-ESL Program	156
Languages and Number of Students	Spanish 90 Vietnamese 20 Navajo 18 Arabic 5 Chinese 5 Others 18
Number of Teachers in the Content-ESL program	8
Date Program Began	1970s
Is there a content-ESL curriculum?	Yes
Number of Paraprofessionals	4
Number of Home/School Liaisons	0

Contact Person: Ms. Kathleen Church, Curriculum Director
Highland High School
4700 Coal Avenue, SE
Albuquerque, New Mexico 87108

The School

Highland High School is a school in transition. For 20 of its 44 years, Highland was one of two high schools in the southern region of Albuquerque School District. Today, it is one of 11 high schools and is considered the most diverse in population, both ethnically and socioeconomically. Originally a college preparatory school, Highland still maintains rigorous academic standards while accepting the challenge of a student population that has less educational preparation than in previous years.

Highland's neighborhood is an area in transition, as well. At present, about 17% of the population is upper middle class and about 23% poor, with the rest evenly distributed between blue collar and lower middle class. However, as more affluent families move toward the north end of the city, it is expected that the area's demographics will change until, in ten years, Highland will serve only students of poor socioeconomic backgrounds,

including a high proportion of speakers of languages other than English.

At Highland, we met administrators and teachers committed to meeting the needs of these students with sensitivity and ingenuity. School-based management allows them to design courses to serve a multicultural population, while complying with New Mexico's mandate to provide bilingual education. With a population that is more than 38% Latino population, that means Spanish-English bilingual education.

Highland, however, has accommodated non-English-speaking students since the 1970s, when significant numbers entered the school. As a result, some sheltered courses have been in place for 15 years or more. For example, since 1979, there has been an ESL section of a keyboarding (typing) course, and world history has been offered as a sheltered course for over a decade.

Highland's reputation attracts students from outside the school's region, as well as some who are beyond the age for high school and who, regrettably, have to be turned away. At present, approximately half of the students in the ESL program are Latino; most of the others are Southeast Asian (Vietnamese, Lao, Cambodian, Thai, and Filipino) with a smattering of students from several African, East African, and Middle Eastern countries (e.g., Somalia and Jordan).

In keeping with its multicultural orientation, Highland tries to help these students maintain their ethnic heritages. For example, English-dominant Latino students who want to expand their knowledge of Spanish can take a special course called Spanish Language Arts. Native American students can take a literature course in which the writings of Native Americans are examined alongside those of European Americans. The latter classes are made up of at-risk Native American students who lack self-identify. Through reading literature and creative writing activities on topics which require self-reflection, students are taught that they can be successful in society and not lose their identity.

The Program

The ESL program is also in transition. It currently has four levels: survival, beginning, intermediate, and advanced. This means that a new student with very limited English proficiency can remain in ESL courses for four years, although, the average is three years.

ESL and content teachers have long recognized that the integration of language and content learning is beneficial. Under the guidance of the ESL Department, and with the participation of teachers and administrators, an integrated program that gives the students the tools and skills to enter the mainstream life of the school, both academically and socially, has been in place for over 15 years. For example, more content courses are being taught as sheltered courses, and there has been some resequencing of sheltered and mainstream courses for ESL students.

In addition, students' cultures are celebrated at school functions that promote tolerance among the students and acceptance of a multicultural environment. The week of our visit was Unity Week, whose student-generated theme was, "Unity through Diversity." Folklore, story-telling, poetry, music, dance, and speeches presented aspects of African, Latino, Native American, Vietnamese, and other cultures. Lunch on Friday was an International Fair.

So that students can move gradually into the mainstream, the number of hours of ESL per day decreases as the student moves through the program (See the chart below).

STUDENTS	**Number of ESL Hours**
Survival	3
Beginning	3
Intermediate	2
Advanced	1

Sheltered courses are offered in math, science, social studies, health, and keyboarding. The survival and beginning level students take basic math, foundations of algebra, or geometry, according to their

abilities. Mainstream art and physical education classes are electives. Two new one-semester sheltered courses are available for those who have reached the intermediate level of ESL: government and health. Intermediate students can take a sheltered biology course. If they do well in it, they go on to a mainstream chemistry course. Students who don't perform as well in the biology course follow up with physical science instead. In social studies, students are able to take a mainstream economics course by the time they are seniors.

Overall, the goal is to provide the same education for ESL students that the mainstream students receive. The only potential problem area is in mainstream English. Students who begin high school at the survival level of ESL ordinarily do not have the opportunity to take a regular English course until their senior year. If they can qualify for ninth grade English as early as their second year and continue with the mainstream program, they then have three standard literature and writing courses. In all other areas of the curriculum, the education of the ESL students is the same as, if not better than, that of their mainstream counterparts.

In-Take and Exit Procedures

Students are screened at entry through the Structure Tests--English Language (STEL), and the results are used for provisional placement in ESL and math courses. Adjustments are made as needed, based on the students' actual performance. For example, one math teacher said that many of his students enter his course with very good math skills-- what stumps them is word problems. However, once a student is mastering word problems, he recommends moving the student to the next level.

In ESL courses, promotion from one level to the next is based almost entirely on teacher evaluation and recommendation, with great emphasis placed on reading and writing skills because of their importance for success in academic studies. Relatively little out-of-class assessment is

done, since teachers want to be sure a piece of work is indeed the student's own. A letter grade of D or better is required for passing to the next ESL level. A student passing with a D, however, may be encouraged to repeat the class during summer school.

In content courses, teachers determine what letter grade is passing. One basic math teacher, for example, considers D a failing grade; C is the lowest a student may earn to be recommended to move to foundations of algebra.

ESL students are monitored and tracked by the ESL department chair after they have left the program. Monitoring is done informally through dialogue between the ESL and content teachers. In fact, ESL students and ESL teachers often stay in contact after students leave the ESL classes. If students have problems in one section of a course, they can be transferred to another section. In addition, the bilingual coordinator pays weekly visits to mainstream classes which have large numbers of ESL students to ensure coordination between content teachers, assist in the presentation of materials, and make modifications to the curriculum. As a result, a high percentage of ESL students are graduated, with many receiving academic letter awards for having three consecutive years of a 3.0 average or better.

The Staff

All the teachers in the ESL program are either ESL-certified, content-certified, or ESL- and content-certified. Many of the ESL teachers have been on the staff for several years. Together, they have developed a well articulated sequence of courses which is aligned with sheltered content courses.

Formal staff development includes monthly hour-long workshops on ESL teaching methods and language and content integration. They are attended by content teachers, especially those who teach sheltered courses. Attendance is voluntary and remunerated. Teachers we spoke with commented

one-day writing test which measures students on the California Achievement Proficiency Domains: persuasive essay, evaluation, interpretation, autobiography, observation, instances to support a generalization, and cause and effect. The test is available in a variety of forms and is composed of writing prompts. The test is scored holistically by the faculty. Test results are used to measure students' progress in English. Level II ESL students take the test for practice; Level IIIs take it as an achievement measure and the scores determine when students exit to mainstream courses.

Spanish-speaking students who are new to Pittsburg High School are assessed to determine their proficiency in English with the Bilingual Syntax Measure (BSM) to determine their ESL level. If they know Spanish, they receive a written test. The written responses are scored to determine whether or not they would benefit from the Spanish for Spanish Speakers courses. Rarely, but if students are strong in both languages, the BSM is given in Spanish. Students are then assigned to one of three levels of Spanish for Spanish Speakers courses: Level I is for students who do not speak Spanish well and/or have had little schooling; Level II is for those with some schooling; and Level III is for those who are skilled but want to continue their Spanish instruction. Students usually complete Levels I, II and III before they are mainstreamed. It is possible, however, for students to be mainstreamed at mid-Level II if there is a student or parent request.

Instructional Procedures

At Pittsburg, we had the pleasure of following a single group of students through the day as they moved from literature to science to math class. It was fascinating to see how the pattern of student engagement changed from class to class, with participation seemingly dictated exclusively by student interest: that is to say, the students' separate inclinations surfaced despite the language gap. This suggested that they

teachers use other sources in adapting the mainstream curriculum.

In one health class, we saw the materials were clearly quite challenging for the students. The teacher let the students read the material as well as they could, and then provided them with numerous opportunities to extract key information by rephrasing and restating what they had read, hence eliciting discussion. In a science class we saw an Arabic-speaking student with very limited English proficiency used an Arabic-English dictionary and was given more time to finish assignments to "do the best he can."

Instruction in most of the classes we observed was participatory and hands-on. Science classes included lab work, and had incentives for extra credit for both regular and ESL students built in. As one teacher explained, students in a biology class were creating three-dimensional models of plant cells based on slides. The ESL students spend more time on the lab assignment identifying cell parts than do the regular students to make sure they saw the appropriate parts. For example, ESL students work in groups to draw large pictures of cell parts and present them to the class by explaining what each part does. Then, later, the classroom becomes a "plant cell" with the classroom wall representing the cell wall and the door representing the cell membrane. The ESL students act out the roles of different kinds of molecules: a salt molecule that diffuses and a sugar molecule that is transported to the mitochondria where another person representing oxygen "breaks their bonds." ESL students also spend more time on the function of terms than on definitions. ESL students receive extra credit for completing these activities.

In general, teachers ease the students' language burden by using performance objectives, rather than relying solely on written tests. For example, in the keyboarding course, timed tests sometimes consist of student-composed sentences rather than those prescribed in the teacher's manual. And, in a sheltered ESL basic math class, students work with individual booklets at their own level. Students may request assistance

from peers or the teacher. What is emphasized is not to know how to do it in English, but to understand the concepts.

Cooperative activities, such as group writing and reporting, were encouraged. Large topics were broken down into sub-topics, giving the group better control over the subject matter. Guided by critical questions, each group read to gain an understanding of one sub-topic, then reported to the rest of the class. For example, in a social studies class, students were divided into groups of four. Each group covered a section of the text chapter and prepared notes to present to the class (e.g., Group A, The Social and Political Problems during the Civil War; Group B, The Strategies and New Weapons Used or Created for the Civil War; Group C, Women and the Civil War). In addition, they also researched a topic in the library and prepared it for class presentation as well. Through this "jig-saw" style activity, each group represents a "piece" of the "whole." This reduces the burden of learning for most students when studying a large topic. As a result, they learn by teaching themselves and from others.

Teachers are conscious of the academic skills which their students need to learn. In order to prepare his students for mainstream courses, one history teacher regularly assigns research reports which are read orally. He noted that students usually start out quite haltingly at the beginning of the year, but by the end of the year, they make presentations with ease. In this particular course, peer language majority students coached the ESL students. In other classes, the skill of notetaking was taught through modelling. Teachers wrote key phrases on the chalkboard or an overhead transparency. Students then copied them into their notebooks.

Even when students' English language skills were severely limited, teachers posed mind- and language-stretching questions, such as, "What does it mean if I say 'The President of the United States is the most powerful person on earth?'" in a government class; "What happens if you kill a person and you sincerely repent?" in a unit on religions in a world history class.

ERIC

In all the classes we observed, student talk in the native language was accepted by the teachers. In fact, teachers who don't speak Spanish had learned enough to respond to students. One teacher was having his students teach him Vietnamese.

In general, teachers conveyed high expectations for the students in the form of encouragement and positive feedback. After a fairly fast-paced session of advanced-placement word problems, the math teacher's comment was, "See, you can do anything---anything." Students were given prompt feedback on their work in the form of grades or encouragement, for example, from the satisfaction they derived from having completed a number of steps in a programmed sequence. In one math course, the post-test of a unit was graded immediately so each student could see what hadn't been mastered and try to learn it. In general, students are motivated to achieve good grades, and the teachers recognize this. At the same time, they convey the idea that it may take more than one try to get a satisfactory grade. In one class, the teacher informed the students that almost everybody had passed, but some of them would be angry with their grades. He reported the grades student-by-student. Others overheard, and either congratulated or sympathized. The procedure created a feeling of camaraderie and peer support.

Conclusion

We were particularly struck by the high degree of trust students and teachers had in each other. Questions were asked and attended to. Students often outperformed the language majority students in their mainstream courses. Students said they felt supported by their teachers and could go to them at any time for help.

Perhaps the weakest aspect of the program was its outreach efforts and parental involvement. In general, parents receive no orientation when their children enroll and there is no mechanism such as a newsletter to keep parents informed. At back-to-school events and parent-teacher

meetings, little is done to provide interpretation for parents who don't speak English. The administrators were aware of this situation but felt they had to get the program operating at an acceptable level before they could address it. Their efforts appear to be paying off. Parents we spoke with indicated that they were pleased with the education their children were receiving.

The Albuquerque School Board is aware of the rapidly changing demographics of the area that Highland serves. Something needs to be done about long-term planning for the school, especially since it is obvious that it will continue to be highly multicultural and they understand the need to have more certified bilingual teachers who speak languages other than Spanish. Meeting these needs is problematic, considering the amount of money that is made available through equalization formulae. However, the capacity of Highland's administration and staff for creative adaptation and their unswerving commitment to a quality program may defeat the odds.

The International High School at LaGuardia Community College, Long Island City, New York

Content-ESL Program Information

Grades	9, 10, 11, 12
Number of Students in the Content-ESL Program	426
Languages and Number of Students	Spanish 209 Korean 34 Cantonese 25 Polish 24 Romanian 13 Pashto 10 Arabic 9 Russian 9 Bengali 7 Others 86
Number of Teachers in the Content-ESL program	30
Date Program Began	1985
Is there a content-ESL curriculum?	Yes
Number of Paraprofessionals	8
Number of Home/School Liaisons	1

Contact Person: Ms. Ruth Ellen Weiner
The International High School
at LaGuardia Community College
31-10 Thomson Avenue, MB 52
Long Island City, New York 11101

The Setting

The setting is not spectacular. Factories, unused warehouses, convenience stores, and parking lots dominate the scene. Constant traffic moving to and from Manhattan makes it sometimes hard to cross the street. The air is dirty, and the noise can be deafening. Elevated subway cars covered with graffiti move ridiculously across the sky. Classrooms, by comparison, are mostly in the basement, windowless and cramped. Few have bookshelves or cabinets. When they are filled with students, there is little room to maneuver. Hallways are crowded, ill-lit concourses.

We are at LaGuardia International High School (IHS) at LaGuardia Community College (LGCC), the youngest college in the CUNY firmament at the city's virtual heart in Long Island City, Queens. IHS students mingle

freely with the college's more mature students. This implicit identification of IHS students with college life was an important aspect of the educational philosophy behind the school's creation in 1985. Explicitly, IHS students are encouraged to interact -- to use the gym and library, eat in the student cafeteria (IHS offers no food service), and take college courses after they have completed half of their requirements (22 credits) for a diploma. Most (approximately 150 each year) do that, with mathematics, computer, and English courses being the most popular options. Needless to say, the school is fully accredited and meets New York State graduation requirements. Further, its graduates are guaranteed admission to the college.

So you might think that IHS is one of those elite big city schools with tough admissions standards, a university affiliation, and students on a fast track to the Ivy League. Think again. Drawing from the city as a whole, this magnet school instead offers at-risk youth whose native languages are not English an innovative program of alternative education. Its students have been in the United States for less than four years, have English proficiency skills assessed at or below the 21st percentile on the Language Assessment Battery (LAB), and enter with the recommendation of a guidance counselor. Although they walk in as LEP students, most are fully proficient by the time graduation rolls around.

Cramped quarters and a rough-and-tumble neighborhood have little effect on the enthusiasm of these students or their teachers. The teachers seem to know all of the students and care about them. They gather in impromptu clusters in the hallway to resolve problems the minute they arise. Bulletin boards attest to the depth of student participation in the school's governance and the range of extra-curricular activities available to them, but they don't tell the whole story. There is a palpable difference in the way students here talk about their school, as if going to school were a transforming experience. Can they really care that much? A long waiting list of eligible students and constant inquiries from teachers

anxious to join the faculty suggest they do. So does a steady stream of visitors (Dutch Television was there the week before our visit). They come to marvel at this alternative institution where education for linguistic minority students and instructional innovation go hand in hand. One reason for all this heady attention is that IHS enjoys a dispensation few public schools share: they admit only those students and faculty who wish to be there. This has the effect of stabilizing the environment and accounts, in part, for the school's buoyant atmosphere, its low teacher turn-over rate, and its remarkable academic achievements.

The Program

In the 1992-93 academic year, IHS enrolled 460 students from 52 countries speaking 38 different languages. Although the school budget had been written to accommodate 400, the faculty accepted more who were overaged, and consequently, difficult to place. Approximately 40% were Latino, 30% were Asian, 25% were Eastern European, and 5% were Haitian and African. Nearly 50% come from non-traditional families, and more than 75% fall below federal poverty indicators. The faculty consisted of 35 teachers, eight paraprofessionals, three guidance counselors, and three family liaison workers. Besides English, the staff spoke more than 12 languages. Although most of the teachers were white and middle class, the principal explained that two Hispanic teachers and one Asian teacher had recently left for assistant principalships at other schools in the city.

IHS is clearly successful if success is measured in terms of attendance, drop-out, high school graduation, and college enrollment rates. Average daily attendance has been at least 90% since the school opened. Fewer than 10% of the students drop out (the citywide rate is more than 30%). More than 90% graduate, and over 95% go on to post-secondary instruction at a college or university, a community college, or a technical school. Qualitative evidence, such as we gathered through observations and interviews, also shows that IHS is very successful.

ERIC

Three key factors explain its success: its instructional approach, faculty collaboration, and student internship program. Other factors include the level of student participation in scheduling course selections, selecting and sequencing learning tasks, and governing the school. Specifically, small student groups discuss issues of concern weekly with a teacher in a relaxed, supportive homeroom called House. Finally, the trimester structure makes a broader range of courses and more creative combinations possible.

Instructional Practices

Instruction in IHS classes is woven with three threads: the integration of content and language development in all subject areas, the incorporation of cooperative learning activities, and the promotion of native language development. Unlike most other schools with special programs for LEP students, IHS offers neither ESL nor bilingual education. Instead, every teacher is both an English teacher and a subject area teacher. Curricular units and materials are designed with an eye on how well they meet both these objectives. Teachers use visual aids and graphic organizers, demonstrations, modeling, hands-on activities, process writing -- anything that will help them accomplish their twin objectives. They also use reading materials from a variety of sources.

The school day is structured to facilitate lessons that provoke student participation and give teachers time to develop topics via a variety of learning activities. Each period is a 70-minute block, allowing plenty of time for content-related discourse, and classes meet four times a week. This schedule meets New York State requirements, but still leaves enough time for the House period every Tuesday morning and two hours of staff development every Wednesday afternoon.

Because the student body is so diverse linguistically, it is not possible for the staff to use all the students' native languages for instructional support. However, cooperative activities in small groups,

pairs, and peer tutoring sessions provide emerging English speakers with additional native language support from classmates. Implicit in such arrangements is an acceptance of the native language as part of the instructional mix. New York offers Regents Competency Tests in math and writing -- passing grades are required for graduation -- in 29 languages other than English. IHS's support of native language development, therefore, has the serendipitous advantage of helping students pass these two state-mandated tests. Students do not, however, rely on interpretation and native language explanations throughout their careers at the school. Rather, most are keen to learn English quickly and plunge into content they have already studied in their native languages.

In one global studies class we observed, 23 students, 10th and 11th graders, were seated around four tables. The topic of the day was current events, and for homework the students had selected a newspaper article and summarized it on a form designed by the teacher. First, they read their summaries to the group around them while group members completed an evaluation sheet, commenting on such aspects as oral presentation and content. The peer evaluators also gave a grade to each summary and signed the evaluation form. Two of the articles reported on had been written in the students' native languages, but all summaries and evaluations were in English.

The faculty's support of native language use and development is not only apparent in such activities -- it also plays a role in the school's overall environment. Teachers and other staff members seize every opportunity to acknowledge the benefits of bilingualism for both general cognitive and career-specific development. Several times, we heard staff members speaking in the students' native languages and urging their use in reports for the school newspaper. If enough students are interested and a staff member is available, informal discussion groups are formed at the school for native language enrichment.

One class we observed was a comparative grammar course.

Interestingly, several of the more advanced English-speaking students had asked for a course in English grammar. In response, the teacher opted for a discovery learning approach in which students examine English sentences, draw conclusions about the rules they exemplify (no mean feat!), and compare those with the rules in their native languages. For the course project, each student creates a personal "grammar book" that highlights the differences and similarities between the two languages explored during the course.

Finally, IHS' interdisciplinary focus is worth mentioning. In 1991-92, a three-subject interdisciplinary unit was developed entitled "Motion." It embraces activities in language arts, physics, and physical education. Students who participate are block-programmed, thereby acquiring team-like cohesion. In language arts, they read stories and poems on the theme of motion as they examine the concepts of motion, emotion, motive, and motivation. In a core physics and mathematics component, they conduct laboratory experiments related to Newton's Three Laws of Motion, requiring them to create algebraic equations and apply advanced math skills. In physical education, they do a modified version of the Outward Bound ropes course, which requires trust and teamwork. As the major assessment measure, the students prepare portfolios that are reviewed by peers as well as all three subject area teachers.

A second interdisciplinary unit on "Visibility/Invisibility" covering the same four subject matter areas is now in place. It explores elementary concepts in optics, reflections, and identity in a variety of ways. IHS also plans to implement a full-scale interdisciplinary program for all of its students beginning in September 1993.

Faculty Collaboration

At IHS, faculty collaboration entails more than just meetings to discuss student achievement or thematic lessons. Rather, collaboration mines deeper veins of leadership, responsibility, and accountability. In

the first place, teachers play an active role in scheduling, course selection, staff hiring, and evaluation. The administration's job is to support the faculty's work, thus empowering the teachers and enabling them to create the best learning environment they can. They are actively encouraged to experiment with lessons, materials and techniques. This atmosphere of trust and this philosophy of shared decision-making are two important reasons why many teachers want to join the IHS staff.

As previously mentioned, Wednesday afternoon is set aside for staff development. This policy demonstrates the administration's commitment to professional development. Sometimes, teachers meet as a group to discuss schoolwide concerns, new city or state regulations, community issues, and the like. More often, though, teachers serve on smaller faculty committees such as the Curriculum Committee or the Personnel Committee. These committees are key to the school's smooth functioning and enthusiastic atmosphere.

We participated in one staff development activity during our visit. A physics teacher was creating a unified series of lessons and asked some colleagues to try some of his proposed experiments before he asked the students to perform them. Thus, in an informal, proactive fashion, he was checking whether they would work by using colleagues -- only one of whom was a science teacher -- as guinea pigs. He was also asking them to buy into this unit and consider ways they could reinforce its main points in their own classrooms. The activities were stimulating, informative, and fun. We spent a delightful hour learning about kaleidoscopes, star patterns, symmetry and angles of incidence and reflection in preparation for making our own kaleidoscopes using cardboard tubes, mirrors and colored pieces of paper.

The Curriculum Committee designs the master schedule of courses by taking staff availability and student preferences into account. It also plans graduation requirements and path options for students. At times, this committee subdivides to develop course-specific curricula. Teachers

realize that the lack of commercially produced material that meet their aims requires them to design their own. The program at IHS offers teachers the opportunity to do so as part of their weekly routine.

The Personnel Committee also plays a major role. A rotating subcommittee made up of several teachers makes initial faculty appointments; the chairman is chosen via an election process each year. Another subcommittee has established and regularly implements peer evaluation procedures for the staff. The Personnel Committee thus controls the hiring, evaluation, and promotion of staff.

Student Internships

Long before "school to work" transitioning became popular, IHS established a system of internal seminars and external internships for students. Convinced that students learn best outside the classroom, IHS staff turned to local businesses, social service agencies, and the NYC Board of Education to place students in short-term employment. Two types of 12-week internships are available: regular and executive. Regular internships involve $3^1/_2$ hours of work and two periods of classwork per day for four days each week; the fifth day is spent in a half-day seminar. Executive internships involve eight hours of work for four days with a full-day seminar on the fifth. An executive internship counts as two regular internships, and all students do the equivalent of three regular internships during their four years at the school. The job selection process varies slightly with these two types of internships. Regular students choose a work site from a list of available options. Executive students work with a guidance counselor to tailor the selection to the students' interests and abilities.

Interviews with the students confirmed what we suspected. Most were positive about the internship experience and said they had improved their proficiency in English at work. Some were also delighted that they had been able to use their native language skills in the process. In one case,

a student intern at a family court had acted as interpreter for the lawyer of a Polish defendant. As a recent immigrant, he had found that experience particularly gratifying. As he said, "You have responsibility and the adults treat you well and depend on you." Another pointed out that "it didn't help with my field of interest, but I learned how to work with people and express expectations about a task."

Conclusion

International High School is an unparalleled success. The school receives, on average, 100 visitors each month. Teachers, administrators, state and federal officials, policy-makers, and researchers monitor its progress. The city has recently opened a school spawned by IHS, Manhattan International High School, whose principal is a former IHS assistant principal. Everywhere there is evidence that, at IHS, students are offered a rigorous instructional program in a supportive atmosphere: the staff both cares about the students as individuals and closely nurtures their language development and subject achievement. More than 90% of the students acquire a high school diploma while learning about occupational options and making career decisions. In sum, International High School takes a whole school approach to learning and life, and it does it well.

McNary High School, Keizer, Oregon

Content-ESL Program Information

Grades	9, 10, 11, 12
Number of Students in the Content-ESL Program	121
Languages and Number of Students	Spanish 95 Vietnamese 8 Filipino 4 Marshallese 4 Russian 3 Khmer 2 Others 5
Number of Teachers in the Content-ESL Program	12
Date Program Began	1990
Is there a content-ESL curriculum?	Yes
Number of Paraprofessionals	1
Number of Home/School Liaisons	1

Contact Person: Ms. Gail Brooks
McNary High School
505 Sandy Drive, North
Keizer, Oregon 97303

The Setting

"We the students of a Keizer, Oregon School hereby declare our school to be a prejudice free zone. We think everyone should be treated respectfully and not discriminated against because of race, religion, gender, age, economic status, abilities, or ethnic background. We appreciate our differences and do not put people down because of these."

No Dinx 1993

These words from a t-shirt and poster campaign conducted by the McNary High School Students Against Violence and Discrimination are not just the idealistic words of adolescents. They also represent the philosophy and intended practice of the McNary High School students and staff. As one teacher explained it: "We have no tolerance for hate." When the first ESL program began at the school three years ago, students and staff were shocked when they heard the new students speaking to each other in other languages, but today, except for a very small number of students and parents who would like to return to the days before the ESL

students came, the over-all environment is both curious (about these students, their languages, their cultures, and their experiences) and concerned for their welfare. The district is committed to multiculturalism, and the mission statement of the Salem-Keizer Oregon schools explicitly includes bilingual students in its goals.

Besides helping students to acquire English language proficiency and achieve and compete successfully academically, the district also wants to help students develop a positive self-image and cross-cultural competency and maintain or develop their native language skills. The district encourages bilingual education in elementary schools and the use of the first language (through bilingual aides, teachers who speak some of the students' languages, and a number of other support systems) at the secondary level.

The Greater Salem School District, which houses McNary and four other high schools, is the second largest in the state, but has the lowest per pupil expenditure. Five of the seven poorest elementary schools in the area send their students to McNary and many of the students, especially the ESL students, are eligible for the free lunch program. Of the 1,540 students at McNary, 150 are in ESL, and the number increased in 1992-93 at the rate of 26%. Most of these students are the children of migrants who settled in the area to work in the nurseries or light industry, but there are also a number who have moved to the Salem area from California or Portland. Ten years ago, the students in the district were mostly from Southeast Asia, but today more than 75% are Latino, with the remainder from Southeast Asia, the Pacific Islands, or the former Soviet Union.

The School

McNary is only one of two magnet ESL schools, so most of the ESL students are bussed here. It is the second of the five high schools to have a newcomer ESL program. The district is committed to neighborhood schools and is expanding the high school newcomer and ESL program to a

third high school next year, with plans for adding a fourth the following year. It is also doing a number of things to encourage parental involvement, something which is especially difficult for a school that busses students in from a large area. The school holds regular meetings with parents and provides interpreters for them. The Local School Advisory Committee, a coalition of several parent groups, meets monthly, and sends out bilingual letters as reminders. The school also has a bilingual (Spanish-speaking) counselor who is the person most parents turn to when they have concerns. Several parents are interested in starting an adult ESL class, which would bring them to the school more often. The district is also interested in starting a Spanish as a Second Language course for parents.

The Program

The ESL program began at McNary in 1990. At that time the ESL program was transferred from another high school and the Newcomer Center was transferred from a middle school. The school board's goal was to have high school aged newcomer students placed in a high school setting rather than in a middle school setting. When this change occurred, the principal greeted the new ESL coordinator by saying "Oh, you have a real program now," not the one-on-one tutoring program that had previously been provided. Despite the recency of the program and its low funding base, the school district has designed, implemented, and refined a content-ESL program at McNary and provided a broad array of other educational services for the ESL population.

The goal of the ESL program is not just to develop English language skills, but also, as one teacher put it, "to make the kids successful." Many elements of the program promote this goal. There is an explicit curriculum for the program and a guide that explains how the program fits in with the mission of the school as a whole and provides answers to frequently asked questions. There is a clear intake process. If students

(and parents) arrive at a school without having been to the Bilingual Central Office, the school calls the Newcomer Center and sets up an appointment for the family and the student. Students are tested with the LAS oral test, the SLEP, and sometimes a writing sample, and their credentials from other schools are evaluated. There is also a bilingual special education referral process for students who may need it.

There is also a sequenced set of courses for ESL students (the newcomer program, five levels of ESL, and a number of sheltered content courses), in which each student is placed according to prior educational background and English language proficiency. Those who come with little or no prior education or English language proficiency enter the newcomer program, which teaches basic English, first and second language literacy, and English through the content areas. They may stay in the program for three months or a year before they transfer into the regular secondary ESL program of ESL and sheltered courses. Those who exit the newcomer program may go to another high school or stay at McNary, where they take ESL reading, ESL writing, and sheltered classes in science, health, math, and history taught by mainstream content teachers. As they progress through their courses, students take fewer ESL classes and more sheltered classes, then fewer sheltered classes and more regular classes. ESL students are integrated with English-speaking students in at least some portion of their education from the beginning. Even while they are in the newcomer program, they take physical education with English-speaking peers. It is also possible to exit a sheltered course and be placed in a regular content course at any time, though teachers often have to convince students that they are ready to leave the sheltered environment. Those students who do so are reported to do very well in the regular classroom.

Students get elective credit for Levels 1-3 of ESL; English credit for Levels 4-5; and because the ESL/math, ESL/science, and other sheltered classes are taught by content teachers, students also get content area credit for each sheltered class. Thus, students who have been in the ESL

and sheltered program for some time can still graduate, though it may take them more than four years to do so.

It is ironic that the goal of neighborhood schools may cause the program to shrink in future years: as ESL students are sent to other high schools, there will not be enough ESL students left at McNary to provide all of the ESL/biology, ESL/health, and other sheltered courses! The recent passage of a state-wide referendum reducing the amount of money taken from property taxes for a five-year period (similar to Proposition 13 in California) is also likely to take its toll on the program. At a time when the student population (especially the ESL population) is growing rapidly, funding will decrease.

The Staff

The ESL staff consists of a coordinator (for the building), three full-time and two part-time ESL teachers, three aides (one Spanish speaker, one Cambodian speaker, and one English speaker), and a number of content area teachers who teach the ESL/math, ESL/social studies, ESL/keyboarding, ESL/manufacturing, and ESL/biology courses. Because the goal of the program is to provide as much first language support as possible (though not necessarily bilingual education), ESL teachers are hired partially on the basis of their competence in another language. Many of the content teachers in the program speak other languages as well, or have lived in other countries or worked in alternative programs with Native American or Hispanic students. Teachers often use the students' first language to clarify something or encourage other students to do so. Most of the content teachers volunteered for the program, but even those who did not seem committed to it. An ESL teacher who formerly taught reading expresses the views of many on the staff when she says that she likes teaching ESL students because "They work harder," and "It's more fun."

Most of the training for the program has been conducted during the school year, in after-school sessions in which ESL and content teachers

meet to discuss strategies. The district also has a teacher training grant funded by the state which is focused on helping math and science teachers to work with LEP students and to develop peer teaching strategies. That program has had a great response: many of the math and science teachers from grades 6 - 12 usually attend training; one science teacher explained that attendance was high because the topics covered were really needed. The sessions have focused on cultures and learning styles, learning a second language, cooperative learning, and other instructional strategies and issues. This teacher's only regret was that sessions didn't start until after the school year had begun.

Instructional Practices

The ESL/content or sheltered classes provided abundant evidence of the value of the training. Teachers use a lot of hands-on activities, give explicit directions in a variety of forms, and provide enough time for students to understand and complete the work expected of them. They reveal an abundance of good intuitions about how and when to demonstrate or gesture, when to slow down or repeat, and how to ensure that students have understood. They take advantage of "teachable moments" to expand vocabulary and engage students in problem-solving. There is also a great deal of attention paid to language. As one of the content/ESL teachers put it, "I concentrate a whole lot more on language than I do in a regular biology class." That language is not just the technical vocabulary of biology. This teacher's students had recently had trouble completing an assignment in which they were to "moisten" something; she is certain that had they been asked to "wet" it, they would have had much less difficulty with the assignment. As a result of her students' limited knowledge of English vocabulary, she concentrates on "everyday language" and "typical terms" as well as the scientific language of sepals, pistils, and the like.

This teacher's biology class provided one example of good sheltered teaching On the day we visited, the students were taking a unit test, and

before they began the test, the teacher was careful to ensure that they understood what was expected of them. She wrote the directions on an overhead transparency, reading them aloud as she did so and explaining what they meant. She demonstrated the intentions of several test directions. For example, the test asked students to "draw a top view" and "a bottom view" of an apple and to "label where petals were on the drawings." She held up an apple and pointed to the top, indicating what needed to be done and then did the same for the bottom. Then she explained that the "were" in the directions for labeling "where the petals were" meant that "they aren't there any more; you need to label where they [the petals] used to be." She also demonstrated where the students should cut the apple to get "halves" and how they should break a peanut in two for the same purpose. She also used the test as a teaching activity to help students develop test-taking skills, with reminders to watch the time: "You probably should be getting to page two by now" or "You need to make a choice. You've still got your drawings to do." Oregon is iris country, and the irises were in full bloom when we were there. Students needed to draw a cross-section of the iris for the test (which showcased the artistic talent of many of the students), and were rewarded with an iris, an apple, and a peanut when they finished.

The ESL math class, like the biology class, also illustrated that with appropriate instructional adaptation and attention to language, the students could achieve at high levels. The class was reviewing the Pythagorean rule (the square of both legs of a right angle triangle is equal to the square of the hypotenuse). While they had applied the formula in previous class sessions, this one was devoted to helping them to understand the basis for the rule. To help them understand the explanation, the teacher simplified and slowed down his speech, repeated and defined terms, and clarified what he wanted by demonstrating it on an overhead transparency, but he did not engage in reductionist teaching. Instead, throughout the lesson, he indicated his confidence in the

students' ability to master the core content by engaging them in higher-order thinking and developing inquiry and evaluation skills, asking questions like, "Is that a coincidence?" or "Is it important that that's the same?" He asked students to relate what they were doing to mathematical principles and rules with such questions as "What does that have to do with the rule?" and "I left something out. What's missing?" He also encouraged and praised students for their attempts ("Perfect." "Good job." "Looks like everybody is headed in the right direction.") and set high standards. He told one student who had succeeded in drawing a triangle to specification on the graph paper that "Your triangle is great, but it's not in the center of your paper," and then explained and demonstrated with a graph on an overhead transparency what he meant by "the center of the paper" and the number of units that each leg of the triangle should consist of. He also used this as an opportunity to re-explain the naming of the parts of the triangle (leg a, leg b, the hypotenuse, the angle, a right angle, 90 degrees, etc.)

Notable Features

Perhaps what characterizes the program most is the high expectations set for all students and the belief that all students can succeed. As teachers walked around the room to work with individual students, they often said things like, "That's it," "Looking good," "I saw some real good drawings up there," and "I know you are going to do well on this." When students didn't know something, teachers make a real effort to keep them from being embarrassed. When one student had difficulty saying "Pythagorean rule," the math teacher commiserated: "It's a tough one. I have trouble saying it, too." There is an understanding that ESL students may need more time to complete written work or may need more time to understand directions or explanations; but that does not result in lowered expectations of the ability of these students to understand, learn, and perform.

Even disciplining tends to be indirect and protective of students' self-esteem: when one student put his hat on (forbidden in the school) toward the end of class, the teacher said jokingly, "There's that boy with the hat on again. Tell him about the hat," and when talking got too noisy in the closing minutes of class, she reminded the students that "We've got five more minutes." The ESL writing teacher encourages pair- and small-group interaction and has a high tolerance for noise. When group participation precluded her ability to hear the answer to one of her questions, she gently reminded the students, "Hands, please," and followed that with, "It's wonderful if you all know, but it's hard for me to hear."

The environment in many classes and throughout the building is supportive of the ESL students and of their language development. Many of the classrooms are print-rich, filled with interesting posters, mobiles of key words, and examples of student work. They also frequently have maps, overhead projectors, and real-world learning aids. For example, the science classroom not only has microscopes, bunsen burners, and posters of endangered species, but also wasps' nests, pine branches, and other realia spread around the room. ESL classrooms, especially, are filled with paperback and hardback books, purchased by the teacher or borrowed from the library, that students can read.

While the focus of the ESL teachers is on English language and literacy development, as evidenced by attention to vocabulary development, pronunciation assistance, and reading and writing activities, there is a notable effort to integrate this language teaching with the academic content and thinking, problem-solving, and study skills required in the mainstream classrooms. One ESL teacher began class by reading a humorous story that students had written, and then asked them to consider what might be added or changed to make it even more effective. Then students worked in pairs to write a story based on two pictures they had chosen. As they worked, the teacher walked around the room, answering questions and encouraging them with "Good" or "That would be a good story." She also

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fostered independence, asking them, "What could make this a better story?" or inviting them to look up a word in the "big dictionary in the back of the room" rather than providing them with the spelling. A vocabulary lesson was based on a reading about exploration which provided an excellent introduction to vocabulary and concepts important in geography and history. The teacher helped students to grasp the meanings of new words by relating them to words they were familiar with ("elevation" with "elevator," for example) and focusing on pronunciation features which were likely to be problematic (asking "Did I say 'b' or 'v'?" or "What'd I say: 'v' or 'b'?" when dictating the words "avalanche" and "boost"). Students were also encouraged to contribute insights into word meanings from their primary languages.

The school subscribes to Channel One, the educational television network, which was integrated well into the ESL Level 1 class that we visited. The news on Channel One dealt with the situation in Cambodia, the home of many of the students in the class, as well as one of the teacher aides. The teacher used this as an opportunity for the Cambodian aide to tell the class about Pol Pot, the Khmer Rouge, and the genocide in Cambodia.

Teacher-student Rapport

Teachers and school staff have a high level of regard and respect for the aides, as well as for the students, and collaborative teaching and cooperative learning are common in many classrooms. Students are encouraged to instruct and help each other and are often divided explicitly into groups or pairs to do so. One of the best illustrations of this cooperation was the ESL manufacturing technology course, where students were working on making tool boxes, sun catchers, and a variety of welding and other projects. Students who were further along on their projects helped those who were behind, and the teacher moved among the students giving advice and answering questions, sometimes calling several students

together to explain or demonstrate something. One of the students in the class is a peer-helper in the school, helping students who are in trouble. He recently helped convince a lonely Latino student that becoming a member of the Latino Club was a better way of finding friends than becoming a member of a gang.

Challenges

Despite the high level of commitment, teaching, and learning, there are challenges facing the school. Perhaps the greatest is financial, but also important is the philosophical challenge of balancing a desire to maintain neighborhood schools with the need to provide appropriate ESL services. Helping a multicultural group of students to get along is also a constant challenge, one which is alleviated by the peer-helpers program and the Students Against Violence and Discrimination. Although ESL students are encouraged to participate in extracurricular activities, bussing and inadequate transportation services prevent many from doing so.

An additional challenge concerns the need for trained teachers. Currently, the state of Oregon does not have ESL certification; nor is there a TESOL program at any state university. Consequently, district staff often have to recruit ESL and bilingual teachers from out of state; moreover, those teachers who would like to acquire graduate education in TESOL are forced to piece together a program from courses offered at many different universities. Additionally, many of the content teachers expressed a need for more opportunities to participate in staff development workshops, especially those that would help them to better accommodate their teaching to the needs of ESL or language minority students.

On the whole, however, McNary is an example of what a committed district and staff can do to develop a content-ESL program in a short time and with limited resources.

Montgomery Blair High School, Silver Spring, Maryland

Content-ESL Program Information

Grades	9, 10, 11, 12
Number of Students in the Content-ESL Program	322
Languages and Number of Students	Spanish 169 Vietnamese 80 Haitian Creole 13 Russian 3 French 3 Mandarin 3 Others 52
Number of Teachers in the Content-ESL Program	17
Date Program Began	1984
Is there a content-ESL curriculum?	No
Number of Paraprofessionals	6
Number of Home/School Liaisons	0

Contact Person: Mr. Joe Bellino, Resource Teacher
Montgomery Blair High School
313 Wayne Avenue
Silver Spring, Maryland 20910

The Setting

Shadowy halls decorated with posters, banners, crepe paper, yarn, pompons, streamers, colorful chalk murals, painted fabric, and all manner of unusual objects and creatures announced an event of some kind. Students leaned against their lockers trying to get a little more shut-eye before the inevitable bell at 7:25 a.m. Semi-awake faculty members smiled and said "Good morning," but we were not convinced. What were we in for? We didn't know, but it promised to be memorable.

Within minutes, we learned it was Homecoming Week at Montgomery Blair High School. Over the weekend, club members had put up decorations that would be judged later in the week. Some were so fragile they looked as though they wouldn't last that long, although they had already survived a day. Maybe they would prove to be more resilient than most of the school's inhabitants seemed to be this sleepy morning.

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The School

Montgomery Blair High School is located in Silver Spring, Maryland, and serves the communities of Silver Spring and Takoma Park. One of 21 high schools in Montgomery County, Blair is described by county officials as an "urban" school; yet, from the perspective of the neighboring District of Columbia, it is often considered suburban. Whatever the label, there is no doubt that it is a large school, with 2,300 students in grades 9-12.

The community of Silver Spring is highly multiethnic, with residents from about 70 countries. This population is increasing rapidly, as older residents move out and families with children move in. Historically, immigrants to the area came from Cuba, Korea, and Iran and continued to settle here because of existing ethnic communities. Beginning in 1988, following passage of the Homecoming Act, Vietnamese and Central American immigrants moved in. More recently, wealthier Vietnamese families have moved out, and Ethiopians are moving in. With the recent passage of new immigration legislation, the population has begun to stabilize in terms of its ethnic make-up but continues to grow in size.

Blair is a comprehensive high school with two magnet programs: the Communication Arts Program and the Science, Mathematics, and Computer Science Magnet. The programs are offered to meet the diversity of students' needs in this school where 70% (moving rapidly toward 80%) are members of ethnic minorities. The magnet programs are a way to create and maintain an ethnic balance in the school, according to school officials.

The Program

Blair's ESL program initially had a conventional ESL focus but soon offered content instruction in ESL math. In 1980, federal funding enabled the program to grow into an Intensive Language Center offering instruction in social studies, math, and basic English. In 1986, an article by students at another high school published in a local paper pointed out that their high school, with fewer immigrant students than Blair, had more

sheltered science classes. This article drew the attention of the students and the ESL and other resource teachers at Montgomery Blair. As a result, today, the school's program is more comprehensive. It provides ESL content instruction in mathematics, science, social studies, reading, and vocational arts. There is also one bilingual (Spanish and English) science class, which is designed to be transitional; it is expected that students will move into English-medium instruction by the beginning of the second semester. The school also has one bilingual mathematics class, a double-period algebra class for Spanish speakers. Students are assigned to this class if they score well on a math test that is given when they enter the school or are recommended by the ESL teachers and/or the guidance counselor.

The ESL program is designed to teach basic English language skills (understanding, speaking, reading, and writing) to non-native speakers of English. Classes usually have both English and content objectives, whether they are ESL or sheltered courses in social studies and math. Regular classroom teachers who teach sheltered courses do not always have clearly defined language objectives in their lessons, but they have learned to accommodate their presentation styles to the language limitations and other learning needs of their ESL students.

In-Take and Exit Procedures

New immigrant students in the Montgomery County School District are first seen at the International Student Admissions Office. Here, school records are examined and completed credits are identified. Here, too, students are given the Minimum English Competencies Test (MEC). They are also given tests in English pronunciation, oral retelling, and listening.

Based on test results, students are placed into one of five ESL levels. As they progress through these levels, the number of periods in ESL and sheltered content classes decreases, while the number of mainstream classes increases. The configuration of required classes varies slightly

from year to year, depending on the availability of funding and of appropriately trained teachers. In the 1992-93 school year, the following plan was used.

Levels/Classes	ESL	Sheltered	Mainstream
I	three	Social Studies (taught by an ESL teacher) Math (taught by an ESL or regular teacher)	Art Physical Education
II	two	Social Studies (taught by an ESL teacher) Science (taught by a regular teacher) Math	Math Art Elective
III	one reading	Social Studies (taught by an ESL or regular teacher) Science (taught by a regular teacher)	Science Technology Math Elective
IV	one	Social Studies (taught by a regular teacher) Science	Technology Business Math Elective
V	one	Bridge English (taught by a regular teacher)	Social Studies Science Business Math Elective

ESL student assessments are conducted twice a year, in December for February placement and in June for September placement. Different forms of the MEC are used for these assessments. Changes in placement may also be made based on a student's age and teachers' recommendations. Students are exited from the program when they receive a passing score on the *MEC*, an oral language test, if teachers also endorse the switch. Sometimes, students are exited from the program on the basis of parental requests.

Once students exit the program, their progress is monitored for a

short time. Beginning two years ago, Montgomery Public Schools started coding students as "ESL" or "Out of ESL." Prior to this coding, when students appeared in regular content classes, teachers had no way of knowing whether or not they were former ESL students.

Instructional Practices

We observed a U.S. History and Government class, for students in grades 10-12, taught by an ESL teacher who also has social studies certification. Students were preparing for a state citizenship exam, and the teacher employed a variety of activities and materials to help them understand the concepts of "concurrent powers," "exclusive powers," and "denied powers." One of two review activities involved question cards, student-made cards which contained the questions on the front and the answers on the back. Students worked in pairs as they quizzed each other on the information, asking the questions that were on their cards. In a second activity, a group of students role-played a situation to illustrate the concept of "concurrent power." The group had written its own script for the purpose.

Shifting to whole-group presentation, the instructor employed a locally developed textbook and teacher-made overhead transparencies to introduce the new concepts of "exclusive state power" and "denied power." Information on various exclusive and denied powers was presented on the transparencies in line drawings and simple vocabulary. (Students' reading ability is estimated to be about third or fourth grade level, while the language on the exam is at a much higher level.) The teacher asked students to read aloud from the textbook about one of the powers, e.g., "determine the qualification of resident voters." He then explained the concept by referring to one of the pictures on a transparency, by defining key words, and by relating the concept to the students' experiences. Finally, he modelled the pronunciation of the statement, phrase by phrase, and asked the students to repeat it. The instructor also offered

additional examples and used synonyms to facilitate the students' understanding.

After all the exclusive state powers had been covered in this way, the teacher conducted a quick review by pointing to a drawing on the transparency and having individual students identify each power represented. The same procedures of presentation and review were followed for denied powers. The homework assignment was to read a passage in the textbook about exclusive and denied powers. As a study aid, and to encourage interactive reading, the students were to use a reading log to note what they hadn't understood or pose questions about each of the powers.

Another sheltered social studies course was taught by an ESL instructor to students in grades 9-12 and ranging in age from 14 to 19. Their English proficiency included both entry and low intermediate levels. The teacher previewed a reading selection on the first European settlers in North America, taken from a locally developed textbook on U.S. history. History, geography, and language objectives were all clearly present as she pre-taught vocabulary for the reading by using a narrative thread that anticipated the key facts in the reading. While the approach was teacher centered, student participation was at a high level. The teacher took care to anchor new concepts in various ways: by referring to previous learning, locating places on a map with which the students were familiar, and evoking the students' personal experiences. The students always had a written representation (projected on an overhead transparency) of the key terms and ideas under discussion before them for reference.

We also observed a basic ESL literacy class in which the instructor and aide showed the students how to construct a calendar by drawing on arithmetic and methods of precise measurement to make all the blocks the same size and shape. Each student was to make a calendar for a different month of the school year which would then be displayed during the appropriate month. This lesson was part of a larger thematic unit

featuring information on American holidays and their associated customs.

Teaching the literacy students is a challenging assignment, since most of them have not been able to make progress through the levels of the ESL program. With no designated curriculum, the instructor has developed her own thematic units. Units to be taught are selected with reference to the needs of the students, and the length of a unit may be adjusted to suit the students' interests.

Thematic units were also used by an ESL math teacher whom we observed working with a class of students from grades 9-12. The students had studied writing, ordering, adding, comparing, and estimating numbers, geometric shapes, and finding area and perimeter. The test on this unit was approaching, so the period was devoted to review, with the students working together in six groups of three. Each group was given a card on which two or more problems were written. Students were to read the problems and perform the operation(s) needed to determine the answer. Many of the questions involved only one operation (e.g., rounding up or down), but others challenged students to complete several operations before reaching the answer (e.g., complete two multiplication problems before comparing numbers to identify "greater than" or "less than"). After five minutes, groups passed the cards to the right; each group completed all six cards before checking the answers together.

In the 1993-9 school year, an interdisciplinary science and technology course was offered for the first time by two regular classroom teachers for intermediate ESL students. In this sequence, students study content drawn from the mainstream science and technology curricula. Since it is being developed across the state of Maryland, the pattern may very well be extended to other content combinations in the future at Blair and elsewhere.

Because the science and technology teachers work closely with each other in the planning and presentation of their classes, a concept such as measurement can be discussed from a technical perspective in the science

class and presented in hands-on experiences in the technology class. The technology teacher knows that the students will have considered such questions as why we want to measure at all, what we want to measure, and how we measure in their science class. The science teacher, in turn, can call on experiences with precise measurement of distance and mass which the students have had in the technology class.

In the science and technology classes which we observed, both teachers focused more on content objectives than on language objectives. At the same time, however, both were conscious of the role language plays in all learning, and they were sensitive to the language needs of their students. The science teacher had an outline of his lecture written on the blackboard, and as the class progressed he also recorded key vocabulary and definitions. The technology teacher required the students to verbalize the experiences they were having in his class. They had to, for example, predict the performance, under various conditions, of the catapults they had constructed. Which would be thrown farther, a ping pong ball or a golf ball? What would happen if you launched a ping pong ball into a head wind? A cross wind? A down draft? After launching the ball, students explained why the catapult performed better or worse than expected.

Both teachers had an excellent rapport with their students. They frequently used humor and included references to examples students were familiar with, e.g., when discussing measurement and the importance of different sizes, one teacher drew laughter from students when he asked if a particular student, a petite girl, would need an XL size. Both teachers were also clearly excited by their subject matter and the eager responses of the students, though they had taught the same content for many years. As a result, when students understood a point that was being made, they affirmed the student's knowledge. For example, when referring to powers of ten and metric prefixes, one teacher wrote "10^{12}" on the chalkboard. He told students the prefix used here is "tera." He wrote "10^{12} bull" on the chalkboard and asked, "What does this say?" No one responded, so he

explained it meant "tera-bull/terrible." After a few moments hesitation, one student got it and called out, "I got it! I got it!" It was obvious that the teacher, this student, and several others enjoyed the pun.

Conclusion

The ESL program at Blair is one of long-standing reputation for several reasons. According to their teachers, the students are interested in their courses and motivated to perform well. In many cases, their parents' expectations set this course; in others, the students themselves want to do well so they can go on to college and get good jobs. The teachers are dedicated to their students and strive to adapt instruction to meet their academic and language needs. Program administration has stayed the same since its inception: the resource teacher has guided the development of the program and continues to chart its course, seeking meaningful ways to engage students in learning both academic content and English.

The ESL program we observed has witnessed the coming and going of many Homecomings--colorful, lively, entertaining, and fun-filled weeks as special and memorable as the teachers and students themselves.

Northeast Law Public Service/Military Magnet High School, Kansas City, Missouri

Content-ESL Program Information

Grades	9, 10, 11, 12
Number of Students in the Content-ESL Program	98
Languages and Number of Students	Vietnamese 57 Spanish 29 Russian 5 Khmer 2 Marshallese 1 Farsi 1 French 1
Number of Teachers in the Content-ESL Program	1
Date Program Began	1984
Is there a content-ESL curriculum?	Yes
Number of Paraprofessionals	1
Number of Home/School Liaisons	4

Contact Person: Mr. Stephen Brown, Jr., Principal
Northeast Law Public Service/Military
Magnet High School
415 S. Van Brunt
Kansas City, Missouri 64124-2199

The Setting

Northeast Magnet High School is an imposing 1914-vintage grey brick building dominated by an exhaust stack in an area of modest frame homes and tree-lined streets in north Kansas City. As we entered its wide corridors, Army recruiting posters and other military paraphernalia proclaiming the school's major focus ("Once there were a few proud men...There still are. Marines.") caught our attention[1]. We saw students excitedly buying tickets for an upcoming event, while others headed for their classrooms. A typical day seemed ready to begin.

[1] There are two themes (Law and Public Service, on the one hand, and Military, on the other). The first of these has four strands: law/paralegal, law enforcement, fire technology, and public service.

The School

Northeast Law and Public Service/Military Magnet High School instituted its magnet themes in the 1980s and has a long history of promoting public service. Two former F. B. I. Directors, Clarence Kelley and Judge William Sessions, and former Army Chief of Staff and Ambassador to Vietnam, Maxwell Taylor, are among its many illustrious alumni. Despite this emphasis on military career opportunities, the school exhibits the relaxed air of a place that puts the students and their educational needs ahead of regimentation and control. Teachers and students enjoy an easy-going relationship. A conversation with the principal left no doubt that the business of Northeast is learning, pure and simple.

Northeast has roughly 1,000 students, with slightly fewer than 10% limited in their English language proficiency. These students come from Southeast Asia (Vietnam primarily, but also Cambodia and Laos), Mexico, Central America, the Caribbean, Africa, and Europe[2]. New students are identified by a refugee resettlement/community center in central Kansas City, the Don Bosco Center[3]. They are then referred to the district bilingual education coordinator's office for testing and placement. Except for their ESL classes, the LEP students are integrated in mainstream classes, an approach advocated by the principal. A counselor widely experienced with immigrant students serves as their primary contact with school authorities.

The Kansas City School District is large, encompassing 500,000 to 600,000 inhabitants. It is an economically mixed area, but is predominantly poor: 80% of the students qualify for the subsidized lunch program. About 60% of the working population are employed in some form of unskilled labor; 20% hold skilled jobs. All told, there are 50 elementary

[2] Roughly 20% of the whole school's population comes from families whose native language is Spanish, although most are English dominant.

[3] The Don Bosco Center, an immigrant processing center which works with other immigrant agencies, takes an active role in finding homes and jobs for these people.

schools, a dozen junior high/middle schools, and ten high schools. Many of the high schools specialize in subjects that attract students from the suburbs as well as the central city.

The Kansas City School District is operating under a federal court mandate requiring school integration. For that reason, the magnet school concept has taken root. Under the terms of the court settlement, 60% of the students in each grade school consist of minority group members, 40% of non-minority group members.

Recently, the city's Vietnamese population has grown dramatically. The reasons for this growth include the immigration of many former political prisoners, a direct result of the establishment of international accords governing the resettlement of Southeast Asian refugees. With reference to the student population, district officials sense a more recent shift: Spanish-speaking students are increasing at the elementary level[4]. Overall, the city's immigrant population has nearly doubled in five years.

The Program

All students at Northeast follow a core curriculum that includes English, social studies, science, mathematics, practical arts (e.g., home economics, industrial arts, etc.), fine art, physical education, and keyboarding. In addition, all students are required to take a course in oral communication, some general electives, and a set of theme strand credits. If students choose the Law/Public Service theme, they complete a course in "urban studies." If they select a "college prep" curriculum, they must also complete a "strand certificate" over and above their other courses. No matter the major selected, all students are expected to devote a set number of hours to a "volunteer community service program."

In addition to the ESL program, Northeast Magnet High School operates other special programs: a pilot program for at-risk students, a program for

[4] As is not uncommon elsewhere (and not just with respect to Spanish speakers), many of the Spanish-speaking families come from a single province of Mexico, Chihuahua; many come from a single town in that province, Camargo.

learning disabled students, one for "mentally handicapped" students, and a cooperative work program for students in special education.

Instructional Practices

The ESL classroom is the heart and soul of the school's program for LEP students and is situated prominently at the front of the building on the second floor. The room is large, well-lighted, brightly decorated, and carpeted. Its walls are covered with posters on China, Mexico, and Russia, flags, student work (for example, fairy tales written and illustrated by students and student stories inspired by the four seasons), greetings in several languages, portraits of the U.S. presidents, pictures, etc. There are stacks of materials, largely on topics of U.S. history, that the teacher has collected and/or adapted for her students. A computer stands in one corner, and there is a television monitor perched overhead (the school subscribes to Channel One).

The teacher and the paraprofessional conduct relaxed, task-oriented, and student-centered classes. There is a strong emphasis on topics in U.S. history, citizenship, and naturalization. In general, they favor the use of authentic material (original texts such as letters, photographs, maps, and paintings), small-group discussion, composition follow-up activities, and test-taking practice. One module, "Who Discovered America?" includes a jigsaw discussion exercise on the issue of who can best claim to have "discovered" this continent, several open-ended composition prompts, and a series of multiple-choice questions similar to those used in the Test of Academic Proficiency (TAP). The teacher has a strong personal interest in such topics and communicates this interest to her students. One class we observed was devoted to summary discussion, in a plenary format, of Revolutionary battles. The teacher used an overhead to project quotations, pictures, and maps relevant to the topic as she asked questions about the events illustrated. The atmosphere was casual, and the 17 students present engaged in lively discussion in English or their native languages (Spanish

or Vietnamese). This presentation was followed by a true/false exercise to check the students' comprehension of the material.

The teacher indicated her students also do a lot of "book-making" and research reports. For example, they write and illustrate stories or accounts of their experiences and research such topics as the lives of Revolutionary figures and this country's war with Mexico. They are also frequently asked to read adapted books such as Robinson Crusoe or Girl in the Jungle. She pointed out she spends a lot of time accumulating material, much of it authentic, to help students deepen their understanding of the facts of U.S. history, but she also weaves in such material as folktales from all parts of the world and short works of literature.

In this program, little is done in the ESL classes to support the students' learning of mathematics and science. The reason is primarily that the students have less trouble with that subject matter than with the culturally loaded facts in U.S. history and social studies topics. However, one class we observed did touch on aspects of science, in this case, weather prediction. The paraprofessional distributed copies of the weather page from **USA Today**, and the students, working alone or in pairs, answered questions in writing about general information ("What are the seven areas of the United States?") and about the forecast ("Name the cities and states that may have thunderstorms on Saturday."). Other students completed a short multiple-choice test from a commercial source, and filled in a map of the U.S. with current weather information. It was interesting that a tornado alert was announced over the school's public address system while this lesson was in progress, although this information was not incorporated into the lesson.

Students' Opinions

The students enrolled in the program are generally supportive of the school's efforts on their behalf. Those interviewed felt that experiments they do in regular science classes, as well as being read to and the use of

a question-and-answer approach favored by their ESL teacher, were particularly helpful in learning English. They also indicated that the use of charts was beneficial in their study of content. They liked the idea of working with only one or two students in class. Interestingly, all of these students had learned English within the previous two years in a academic setting. When asked, they also recognized television was another good source of input. None of them, however, felt entirely comfortable speaking English in all circumstances.

Program Support

Northeast's expansive program generally enjoys the support of both district personnel and parents[5]. Today, the parents organization has a strong, proactive leadership that supports an expansion of services to ensure that LEP students are not short-changed and that an open dialogue with principals and teachers is maintained. Families strongly favor ESL instruction, rigorous content courses, and lots of homework. There is a general feeling that the school could do more to assist students and be more sensitive to their educational needs. As in other parts of the country where the immigrant population is less than 5%, recognition of the need for funding for specialized courses and specially trained staff is not always recognized.

The bilingual education office is essentially a one-woman operation. That woman is responsible for testing and placing students, and monitoring their progress. She also oversees funding and generally guides the development of instructional programs for immigrant students. While the district is attempting to improve services for its LEP population (documents and report cards are translated for parents), however, the current political climate conduces school officials to give priority to larger issues of integration that have dominated the life of this city for

[5] The Parents Advisement Council is activist in its support of instructional programs and expanded opportunities for the children of immigrant families.

many years.

Conclusion

Northeast, like many other schools around the country, makes the creation of a warm, supportive learning environment a priority. As elsewhere, the classes are taught by the ESL staff in close association with content teachers, but the content of the classes may not be as important as the opportunities students have for informal interactions with sympathetic peers. The second language acquisition literature is replete with examples of "planned discourse" which show that students learn academic English from the instructional language of the classroom as much as from the bits of language to which they attend in conventional ESL classes. Discussions about U.S. history, weather, and the like may provide the sort of input that leads to improvement in learning a second language. In any case, it is clear that Northeast's LEP students make rapid progress in their learning of the language. Not only do few, if any, drop out, most do well: some students take advantage of local community college courses; others attend colleges and universities locally and elsewhere.

Pittsburg High School, Pittsburg, California

Content-ESL Program Information

Grades	9, 10, 11, 12
Number of Students in the Content-ESL Program	106
Languages and Number of Students	Spanish 97 Vietnamese 4 Tagalog 2 Farsi 2 Cantonese 1
Number of Teachers in the Content-ESL Program	9
Date Program Began	1991
Is there a content-ESL curriculum?	Yes
Number of Paraprofessionals	1
Number of Home/School Liaisons	1

Contact Person: Mrs. Barbara Stumph
Pittsburg High School
250 School Street
Pittsburg, California 94565-3890

The Setting

Pittsburg High School is a sprawling campus of Tudor-style buildings and California vegetation on both sides of School Street in a quiet lower middle class community at the confluence of the San Joaquin and Sacramento Rivers. To reach this oasis, you drive through the barren, hilly, sulphur-colored grassland to the southwest and exit Highway 4 at Railroad Avenue. Instantly, you are in familiar suburban territory: low-riders and shopping malls, the now ubiquitous attire of the popular rap singer, Marky Mark, and Mexican restaurants, palm trees and drive-in banks. A municipal election campaign was on when we were there, so political signs ("José Lopez for School Board," "Henry 'Hank' Lane for City Council President") were sprouting at every traffic light.

The School

Opened in the 1920s, Pittsburg has undergone several transformations,

contractions, and expansions in its 75-year history. Sicilians, Mexicans, and Filipinos immigrated into the district and formed stable communities early in the century. Blacks began migrating from the South in the 1920s but constituted only a small number as late as the 1930s[1]. Many more moved to the area during World War II, when they were stationed at Camp Stoneman. In 1968, what is commonly referred to as a riot[2] aroused the political consciousness of African-Americans and Mexican-Americans. The school's population had declined over the previous decade, reflecting a downturn in the economic fortunes of the district with increasing plant closures, Proposition 13[3], and consequent white flight. Since then, particularly with an influx of Asian and Latino immigrants and of whites who have moved to the area because of affordable housing, the school has bounced back and now enjoys a record enrollment.

In all, Pittsburg High has more than 2,000 students across four grades, of whom roughly 5% are enrolled in content-ESL classes. Most of these are Mexican immigrants, but 6% are of Asian origin (Philippine, Vietnamese, Tongan, Indian, Lao, Chinese, and Cambodian). The student body as a whole is Latino (29%), African-American (24%), white (28%), Asian (?%), and ?% other. It prides itself on its multicultural character ("The multicultural and diverse student population creates energy that extends beyond the walls of learning" Student Handbook 1993-94). Pittsburg is under a state mandate to create a bilingual program for the large number of

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[1] Les Baker, a migrant worker who came to Riverview in 1935, recalls: "There was only a small population of blacks here then, so nobody paid much attention to them. We just blended in with the poor Mexican and poor Italian and poor white...It wasn't a matter of black and white then. It was a matter of rich and poor. Only two black families in town had homes." (From: Peshkin, A. (1991). The Color of Strangers the Color of Friends. Chicago: The University of Chicago Press, p. 48)

[2] According to Peshkin, the damage overall was "forty-two broken chairs, twenty-one smashed window panes, four injured persons (one of them hospitalized), . . . Repairs to the school property cost about $4,600." (Ibid. p. 79).

[3] This statewide initiative in the late 1970s effectively reduced the amount of money allocated for education by lowering assessment rates in real estate.

Spanish-speaking LEP students in its midst. The staff is frankly divided on the issue, with several suggesting that it would be costly and discriminatory. As a stop-gap, the school has hired more Spanish-speaking aides, begun offering a course in Spanish for Spanish speakers, and opened a search for more Spanish-speaking content faculty. On the whole, however, it supports the content-ESL approach the school has long championed, which so far seems to be working.

Pittsburg makes a long-term commitment to its LEP student population. Eight years prior to our visit, there was only one ESL teacher who dealt with the needs of LEP students. Today, there is an interdisciplinary department that includes two native speakers of Spanish and specialists from a variety of disciplines, as well as Spanish-speaking aides and a counselor.

Community liaison is a major thrust. Messages are sent home in Spanish, and the counselor keeps in close touch with families whose children are underachieving. Recently, gangs have begun to form at some local schools, but so far not in a big way at Pittsburg (The principal estimates that fewer than 50 of the 2,000 students at the school are involved). Partly, this is because the school has formed a corps of parent volunteers who monitor hallways and chat with students between classes. As one parent reported (**San Francisco Chronicle**, September 3, 1993), "I see smiles come to the faces of students when I walk the hallways wearing the orange badge with white lettering identifying me as a 'Parent Volunteer'. I see a sense of relief from teachers when I enter a classroom to observe their class." In addition, motivational speakers are available from several local firms[4]. These speakers visit classes upon request and relate their own real-world experiences in an effort to help these students make informed choices with full knowledge of the consequences of the choice. School officials are determined to maintain the school as a place

[4] Motivational speakers are available from a number of local businesses and universities, such as TOSCO Refinery, Bank of America, NOVA, and the University of California at Berkeley.

where learning can safely occur.

The Program

The heart of the program is a large sunny classroom. The ESL teacher who developed the approach with a colleague who is now district Director of Curriculum and Instruction, and others, is also chair of the multi-disciplinary department that runs it. This unusual structure, a Bilingual Department, includes teachers of English literature, ESL, math, science, Spanish, social studies, and business, as well as a bilingual counselor -- all of whom work closely with the LEP students on a regular basis. They also work closely together to develop joint curricula and confer about students' progress. It is easy to see that they like the approach they have adopted: they comment frequently on how much they have learned from each other and the pleasure they take in planning their classes.

This joint planning has resulted in several initiatives. One is a joint ESL-literature unit on To Kill a Mockingbird; another explores atomic structure in math and science classes. Thus, despite the faculty's divided loyalties (they must also attend their regular departmental meetings), they take considerable satisfaction in creating classes that require a pooling of energies to meet specific needs.

In-Take and Exit Procedures

Prior to entering Pittsburg High School, the junior high ESL students are assessed with a writing prompt which is scored holistically. The ESL mentor teacher also comments on each student in writing, noting such information as "works well in cooperative groups." Additionally, the math, social studies, and science teachers make comments about students' social skills, e.g., whether or not they perform well in cooperative learning situations. Students' responses and teachers' comments are subsequently used to place students in their courses at the high school.

At Pittsburg High School, all students take the Hart Bill Test, a

one-day writing test which measures students on the California Achievement Proficiency Domains: persuasive essay, evaluation, interpretation, autobiography, observation, instances to support a generalization, and cause and effect. The test is available in a variety of forms and is composed of writing prompts. The test is scored holistically by the faculty. Test results are used to measure students' progress in English. Level II ESL students take the test for practice; Level IIIs take it as an achievement measure and the scores determine when students exit to mainstream courses.

Spanish-speaking students who are new to Pittsburg High School are assessed to determine their proficiency in English with the Bilingual Syntax Measure (BSM) to determine their ESL level. If they know Spanish, they receive a written test. The written responses are scored to determine whether or not they would benefit from the Spanish for Spanish Speakers courses. Rarely, but if students are strong in both languages, the BSM is given in Spanish. Students are then assigned to one of three levels of Spanish for Spanish Speakers courses: Level I is for students who do not speak Spanish well and/or have had little schooling; Level II is for those with some schooling; and Level III is for those who are skilled but want to continue their Spanish instruction. Students usually complete Levels I, II and III before they are mainstreamed. It is possible, however, for students to be mainstreamed at mid-Level II if there is a student or parent request.

Instructional Procedures

At Pittsburg, we had the pleasure of following a single group of students through the day as they moved from literature to science to math class. It was fascinating to see how the pattern of student engagement changed from class to class, with participation seemingly dictated exclusively by student interest: that is to say, the students' separate inclinations surfaced despite the language gap. This suggested that they

were comfortable with an approach that put them on task and gave them plenty of personal attention.

The day started with a literature class[5] that opened with a discussion of the students' activities during the previous weekend and an episode in Harper Lee's To Kill a Mockingbird. Previously, the students had drawn maps of the fictional town of Maycomb County, Alabama, where the story is set. They had also copied sentences from the text to document the location of various buildings in the town to show that their drawings had a textual basis. Through this technique, students who are still a little unsure of their ability to speak English can establish their comprehension of the material in English in this unthreatening way. In class, they continued by reading passages from the novel aloud and discussing their meaning; then, since problems had emerged, they practiced the pronunciation of the regular past tense with reference to the morphemic rules that govern it.

In a grade 9 allied science class, the students began with a short writing prompt: "If atoms are so small, how did scientists decide their shape?" The teacher then collected these statements, put a few of them on the board, and discussed them. This led to an activity in which the students, working in small groups, shot marbles under elevated plywood squares that concealed templates of marble-sized pathways--geometric shapes--glued to the underside of the plywood. Little by little, they discovered the hidden pathways and drew a map showing what they had learned. This activity would lead in turn to a discussion of inferring from indirect observation.

In a math class of mostly grade 9 students, the class time was spent working on survey questions they had devised. In this case, they had decided what they wanted to know about each other and had come up with such

[5] Level II ESL students at Pittsburg High School read the core literature for grade 9 English and Level III ESL students read the core literature for grade 10 English. Sheltering techniques are used to guarantee comprehensible input.

queries as "How many boy friends or girl friends do you have?" and "How many books have you read?" After these data were collected, they would form the basis for classes in elementary descriptive statistics. At the same time, other students were working on ratios and decimals or going over a computer-generated test that included simple problems in multiplication, word problems ("Chad is a marathon runner. For training he runs 29 kilometers each day. If he does this six days a week, how many kilometers is this in a year?"), and games involving numbers and letters. The teacher had been an English teacher in Iran and spoke fluent Farsi. While she had no Farsi-speaking students, her experience abroad and knowledge of a non-Western language had equipped her, she felt, with an understanding of the problems the students faced. She placed great emphasis on the language of mathematics as an entree to achievement in the field.

We also observed three ESL classes. In the first, an intermediate ESL class for tenth graders, students began by doing a Fast Write, a ten- to 13-minute time slot allotted for writing about a given topic. These writings are read for how well students communicated ideas and not for grammar or error correction. Because it was a Monday, the day's topic was "What I read over the weekend." After the Fast Write, students reviewed the on-going theme: the importance of having and holding onto a dream. The overarching objective was for students to write a poem about their own personal dreams. The review included several points for discussion: a review of information about Christopher Columbus's dream and a guest speaker's struggle with drugs and prison to achieve his dream, a poem the teacher had written, and oral readings by the teacher of an excerpt from "Hold Fast Your Dream" by Langston Hughes and two ESL students' poems. Students then continued working on their writings and/or conferred with the teacher.

During these conferences, the ESL teacher first asked them to read aloud what they had written. In one conference, a student read, ". . . stand by myself." The teacher asked, "Do you mean 'I'm over here?' or do

you mean 'You are independent and can take care of yourself?'" The student selected the latter explanation and the teacher went on to explain that "Stand on my own" is an English idiom which means about the same as "Stand by myself." She followed this by saying that English speakers also say "Stand on my own two feet." The student was then told he could choose whichever way he wanted to say it. Later, in another conference, the teacher assisted a student by directing attention to spelling. The student had written "think" instead of "thing." The teacher said, "What is that thing?" (as she pointed to a cup on her desk) and "I think I remember you now," as she touched her temple with an index finger and orally stressed the k. The student identified the word he wanted and immediately self-corrected the spelling as the teacher commented, "Right! Good! Most of my Spanish speakers get this wrong."

These two examples reflect this teacher's skill in conferring with students, her broad knowledge of how the English language works, and her awareness of the difficulties her students experience. Through listening, speaking, reading, and writing activities, she guides and challenges her students to think about hard questions, to draw upon their personal experiences, and to make decisions as they simultaneously develop skills in English.

In the second ESL class, this time with high intermediate level students from grades 9, 10, and 11, we observed a test-taking practice session involving true-false, multiple choice, and short essay questions on Thorton Wilder's Our Town. These ninth through eleventh graders were approaching the time when they would be placed in mainstream classes. In the process of walking through a set of sample test questions, the teacher capitalized on the opportunity to check students' understanding of the main ideas of the play. Consequently, he asked some very probing questions, such as:

> Why did the author spend a whole act talking about the dead? Who asked to go back for one day? Why?
>
> When I asked you what you did over the weekend it could be anything. But when you're on the other side of the hill, it may have been something.

Tell us what you have to do to appreciate living.

Students' responses to these questions and several additional questions, such as:

> How would you feel if you invited someone for a soda and didn't have enough money to pay for it? Has anyone ever gone out on a date and not had enough money? How did you feel? What did you do?
>
> When are times a wedding is not a happy time?
> What are some wedding superstitions you have in your country?

revealed they undoubtedly understood the richness of the themes of this play and, with guidance, could draw parallels to their own lives.

Guiding discussions about the meaning of life and personal references to same might be precipitous territory in some classes. But under this teacher's careful, patient guidance, such discussions are comfortable, for here there is an atmosphere that there is no wrong answer; if an error is made, time will be allotted to stop and fix it before going on; there is patience and courtesy to all.

Quite a different degree of English skill was observed in the third ESL class we observed, this one for entry level students from grades 9, 10, and 11. These students were working on a unit about communities: names of rooms in a house, places of business, and occupations. Recently they had drawn maps of houses and labeled each room. This day the objectives were to review the names of places of business and the occupations of the employees, to write and use a simple question and answer pattern orally, i.e., Who works in a ____? A ____ works in a ____., and to listen and categorize the target words into three groups. To assist students in learning the target vocabulary, she drew on local establishments which were familiar to students. In addition, she provided numerous occasions for repetition and encouraged students to modify their responses as they used English to explain what they knew about specific job responsibilities and duties.

Once Pittsburg's ESL students have been prepared to leave the content-ESL classes, they join the rest of the student body in the deep end

of the pool. Even then, many still need to work on the language, and they are turned over to teachers who use team-teaching, challenging and lively activities, and lots of student input. One activity, for example, involved the creation of collage book reports. In this activity, students describe books they have read by making a display of cut-outs of magazine pictures and drawings on a piece of poster board. In creating their collages, they are required to illustrate such aspects as setting, main characters, the major conflict, etc. Next, each student prepares a written summary and gives an oral report about the book, using the collage as a visual outline for the report. The report is evaluated with reference to a list of criteria the students are given beforehand. These draw attention to such aspects as "flow," neatness, poise, and fluency rather than aspects of grammar and mechanics.

In another activity, the students were asked, after reading some poetry of the 19th century on women, to list the "responsibilities of today's typical American wife" on a piece of poster paper. These included such responsibilities as:

She cooks and cleans.	She breast feeds.
She has a job.	She cleans the pool.
She mows the lawn.	She takes kids to the dentist.
She paints the house.	She fixes the car.

These lists, displayed on one wall of the classroom, would later serve as the basis for a comparison of contemporary and 19th century women.

Students' Opinions

The students in the content-ESL classes are program boosters, too. Of those we talked to (from Nicaragua, Iran, El Salvador, Vietnam, and Mexico), all found the variety of activities the teachers require effective. In particular, they pointed to aural-oral interaction with the teacher and pronunciation drills as being especially important where learning English was concerned. The large number of writing assignments

teachers at Pittsburg make -- or, more precisely, the writing assignments that are tied to oral work in class -- was also cited as helpful.

Conclusion

Pittsburg High School's ESL program is, in a way, very much like the town--an oasis for students. While in many schools ESL is considered "baby talk," here at Pittsburg the view is the opposite. The ESL courses are designed to challenge the developed teenage minds which are in its charge. Teachers have the responsibility of giving students the concepts they need at their appropriate developmental levels; they need not talk down to students simply because they have not yet developed English language skills. Their emphasis is not on students' learning language, in and of itself; rather it is on honest communication across all content areas. Teachers also have the responsibility of developing their students' critical thinking abilities; these can be improved as they simultaneously improve their language skills. Here at Pittsburg, learning is serious business, a business which is successful because of the efforts of both faculty and students.

West Charlotte High School, Charlotte, North Carolina

Content-ESL Program Information

Grades	10, 11, 12
Number of Students in the Content-ESL Program	275
Languages and Number of Students	Vietnamese 138 Spanish 55 Khmer 15 Lao 11 Korean 8 Arabic 6 Gujerati 6 German 5 Others 20
Number of Teachers in the Content-ESL Program	11
Date Program Began	1979
Is there a content-ESL curriculum?	Yes
Number of Paraprofessionals	2
Number of Home/School Liaisons	1

Contact Person: Mrs. Barbara Ledford, Principal
West Charlotte High School
2219 Senior Drive
Charlotte, North Carolina 28216

The Setting

Three one-story brick buildings, illuminated by the early morning sun, faced the semi-circular driveway that is the entrance to the campus. Majestic, old trees shaded sections of the buildings. To the right of the entrance, a brick sign proclaimed the school's name. Several students walked with purpose from building to building. One, carrying a cap and gown, strode swiftly toward a sign indicating where graduation pictures were being taken. Even at an early hour, a busy day was well underway.

As we approached a building labeled Main Buildi: we noticed many more low brick buildings beside and behind it. Each was identified by a large letter. Once inside, we found ourselves in a lobby with a large open space to our left. A bronze relief of a lion, the school's mascot, hung on the wall ahead of us, and the office was directly to our right. The sound

of a school day starting came from the office: people greeting each other and tending to matters; telephones ringing; someone on a walkie-talkie talking to a security guard; secretaries handling requests. All this activity bespoke normalcy: things were running as might be expected.

The School

West Charlotte is the largest high school in the Charlotte-Mecklenberg School District, with 1800 students and 125 teachers. The school's history has given it an interesting demography. In the late 60's, when the district came under a court order to desegregate, it was decided to make West Charlotte, with its large black population, an open magnet school (LEP students were identified as white). In 1981, it became an ESL magnet school. Today, the school has enough LEP students to offer a lot of content-based/sheltered courses and a variety of ESL support services, including an ESL counselor. The advantage of size, however, also means many students spend up to four hours on the school bus each day.

Located in the inner city, the school draws from all parts of the city and the surrounding county. Its student body spans all socioeconomic levels, from the most affluent to the most disadvantaged, and is roughly balanced between affluent and poor students with a sprinkling of upper middle, lower middle, and working class representatives. The language minority population, however, is different. Of these, about 50% are poor, 45% come from blue collar or working class homes, and only 5% are upper middle class. Many of these students' parents work two jobs, and many LEP students therefore spend a lot of time at home alone. Many students, too, work after school, which leaves them little time for homework or sleep.

At the time of our visit, West Charlotte's enrollment included all high school age LEP students in the district and was growing rapidly. It was Charlotte's only magnet school; nine more magnet schools were planned for the 1993-94 school year. Two more high schools for LEP students were also in the works. Despite the overcrowding, the administrators and staff

valued the ESL students for their ethnic diversity and individual talents. The principal pointed out that the ESL students enhance the atmosphere of the school in a variety of ways, and would be sorely missed if they were not here: "These students are as diverse and talented as the other students. We try to utilize [all] our students and not make distinctions between LEPs and others."

Similarly, the whole student body also seems to value the diverse nature of the school. The principal stated, "When our students go to other schools and return, they point out these schools are 'boring.'" Additionally, class mottos selected by each graduating class tend to reflect the cultural diversity of the school. For example, at the time of our visit, the senior class' motto was "Unity in diversity," and its officers were elected without regard for ratios.

The Program

The content-ESL program was begun in the Charlotte Public Schools in the summer of 1979. A teacher at one of the high schools in the district noticed that her ESL students were failing some courses, such as history and science, because their reading skills, honed in the ESL classes, didn't carry over to their content classes. She wrote a content-ESL curriculum, which eventually found its way to West Charlotte. Despite that effort, and a revised curriculum in 1983, none is prescribed today. Instead, teachers revise their texts themselves and take an eclectic approach to the accumulation of supplementary material.

The structure of the content-ESL program is best described as a "pyramid": entry-level students are enrolled strictly in ESL content classes and are only mainstreamed for physical education and art classes. In the second year, they are mainstreamed for math, but are in ESL for all other content classes. In the third year, they are also mainstreamed for science but continue to have social studies in an ESL content-based format. These social studies classes involve a lot of reading, and, in fact, all

the ESL courses involve a lot of writing. Additionally, the ESL students are not ghettoized administratively: they can have classes in any of the 13 school buildings and 13 mobile units which comprise the campus. However, in reality, the ESL students spend the greater part of their school day with other ESL students.

Currently, an increasing number of students (Montagnards, Liberians, Amerasians, etc.) are arriving, with interrupted or little prior education. These students are placed in a tenth grade homeroom where content typically covered in the ninth grade or below is introduced.

Most of the program's teachers are certified content teachers with some ESL training. Some have relatively recent add-on ESL certification; some are in the process of completing their certification; others appear to have been hired because they speak foreign languages, have a special interest in the students, etc.

In-Take and Exit Procedures

All students who speak a language other than English are referred to the International Center, where they are assessed with a P-rating, a cloze test (constructed of reading passages from grade-level texts), and the Bahia Oral Language Test (BOLT). Additionally, these students are interviewed about a variety of topics such as their first language, family configuration, and citizenship status. Students' prior educational experiences and whatever documents they have, e.g., transcripts, are also evaluated here. Following the evaluation, the staff recommends grade placement for the students. The International Center also keeps a roster of available translators/interpreters and has a psychologist with ESL certification who can evaluate students for learning disabilities, special education, or other learning needs.

The teachers determine when students are ready to exit the program by using a P-rating, a cloze test, the language program of the California Achievement Test (CAT), and teachers' recommendations regarding students'

motivation and eagerness to study. When the students are mainstreamed, their folders are given to the content teachers, so they have an idea of what students have done.

Instructional Practices

In the classes we observed, teachers used a wide range of instructional activities, provided strong personal support for students, and generally maintained classrooms conducive to learning. While not all of the classes directly integrated language and content, teachers frequently capitalized on informal opportunities (issues that arose in discussion or questions asked by students) to explore relationships between language and content. For example, in a tenth grade social studies class, a student got up and pointed to the word "isthmus" on the screen and asked, "What word is this?" The teacher replied by pronouncing and defining the term for him. Later, as the French explorer Cartier was under discussion, the teacher took the opportunity to pronounce the name and point out, "In French when you have 'ier,' that's the way you pronounce it. They don't pronounce it the way we do."

In a basic tenth grade math class, for example, the teacher and a bilingual aide used a variety of techniques to help students focus on vocabulary. The teacher first reviewed terms from the preceding lesson on credit cards, credit statements: "monthly finance charge," "late payment penalty"; modelled pronunciation: "due," "received"; and provided definitions: "the transaction date is the date when you bought the things," as needed. Her manner was occasionally humorous, and she referred to students' experiences as she guided them to consider the denotation and connotations of numerals: "Is it $3.00 or $300.00? Which would you rather have? Which [would you rather] pay?" She also helped students attend to the process by pointing out that knowing how to get an answer is just as important as getting it; by modelling the problem's solution in a "think aloud" at the chalkboard and then asking a student to follow the same

procedure; and by directly stating when a particular concept was important: "This is an important concept: how to change percent to a decimal." At the end of the class, she provided a clear review of the day's lesson, a restatement of the objective for the lesson, and a summary.

We observed one teacher in two settings: a ninth grade social studies class and a ninth grade physical science class. In the social studies class, the teacher had planned to prepare the students for a visit by a resource officer, but the students' uncertainty and concern about prejudice and safety on campus was high, so she followed their lead and had a discussion about the students' concern. As the discussion proceeded, the teacher reacted in a supportive, non-judgmental manner that encouraged students to share their experiences and ask questions. She also seized opportunities to expand or clarify the students' comments: for example, "When [English speaking] students make fun of the way you pronounce words, you can say 'Don't laugh. How would you feel if it were you?'" At the end of the period, she refocused students' attention on the up-coming event and restated the need to plan the questions they would ask.

In the physical science class, this same teacher used a variety of techniques to review vocabulary and concepts. She demonstrated inhaling and exhaling; made references to students' experiences: "Bich, remember when you had that cold and were coughing a lot? That's an example of 'involuntary' action. When you play a horn, breathing becomes 'voluntary.'"; provided initial consonant clues: "What's another name for 'windpipe?' It begins with a 't'"; and used humor, "What's it called where the windpipe divides? Remember, it sounds like 'bronchioli.'". She also encouraged students to complete questions on a work sheet that accompanied the text, The Wonders of Science: The Human Body[1]. "Try to answer the questions," she said. "We won't go over it today. Give it your best shot." As students worked independently, she moved around the room, talking quietly with them one by one.

[1] Gottlieb, J.S. (1990). Dallas, TX: Steck-Vaughn.

In the tenth grade social studies class, a teacher used a graphic organizer (a chart of explorers such as Magellan and Vasco da Gama) to review an assigned reading. As she asked questions and recorded responses on an overhead transparency, she took the opportunity to outline her expectations for students: "You have a test very soon. I don't want you to forget what you're looking for. This is what I wanted you to pull together yesterday. This is the conclusion I wanted you to make." She encouraged students to take risks when answering questions: "I might be wrong. What do you have? Yours can be in any order. Just make sure the information is correct." "No, you're not quite right. Just a little wrong. Usually you have the right answer." She also used students' responses and questions to develop their awareness of how language works: a student asked, "What does 'and so on' mean?" She explained, "'And so on' means 'more.' You don't have room to write more, [so you write 'and so on']."

All of the teachers we observed seemed to be comfortable with and interested in their students. These observations mirrored one comment made by the principal: she explained that there was a "sense of family" in the school: the whole school is a family; the students, principal and faculty are all family members; the ESL students are not one small group, they are integrated with all the others. Indeed, we found evidence of this to be true at unexpected times and in a variety of places: in the classrooms, teachers and aides made a point of working with the students individually; most teachers communicated so much personal support that it pervaded the atmosphere; in the counselor's office, the students felt free to stop by unannounced; and in after-school discussions between the teachers and the counselor, teachers often expressed genuine personal concern for individual students who found themselves in difficult situations.

Conclusion

West Charlotte High School is a bustling education center that puts the student first and makes a good education for all of its students a

priority. Well developed in-take procedures, careful placement and monitoring, sound instructional practices -- these are indicators of how the school achieves its objectives for ESL students. In addition, the school also offers a Teaming Offers Personal Success (TOPS) program: a program for low achieving students who are experiencing reading or other academic difficulties. Students who have exited ESL yet need additional support, can enroll in the TOPS program.

As the principal said, "There are no restrictions on what [students] can be." Whether they are ESL or have been identified as Exceptional Children, (e.g., having special learning needs socially, behaviorally, academically, and physically) or whether they come from affluent or poor families, students at West Charlotte have opportunities to develop their interests and specialties. For example, all students are encouraged to join school clubs, such as the Chess Club, the Chemistry Club, or Students Against Drunk Driving (SADD). Of note, in 1991, students who were members of the Students Against Violence Everywhere (SAVE) club were recognized as Points of Light by President George Bush. These students united following the violent murder of a student to promote the idea: Violence Kills.

Additionally, because the school fosters individual development and takes pride in the students' accomplishments, it is not unusual to hear about students' achievements and successes over the public address system during morning announcements, read about them in the school bulletin, or participate in a celebration such as the Awards and Honors Day. West Charlotte proudly points to the fact that about 50% of the ESL students who graduate go on to complete courses at the local community college or go on to universities. The school also notes among its successes ESL graduates, including more than a few engineers who are working with large companies (such as IBM), some with earned Master's degrees, and others who are employed as teachers.

To an outsider, West Charlotte High School may appear as a huge, sprawling monster, packed with myriads of teenagers. But on the inside,

West Charlotte is recognized as a kind of haven by its students, faculty, and administrators, each of whom knows it is really "home." For at West Charlotte, there is genuine concern for, and pride in, each individual.

16th Street Middle School, St. Petersburg, Florida

Content-ESL Program Information

Grades	6, 7, 8
Number of Students in the Content-ESL Program	112
Languages and Number of Students	Vietnamese 32 Spanish 27 Lao 20 Cambodian 18 Russian 8 Polish 3 Others 4
Number of Teachers in the Content-ESL Program	4
Date Program Began	1981
Is there a content-ESL curriculum?	Yes
Number of Paraprofessionals	2
Number of Home/School Liaisons	0

Contact Person: Mr. Dan Ballou
16th Street Middle School
701 16th Street
St. Petersburg, Florida 33712

The Setting

It was soggy and muddy the day we arrived at 16th Street Middle School after a sudden, intense downpour. The ESL Department was in three temporary buildings at the end of long, open breezeways behind the school's main buildings. The large rooms were brightly decorated with a lot of student work, and a piñata, paper fish, and paper Spanish dancers hung from the ceiling. There were few commercially-produced maps, posters, trade books (other than some titles by Dr. Suess), textbooks, reference books, or supplementary readers. One ESL teacher was using a 1979 anthology that he had "dug out of the reading room." At first glance, the ESL Department seemed to be an administrative afterthought relegated to the fringes of school life.

The School

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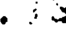
As an inner-city school, 16th Street serves a relatively poor student population: the affluent neighborhoods in St. Petersburg are closer to the beaches. Seventy percent of the students (and 95% of the ESL students) receive free or reduced lunch, and 60% come from single-parent homes or live with grandparents. Students also come from three federally-subsidized housing units as well as from local shelters, women's residences, youth centers, and a family continuity program for convicted felons.

The ESL staff of four greeted us enthusiastically, just as they greeted and worked with their students throughout the time we were there. It didn't take us long to discover that the ESL Department is anything but fazed by the poverty of the population it serves, the temporary character of its housing, or its lack of resources. More importantly, the principal told us that the ESL Department "unifies the school," and all of our observations confirmed that it and the students it serves are a vital part of school life; their special needs are effectively addressed, and every effort is made to ensure them a smooth and successful transition into mainstream classes.

The Program

The ESL Department was established in 1981 and is one of six ESL Centers at the middle school level and one of 29 in the Pinellas County School District. These centers are located geographically around students' addresses and are designed to consolidate students in as few schools as possible. Two of their chief features are the strong backgrounds of the staff and their staff development activities. In 1990, a consent decree mandated that teachers at all ESL Centers in the state have ESL training, and, in 1991, more than 15 teachers from the district's ESL centers were trained to train other teachers as part of a program called Training Other Professionals (TOPS). One of the participating teachers is now the director of the program at 16th Street Middle School and a key trainer there and at neighboring schools. Three of the four ESL teachers were



certified in the content they teach as well as in ESL, and the fourth was getting ESL certification. Two bilingual aides (one a native Spanish speaker and the other a native Vietnamese speaker) had Masters' degrees. All of the ESL staff participate in four workshops per year as well as in professional development days (for which TESOL specialists are brought in), local, regional, and international TESOL conferences, and conferences at the University of South Florida. In addition, the district ESL supervisor convenes monthly meetings for all ESL teachers and bilingual aides so they can share ideas, problems and solutions, and build a sense of team unity.

Most of 16th Street's mainstream content-area teachers have also received 60 hours of ESL training beyond their content-area certification from the district through after-school or summer sessions, as have many principals. They also attend the same workshops and conferences ESL teachers go to, and they are given ESL students only once their teaching personalities and styles have been evaluated for suitability. According to a mainstream social studies teacher, ESL students are "integrated into the classes of nurturing, supportive teachers who create an environment that is comfortable." Each uses an ESL Strategies Verification Form to ensure that appropriate strategies are used. If several students have problems in a teacher's class, no one else is put into that class. A bilingual aide or an American assistant student helper is also provided.

Besides having a committed and competent teaching staff, the program enjoys strong support from the district's ESL supervisor and the testing coordinator, who are involved in activities at the school, and the principal, who is committed to the program's success and expansion.

To acquaint teachers with the ESL students, a student guide containing information about each student's native language, grade level, ESL level, as well as the pronunciation of his/her name, is compiled each year. The guide also provides information on the ESL Department's courses and services. As a result of this collaboration and mainstream teachers' preparation, attitudes toward the students are generally positive.

ESL students participate in all aspects of school life. As a matter of policy, students who earn straight A's go bowling at the school's expense. Since the ESL department is responsible for the senior prom, ESL students help plan it. The department also pays their club dues. Advanced students work as assistants in mainstream classes, and some of the native Spanish speakers serve as models in Spanish classes. Through the Doorways Program sponsored by Honeywell (which links at-risk students with needed services), grade 7 ESL students, among others, are selected to receive scholarships to Florida state universities.

In-Take Procedures

A sophisticated placement and monitoring procedure is in place. When students register at a school in Pinellas County, they fill out a home language survey and, if they are native or dominant speakers of a language other than English, are referred to the ESL department for language assessment. Those who score in the limited English proficient range on the Language Assessment Scales (LAS) are placed in an ESL program or the Greek bilingual program (available at only some schools and the only bilingual program in the county). ESL students are placed in one of five levels, from 1A (absolute beginners to "learning English") to 3B (fluent English speakers). Level 1A and 1B students are mainstreamed for electives and physical education/health; Level 2, for math, electives, and physical education/health; Level 3A have ESL two periods a day for reading and language arts; and Level 3B have ESL one period a day for reading. Individual tutoring in content area subjects is provided by trained volunteer tutors. Grade-level placement is based on previous school records or, if unavailable, chronological age, interviews with parents, guardians, or the students themselves, or school staff judgment.

ESL students' progress is assessed by the Secondary Level English Proficiency Test (SLEP), given at the beginning and end of the school year, and by teacher-made tests, given throughout the year. Student folders are

kept to track progress; it includes an IDEA Language Profile Card. There is also a computer file for each student in the district office. Each file contains the student's current grade level, schedule, ESL entry date, ESL level, and test scores for the California Test of Basic Skills (CTBS) and LAS from previous years. The seventh grade guidance counselor is responsible for ensuring that all ESL students are tracked efficiently and consistently.

Instructional Practices

The ESL curriculum focuses entirely on content. Every effort is made to cover the same content in ESL classes as is covered in mainstream classes. In 1988, ESL staff at the district and school levels collaborated in developing curricula in ESL science, world geography, social studies, and math by using curricular frameworks and student performance standards mandated by the state and district. With these curricula as guides, the teachers use strategies for integrating language and content to make the material accessible.

For example, one ESL social studies class we saw was working on longitude and latitude. These terms were on the board as the teacher started the class by asking which, longitude or latitude, runs north and south, which runs east and west, and how else they might be identified. The teacher recorded the information the students supplied on the chalkboard:

longitude	N & S	meridian
latitude	E & W	parallel

Then, he listed cities like New York, Hanoi, Moscow, and Santiago that students had lived in and asked them to identify their coordinates. The students worked individually or in pairs, as they chose, with atlases and large maps to complete this task. They then located other cities from such clues as "The chief port of Brazil is 51° N/4° E" and "A city on the Nile river is 24° N/33° E."

In a Level 1A science class, students classified buttons according to characteristics they had come up with (small vs. large; two-hole vs. four-hole; cloth-covered vs. plastic vs. metal) in preparation for a class discussion of animal classification and a reading about adaptations. All new vocabulary was written on the board and reviewed several times, as were student solutions to the button classification task.

In an ESL reading class, the teacher previewed a story, "A Dangerous Guy Indeed" by Guy Runyon (from Scope English Program Reading Anthology, Level 1, Scholastic, 1979). The discussion ensured that students understood the phrase "dangerous guy" ("If I brought a big guy to class, would you think he was dangerous? What if you had to fight ten guys? Would that be dangerous?") and served to introduce them to character analysis. On the board, the teacher listed three ways to learn about a character: what the character says, what the character does, and what other people say about the character. The point of the story was that the main character's dangerous reputation was based entirely on wild stories recounted and embellished in the community. The discussion before the reading was filled with laughter as students gave examples of what they considered dangerous behavior and how rumor can spread and come to seem true. This was clearly an engaging topic. Even though they were low-level readers, they read the story aloud in very short portions interspersed with animated discussion, laughter, and comprehension checks by the teacher ("When people see him on the street, they start to shiver. What does shiver mean?"). By the end of the discussion, the class had collaboratively speculated about, read, retold, and enjoyed the story. Students then wrote in their response logs, either answering one of the questions the teacher had given them or responding in a personal way. Because they wrote after each reading, even beginning writers accepted writing as a routine. If they had problems, they worked with a bilingual aide or another student.

In each of the four ESL classes we observed, many different strategies were used to make the students comfortable, engage their

interest, and make sure they understood and could work with the material presented. Teachers carefully reviewed the daily announcements made by the principal over the intercom ("What did he mean by 'be cordial'?"), laughed with them about things that had happened over the weekend (the Bucanneers' 17-47 loss on Sunday and their pitiful season), and personalized the material (e.g., when reviewing the meaning of <u>accomplish</u> in preparation for reading a story, a teacher asked, "Can anybody tell me something you've accomplished at school this year? If you had five assignments and only did one, would you say you'd accomplished them?" Similarly, in the science lesson on adaptations, the teacher said, "Insects have muscles in their wings. Where do we have muscles?"). If students introduced a side topic related to the work at hand (e.g., in a math lesson, a student started talking about what he would do if he had a lot of money), the teachers pursued it. Teachers previewed all the readings by writing key vocabulary and concepts on the board and making sure the students understood. They also suggested strategies for approaching tasks ("You won't learn the meanings of these words if you just look them up in the dictionary and copy down the meanings and we never talk about them").

In the mainstream classes we observed, instructional strategies benefitted both ESL students and native English speakers. One advanced grade 6 geography classroom, for example, was filled with maps, magazines, graphs, globes, and posters. The teacher had clearly articulated goals, reviewed vocabulary and procedures often, and wrote key terms on an overhead transparency while the 36 students worked in folders that were passed out and collected. All of the students were comfortable and engaged, understood what was expected of them, and went right to work.

Another teacher, a math teacher, put the students at ease while displaying terms and concepts on an overhead transparency. The students worked in mixed or common language groups, depending on which had proved more productive.

These teachers both said they rarely took test scores into account,

while a social studies teacher told us she never assessed students "based only on what they do once," but rather got "at their performance in a lot of different ways." The math teacher never used tests but assessed progress by means of in-class and homework assignments.

In a home economics class of 13 girls and 10 boys we saw, the unit for the week was decision making and its consequences. Her expectations were high, for example, as she guided discussion of the "conscious decision" to go to college ("What you decide today will affect what happens to the rest of your life."). Similarly, a graphic arts teacher we saw required students to think for themselves as he helped them understand the difference between a ruler and a scale by illustrating with a line on the chalkboard. The students then worked with tasks involving scales and fractions. Answers were written on the board after they were discussed. If students had trouble, the teacher paired them with other students or, as a last resort, asked someone to interpret.

In addition to teaching, the ESL teachers at 16th Street provide a number of services for the students and their families, including general liaison, collecting furniture and clothing, and finding translators and interpreters. While we were there, a bag of clothes was delivered, and winter clothing for needy students is regularly purchased with department funds. Students reported they trusted their teachers and consulted them often.

Exit Procedures

Mainstreaming into math and then social studies classes at 16th Street is carefully planned. A committee made up of ESL teachers, the principal, a parent, and the two bilingual assistants decide when students are ready to move after a review of class performance and scores on the Language Assessment Scales (LAS), the California Test of Basic Skills (CTBS), on which a score at the 33rd percentile is needed for mainstreaming, and the SLEP, on which a score of 70% is needed. The

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procedure is flexible, and students are mainstreamed whenever they are ready, even in the middle of a grading period. If they have low test scores but good grades and recommendations from an ESL teacher, they may be exited and then monitored. If they do not do well in mainstream classes, they can return to ESL classes and exit later. Conversely, students or their parents can opt for retention in ESL even if the committee recommends mainstreaming. Students are monitored for two years by the district ESL testing coordinator after exiting.

Conclusion

All of this hard work at 16th Street work is paying off. Seventy-five percent of those who had gone bowling shortly before our visit were from the ESL Department. Similarly, in the spring of 1993, from 25% to 57% of the students on the Dean's List and roughly 20% of those on the Honor Roll were from ESL, as were 35% of those with a 4.0 average and three of the ten who received scholarships from Honeywell. There were ten ESL students in the Junior Optimist Club, and ESL students were members of the National Junior Honor Society.

Shortly, the ESL Department hopes to become a center for staff development, resources, and guidance in the district. They would also like to do more staff development, hire more teachers who are fluent in students' native languages, create a bilingual after-school program, and provide access to computer technology for all students. The challenge for accomplishing most of this is adequate funds. But, given the track record of this vibrant, educated, and committed staff, getting additional funding should be a quite feasible. Then, just as our dark, rainy morning turned to a bright, golden afternoon, 16th Street's ESL program will continue to shine in the Florida sun.

ERIC

Benjamin Franklin Middle School, San Francisco, California

Content-ESL Program Information

Grades	6, 7, 8
Number of Students in the Content-ESL Program	353
Languages and Number of Students	Cantonese 185 Spanish 118 Arabic 35 Russian 35 Mandarin 19 Tagalog 7 Vietnamese 6 Korean 5 Ethiopian 3
Number of Teachers in the Content-ESL Program	12
Date Program Began	1980s
Is there a content-ESL curriculum?	Yes
Number of Paraprofessionals	1
Number of Home/School Liaisons	1

Contact Person: Mr. Hoi Lee
Benjamin Franklin Middle School
1430 Scott Street
San Francisco, California 94115

The Setting

Rain had fallen during the early morning, and traffic was backed up for miles. We merged onto the bumper-to-bumper four-lane freeway and inched our way toward the San Francisco Bay Bridge. Traffic lights controlled the release of vehicles onto the bridge; once we had sprung free, we were finally on our way to school.

Exiting the highway, we traveled through a residential area of elegant, brightly painted Victorian houses. Autumn-gold California sunlight illuminated the steep streets as we went up and up, then down and down, then swooped up again. This was like riding the waves off Seal Rock. Where was the school? Where, for that matter, was the horizon once we dipped into a trough? Ah, there it was just ahead! No, that wasn't it. Not yet. Maybe at the next corner.

Then, all of a sudden, there it was at the corner of Scott and Geary Streets, in a quiet neighborhood of modest two- and three-story homes near a large medical center. Tall trees, their leaves just beginning to take on color, framed the rather stately three-story yellow brick building. The dark blue trim looked recently painted.

Once inside, we found ourselves at the base of a steep staircase in a wide foyer lined in black and white marble. At the top of the stairs we turned left and walked down a wide, high ceiling hallway covered in glossy tile. On one wall, a bulletin board displayed snapshots of the "Students of the Month"; another encouraged students to collect local grocery store cash register tapes. Quiet reigned: classes were in session.

The School

Benjamin Franklin Middle School is an inner city school. Student assignments are based primarily on their addresses or special program needs such as a need for ESL/bilingual classes or Special Education classes. About a third of Benjamin Franklin's students come from the surrounding neighborhood; others are sent by their families who choose to have them attend the school; and the majority come primarily from two other sections of the city, Mission and Chinatown, as the school is one of two middle schools where new immigrant students are assigned. Because it has a newcomer program, about 50% of the students are limited in their English proficiency. And, as is often the case in newcomer schools, because of disrupted schooling and the disruptive transition to English-medium instruction, many of Franklin's LEP students fall short of grade-level literacy in their native languages as well as English, upon arrival at the school.

Franklin's immigrant students are from several ethnic groups. Most are Chinese, but a large number of students come from Mexico and Central America. The rest are from Southeast Asia, the Middle East, East Africa, and Russia.

The neighborhood around Benjamin Franklin Middle School was home to Japanese Americans prior to World War II; many were put into internment camps during the war, and they lost their homes. At the same time, African-Americans moved into the area and found employment in ship building and other defense industries. By 1975, there was concern about the ethnic balance in the school. To redress the imbalance, students were brought in from two nearby sections of the city: Latino children from Mission and Chinese students from Chinatown.

Today, families in the neighborhood served by the school are typically lower middle class, blue collar, or poor. Many are unemployed. In general, the population is increasing gradually, in part because the well-established mix of race and ethnic cities in the area welcome new immigrants.

In-Take and Exit Procedures

When new immigrant students enroll in the San Francisco Unified School District, they are first screened at the Educational Placement Center. Here, students are evaluated for native language and English proficiency: tests have been developed in Spanish, Chinese, Tagalog, and Vietnamese; interviews are conducted in other languages; and all students are screened in English by means of the Language Assessment Scale (LAS) in reading, writing, and oral retelling.

After reviewing the assessment results, the Program Resource Teacher places students at the appropriate level--newcomer, beginner, intermediate, or advanced. Students' progress is closely monitored by the Program Resource Teacher with input from the classroom teachers. At the end of each report card period (nine weeks), upon recommendation of classroom teachers, students may be moved from one level to another. Students at the advanced/transitional level are redesignated as fully English proficient if they fulfill all the criteria: a score of at least the 36th percentile on the California Test of Basic Skills (CTBS); report card grades of C or

better in math, language arts and social studies; a "Pass" on the oral and writing sub-tests of the Language Assessment Scale (LAS); a "Pass" on the Student Oral Language Observation Matrix (SOLOM) in their primary language; and teacher recommendation. Redesignated students are reevaluated at 30 days and again at six months.

The Program

The instructional program has two sections: bilingual classes in which students receive instruction in their native language and English, with the majority in Chinese, and sheltered classes in which teachers adapt the language of instruction in English to meet the students' needs. Students are selected for one or the other track depending on their proficiency in English and only about half receive bilingual instruction. Native language instruction in content areas is used for Chinese and Spanish-speaking students in bilingual classes. Instruction is provided by bilingual teachers and paraprofessionals in all bilingual classes (two Spanish, three Chinese).

In general, newcomer classes are made up of students from all three grade levels. Many are literate in Chinese but have little or no literacy in English; others have had more or less continuous schooling; only a small number have had none.

Instructional Practices

A variety of instructional procedures are used by the teachers. Two teachers we observed incorporated traditional and audiolingual techniques. In a language arts class for sixth graders, the foci were words which began with _j_ and objects and vocabulary related to Halloween. To initiate the lesson, the teacher reviewed the _j_ words by distributing lists of words and sentences, pronouncing the words, and having students repeat after her. As the teacher pronounced the words, she stressed the phonetic elements of the syllables and enunciated them clearly. (She also commented frequently in

Chinese.) Later, she modeled the pronunciation of the sentences, phrase by phrase, and again had students repeat. At one point, she reviewed (in Chinese) the use of commas and periods with reference to sentences written on the board in English containing enlarged examples of these forms of punctuation. Later, she wrote translations of the sentences on the board in Chinese. Next, students listened to a tape of the words and sentences in English and repeated them after her.

After this class, the teacher explained that she expected students to memorize the words. "Students must learn [memorize] the fundamentals," she explained. In line with this, she assigns daily homework in both Chinese and English and helps students memorize: students write the English words and their Chinese equivalents several times; then, they have a spelling test daily. In addition, she prepares vocabulary lists in English and Chinese for each page of the math and science books, and the students follow the same procedures in studying these words. As a result, she said, "When students see the English in the math books, they can read it." She also pointed out that many of the students in the class we observed had arrived very recently and had no instruction in English before coming to her class; others were illiterate in Chinese, so she uses a lot of pictures to help them.

In an eighth grade social studies class, a traditional style was also favored: the teacher read aloud, phrase-by-phrase, from an ESL text, and the students recited each phrase after him. Then, the students took turns translating each phrase from English to Chinese. "I know it's old-fashioned, but I think it's the way to do it," he said. In general, the procedures he follows are: doing vocabulary study, reading the chapter, answering the chapter questions, discussing the answers to chapter questions, and taking a test, often composed of knowledge level questions which have key words underlined and which students are to use in the answers they write. Later in the semester, when students study the 50 states, students will be assigned randomly to groups of two or three. Each

group will be responsible for researching a state and completing a project.

Traditional procedures were also observed in two other classes. In a seventh grade social studies class, the teacher began by having students do a pronunciation drill and definitions of target words. Following this warm-up, they divided into small groups and continued to work on assigned topics: the Aztecs and dinosaurs. The first group read aloud and completed a question-answer session with the teacher. The second group read a dialogue aloud from a commercial text, with the teacher participating as well, and discussed the subject matter.

In a seventh grade science class, the teacher asked students to supply choral responses to questions about weather maps on an unadapted commercially prepared worksheet and overhead transparency. Next, students copied definitions about climate in both Chinese and English and completed a worksheet.

In a sixth grade science class, the teacher employed both a traditional style and a form of cooperative learning. First, she introduced the lesson by asking the class to name the parts of a microscope as she pointed to them. After they chorused the names, she asked individuals to repeat the procedure by again pointing to the parts of the microscope and calling on one student to name the parts. Next, small groups were given microslide viewers and asked to illustrate what they saw on the film. While there was no collaborative outcome, students did work together, quietly talking about the task and helping each other.

Other teachers used less traditional instructional procedures. In a sixth grade reading/language arts class, the teacher had a language objective, conditionals. She focused students' attention on "What's magic?" by having them first write their ideas on paper and then read them aloud as she recorded them on the chalkboard. Later, students referred to these ideas to complete their own compositions using the conditional "If..., then..." pattern by answering the question "What would you do if you were a magician?"

In a sixth/seventh grade science class, the two topics were sensory perceptions (taste, feel, smell, look) and similes (tastes like, feels like, etc.). The lesson had both content and language objectives. Following a brief introduction, students were divided into groups of three or four and asked to observe, smell, taste, and feel four items: split peas, chocolate syrup, powdered sugar, and honey. After completing each step, the groups recorded their ideas about appearance, aroma, touch, and taste as similes on separate charts. When all the groups were finished, students shared some of their similes. A secondary focus of this class was the development of a social skill: complimenting peers on tasks performed well. At the conclusion of the class, the teacher asked the students in each group to note an action one person in the group had performed well during the period, e.g., "We all took turns."

During a discussion with two seventh grade teachers, we learned that during the 1992-1993 school year they had team taught an interdisciplinary unit, "Circumnavigation of the World," that involved social studies, language arts, mathematics and science. Students worked together in a variety of groups as they learned about Japan, China, the Silk Route, England, and South Africa by taking an imaginary trip around the world. This project required students to use a wide variety of content, language, and thinking skills as they inventoried items needed for the trip, made passports, noted expenses and wrote checks, made schedules, kept daily journals, wrote summaries, drew maps, made and wrote postcards, wrote poetry, wrote stories, and much, much more.

As students took this imaginary trip around the world, they followed the same basic procedures for each country or content focus. Then, as the interdisciplinary study continued, other topics of special interest -- current events, or items of specific importance to the country, its culture, or its impact on the world at large -- were introduced.

In the classes we observed, teachers relied primarily on teacher-made tests to monitor their students' achievement. In addition, student

assessment was also conducted through on-going informal evaluation, student self-evaluation, and portfolio construction. We observed informal continuous assessment many times in the two days we spent at the school. For example, in the eighth grade science class where the focus was similes, the teacher asked, "What does chocolate taste like?" A student volunteered, "The chocolate tastes sugar." The teacher's immediate response was, "The chocolate tastes like sugar," as she noted that the student had at least understood the concept of similes even if he did not use the word like when stating the comparison. This kind of integrated and informal monitoring of the students' comprehension is a common practice at the school in all classes.

Because the school year had just started when we were there, examples of self-evaluation and sample portfolios were available only in the material from the Circumnavigation Project that had been completed during the previous year. In this project, children completed both self-evaluations and constructed portfolios. In the self-evaluations, for example, at the end of each topic studied, students were asked to describe what they learned and what they expected they would be able to do in the next topic as a result of this.

Portfolio assessment, in fact, is an important feature of the program at Franklin; students contribute work to portfolios regularly. The principal has made it a personal specialty. In addition, several staff members have attended a summer seminar at Harvard where such matters were taken up and instructional material was developed. The Program Resource Teacher frequently gives workshops around California in multicultural education and instructional techniques. Portfolio assessment culminates at the end of the school year, when all eighth grade students consider the work they completed during the year and select four items to present during an exhibition held in June. As they make their selections, students respond to the following questions.

Conclusion

Benjamin Franklin Middle School has created an integrated core curriculum program from disparate elements. Immigrant children, even if they have not gotten very far in native literacy or do not speak much

> **DIRECTIONS:** Please select the items you think would be appropriate to present during the exhibition in June. These selections of work should try to demonstrate: Growth, Excellence, Choice, Pursuit, Social Learning, Application, and Self-Evaluation. As you choose each item, complete the information asked below.
>
> **Selection #1**
> Item selected: ____________ Date work was done: _______
>
> Why did you select this entry? What criteria or expectation does it meet?
>
> What does it show about you and what you have learned?
>
> What are three (3) things you'd like to tell someone about this assignment?
>
> What might you do to display or explain this piece of work? (Show pictures, demonstrate how it was done, read it, play it, ... etc.)

English, are made to feel at home and given classes stressing active learning, plenty of native language support, a print rich environment to grow in, and the comfort of routine procedures. Most prosper in this environment. Their teachers struggle with large classes to provide an efficient, frequently creative, and consistently work-oriented experience with the new language and its cultural context. Students we talked to were appreciative of the structure they have been provided; they knew that their class work was important, that their needs would be attended to, that rule infractions would be met with discipline and understanding, and that they were expected to make progress fast. Since most of them do, the school can take considerable satisfaction in the job that it is doing.

Outside, two passersby see Benjamin Franklin Middle School as they walk down the side street. Do they hear the choruses of classes reading aloud? Do they see students writing at their desks with heads bent? Do they hear the sounds of young voices at play? If they looked, they could see and hear these activities and many others, for this school is busily engaged in educating its charges.

Washington Middle School, Yakima, Washington

Content-ESL Program Information

Grades	6, 7, 8
Number of Students in the Content-ESL Program	340
Languages and Number of Students	Spanish 340
Number of Teachers in the Content-ESL Program	8
Date Program Began	1988
Is there a content-ESL curriculum?	Yes
Number of Paraprofessionals	1
Number of Home/School Liaisons	1

Contact Person: Ms. Mickey Clise, Principal
Washington Middle School
501 South 7th Street
Yakima, Washington 98901

The Setting

Yakima, Washington is a medium-sized town of just under 55,000 people located east of the Cascades. It has both the highest and the lowest per capita income in the state (with a small middle class) and is often referred to as the "Fruit Capital of the World." On the one hand, this is a town of "old money" from agricultural investments, warehouses, and manufacturing (Decota Manufacturing, an airplane parts factory). According to one interviewee, it's essentially "conservative, settled, and narrow-minded" in its instincts. On the other hand, there is a large migrant population: the school district (13,000 students) has recently seen an increase in its minority population: from 16 percent to 38 percent in a three-year period. A large number of these migrant families are poor and lack many essentials such as basic health insurance.

The School

Washington Middle School, a magnet school for grades 6 to 8, has 700 students, over 90 percent of the student body qualify for free lunch.

About half are limited in their proficiency in English. Of those, roughly 85% are native Spanish speakers from Mexico, 7% are of European origin, 5% are Native American, and 3% are African American. Currently, more students at Washington than ever before have minimal or interrupted educational experiences; some have never been to school. Furthermore, many start school late and/or leave school early because they work in the fields. In all, over half have had interrupted, little, or no schooling. Most are performing below grade level in native language literacy, English literacy, and the content areas. Few have strong motivation for conscientious study.

Washington Middle School is in transition in four major respects. First, it is recovering from alleged mismanagement at both the district and school levels. During the 1991-92 school year the district suffered a $4.2 million budget shortfall (enrollment had been over-estimated), and the superintendent resigned. At the start of the 1992-93 school year, parents orchestrated a protest in which roughly 200 students congregated outside the school and demanded the school principal's resignation. Shortly afterwards, he resigned from his duties and was convicted of sexual abuse of a minor who was not a student at the school. When the current principal (who had been the director of staff development in the district office for four years and an elementary school principal before that) took over in November, nearly 300 students of limited English proficiency had still not taken the necessary placement exam and there was no master schedule.

Second, the school is struggling to overcome a poor reputation in the community and the school district. It has been plagued by gang-like activity, drug trafficking in neighboring communities, weapons, violence, and graffiti. The district's test scores are among the lowest in the state, and Washington's test scores are among the lowest in the district. Prior to the new administration, the school community was intimidated by gangs, and teachers and administrators were afraid to challenge them. In fact, many district residents still consider the school a mediocre and unsafe educational environment.

Third, the staff is largely young, relatively inexperienced, and mostly untrained in the teaching of ESL. As one interviewee put it, "This is a school of new teachers." In the past few years, between one third and one half of the staff routinely asked to transfer to other schools. Many saw Washington as a good place to start but a bad place to stay. As a result, over half of the current staff have arrived within the last two years. Fourth, the school is attempting to make a transition from a totally bilingual program to a partial content-ESL program (Washington has been the only school in the district with a bilingual program), a process that has not been easy. Scheduling is difficult, the English and Spanish versions of materials (used in those classes that continue to provide Spanish support) are very different, and more trained bilingual teachers are needed.

Under its new leadership, however, the school is beginning to turn around in all of these areas. Staff are working to create a safe and orderly environment through trust and teamwork. There is a full-time security guard on staff. While gang members still attend school, they no longer run it and are not readily identifiable. "Gang rags" (red and black bandannas) are confiscated, and gang signals are not allowed. Graffiti has been replaced with colorful murals made by students, pictures of students and staff, and signs in the hallways and classrooms containing uplifting slogans. One such sign, in English and Spanish, read,

> "The community of Washington Middle School will create a quality learning environment in which all members have the opportunity to meet their needs and be successful."

In another instance, a group of students worked with a local author and published a book of their writings, entitled A World Where People Love. In addition, 11 staff members are currently enrolled in a building-based master's program which is operated by a local college. As a result, according to the vice principal, "There's a nice feel to the school now."

District and school staff are committed to developing and promoting academic excellence. A district-wide awards ceremony for exemplary

students, the Hispanic Achievement Award Program (HAAP) is held every year, and all principals attend. There are plans to institute such a program for students in grades K-5 as well, to help them see positive benefits of education. There is also a re-entry program for students who drop out or are dismissed. The student and his or her parent(s) sign a contract, the student starts on a 15-day probationary period with one teacher, and is gradually returned to the full program. This year, two-thirds of the students who had been expelled returned via the re-entry program. The vice principal advises a student leadership group (this year 18 eighth-grade students are participating), which helps students learn about responsibility, self-management, consequences for actions, and ways to improve the life of the school. The group meets daily and students work on projects such as planning the 8th grade dance and making decorated wooden hall passes. The vice principal deliberately recruited gang members for the group by promoting the idea that it's "cool" to belong. His idea is to harness their energy and leadership potential and nudge them in a new direction.

Actions Taken

Partly in pursuit of academic excellence and partly to participate in a district-wide desegregation scheme, in 1995-96 the school will become a magnet school specializing in computer technology and science. In support of that aim, a partnership has been formed with the Bottelli Corporation, a nuclear-powered power and waste disposal plant, and the Department of Energy for money for science, technology, and math classes. Under this plan, scientists will bring equipment to the school and do experiments. There is also a plan to tie into the Math, Engineering, Science, and Achievement (MESA) program, a program for students from minority groups that are under-represented in such careers. One part of this program will involve teachers in participating in special projects (such as studying salmon spawning in another part of the state) and then replicating the

project with students.

The school is also trying to involve more Latino parents in school and community issues via the Hispanic Association of Yakima Barrios; the Parent Advisory Council, a forum where parents of students already in the school can talk with potential parents to orient them to the new positive aspects of the school and assure them that it is a safe place to be; notices sent home regularly in English and Spanish; a bilingual school/home liaison; parents' night events; and courses for parents.

For years, the school has lacked appropriate educational materials; the teachers had become used to teaching without textbooks and other materials, making do as they could and often designing their own materials. Staff are now beginning to identify and purchase the materials they need, such as grade-appropriate content materials in English and Spanish and a greenhouse for the science lab.

The school is also trying to develop a stable, trained staff. The principal, a strong proponent of enhanced staff and curriculum development, has experience in these areas. Interdisciplinary teams have formed, and staff members are working to collectively define their mission, set goals, and make decisions. Since many of the staff members need general professional development and all need TESOL training, teachers are being encouraged to take college courses and workshops are being held on a variety of topics, including cooperative learning, learning styles, issues in multicultural education, and assessment techniques. The Futures Program is in place to encourage talented, young, minority and Spanish speaking paraprofessionals to become teachers. These paraprofessionals are paid to attend Heritage College, which is local, and get their teaching certification. They then commit to teaching in the district for three years after they graduate in exchange for financial support. There are plans to enlarge this program by recruiting students in the school to become paraprofessionals and go through the same process.

These efforts are already having a positive effect: this year, only

two staff members asked for transfers.

Although the school has had a heavy bilingual emphasis--with many classes taught entirely in Spanish, bilingual teachers or bilingual paraprofessionals in every classroom, and Spanish texts used instead of or along with English texts--there is an increased emphasis on sheltered English instruction, while continuing the bilingual support. In the future the school will attempt to have one bilingual teacher or Spanish-speaking paraprofessional in each class and teachers will receive in-service training on effective ESL materials and strategies and students at all three levels of English proficiency will have some ESL classes. Level I and II students (the lowest levels) will have one Spanish Reading course and the rest ESL courses, in both language and content; Level III students will be integrated into regular content and English Reading courses with one ESL language course.

At the same time, there is a strong feeling that students and staff should be fully bilingual and biliterate, so next year classes in Spanish for both Spanish Speakers and teachers will be offered. Currently, almost all the coaches are Spanish-speaking, and there is a serious attempt to hire more teachers who speak Spanish and possess an understanding of Latino culture. The Hispanic parents' organization is very active, as well as the Bilingual Education Limited English Proficient (BELEP) organization, a coalition of Hispanic educators and community members who advocate for Spanish speaking students.

In-Take Procedures

The district has a sophisticated intake and referral system. All students are pre-tested in September and post-tested in April with the Secondary Level Placement Test (both oral and written), the California Test of Basic Skills (CTBS) in English, and the Spanish Assessment of Basic Education (SABE) in Spanish. In addition, any student who answers that his/her family speaks a language other than English at home on the Home

Language Survey takes the Secondary English Exam.

Positive Trends

At this point, most of the positive change at Washington is at the district level or at the structural level within the school and has not yet reached the instructional level within classrooms. Many teachers are still reeling under the confusion of the past several years, need additional training (particularly in effective ESL teaching strategies), and need to identify and become comfortable with effective materials. We did, however, observe some very effective program innovations and teaching. One program innovation is an Advisory period, designed to replace the old homeroom period. The Advisory period, which occurs every day after lunch, is a time when students can take a variety of mini-courses. We observed a session about snakes. The teacher had her own snake farm and brought in a different snake each day to talk about, along with pictures of and books about snakes. Students could touch the snake and ask questions, and the teacher enthusiastically recounted her experiences with snakes. Both the topic and the teacher's instructional procedures stimulated students to ask questions and resulted in a great deal of student-student interaction.

We also observed other positive trends currently taking place in instruction in other classes. One teacher who teaches a double-period language arts/history block is already exceptional because she has been at the school for three years, chose to teach there, and plans to stay there until she leaves to continue her education (she is working on a Masters' degree and may continue on for a Ph.D. and principal credentials). Although her room, like the other rooms in this old school, reflects the deterioration of time, she has turned it into a bright and comfortable place to be. A bright shag rug and two couches from home make it comfortable. Walls filled with beautiful pictures and maps and shelves brimming with trade books, textbooks, dictionaries, and magazines stimulate students' interests. Students work on projects within thematic units (such

as a study of Germany during the Holocaust or a unit on discipline, including studying the Bill of Rights and the Constitution and creating class rules), and are allowed to work individually, in pairs, or in groups, as they choose. During class, they freely move around the room to help other groups, as does the teacher (a monolingual English speaker) and a Spanish-speaking aide. The atmosphere throughout the class we observed was one of engaged but relaxed attention to the task and respect for others. The teacher reported that she respects students' need for autonomy and power and attempts to "give them an out" in tense situations and not back them into a corner. In our interviews with class members we learned there are gang members in the class, but we found they were indistinguishable as they worked along with the other students.

Another teacher teaches a double-period Language Arts/Social Studies block. In the Language Arts section we observed, he did a masterly job of juggling Levels I and II in the same class, with two different curricula and materials---Horizons in English[1]. (This cumbersome combining of levels in one class will be disbanded next year.) He introduced the topic to one group, got them working, gave an introduction to the other and got them working, then returned to the first group. He moved easily between groups and between English and Spanish. All direct instruction was in English, but students spoke with each other in Spanish and asked him questions in Spanish, which he always answered in Spanish. As in the other double-period class, students worked diligently and with good humor, often shouting out questions for him ("Maestro, como se dice 'mesero' en ingles?") or for other students and helping each other (at one point three girls worked out the spelling of a word at the board). During all this, the instructor circulated around the room working with individuals and groups, sometimes chiding ("Are you asleep today?" "Write it in English not Spanish, okay?"), but always gently and with a touch of humor. The students clearly love and respect him, and the girls love to tease him.

[1] Reading, MA: Addison Wesley, Levels 1 and 2.

Conclusion

In short, the story at Washington Middle School is the story of a school that is making a comeback. Having teetered on the edge of disaster, it has now turned the corner from disintegration and collapse. By and large, it is the story of a school that was rescued through energetic and imaginative leadership.

As the school's reputation has improved, so has the support of parents, teachers, and administrators. Although increases in enrollment put continuing stress on the system, the atmosphere has become more collegial and hopeful. Currently, Washington has a three-year plan to create an even stronger collegial climate and improve student performance. Through the implementation of this plan, the content-ESL program will become firmly established and expand to other schools, and staff training in ESL strategies will increase. More faculty members will be certified in ESL, and ESL and content teacher contact will increase through a program of peer coaching and collegial support.

At this time, however, the school still faces tremendous challenges, including conducting extensive staff development, designing curricula, and purchasing materials to meet the students' academic needs, as well as meeting students' psychological and social needs in a poor community where gangs are still active and negative peer pressure is very strong. The school wants to continue to provide comprehensive services to its diverse community with fewer resources than they've had before. As a school board member put it, "We're in a big, fast river in a real little boat, and we're having a hard time keeping up." This is no small task, though it is one for which the school, because of its recent impressive record of accomplishment, seems prepared to meet.

Woodrow Wilson Middle School, Dorchester, Massachusetts

Content-ESL Program Information

Grades	9, 10, 11, 12
Number of Students in the Content-ESL Program	116
Languages and Number of Students	Haitian Creole 116
Number of Teachers in the Content-ESL Program	9
Date Program Began	1972
Is there a content-ESL curriculum?	No
Number of Paraprofessionals	0
Number of Home/School Liaisons	1

Contact Person: Ms. Rosslyn Brown, Principal
Woodrow Wilson Middle School
18 Croftland Avenue
Dorchester, Massachusetts 02124

The Setting

A yellow school bus crossed the intersection just ahead of us, and a few seconds later, we turned left onto the same quiet, tree-lined street of single three-story frame houses. A little farther, we turned right and saw a school at the end of the block. A four-story yellow brick building atop a slight hill, the school sat behind a black wrought iron fence with three sets of open gates. It was a stereotypical New Englander --impressive, solid, and strong; able to withstand cold winds, inclement weather, and steady use. Inside the front entrance, stairs that gleamed in the sun and two pots of yellow and white field mums suggested that someone cared about first impressions. The stairs led to the center of a long, highly polished, wooden hallway. There, we were greeted by the principal and officially welcomed to Woodrow Wilson Middle School.

Boston itself is a large multicultural area with people from many different parts of the world speaking a variety of languages: Haitian Creole, Spanish, Portuguese, Vietnamese, Cambodian, Cape Verdean Crioulo, Chinese, Italian, and Greek. Dorchester is an urban area southwest of

Boston. Here, the residents include Haitians (the largest group), Latinos, Asians (primarily Vietnamese), and a few Native Americans. Since 1990, there has been an influx of Asians and Africans, but the community's multicultural population is now stable. Traditionally, immigrants have come to this area to join already established ethnic communities. The most recent immigrants, however, have formed new ethnic communities.

The School

Housing in the school's neighborhood is comprised of single-family homes, many of which have been remodeled as apartments. Nearby, run-down businesses and residences face dirty, glass-littered streets. In one such area, several buildings have been reclaimed, bespeaking owners with a desire to see the community improve.

Wilson is primarily a neighborhood school, but it is one of only two middle schools in the Boston area that offer bilingual programs for Haitian Creole-speaking students. Neighborhood children who attend the school come mainly from blue collar or poor families. Some parents have non-professional white collar jobs, but the majority are employed as skilled or unskilled laborers. About 75% of the students participate in the funded lunch program.

Although several ethnic groups are represented in the student body at Wilson, students in the school's bilingual program are all Haitian. About half of these are members of extended families. While many live with relatives, many others live with family friends or acquaintances. A large number of families are headed by single parents.

The school's population also has a small number (4%) of Southeast Asian students (Cambodian, Lao, and Vietnamese) but is able to offer them only limited instructional support. Their parents know there is no Vietnamese bilingual program at Wilson, but for such reasons as distance or a desire for English immersion, they choose this neighborhood school over the Vietnamese bilingual program offered elsewhere in the city. For the

two years before our visit, the principal offered them one daily period of ESL taught by an ESL bilingual teacher and a Vietnamese paraprofessional.

The Program

All students in the Haitian bilingual program, speak Haitian Creole (Kreyol); others speak French as well. While their listening and speaking skills in Kreyol are native, they often have few reading and writing skills because Kreyol is only recently a written language and because schooling for many has been interrupted, and many others have had no prior educational experiences at all. Further, it is only recently that Kreyol has been standardized as a written language. Even now, its use in instruction is controversial. Teachers at Wilson permit students to write homework and classwork in English, French, or Kreyol most of the time, but do not teach Kreyol literacy per se.

Officially, students remain in the transitional bilingual program for a maximum of three years. On average, those who have been in the program for a year or two are unable to understand spoken English easily and are below grade level in both English literacy and academic achievement. For the most part, they have learned English in U.S. schools and by speaking it with brothers and sisters, watching TV ("Jeopardy," "Wheel of Fortune," "Sesame Street," and cartoons), and listening to the radio. Some watch the after school public cable program, "Extra Help," which is produced by the Boston and Brookline Public Schools. For four hours, three days a week, this show helps kids with homework and deals with science, math, ESL, and adolescent concerns.

A Haitian bilingual program was first offered in the Boston Public Schools at Dorchester High School in 1972. The original program consisted of two bilingual teachers using a pull-out model at Dorchester High School. They served approximately 37 students. Between 1975-76 the program expanded to include grades K-12. Now, 20 years later, the Haitian bilingual program serves over 2,500 students and has grown to 70 Haitian

bilingual teachers. Programs are now available in Boston at five elementary, two middle, and three high schools. The program at Wilson is part of the Title VII-funded Project S.T.Y.L.E. (Strategies to Yield Learning Effectiveness), a program for bilingual teachers and students in Haitian bilingual programs. It has been in operation since 1990 and provides instructional support in math, science, ESL, Haitian culture, and social studies for students in grades 6-12. The grant also provides workshops and graduate courses for teachers and aides. Project S.T.Y.L.E. funds are also used to purchase materials, and develop and demonstrate classroom activities that use integrated language and content approaches, such as CALLA, which promote critical thinking and native language learning strategies. The specialist from Project S.T.Y.L.E. organizes field trips for the students and helps to facilitate school parental involvement. The grant also supports a project director and one other resource specialist who serve the two middle schools and three high schools in the Haitian bilingual program. Project S.T.Y.L.E. staff observe teachers, purchase materials, provide inservice training, and conduct demonstration lessons.

The district also has a liaison worker who spends two hours per week at Wilson. His job is to assist students as interpreter, translator, and conflict resolver. He also counsels parents on topics such as the role and acceptable level of discipline in American schools and meets with them in the school's Parent Information Center. To foster connections between the home and school, he schedules monthly parent meetings at the school, makes phone calls to students' homes, writes letters, and gives talks at a local Haitian church.

Wilson's transitional bilingual education program is designed to teach subject matter in the native language while the students learn English. Because there are few appropriate materials available in Kreyol, however, the program relies on English. Thus, although it was not designed to integrate English language and content instruction, the program takes a de facto content-ESL approach.

Instructional Practices

The classrooms we visited varied in print-richness. Some displayed samples of student work in English, French, and Kreyol, as well as posters, maps, and other instructional items. Others were sparsely decorated. Although bookshelves often held supplemental textbooks, they rarely held trade or reference books, and no classroom had a learning center or much technology. No VCRs or televisions were in sight, and only one classroom contained an overhead projector and a language master, both of which were in a closet.

In general, teachers at Wilson follow the mainstream curriculum prescribed by Boston Public Schools, but they select their textbooks carefully and subtly adapt teacher talk. Most textbooks are English mainstream books, though sometimes at a more basic level. No instructional materials are available in Kreyol. Some classrooms had copies of a commercial series called Building Bridges[1] that integrates English and several content areas. One social studies class had a commercial textbook specifically written to integrate American history with English language development, and some classrooms had bilingual French-English dictionaries as resources.

Teachers report that they use a variety of strategies and techniques in their classrooms, although the few classes we saw did not lend themselves to the use of those techniques. Among those mentioned by teachers were communicative activities, hands-on activities, cooperative learning, class discussions, and direct vocabulary instruction. As for language modification, all said they translate when necessary, and most use repetition and a slower pace in the classroom, all of which our

[1] Building Bridges is a three-level series designed to prepare secondary school ESL students for participation in mainstream classes. The series presents concepts and skills needed for grade-appropriate science, mathematics, social studies, and literature. Based on the principles of the cognitive academic language learning approach (CALLA), the material also includes information students will need to become successful and autonomous learners in all-English classes. Chamot, A.U., O'Malley, J.M. & Kupper, L. (1991). Building bridges. Boston: Heinle & Heinle.

observations confirmed. In discussing the free flowing amalgam of English, French, and Kreyol that characterizes the classes, several said that they ask students who have been in the country longest questions in English and expect English in response.

The teachers at Wilson are active team members with high expectations for their students. They sometimes share ideas and information about students and are committed to the practice of using two or more languages more or less simultaneously. As one teacher explained during our visit, he could ask a question in one language, then re-direct it in another, all the time checking on student comprehension regardless of the students' level of English proficiency.

Much of the instruction is language-oriented, and teachers engage in a lot of translation and interpretation of content. In the classes we observed, teachers would begin in English and immediately interpret information or directions in French and/or Kreyol. Student language use also varied. Some students used English more than French or Kreyol, whether they were asking or answering questions. Often, they responded to a teacher's question in the same language he or she had used in asking it.

Content instruction was generally conducted in a traditional fashion. In each classroom, rows of student desks faced the blackboard in the front of the room. The ESL class was an exception. There, three or four students sat at a narrow table, facing front. In general, teachers used the recitation method of instruction: the teacher asked a question, a student responded, and the teacher evaluated the response with a "Good," "Right," or "Uh-huh." There was little whole language going on.

In contrast, the teacher of the integrated social studies class we observed tried to promote critical thinking. In this class, students were finishing a unit on self-esteem by writing an essay about personality. The three prompt questions the teacher posed were: What is personality and how does it affect you? What are three personality traits you like about yourself and why? What are three physical traits you like about yourself

and why? This was also the only class where process-oriented composition instruction was going on. The teacher had provided a model and announced that the students' essays would go through several drafts before they were graded.

In a typical class, the teacher would ask a student to read aloud from the text. While the student read aloud, the teacher provided assistance with unknown words, especially their pronunciation. Students were also often asked to read a page or two in their textbooks and then answer questions from the book in writing or complete a worksheet. While students worked alone in most classes, classmates helped each other in a few classes. Student initiated queries about content were rare, as were higher order questions from the teacher.

Even the ESL class had a traditional flavor. In the lesson we observed, students were asked to distinguish between proper and common nouns. In this teacher-centered and frontally arranged class, the teacher decided who answered questions and read aloud from the textbook, wrote student and teacher examples on the board, helped students as they worked individually on exercises from the textbook, and led a whole-class review of the activity. He also used English, French, and Kreyol alternatively. The class actively volunteered examples and answers.

In the content classes, most teachers used examples and visuals to describe or extend the content presented. For example, in an eighth grade science class, the teacher discussed single-cell organisms. She referred to examples students might be familiar with: an unfertilized chicken or ostrich egg. She drew three single cell types and wrote their labels on the chalkboard as she spoke. Students copied them into their notebooks.

In a seventh grade social studies class, the teacher drew a compass rose on the board after defining directional vocabulary in French and English. Then he asked the students to move around the classroom in directions he specified, then contextualized the lesson referring to local areas and stores and asking students which direction they would go in order

to get there.

Teacher-student Rapport

There is a rare closeness between teachers and students in this program. The teachers are advocates for the students and committed to their success but hold them to high expectations. Learning is a student's responsibility. One seventh grade math teacher who wanted his students to demonstrate the comparative taller than said, "I'm not going to teach you anything -- you're going to teach me." Similarly, a seventh grade ESL teacher announced, "Now is the time to correct your papers if you made a mistake." If students gave inaccurate responses, teachers frequently asked them for definitions or examples to uncover the error themselves. Or the teacher called on another student to provide a response and then checked the first student's understanding. Students also received a good deal of non-verbal encouragement when they were working well. Discipline was a non-issue in these classes. Students were well-behaved, and teachers conveyed their expectations of proper behavior with minimal remarks.

Despite this special relationship, bilingual classrooms are not isolated at the school -- they are situated in all corners of the building, on all floors. Students interacted freely in the hallways, lunchroom, and physical education.

Staff Requirements

Bilingual teachers in the district must be certified or be in route to certification in the students' native language. In 1991-92, the district offered a Voucher Incentive Program (V.I.P.) through the Title VII Project to encourage bilingual and ESL teachers and paraprofessionals serving Haitian bilingual students in the five Title VII schools to complete state certification requirements. Those who participated were reimbursed up to one hundred dollars for tuition for a 3-credit course.

Certification in Kreyol requires literacy, but most of Wilson's teachers are unfamiliar with written Kreyol. Among the teachers we

interviewed, one had a bachelor's degree, five were working toward master's degrees or had them in hand, and one was working toward a Ph.D. Certification in bilingual education had been achieved by two (one of whom also had social studies certification), one had elementary certification, and one had ESL certification.

Students' Opinions

During our visit, we interviewed six students. They were all eighth graders and spoke English easily. The students said their teachers help them learn content in a variety of ways: draw pictures on the board, show real objects, lead the class in chants, ask students to move around to demonstrate or illustrate content, have students read aloud from their books, and require homework. They said they help them learn English by having them pronounce words, write down the words the teacher says that they don't understand, and discuss spellings. One group said that the math teacher had helped them understand the number families by making them into "families." In the Ones family, for example, they think of the number in the ones column as the last son of the family. The daughters are the hundreds, the mothers are the thousands, and so forth.

In-Take and Exit Procedures

New immigrant students are screened and assigned to schools by personnel at a district office; native language literacy does not affect placement. At Wilson, students are given cloze tests in English and sometimes French and Kreyol to determine their placement.

The program's exit procedures are enacted by a LAU Assessment Team that meets at the end of the year and decides on a case-by-case basis what subjects students are ready for. In general, students who enter Wilson in sixth grade are mainstreamed first in language arts or Chapter I reading. Later, they are mainstreamed in math, and then in science and/or social studies, with the latter often in eighth or even ninth grade.

In addition to the regular mainstream, Wilson also has a transitional option. This integrated level welcomes a mix of newly-exited bilingual students, mainstreamed special education or resource students, and regular students. In these classes, teachers do not systematically interpret instructions or translate readings. They do, however, modify their language and adjust their instructional practices (e.g., chunking information, using more visuals, using cooperative learning and peer tutoring). Not all bilingual students enter the integrated classes as a first step, but many do.

As mentioned above, there is no automatic exit at the end of three years. Students who enter the program from elementary school receive bilingual support for more than three years. Once students exit the program, there is no system-wide monitoring. A few students re-enter the program.

The Future

Wilson's principal would like even more of an emphasis on the students' native language and culture, more contact with Haitian parents, and better assessment procedures. She would also like to bring the bilingual program into even more intimate contact with the school's students and staff. More opportunities for ESL and content teachers to interact and collaborate with personnel from neighboring districts on staff development would also be helpful. District administrators echo a lot of what she says, but lay stress on the development of materials in Kreyol and see Haitian students as valuable cultural and linguistic resources.

Conclusion

On the whole, instructional methodology at Wilson is traditional because, as some teachers indicate, parents expect a traditional approach and it works. Therefore, instruction is teacher-centered, discipline strict, though lightly enforced, and reading and writing activities

predominant. In Haiti, the classroom is the teacher's province, and parents leave the instructional program to the professionals. In Dorchester, a telephone call from a teacher is an alarming event, so the telephone is used sparingly.

Good news! The students at Wilson are learning content and English. Once mainstreamed, they make progress. Teachers and students are committed to working together, and, because students recognize that their teachers care for them, they show them respect. Parents are ambitious for their children and hold them to a high standard. The school provides them with the means for achieving these ambitions. In short, the program at Wilson points up once again that success often depends on a teacher's ability to understand the students' culture and assume a culturally appropriate role rather than on American-style expectations about students, instruction, and parental involvement.

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Gabe P. Allen Elementary School, Dallas, Texas

Content-ESL Program Information

Grades	pre-K, K, 1, 2, 3
Number of Students in the Content-ESL Program	260
Languages and Number of Students	Spanish 234 Vietnamese 17 Khmer 7 Lao 2
Number of Teachers in the Content-ESL Program	13
Date Program Began	Mid 1970s
Is there a content-ESL curriculum?	Yes
Number of Paraprofessionals	7
Number of Home/School Liaisons	1

Contact Person: Ms. Gloria Guitterez
Gabe P. Allen Elementary School
5220 Nomas
Dallas Texas 75212

The Setting

"Our mission at Gabe Allen Elementary School is to make our school a happy place to be, a place to learn, a place to make friends, a place to be the best that we can be."

So goes the mission statement recited during morning exercises at Gabe P. Allen Elementary School in Dallas, Texas. Situated in the Leadbetter barrio near two major highways that thread through the city, this inner-city school serves students from pre-kindergarten through Grade three, 92% of whom receive free or reduced-price lunch. But as their statement suggests, this is not just another inner-city school full of burned-out teachers, broken equipment, and broken promises. In fact, it shows how good an education for LEP students can get when the principal, district administration, staff, and parents all pull together to ensure the best for their children.

The School

Built in the 1950s, Gabe Allen had 504 students at the time of our visit -- fewer than in previous years because of redistricting -- from a community of about 30,000. This is an established, stable community of small repair shops and Latino families who have lived there for two or more generations; there are almost no migrant families. Vietnamese, Laotians, and Cambodians have arrived more recently but compose no more than 10% of the population. Unemployment is low. Most wage earners are skilled or unskilled workers; few fall into the professional category. About 80 percent of the adults are minimally literate.

At Gabe Allen, the students' native languages and cultures are respected and celebrated. At the time of our visit, the hallways were full of student work, decorations for Hispanic Heritage Month and Mexican Independence Day homerooms had made for their doors, and awards the school had received. A hallway called Gabe's Gallery was decorated with colorful doilies, pictures, and descriptions of Mexican cities. We saw spacious classrooms containing stuffed animals, commercial books, comfortable reading areas (one had bean bag chairs), colorful posters, and even parakeets.

At Gabe Allen, students learn to be responsible members of the school community and are rewarded for their efforts. For example, classes with perfect attendance for the week get an ice cream treat on Friday, and their picture is taken and posted in the hallway. The number of class pictures had been growing steadily since the beginning of the school year. Also, each morning, three students are selected to report to the principal's office to lead the school in reciting the Pledge of Allegiance, the school's mission statement and to read a brief essay they have written on an assigned topic before routine announcements by the principal in English and Spanish. The first morning we visited, the topic was General José Ignacio Allende, a leader in the struggle for Mexican independence.

Gabe Allen prides itself on being a neighborhood school, and the

staff keeps the lines of communication with parents open. Notices go out almost daily, in Spanish and English, about many school- and non-school-related topics. One recent announcement, for example, concerned an upcoming workshop on how to buy a house. Courses are also offered in ESL, preparation for the General Educational Development (GED) examination, how to use computers, Spanish literacy, and parenting (designed especially for single parents and taught bilingually). PTA meetings and parent-teacher conferences are well attended (there had been 85% attendance at the previous year's parent conference night), and some parents contribute time and resources making food and student costumes for such cultural celebrations as Cinco de Mayo or serving as volunteers in class.

The community is tight-knit and politically active. School staff is encouraged to attend community meetings, and parent turnout is high at district meetings when decisions affecting Gabe Allen are on the agenda. The principal credits the parents with the erection of a state-of-the-art media center. There is also a Chapter I funded top-of-the-line computer station in an adjacent building. Both projects came to fruition because the parents continued to pressure school officials and school board members until a bond issue was allocated. In another instance, over 300 parents came to the school to protest the building of a medical waste facility in the neighborhood and the closing of a children's health clinic next to the school. As the principal explained, "When I need them, they're here."

The principal was proud of her qualified and dedicated staff. Although it is difficult to get properly trained and certified bilingual teachers, those in this program have taught for seven years on the average. The ESL teachers are certified in ESL and bilingual education, and most have Masters' degrees. They have been with the program over five years on the average. Although several had not started out in bilingual education or ESL, they found teaching ESL students a satisfying experience and hoped to continue. There is little turn-over: one teacher said, "When you get here, you don't want to leave."

The school allots five days per year for staff development, which is often conducted by the teachers themselves, who together with the principal determine the topics for these sessions. Topics for 1993-94 were math (computational skills, concept development using manipulatives), assertive discipline, the writing process (techniques for teaching descriptive, narrative, and demonstrative writing), reading, and computer-assisted instruction.

In-Take and Exit Procedures

Gabe Allen has been a Spanish-English bilingual school since the mid-1970s. The staff is convinced that children learn English as a second language best if they also develop proficiency in their native languages. Therefore, there are two Spanish bilingual classes per grade level. When parents register a child, they complete a Parental Survey of Home Language, which is in English, Spanish, Vietnamese, Lao, and Cambodian, and the child takes the Language Assessment Scales (LAS) in either Spanish or English, depending on which language she is more proficient in. A child assessed at levels 1, 2, or 3 on the English version of the LAS is assigned LEP status, contingent on the Spanish LAS score. If, for example, a child's score on the Spanish LAS is 1 and the score on the English LAS is 3, the child is given ESL placement and is considered English dominant. A child with a score of 4 or 5 on the English LAS is considered English proficient and placed in a mainstream class (there are two mainstream classes per grade level). If test scores are not immediately available, a child may be placed temporarily in a program by a staff member who lives in the neighborhood and knows the families well. Parents can protest assignment to the bilingual program, and a small percentage do.

The Program

The bilingual/ESL program includes two self-contained classes: one in Native Language Cognitive Development and English Language Arts; one in ESL

and English Language Arts. These teachers (and, in fact, all teachers) meet weekly to share strategies and monitor student progress. There is also a bilingual counselor who works with individual classes on topics such as drug awareness, "stranger danger," and manners.

In the mid-1980s, a content-ESL program was initiated in the district as a cooperative venture between local universities and the Dallas Independent School District. Gabe Allen was among the first to institute it. The staff was also the first to pilot whole language strategies in their Native Language Cognitive Development and English Language Arts classes. In this program, thematic units were developed at the district level, which Gabe Allen's principal and staff have adapted and coordinated with a new literature-based basal series. Thematic units for the year we visited included animals and their environment, the senses, transportation, dinosaurs, space exploration, friends around the world, plants, the sea, Cinco de Mayo, and (at the end of the year) summer safety. These units combine a variety of reading and writing activities about the topic with hands-on activities and discussion, in which essential vocabulary is reviewed. The goal is to equip the students with the necessary language and content skills to move into mainstream classes by grade 4, since the elementary school they attend after Gabe Allen does not have a bilingual program.

Chapter I grants for the previous three years allowed the school to enhance the program by adding five additional pull-out teachers and a teacher's aide. Staff development sessions, classes for parents, a home-school liaison, and a 22-station computer lab (there was also at least one computer in most classrooms) have also been added. This year, these funds are also being used to support two teachers to receive training in the Reading Recovery program.

Like most schools in Dallas, Gabe Allen also participates in an "adopters" program, in which local businesses donate supplies and volunteers to work individually with students. Although they presently do

not have a sports or music program, children are taken to the theater as often as feasible, and local theater groups are invited to perform at the school. In the past, the Junior Players' Guild funded a drama club, and children were encouraged to join local dance groups (which were very popular). Their pride and joy, however, is the new media center, which houses the school's library and has become the locus of many new activities. Plans were under way, for example, for the third graders to invite students in kindergarten to "dinner," really just fruit cocktail and juice prepared by parents, but a time for staff and students to demonstrate good manners.

Reading is a major activity throughout the school. A school-wide Chapter I program, Read to Succeed/Exito es Saber Leer, funds the purchase of many books in English and students' native languages. Everyday, teachers read aloud to their students, and the students read individually during Drop Everything and Read (DEAR) time. They are also encouraged to read at home and last year read a total of 25,000 books during a school wide challenge. This year, if students from pre-kindergarten through grade 2 reach their goal of reading 10,000 books and the Grade three students meet their goal of reading for 300,000 minutes, they will have a carnival featuring the principal in the dunking booth. If students join the 600-minute Reading Club and read for 600 minutes, they get a ticket to "Six Flags Over Texas", a nearby theme park, and can also win certificates for pizza. In a "homework assist" program, adults come to the school to help students with their homework from 3 to 4 p.m. every day.

Instructional Procedures

At the time of our visit, the district was incorporating whole language and cooperative learning approaches by providing a year-long training program for teachers in the evening and on Saturday for which specialists were brought in from the outside. Teachers attended as many of these sessions as possible, and several had become session leaders

themselves in the district. They also attended statewide conferences, as well as, in many cases, the annual convention of the National Association for Bilingual Education (NABE). Forty-five minutes were set aside each day for planning, faculty meetings, grade-level team meetings, and meetings of the Academic Emphasis Team (mainstream chairs of each grade and the bilingual/ESL program, two teachers from special education, and some parents).

We visited a pre-K Spanish language class in which the bilingual teacher was developing and building on the students' Spanish at the same time as developing their English. She explained that the children were Spanish-dominant and needed a lot of practice in English and that she was gradually moving them in that direction in certain areas. Other areas, such as letters and their sounds and math, social studies, and science concepts, she would teach only in Spanish that year: they would learn them again in English in kindergarten. The class used numerous charts in the room to review the days of the week, the months of the year, and colors, first in Spanish and then in English. They listened, moved, and danced to several songs on tape, some in English ("Good Morning Song," "Number Rock," and "Five Little Monkeys") and Spanish ("Los Cinco Elefantitos"). When the children were listening to, acting along with, or dancing to a song in English, the teacher spoke English; when the song was in Spanish, she spoke Spanish. Finally, they looked at a large, colorful bulletin board the teacher had made and discussed "la comunidad y los ayudantes" in Spanish.

We observed a grade 3 ESL science class in which the students had just completed an experiment working in small groups; all discussion was in English. Students gathered on the carpeted floor to discuss the predictions they had made and the results they had achieved. The teacher said, "Let's review what we've learned. What's a prediction?" Then as students answered and explained the predictions they had made, she encouraged them -- "Phong made a good prediction," "Alejandro was pretty close," "I think you did a good job," "Don't worry about being wrong. This

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is a prediction."

A grade 3 ESL social studies class took place in a large room equipped with a cubby for each student, a message board, a computer center, a writing center, a free time center with games, parakeets, a hamster, a parrot, and a reading center containing a rug and lots of small and big books and stuffed animals. The teacher told us that other classes regularly tour his room. On the day we were there, a unit on Mexico was chosen to coincide with Mexican Independence Day (September 16). He had students locate Mexico on a map and then told them, "Today I'm going to learn some Spanish words and you can help me." He drew on their knowledge of Spanish and English by asking them to explain words like serape, hacienda, and piñata in English. Then they worked in pairs to complete word search and matching activities using the words. The students clearly felt comfortable in this class -- some of the girls had even brought in love notes for the teacher.

In addition to the whole language and cooperative learning approaches that are central to the school's instructional orientation, conscientious attention is paid to discrete language skills, with blocks of time set aside to teach them directly. According to the principal and teachers, the students need these skills to perform well on state- and district-mandated tests such as the Texas Academic Assessment Scale (TAAS), the Iowa Test of Basic Skills (ITBS), the Norm-referenced Assessment Program for Texas (NAPT), and the Spanish Assessment of Basic Education (SABE).

In one Spanish class we saw, the teacher taught Spanish sound-symbol correspondence using charts. She named a letter and then gave a word that began with that letter (i in iglesia, j in jaula, or r in reloj), and had a student to point to the letter and the corresponding picture on the chart. Or she would say, "Cual es la primera letra de mesa?" and the students responded "emme" in unison. Then the class collectively recited various Spanish consonant-vowel combinations (ba, be, bi, bo, bu, etc.). Later, as part of a unit on farm animals and the names of female animals and their

offspring, the teacher read the story Quien Sera Mi Mama?/Who Is My Mother?, and in the context of a discussion about the story stressed syllables and initial sounds.

Conclusion

Gabe Allen has a solid record of student achievement. Ninety-three percent of the first graders scored 50 or above on the SABE the previous year, and the district ranked the school seventh out of 19 K-3 schools for effective improvement of student achievement. It was one of only 11 that had met or exceeded district expectations in the 1992-93 school year. According to the district's bilingual education coordinator, students who have been through programs like the one at Gabe Allen outscore their peers when they enter mainstream classes.

The school board and staff would like to expand the school's program, if they had a fourth through sixth grade program. and thus support student progress longer. They would also like to add Spanish classes for English speakers and eventually open a two-way bilingual program. Despite the current availability of inservice training, the principal would like to expand the effort to ensure that all teachers retool systematically. Helping the community continue to build on its strengths is also a priority. The school would like to transform itself into a family center that would be open 12 hours a day. School and community groups would meet there, still more courses could be offered community residents (including courses providing job skills), and computer labs would be available for use by parent and community groups alike.

The sticking point is of course finding enough money and qualified teachers. Although funds have recently been cut because of redistricting, the new media center is a step in the right direction. Gabe Allen has also been consistently successful in improving test scores and student, teacher, and parent morale. Since funding sources have repeatedly demonstrated their faith in the school by supporting a variety of its innovative

programs, there's a good chance they'll continue to do so, and with funds in hand there's no telling how far community-school collaboration can go in west Dallas.

Hazeltine Avenue Elementary School, Van Nuys, California

Content-ESL Program Information

Grades	K, 1, 2, 3, 4, 5, 6
Number of Students in the Content-ESL Program	115
Languages and Number of Students	Spanish 83 Armenian 12 Khmer 11 Filipino 9
Number of Teachers in the Content-ESL Program	50
Date Program Began	1992
Is there a content-ESL curriculum?	No
Number of Paraprofessionals	2
Number of Home/School Liaisons	1

Contact Person: Dr. Patricia Abney, Principal
Hazeltine Avenue Elementary School
7150 Hazeltine Avenue
Van Nuys, California 94115

The Setting

We approached Hazeltine Avenue Elementary School as parents were walking their children to school. A crossing guard stopped our car to let a little girl and her mother cross the street. As we paused, we noticed that the apartment buildings surrounding the school were teeming like those we had seen along the route through Van Nuys. The school itself was typically Californian -- long, low buildings connected by breezeways, with classroom doors on the outside. Each building (except the one containing the main office, the nurse's office, and the library) was actually only one classroom deep, so children could enter from either side. As we arrived, many were lined up on the playground waiting for their teachers to lead them into class. In the office, a few parents were explaining absences, leaving notes, and so on. The secretary used a walkie-talkie to track down the vice principal we were scheduled to interview.

The School

Hazeltine Avenue Elementary School, containing Pre-K through Grade 6, is north of Los Angeles proper but still inside the Los Angeles Unified School District (LAUSD). It serves a mix of urban and suburban neighborhoods. Most families are lower middle class and blue collar. Half of those employed perform skilled or unskilled labor, 15 to 20% are unemployed, and the rest hold professional or non-professional white collar jobs. Roughly 20% of the region's families are at the upper end of the economic scale (like those in the San Fernando Valley, who do not send their children to public schools), and 25% are poor.

The region is ethnically diverse and rapidly becoming more multicultural as immigrants steadily grow in number. Latinos constitute the largest immigrant group, approximately 89% of the population, but there are large numbers of Cambodians and Armenians and significant numbers of Asian immigrants as well. Forty-nine percent of the students are limited in their proficiency in English.

The LAUSD has had severe budget problems over the past few years. Most schools are overcrowded, and teachers were forced to accept a 10% salary cut in 1992. As a result, morale was low at the time of our visit. Funds for textbooks and supplies were limited, and many teachers purchased instructional materials with their own funds. Staff development opportunities were rare, and the turnover rate was high. Such conditions of course have a direct impact on the classroom, but the good news was that a Title VII grant had provided staff development, materials, and a program coordinator. Teachers were reassigned to work in the program, and the ones we interviewed enjoyed it. They had participated in a series of training workshops in the summer before our visit and attended regular program meetings during the year. Plans were afoot for them to serve as workshop leaders and mentors in the district.

At Hazeltine, 72% of the students are Latino. Of the rest, 11% are Asian (primarily Cambodian) and 9% are "white," which includes Eastern European (for example, Armenian) and Arab students. The rest are African

American. Few students fit the middle class, Anglo profile common at many American schools, and most participate in the free or reduced lunch program.

Most Hazeltine families are nuclear, although Cambodian fathers might work elsewhere from time to time and single parent households are not uncommon. A large number of parents participate in the Parent Resource Center located in a refurbished trailer on the school's campus. The center offers courses in such areas as ESL, sewing, pediatric nutrition, art, and pre-natal care. It also provides parents with an orientation to school (e.g., kindergarten) and community resources (e.g., YMCA, police department) and in 1992 offered a workshop on "family math" for parents and students that were so popular that attenders filled four classrooms. At Hazeltine, school is a vital part of the community. Since parents drop students off in the morning and pick them up in the afternoon, they have plenty of opportunities to participate in school-sponsored events and see teachers.

The Program

In 1992, the LAUSD Superintendent decided that sheltered English was the best way to accommodate the instructional needs of the diverse school-age population in the region. The region received a three-year Special Alternative Instructional Programs (SAIP) grant under Title VII for the program in three elementary schools, and, by the fall of 1993, it had been in operation for less than one full calendar year. Program administrators were watching it closely and avoiding publicity, so as not to attract large numbers of additional students.

At Hazeltine, Title VII teachers stay with their students for up to three years and their classes are multi-grade. Two classes are combined grades 1 and 2 classes that are somewhat distinguished from each other in terms of the students' proficiency in English. Teachers are able to make adjustments, switching students as necessary in the first few weeks of the year. One class is a combined grades 3 and 4; another, a combined grades 4, 5, and 6.

Hazeltine Avenue does not offer regular English-only classes. When students enroll, they have four options. Spanish-speaking students may enter a bilingual class with an ESL component or a modified bilingual class which mixes English and Spanish in the subject areas and uses materials in both languages. Other students, most of whom do not speak English as their first language, enter an English Language Development Program (ELDP). The rest of the non-Spanish, non-English speaking students enter the Title VII sheltered program.[1] Although many of the parents are now being encouraged to enroll their children in this program, some still choose the ELDP option.

Students in the sheltered program, therefore, are native speakers of languages other than English and Spanish. They represent a range of countries, Armenia, Cambodia, Iran, the Philippines, and Pakistan. A criterion for admission to this program is recency of immigration, that is, residence in the LAUSD for two years or less.

The program has a sheltered, thematic structure. For 1993-94, the teachers chose "change" as their year-long theme, but each developed it differently through a series of eight-week units. At our visit, classes were studying Native Americans (in the two upper grade classes), farms, and dinosaurs. Upper grade students also participated in a distance learning program called "TEAMS" that highlighted math and science and was broadcast twice a week.

The coordinator of the program is a frequent classroom visitor and an active teacher assistant. Teachers consider her as an ally and experienced resource. The sheltered program has evolved with input from both the teachers and the administration.

The Students

The students in the sheltered classes were an engaging, energetic, and

[1] Students qualify for Title VII classes only if English is not their primary language. English-only students are placed in ELDP classes or modified Spanish classes with up to 2/3 Spanish-speaking and 1/3 English-speaking students.

highly motivated group. They were familiar with the routines established by their teachers and comfortable with strangers.

Students we interviewed were from grades 3 through 6. Four had lived in the U.S. for three years or less, one for five years, and two for eight. They had many opportunities to practice English with siblings, parents, friends, and cousins, and one boy used English at his church. They also read books, watched television, read magazines and comics, went to the movies, and wrote letters and journal entries. All of them said that their teachers helped and cited such activities as writing stories, reading about science and doing experiments, reading picture books, and taking dictation. They said the teachers gave good explanations, used pictures, provided definitions, and taught them "fancy words like conservation and salutation." They also said they learned content by doing group work, working with partners, listening to a teacher explain what they would study or read about in advance, doing hands-on activities, giving explanations, reading books about content, and "doing lots of work." One student reported that he attended Cambodian school, where he studied the language and culture of Cambodia on Saturday.[2] They were all enthusiastic about the sheltered program and believed they were making progress.

The Staff

Most of the teachers were reassigned to this new Title VII program. Although they acknowledged an initial hesitation, they noted they now enjoy the sheltered approach. Three of the four teachers had taught for more than ten years, one for four. Interestingly, the three more experienced were monolingual, while the fourth spoke Spanish and Russian. All of them had elementary education certification, and three also had ESL certification, known as the Language Development Specialist (LDS) degree in California. The others varied in their familiarity with instructional strategies and

[2] Other students also attend the Saturday school to study East Indian languages and classes in Armenian are offered after school on Wednesday.

techniques that integrate language and content objectives and with such participatory activities as journal writing and learning centers. However, they liked the training workshops and programmatic meetings they had attended in which new ideas were introduced. They also met informally on a school-wide basis almost daily to share experiences and discuss issues. They admitted they worked long hours and spent a great deal of time on materials development but recognized that the approach had so far been successful.

They were not cookie-cutter copies of each other: each had her own way of interacting with students. They were all, however, warmly committed to the students' learning and carefully integrated all skills--they used cooperative learning and hands-on activities extensively--and combined aspects of the whole language approach with an emphasis on a print-rich environment and the use of literature. Most used regular content textbooks and collaborated on activities when possible. Besides reading, vocabulary, and grammar strategies, they used problem-solving strategies, graphic organizers, art projects, and listening exercises. All modified their teacher talk to accommodate the students, though classroom discourse seemed perfectly natural. At the time of our visit, they were creating lessons on a theme consistent with the school's objectives for the regular students but instituted through a more systematic approach.

Student progress was evaluated by various means. Commercial tests like the Student Oral Language Observation Matrix (SOLOM), as well as teacher-made tests, were used, as were portfolios, student self-evaluations, and other informal measures. In the combined grades 4, 5, and 6 class, each Monday the teacher assigned dictation for the week. While all the students received the same assignment, the amount of work required was determined by each one's grade level and English proficiency. In general, the teachers were new at portfolios: although they had received some in-service training on their use, in most classes, they were more like work folders. One teacher used a "reflection" form that students filled out and attached to each item they placed in the writing portfolio.

Each of the classes had a part-time paraprofessional. They had varied language backgrounds and spoke Cambodian, Armenian, Spanish, and English. Despite this variety, they rarely used a language other than English with the students. When asked about this, they explained that they use a student's native language only when comprehension is a problem (for example, among new students) and prefer to help the students learn English by speaking it, using appropriate language acquisition strategies such as drawing pictures, pantomiming, using analogies, speaking slower, and repeating information.

The Armenian speaker had been a teacher in the USSR and was working on certification, while the Cambodian and the Spanish speaking paraprofessionals were undergraduates considering careers in education. Once a month, they met with aides from other program schools to study teaching techniques and discuss program business. They also received helpful additional training every month from the Chapter I coordinator. They played integral roles in the classes we observed, in some classes working with small groups on non-remedial lesson assignments while the teacher worked with others; in others, circulating among students and offering help to individuals with reading and writing assignments.

The Classrooms

All classrooms were arranged to facilitate cooperative learning. Each had clusters of student desks, although the students did not always stay in the groups they normally sat with. All classrooms had reading corners, where students gathered around the teacher for read-aloud or calendar activities, computer stations, and U-shaped tables for independent small group work.

One of the classrooms was an exemplary model of classroom organization: it was arranged around four "stations." The first station was seven learning centers located around the room's periphery. The second was a small table where the teacher worked with a few students at a time, and the third was a similar table where the aide did likewise. The fourth was the students' desks. The teacher regularly used these stations after a whole-class language

arts activity that set the stage for the day's work.

On the day we observed, a small group worked with the teacher reading a non-fiction text about dinosaurs for a period of 20 minutes. During this same time, another group worked with the aide on spelling and phonics. A third group worked at their seats, coloring, copying the story the whole class had written earlier about dinosaurs, or reading silently once they had finished this. Finally, a fourth group worked at the learning centers. The students worked at one center per day, either singly or in pairs, switching each day over a period of seven days. The centers made the lessons more interdisciplinary by, for instance, presenting children alternative experiences with content. At one, for example, there were Dinosaur Math games; at another, puzzles; at still a third, a computer activity; and at the fourth, scientific material on dinosaur archaeology. After 20 minutes, the groups switched stations. This process continued until the students visited all stations, a process requiring seven days. Once they had visited each center, the teacher switched activities at all of them. Use of these stations was a familiar routine for the students.

All the classrooms were print-rich and contained displays of student work, many hung across the room on clotheslines. Realia relevant to instructional themes such as Navajo dolls and dinosaur models were visible. Posters and maps were plentiful. All classrooms even had sentence strip pocket charts to facilitate sequencing activities. All of the teachers made trade books available on the topic being studied, and supplemental textbooks were available for some subjects as well.

The Classes

A nurturing atmosphere in which the students and teachers co-constructed the learning environment prevailed. Lessons we saw were not dog-and-pony shows but simply the next step in the unit's sequence. Of the activities we observed, several integrated all four languages skills. Comprehension was usually checked first through listening and speaking, but students were given

ample opportunities to discuss new information and review prior knowledge before confronting new texts or writing assignments. In several classes, the program coordinator spent an hour or more working alongside the children, who welcomed her readily and often asked her for help.

To help the students comprehend new content in the classes we visited, the teachers at Hazeltine Avenue used a variety of strategies. One was to pre-teach vocabulary while tapping students' previously acquired knowledge. Vocabulary was taught with the use of visual aids, definitions, realia, manipulatives, and association; then the students used their newly acquired words in speaking and writing. In one case, as the class wrote a group paragraph, the teacher taught them new words in context as the need arose. Teachers accessed prior knowledge primarily through discussion of student experiences. For instance, one class' discussion revolved around clothing worn by Native American tribes. To deduce the type of clothing worn, they had to recall the climate each tribe lived in and the type of clothing they wore in similar circumstances.

All the sheltered classes made use of hands-on learning to reinforce new content. In one class, students performed a science experiment with ice to simulate melting glaciers in conjunction with their study of change, so they could compare Alaskan natives and Plains Indians, and discuss This Place is Cold. In this lesson, higher order activities such as making predictions and drawing conclusions took place. In another class, students examined real vegetables through touch, sight, smell, and taste as they learned vocabulary for a lesson on farms and foods. They then integrated this vocabulary in math class as they made a graph of the vegetables, coloring pictures, cutting them out, counting them, and pasting them on a worksheet.

The upper grade classrooms were involved in publishing. In one class, we saw a book of Native American poems the students had written after reading Virginia Driving Hawk's "I Watched the Eagle Soar." All had typed the poems on the computer, created a book cover, and then cut and bound the printouts. Each was also working on a Native American dictionary of vocabulary, pictures,

and definitions. In another class, the students were writing a book based on Mama, Do You Love Me? They were going through the process of composing second and final drafts with peer and teacher assistance.

It seemed that time spent learning could only be enhanced in these classrooms because it was not wasted on discipline and classroom management. Although a teacher occasionally nudged students back on task, such comments were rare. Students made smooth transitions from one activity to another and were perfectly familiar with classroom routines and their teacher's expectations regarding behavior. It is possible that the students' having the same teacher for two or more years, as was the case for many of the students, engendered the calm, task-oriented environment we observed.

Differences between modified bilingual and sheltered English classes were most striking in the comparative role of English and the availability of resources. In modified bilingual classes, teachers used English primarily, but students spoke English only half the time.[3] Although material was presented in English, either English passages and vocabulary had been translated into Spanish or comparable passages had been found in Spanish textbooks or magazines. Students who had been classified as Spanish dominant were not supplied with versions in English, even if they were able to read them; reclassification[4], we learned, was a time-consuming process. In these classes the mood was different. Students seemed less excited about learning, and teachers clearly did not have the material resources that the sheltered program teachers had. For example, we saw few trade books (though we were told there are core literature books) and only a few old supplementary textbooks. One teacher had brought in her childhood set of encyclopedias for student use. (Later, we learned social studies, science, and math books in

[3] In modified classes, monolingual English teachers deliver instruction in English while a bilingual aide delivers the same lesson in Spanish. The teachers plan the instruction delivered by the aide.

[4] Reclassification is the final step in the process of transitioning a student into English. Students begin moving into English after they reach a certain level of English language competency combined with a grade 3 level of competency in Spanish.

Spanish were available.) These teachers did, however, have teaching assistants, and a bilingual specialist who provided additional support.

On the other hand, their strategies for integrating language and content were similar to those in the sheltered classes. They relied on visual aids and realia, manipulatives and hands-on activities, the pre-teaching of vocabulary, and cooperative learning. They also modified their speech like their counterparts in the sheltered classes, speaking slowly, repeating phrases often, asking questions to elicit a spoken response, and paraphrasing.

The Future

At the time of our visit, school personnel were not sure of the program's future. By the time Title VII funding runs out, everyone hopes to attract additional support from the LAUSD, the U.S. Department of Education, or elsewhere to expand the program. Because it was in its infancy, there were still no exit criteria.[5] Clearly, however, those who are promoted to the middle school may not need sheltered English instruction anymore, although younger students will. District, school, and program administrators have formed a favorable impression of the program and feel that, even if funding disappears, it will have a lasting impact. Certainly, staff development, staff attitudes toward the viability of integrating language and content, the demand for LDS certification, instructional materials, and teacher resources will never be the same. Indeed, with luck, non-program school staff who participate in training and mentoring activities planned for the near future will also feel the effect.

Conclusion

The program was an exciting one to visit. Students and teachers were actively engaged in the learning process, using a thematic approach to integrating language and content objectives. The classes were filled with energetic students deeply absorbed in the lessons and moving smoothly from

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[5] Exit criteria will probably follow the same redesignation procedures used with Spanish speakers.

activity to activity. Their English skills were honed in context, and they were given substantial opportunities to learn through different modes: visual, aural, and tactile. Hazeltine Avenue shows what a little money and a lot of planning in a large urban district can do if the necessary will and energy are present.

J. C. Kelly Elementary School, Hidalgo, Texas

Content-ESL Program Information

Grades	Pre-k, K, 1, 2, 3, 4, 5
Number of Students in the Summer School Content-ESL Program	200
Languages and Number of Students	Spanish 200
Number of Teachers in the Summer School Content-ESL Program	13
Date Program Began	1984
Is there a content-ESL curriculum?	Yes
Number of Paraprofessionals	1
Number of Home/School Liaisons	1

Contact Person: Ms. Trine Barron, Principal
J. C. Kelly Elementary School
C/O Hidalgo Independent School District
P. O. Drawer "D"
Hidalgo, Texas 78557

The Setting

Exiting from the construction-cluttered, fast-paced freeway, we headed south on a two-lane road but soon found ourselves on a rough secondary road that abruptly became unpaved. Flat farmland covered in high grass stretched in all directions for what seemed like miles. Palm trees swayed on the distant horizon, and the air was heavy and humid. Several minutes later, we saw a driver stopped at the intersection of the two dirt roads. We asked directions and learned we weren't lost, really -- just slightly farther east of where we needed to be. A mile later, we turned onto a primary road and finally located J. C. Kelly Elementary School, just a short distance from the freeway where we had started.

An untilled field lay just beyond the school, and there was a community of modest homes and barren yards and decrepit cars and trucks beyond that. Peace prevailed: only a warm breeze stirred the solitary tree and ruffled the tall grass in front of the school. On this early morning, the land was quietly awaiting the brutal heat of an early summer day in Texas.

The four white school buildings were clean-cut in design and appearance. Inside, the floor of the main building was covered in blue carpeting, and a wooden L-shaped counter at kid's eye-level faced us as we entered. The office was just to the left. It was well lighted and well organized, and it hummed with the start of a school day. Next door was the media center, a rectangular open-space filled with book shelves covered with bright paper, stacks of cardboard boxes, and library equipment packed away for the summer. To the right of the entrance was a kitchenette-lounge where someone was washing dishes. The adjoining hallway was white cinder block and led to a large all-purpose room. Everything conspired to make this a friendly, warm, comfortable, child-centered school.

The School District

Hidalgo Independent School District is a small district near the U.S.-Mexico border in south-central Texas. It contains four schools -- two elementary, one junior high, and one high school, all of which serve a student population of just under 3,000. Over 80% come from families, largely of Mexican heritage, for whom underemployment is a chronic problem. Many parents (33%) are migrant workers, and another 25% are classified as unskilled. Few professionals live in the district: many teachers, administrators, and entrepreneurs call larger nearby communities home.

While this border district constantly welcomes new families from Mexico, the majority go farther north, east, or west to the larger towns of McAllen, Mission, and Pharr, where economic opportunities are better. Overall, the population is rather stable. In the last two years, however, there has been a slight increase in immigrants who have set down roots and stayed. This increase reflects the recent economic recession when land was cheap and interest rates were falling. It is estimated that 75% of the area's population are homeowners and the remainder (25%) are renters. Low-cost housing in the form of mobile homes and houses in need of repair abounds.

Immigrants moving into the Hidalgo Independent School District are frequently bilingual but have low literacy levels. When parents send their children to school, they want them to learn English and to become "Americanized," that is, to do things and behave as "American" children do.

The Summer School Program

Summer school is in session for six weeks and focuses on improving the students' math, reading, and writing skills. Classes are provided for students in pre-Kindergarten through grade 5; those who have difficulty during the regular school year attend to get a jump on the next year's work. Classes begin at 8 a.m. and continue until noon. Before students are sent home, they are given lunch.

At the time of our visit, virtually all of the summer school students had low literacy skills in both English and Spanish, with a large majority (80%) coming from monolingual Spanish speaking homes. Three-fourths of the students lived in multigenerational households; one-fourth came from single-parent homes. All of the students were identified as limited in their proficiency in English.

Instructional Procedures

On the whole, the students' reading skills are developed by means of science and social studies materials. The focus is twofold: to help them develop their conceptual understanding and to improve their knowledge and use of English. At the pre-K level, one teacher was observed presenting number concepts first in Spanish and then in English. During other portions of each day, the focus was strictly ESL. At times, all directions and content were presented in English only. The ESL portion of the day centered around singing songs, acting out Mother Goose rhymes, retelling stories with puppets, and naming objects in the classroom. Students' in-class comments indicated that this was part of the daily routine: "Are we doing Brown Bear today?" At this level, students are also encouraged to

use English to share information or stories. For example, one student eagerly recited a simple verse which the teacher then repeated, so the students would have a clear model of the language:

"Tiny Tim was a turtle who liked to swim.
One day he drank some water that had some soap.
Now he's sick in bed with a bubble in his throat."

SMART

In the summer of 1993, the Texas Education Agency started broadcasting two 30-minute Summer Migrants Access Resources Through Technology (SMART) programs via local public television stations. These programs were broadcast to schools and homes in several sections of the U.S. and had an interactive component: students can participate by phoning in answers to the TV teacher's questions, making comments, or asking questions. One program was aimed at the early elementary Level (pre-K through grade 1) and concentrated on "language development, sensory awareness, art appreciation, practical life skills, nature and science, visual and auditory discrimination and social and personal growth."[1] A second program, directed toward the intermediate grades, was designed primarily to review basic math skills. Both programs were scheduled for 11 weeks and included a family-involvement component, so parents and children could participate in the program at home when the summer school session was over. Each student received a booklet that contained follow-up worksheets and other related materials and activities.

The following are brief descriptions of the two SMART programs broadcast during one of the days of our visit.

SMART: Early Elementary Level

The program began with the TV teacher asking viewers to sing along with her, as the words to the song appeared on the screen. She then addressed several schools directly, "Hello, West Elementary School. Hello,

[1] SMART Summer Fun! (Summer Migrants Access Resources Through Technology): A Guide for SMART Students. Early Elementary Level Distance Learning Migrant Education Program. TI-IN Network, A Westcott Communications Company, 1993. From the cover letter to SMART Partners and Parents.

Lee County Schools in Florida." She also spoke to viewers watching at home and reviewed the previous week's content: geometric shapes. She then introduced the topic for the day (the colors red and yellow) and presented it using a variety of props: several familiar household items, a stuffed bear dressed in the target colors, and two follow-up worksheets students were to complete at the conclusion of the program. About half-way through the broadcast, the TV teacher asked the audience, "What color will I get, if I mix red and yellow?" She proceeded to demonstrate with two sticks of clay and produced orange clay. The secondary color topic was used to introduce the next days' topic, blue and green.

Twenty-five minutes into the program, the teacher retold the story of "Little Red Riding Hood" using a puppet. At the conclusion of the show, the topic of the day was brought to closure with a short sentence on the screen. The TV teacher then restated the topic, and the program ended.

SMART: Intermediate Level

The SMART program for the intermediate level began with the TV teacher greeting schools by name and giving directions to those who had trouble making telephone connections with the studio. She then turned to the following outline of events for the day which was shown on the screen:

Riddle of the Day
History of Time Pieces
Time Periods
Comparative Shopping

She began with the last item on the list, as she showed the audience a paper she had received by fax from a viewer who had completed an earlier assignment by comparison-shopping for milk at two grocery stores. The teacher redefined "comparative shopping" and praised the child for doing a good job.

As the lesson proceeded, the teacher referred to the "Riddle of the Day": "What do ants marry?" which the students had already seen on a handout. A caller responded, "Uncles," at the same time as the students with whom the program was being viewed did. Several multiplication problems were reviewed before the teacher moved on to review homonyms and the use of

Venn diagrams: Who ate pizza last week? Who watched TV last week? Who ate pizza and watched TV? Attention then shifted to "Time Pieces in History," as the handout was displayed and the text read aloud. Next, the teacher challenged viewers to use their "STP" ("Super Thinking Power") to learn about language. To help students remember the function of affixes, she displayed a tree with the affixes written appropriately on different branches. Next, the topic changed to answering the questions, "What time it is, A.M. or P.M.?" A series of clocks showing various times appeared on the screen as the teacher contextualized each of the settings by describing familiar events students engage in at different times daily. The show concluded with three word problems (each displayed on the screen for about one minute) and a review of the key words in each. As the program closed, the TV teacher reviewed the homework assignment: a riddle, the Venn diagram, an assigned page in the booklet focusing on A.M. and P.M., and individual completion of written schedules showing daily activities and times.

Follow-up activities to the day's SMART programs varied from class to class. For example, one first grade teacher led her whole class in a review of the colors: "Who has on red? Who has on yellow?" and "I'll write some words on the board. You write next to the words whether they are red or yellow." The words on the board included watermelon, banana, and sunflower. She also included several items which could be either color and asked students to verify their choices. For example, one student said that a hot dog could be either red for the catsup or yellow for the mustard and bun. As students completed the assignment and handed it in, they were given a program-made, follow-up handout of a bird to color red, cut out, and glue onto construction paper.

In another class, students responded orally to the questions asked by the TV teacher during the program. Immediately following the show, the teacher organized them into small groups and had them move to learning centers with computers and programmed materials to complete on-going

assignments.

Other Programs

Most of the students who attend the school are Spanish speakers; the others (20%) are described as bilingual speakers. During the regular school year, students receive bilingual instruction at the pre-K and kindergarten levels. A transitional bilingual program is offered in the first grade, and students are frequently mainstreamed at the end of second grade. These programs were begun because students in third and fourth grades had scored below average on the Texas Academic Assessment Skills (TAAS) Test. Therefore, the district superintendent and the principals at both of the elementary schools decided to start a bilingual program. Start-up funds were provided by the U.S. Department of Education under Title VII, but district funds were also expended for this purpose.

The school now has a migrant program for students in Pre-K through Grade 5 and a state "competency" program from Kindergarten through Grade 5. After-school tutoring is also offered, as is Saturday tutoring in math.

In-Take and Exit Procedures

Several tests are used to evaluate the students' progress in the program: the Pre-LAS at pre-K; the Riverside Test (Spanish) in grade 1; the Iowa Test of Basic Skills and the Idea Proficiency Test (IPT) at grade 2 and beyond; the TAAS Test in grades 3 and 4.

Students exit from the program when they meet the following criteria: a positive teacher recommendation, passing grades in the subject matter courses, and passing scores on the standardized tests at the appropriate level: a score above the 40th percentile on the Iowa; a score of "F" or "M" on the IPT; a "Pass" on the TAAS.

After students exit from the program, they are monitored for two years: a committee examines the test scores.

There is a lot of parental support for both the summer school program

and the bilingual program offered during the regular school year. No doubt, much of this support is engendered by the many out-reach efforts In the distri.t. For example, there is a migrant education worker in each school who makes home visits and telephone calls, offers translation services, and follows students through the school. In addition, letters for parents are written in both English and Spanish; courses are offered for parents; parent night events are held every six weeks; PTA meetings are scheduled regularly; and tutoring is offered after school and on Saturdays. Parental involvement is reportedly high; parent satisfaction is also reported to be high.

At this time, the bilingual program is offered only at the pre-K and K levels. However, two other programs are offered for students who need additional instructional support. There is a migrant educat.on program for students in pre-K through grade 5. And, there is a state competency program for K- grade 5 students.

Conclusion

As we saw it, Kelly's summer school program and the three other instructional programs offered during the regular school year, provide students with a variety of opportunities to improve their skills in both academic content and language. Here, special attention in the forms of instructional planning and sincere concern for students help students grow and mature. Located in a small, mainly agricultural community, J.C. Kelly Elementary School is an example of the kind of success stories to be found outside of the bigger cities.

Lincoln Elementary School, Wausau, Wisconsin

Content-ESL Program Information

Grades	1, 2, 3, 4, 5, 6
Number of Students in the Content-ESL Program	170
Languages and Number of Students	Hmong 162 Lao 8
Number of Teachers in the Content-ESL Program	5
Date Program Began	1980s
Is there a content-ESL curriculum?	No
Number of Paraprofessionals	5
Number of Home/School Liaisons	1

Contact Person: Mr. Larry Tranberg, Principal
Lincoln Elementary School
720 South 6th Avenue
Wausau, Wisconsin 54401

The Setting

"You have to be a real caring person to work here."
Mr. Tranberg

The student population of Wausau School District is more than 85% white, but at Lincoln Elementary School, 59% of the students are Southeast Asian (principally Hmong), and a substantial number of others are cognitively delayed, learning disabled, or multiply handicapped. Children in wheelchairs, on crutches, or with oxygen tanks play with their Hmong and Anglo peers on the playground, supervised by a number of teachers and aides, who provide assistance and support the school's diversity. Not surprisingly, Lincoln was named Cooperative Educational Services Agency (CESA) #9 School of the Year for the 1992-93 school year in recognition of its successful integration of special needs students into the school.

The District

Wausau is a mid-sized community of about 40,000 people, many of whom work in the area's lumber or insurance industries. Until recently, most of

the people who lived in Wausau (about 85%) were born there. Then, in the 1980s, two church-related social service organizations began sponsoring Hmong and Lao refugees. Today, the Southeast Asian population continues to grow, with additional refugees from Thailand and secondary migrants from North Carolina, California, Colorado, and other parts of the country coming to join family members and to participate in job training and ESL classes. A growing source of employment, especially for the Southeast Asian community, is the raising and harvesting of ginseng. Wausau is the country's largest producer of this lucrative cash crop (1/4 acre is reputed to bring in $500,000) which requires a great deal of tending.

Today, out of 10,000 students in the Wausau School District, 1,470 are Hmong or Lao, of which 1,365 are enrolled in ESL classes. The district also has small numbers of students from other ethnic groups: three Latino, two Albanian, two Norwegian, and one each of Chinese (Mandarin), Japanese, Icelandic, Tagalog, and Thai backgrounds. Half of the ESL population is enrolled in grades K-3, and that population is growing: from 200 in 1981 to 1,380 in 1993. One of every four kindergarten students is Southeast Asian. As a result, the district has the largest Hmong population and the second largest ESL program in the state.

While Wausau has a large middle class population and a sizeable number of wealthy families, there is also substantial unemployment and poverty. At Lincoln Elementary, 81% of the students receive free and reduced breakfast and lunch. However, what strikes the visitor to Lincoln is not the poverty, but the richness.

The School

The staff at Lincoln Elementary School diligently tries to attend to each child's needs, and every child is made to feel important. Student art work lines the halls; poems, stories, and other work fill bulletin boards in classrooms. Once a week, every class selects a "star" student, whose name is announced over the public address system and whose picture is

placed in the constellations of "Our Star School" outside the principal's office for that week. Every time a student does something special, a teacher fills out a blue ticket, which is placed in a box in the front office. Every week, the principal draws five or seven tickets from the box. The winners from the drawing receive something special to eat (usually candy), something for their student work (a ruler, marking pens), and also have their names placed in the school newsletter.

While Lincoln Elementary School has many outstanding attributes, three qualities characterize its philosophy: care, collaboration, and cooperation. Last winter, for example, it was clear that many students were not adequately dressed for the Wisconsin cold. So, the principal brought coats, hats, and gloves from a family consignment shop and other staff members gave clothing to those in need. Care is also in evidence in students' behavior. When a student is absent, others in the student's group call to see what is wrong. Or, if a student needs help, others in the student's group are expected to provide it. Recently, a student's grandmother was diagnosed with cancer and the other members of the group were deciding what they could do for the family.

This quality of caring extends as well to the classes for students with severe cognitive or physical handicaps: they are integrated with the whole school through special programs or classes. According to one teacher whose son attends Lincoln, when the boy was diagnosed with diabetes this year, he felt much more at home here than he had at previous schools because of the other special needs children who are part of the school.

The large number of special needs and minority students has made it possible to provide a rich educational program. In a school of 307 students (grades 1-5), there are 30 teachers and more than 30 aides, keeping the teacher-student ratio to about 1-to-12 and the ratio of adults to children even lower. The school has specialists who teach art, music, and physical education. A full-time librarian, two Chapter I specialists, a speech and language specialist, a computer aide, and four teachers for

the cognitively delayed students are also part of the staff. Added to this are five ESL teachers (one for each grade level) and the equivalent of four full-time aides, two of whom are Hmong or Lao and English bilingual. Many aides are also assigned to handicapped children. The overwhelming impression is of classrooms with many adults collaborating and providing support for the children.

The diverse school population and its needs make it possible to have additional resources in the school. The school houses an occupational therapy lab, a physical therapy lab, and a health center. There are at least two computers in each classroom and last year, the school spent $8000 on software. Long-term plans are to increase the number of computers on the network. The computers have made it possible for the school to participate in the Writing to Read program, sponsored by IBM, and be one of the sites piloting the follow-up, Writing to Write.

The structure of the school itself fosters collaboration. A year ago, teachers asked to have the open classrooms in the school converted to "pods," so all the classes at each grade level could be located together in individual sections of the building. This arrangement facilitates joint planning and instructional collaboration. For example, it enables the grade 5 teachers to departmentalize: one teaches science; another, mathematics; and the others, social studies and language arts. It also promotes sharing: when one teacher develops a unit, the others at that grade level are able to easily adapt it. It also makes it possible to conduct special grade-level functions, such as field trips or special class sessions.

The administration also encourages collaboration, for example, by scheduling at least two teachers at the same grade level with a common planning time. Even when that is not possible, teachers often find some common time, perhaps during a lunch period. Collaboration is viewed as a central concern of the school staff and has been identified as one of four topics for staff development, with special inservice sessions devoted to

it.

The Program and Instructional Procedures

Not surprisingly, the ESL program is also characterized by collaboration. Each ESL teacher is a member of a grade-level team which provides a combination of pull-out and plug-in (or push-in) sessions for the ESL students in that grade. During the morning in a pull-out class, the ESL teacher may pre-teach some of the content and vocabulary for the afternoon's lesson, then, move into the regular classroom in the afternoon to co-teach the lesson with the regular grade-level teachers. The school staff has found this style of teaching to be much more effective than the strictly pull-out program that was in place previously.

A particularly good example of this co-teaching occurred with one second grade teacher and the second grade ESL teacher. In the morning ESL pull-out lesson about female mammals and their offspring, the teacher asked questions to elicit students' prior knowledge and presented new vocabulary. She then read a story about baby mammals, led a discussion drawing on the information in the story, and made a chart of the characteristics of mammals. In the closing activity, she showed pictures of animals and asked students to name them and determine whether or not they were mammals, having them refer to the chart. Even when the students supplied the right answer, the teacher would probe: "You're right. It isn't a mammal. Why isn't it a mammal?" or "Does it have fur or hair? Does it breathe with its lungs?" A bilingual aide was also present, giving help in the first language when needed.

Following this ESL lesson, the ESL teacher went into the students' regular classroom, where she helped co-teach a combined social studies/science lesson on mammals. She began by drawing out what students knew about mammals, especially about the ways in which they care for and feed their young. Students then watched a short video, Mammals and Their Young. This was followed by discussion led by the ESL teacher, who varied

her questions according to the students' different levels of English proficiency. For example, she told students with limited proficiency, "Raise your hand if you saw a mammal helping to see that a baby was not hurt." She asked other students with some proficiency, "What are some of the ways that mothers help their babies?" The questioning continued as she referred to both the information presented in the video and the childrens' experiences with their own mothers. She also illustrated her sensitivity to multiple family patterns by asking, "If you don't have a mother, who can do all these things?" After several students volunteered "Father," she also said, "Yes, your father. Other members of the family, too. They can use a bottle."

This discussion about mammals ultimately led to the science lesson of the day: fat, how it looks, tastes, and keeps mammals warm or cool. Students were divided into groups of three to complete a series of experiments. First, each group received a jar of cream which they passed around, shaking it until it turned to butter. While this was in progress, the regular classroom teacher circulated among students and asked prediction questions: "What do you think the fat is going to look like? Do you think it's going to look like the fat on steak?" She commented on the students' progress: "It's starting to get a lot of air in it; you can see the bubbles. It's almost like whipped cream, now", and asked students to describe what they were making: "What do we call that?" "Fat; that's right. It's fat, and we call it butter. Boys and girls, we just made butter!" This was followed by a butter tasting session, discussion, and another combined social studies-science experiment on how mother mammals such as sheep are able to find their young through smell. To do this, the teacher distributed film canisters containing a variety of liquids and spices to one half of the class, allowing them to take time to smell the aromas and remember them. Then she randomly distributed a duplicate set of canisters to the other half of the class. "Mother" students had to find their "young" by smell.

The wide range of ingredients--the pre-teaching ESL session, the use of pictures and the video, the demonstrations, the assistance provided through cooperative groups, the variation in questioning strategies, as well as the presence of both an ESL and classroom teacher--made it possible for the Hmong ESL students (about one-third of the class) to participate fully in the lesson.

Cooperation is another integral part of Lincoln's instructional program. Cross-age tutoring projects are common. One fifth grade class has "reading buddies" from a second grade class; once a week, the fifth graders go to the library and select a book to read to their buddies. While we were there, one class put on a play for a younger class.

Cooperative learning activities are common in Lincoln classrooms, with groups often comprised of ESL and English-speaking students. For example, in one class, groups of students made inventions, using toothpicks and jelly beans. Part of the task was to figure out something that could not be done yet which the invention would facilitate. Students named and labeled their inventions and then explained their function to the class.

In another class, students made peanut butter. Working together in small groups (about 5-8 students with a teacher or aide), they reviewed the vocabulary <u>more-less, big-little</u> and predicted what would happen when peanuts were placed in the blender and ground: "Will the volume of peanuts be more or less?" "Will the pieces of peanuts be big or little?" Students experimented by adding more peanuts or increasing the amount of blending time. They charted their results and their opinions. Did they like peanut butter? Did they like chunky or smooth better?

In yet another class, students rehearsed a puppet show, "The Toothpaste Millionaire," which they had written and learned to present to another class. This emphasis on experimentation, discovery learning, cooperative tasks, charting, and discussion in the classrooms, as well as the shared responsibility by ESL and regular classroom teachers, helped make it possible for ESL students to participate more fully in their

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classes.

In-Take and Exit Procedures

The ESL students are identified through a home language survey and a testing program. Pre-screening is done with the IDEA Proficiency Test. If students can not do much of that test, they are assigned to level 1. If they perform well on it, they are given the Language Assessment Scales (LAS) and, pending parental permission, are assigned to ESL levels 1-5 or to level 6 if they are deemed sufficiently proficient in English to participate as mainstreamed students. Exit from the program is determined by teacher recommendation.

The Parents and Community Outreach

When the program began, many Hmong and Lao parents were reluctant to have their children placed in ESL instruction, fearing that they would not receive the same education as their English-speaking peers. However, when parents found that the ESL program was closely tied into the mainstream program, through the team approach of the ESL and regular classroom teachers, much of this opposition subsided. Credit for parents' positive attitudes can be given to a number of initiatives, but especially to the home-school liaison for the Wausau Area Hmong Mutual Association. This person works closely with the Hmong community and the schools, educating Hmong parents about American education and suggesting how they can become more involved in their children's education.

In response to numerous questions from parents about ways they could help their children at home, the liaison started a Family Math program. a six-week program of two-hour sessions in which adults learn a number of math activities families can do at home. Because these sessions are held at the school, parents feel more comfortable about coming to school. These sessions also provide a forum for making announcements and answering questions parents have about the school. In fact, these sessions have been

so successful that the district is adding Family Science this year.

Currently, ESL classes for adults are provided at local churches and the Northcentral Technical College; Hmong and ESL literacy classes are also available. In addition, the district is writing a proposal for a family literacy program, to establish a New Arrival Center whose coordinator would work closely with Hmong parents. This program would also encourage bilingual aides to enter teacher education classes.

Lincoln employs a number of innovative ways to inform parents and keep them involved in the school. Key among these is a telephone information system. There are three phone numbers parents can use to receive information in their own languages (English, Hmong, or Lao). Each number has two lines: one for daily events and another for weekly announcements and information. Follow-up phone calls are routinely made to the parents to ensure that they understand the messages. In addition, announcements are broadcast over the Hmong Association radio station and bilingual announcements sent home with students or through the mail. Bilingual aides and counselors are also available to translate notes, receive calls at home, and otherwise involve the local community in school events. Bilingual versions of most major forms are also available, and, to encourage the Hmong and Lao parents to participate in the Parent Teacher Organization, separate meetings are held for them. Parental involvement is also encouraged during cultural awareness week and through the display of Hmong needlework throughout the building. Recently, a number of Hmong women made a stage curtain of needlework panels.

The school and district administration have worked to maintain diversity in the school, especially by trying to retain the presence of English-speaking children who live in the neighborhood and bringing them in from other area schools, and by sending some of the Southeast Asian students to other schools. Recently, a number of first graders from Lincoln were sent to another predominantly English-speaking white school, with successful results. In general, the response to the Southeast Asian

children has been positive. Many teachers believe that the Hmong and Lao children are good role models for their Caucasian peers, since they "want to learn" and "have respect for teachers." One teacher said, "It's been a good experience" teaching at Lincoln; of her experiences in other urban and rural schools, she "has been happiest" here.

There is substantial interest in Hmong culture and language in the community. The university has offered Hmong language classes for the past three years, and a Hmong conversation class is also held at the YMCA. In fact, diversity awareness was the major theme of staff development last year. The district used A World of Difference[1] materials in sessions with selected teachers and then got funding to help them implement the program in their schools. This year, school-wide discipline and ways to better integrate ESL Levels 1 and 2 Southeast Asian students into the classroom have become the major concerns of staff development at Lincoln, along with collaboration and the effective use of computers and computer software. For each area of interest, teachers research the issues, share journal articles, watch videotapes, invite speakers, and discuss their findings.

School-wide Concerns

The emphasis on school-wide discipline or conflict resolution is apparent in the posters on classroom walls and in the kinds of discussions that occur in classrooms. For example, a disagreement over the use of balls on the playground led one teacher to spend class time quietly trying to find out what happened and helping the students find ways to solve the

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[1] In 1985, the Anti-Defamation League created an educational campaign built on the concept that differences are what America is all about. A World of Difference is that campaign, based on the idea that our diversity is our greatest strength. Today it is a singular program designed to combat racial, ethnic, and religious prejudice which operates in 45 cities across the nation.

The program is committed to providing materials and strategies for both children and adults that allow for "hands-on" opportunities to discuss and think about issues of diversity. In a workshop environment, trainers encourage participants to explore their own awareness of diversity and demonstrate techniques for confronting issues of prejudice and discrimination.

Anti-Defamation League, 823 United Nations Plaza, New York, NY 10017 (212) 490-2525.

problem peacefully. She had students "take one minute" to think about what happened. "Try to picture the ball. What's going on with it?" These students described what happened from their point of view and the teacher modeled active listening by paraphrasing their information. Although the class did not reach a solution to the problem, they thought about it, discussed it, and tried to see various perspectives. The teacher ended the session by asking students to "give some serious thoughts to how we can help each other and resolve the problem."

Conclusion

Helping each other--if there is one image that persists from Lincoln, it is that: a school in which caring individuals help each other. In reflecting back on the day's activities, one class was asked to tell what they felt "really good about." A person who had observed the ways in which children and adults work together at Lincoln could easily answer that.

Loneman Community School, Oglala, South Dakota

Content-ESL Program Information

Grades	Pre-k, K, 1, 2, 3, 4, 5, 6, 7, 8
Number of Students in the Content-ESL Program	289
Languages and Number of Students	Lakota Sioux 289
Number of Teachers in the Content-ESL Program	14
Date Program Began	1991
Is there a content-ESL curriculum?	No
Number of Paraprofessionals	4
Number of Home/School Liaisons	1

Contact Person: Mr. Ray Howe, Principal
Loneman School
P. O. Box 50
Oglala, South Dakota 57764

The Setting

Loneman School is a pre-K through grade 8 school situated one mile east of a major highway in a remote section of the Pine Ridge Indian Reservation in southwestern South Dakota. The school plant comprises several one-floor wooden buildings, three mobile units and a Quonset-hut. Two playgrounds are located at opposite ends of the school complex which sits in rolling grasslands. All is framed by the sky, which takes on an imposing presence.

Pine Ridge Indian Reservation is the second largest reservation in the United States. Students attending Loneman School come from all over the reservation and spend long hours on school busses or in vans getting to school. Many roads on the reservation are unpaved, making the trip to school difficult at best in inclement weather.

Pine Ridge Reservation is also the poorest county in the U.S., according to recent census data. Unemployment is high and those adults who are fortunate enough to have jobs are frequently employed as unskilled laborers. The housing we saw included a wide variety of wooden buildings

and mobile homes, many in poor condition. We were told the biggest problem facing the residents is the lack of water. Many families still carry it from hydrants. Similarly, some homes still do not have electricity. Given these facts, it is not surprising that all students attending the school participate in the free breakfast and lunch programs.

The School

Loneman School is a contract school. That is, the school is contracted by locally elected school board members of the Oglala Sioux Tribe who are chartered by the tribe and funded by the Bureau of Indian Affairs. The Bureau of Indian Affairs also owns the school facility.

The Oglala Sioux Tribe enforces pre-K through grade eight attendance and strongly encourages completion of a 12-year program. While drop-outs are few at Loneman, many students do not complete the final four years at the two local high schools.[1]

The U.S. Government formulated an Indian education policy during George Washington's administration. Following the Wounded Knee incident in 1890, there was a feeling Native Americans should not learn their own languages. In 1921, the Bureau of Indian Affairs was given authority to use federal money to educate and acculturate Native American children.[2] It was hoped that they would learn English, adopt the Protestant work ethic, and be assimilated into the emerging U.S. social structure. To promote these aims, many Native American children attended boarding schools and were forbidden to speak their native languages. The use of these languages for instructional purposes did not occur for several generations. They were kept alive only among older people. Because the Lakota language is virtually unwritten but still widely spoken, it is constantly changing.

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[1] Native students (Native American and Native Alaska) have the highest high school dropout rate in the U.S. (Carter & Wilson, 1992).

[2] Indian Nations At Risk: An Educational Strategy for Action. Final Report of the Indian Nations At Risk Task Force. U.S. Department of Education, 1991, p. Xi.

Today, the students' grandparents often cannot speak English, while their parents often speak only English. The students themselves come to school speaking a little Lakota and a little English.

The school staff numbered 84, including administrators, clerical personnel, and 14 teachers. The majority of the teachers were certified. Most were Sioux, but there were also three Anglos and a person of German origin on the teaching staff. The school also had six instructional aides. At the time of our visit, they were all Sioux.

Loneman functions as a community center and the community's primary employer. Several parents and grandparents are employed by the school in a variety of positions.

The school follows the curricular guidelines designed by the state of South Dakota, as well as those regulated by the federal government. In addition, there are other curriculum guides available as resources for teachers. One such curriculum guide, Culturally-based Mathematics and Science Curriculum 1992, was developed at a workshop conducted at Haskell Indian Junior College in Lawrence, Kansas. The goal of this workshop was to produce a curriculum guide for teachers of Native American students "to enhance instruction in mathematics and science by making instruction culturally relevant" (p. XIII). This guide, built on an outcomes-based model of education, provides teachers with instructional suggestions and culturally related information drawn from stories, poetry, and other sources. It is intended to be a spring-board for teachers, not a set blueprint for content instruction.

Students in pre-K through grade three receive instruction in the Lakota language, art and crafts, and music. Upper grade students do not formally receive such instruction, but continue to learn about the language and culture informally. The Loneman community and members of the Oglala School Board would like to extend the Lakota language and culture program to all 8 grades.

All students at Loneman are expected to meet the state's curricular

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objectives. Subjects include those typically found in a pre-k through grade eight curriculum: math, science, social studies, reading and English language arts, physical education, and special education.

The Program and Instructional Practices

In 1990, the Title VII Director and Facilities Manager prepared a proposal for a bilingual/bicultural education program. This proposal was funded in 1991, and the funding continues today. Some Title V funds (an Indian Education competitive entitlement program with discretionary funds) are also available to the school. These funds are currently used to support instruction in traditional arts and crafts, music, and dance.

The bilingual/bicultural program at Loneman has four components. One of these is the pre-K program for three- and four-year olds. One of its goals is to integrate the teaching of content and languages, i.e., Lakota and English. Another goal is to enable the students to learn the stories of the tribe.[3] To reach this goal, grandmothers and other elders are engaged by the school to tell tribal stories.

Twenty students completed the pre-K program in the 1992-93 school year. They were awarded certificates at a ceremony the week preceding our visit. This ceremony incorporated a traditional Lakota custom, The Naming Ceremony. During this ceremony, young children are given Indian names and eagle feathers (representing strength and endurance), which they carry with them for the rest of their lives. The child's parents also give their child the name of another tribe member. It is the child's responsibility to discover that namesake's outstanding qualities and put them into practice in life. This year only one child participated in this ceremony, but a higher rate of participation is expected next year.

We discussed the pre-K program with its sole instructor who adheres to a whole language approach and guides students' learning through many

[3] Native Americans value the use of stories and legends as an organized way of passing on the knowledge and behaviors necessary to the society.

language experience activities. For example, as students learn to count, she uses both English and Lakota terms in stories. Later, as students dictate their own versions of the stories, they also use both languages.

The teacher utilizes the total classroom environment as a tool to increase students' learning. Paper "curtains" of different colors hung over the windows. These curtains helped students recall color words and the story of "Little Red Riding Hood." Charts, a calendar, and pictures were displayed on walls and bulletin boards. Students' work was also displayed, and some student-made mobiles hung from the ceiling.

At this time there is no grading system in place for the pre-K program. One aim for this academic year is to create such a system based on the existing kindergarten progress report, written in Lakota.

The second component of the bilingual/bicultural program is instruction in Lakota language and culture for children in grades 1 through 3. This program is conducted by bilingual Native American aides who visit the regular classrooms. Lakota language instruction varies by grade level, with most exposure occurring in the third grade (one-half hour, three times a week).

We observed several Lakota classes during our visit. In one, students were busy reviewing vocabulary taught previously--colors, body parts, names of animals, numbers, etc. Instructional aides employed a variety of techniques to review the vocabulary. For example, children performed such tasks as completing worksheets, doing matching exercises, and naming objects as they were presented or displayed.

The third component of the bilingual/bicultural program is instruction in traditional music and dance. Through these classes, students learn about the origins of the tribe's songs and dances. Here, they are also taught the tribe's traditional values--respect, wisdom, generosity, bravery, loyalty, and honesty.

In one class, a young Native American instructional aide enthusiastically led a group of third graders through a traditional dance

using what might be termed a "whole dance approach." He also took the opportunity to remind students to listen to the rhythm of the drum, which he described as the heartbeat of the people. He noted that dancers grow stronger through dance and urged his pupils to avoid debilitating drugs so that they could remain strong.

The fourth component of the Loneman program is parental involvement. Parents are encouraged to take an active role in the school. A number of special events for parents, such as public meetings addressing what they can do to maintain the Lakota language and culture, sessions concerning information sharing, and dinners, are held to help them perpetuate the traditions and culture of the tribe.

Students' Opinions

We interviewed three second grade students. They all spoke English with ease and clarity. They had learned it at home from their parents and siblings. In general, they reported their grandparents spoke Lakota but not English. Two of the students said that watching TV had helped them while the third student did not have TV because his family did not have electricity. Only one student identified class activities that helped him learn English: reading, answering questions, reading for information, and reporting orally. All three students pointed out that they prefer working alone rather than with others. One student said he preferred this style of learning because it allows him to concentrate on what he is doing. Another student also noted that working independently is better because no one interferes with him when he is alone.

Researchers' Observations

There are fewer than 300 students in the school. During the day and a half of our visit, students attended classes and completed their activities almost without our knowing they were there. Noise from the playgrounds indicated the presence of students having fun, but the general

impression throughout the school and lunch area was one of contained energy. There were only a few occasions when we saw students in the halls or between classes. At these times they were quiet and orderly. Quiescence and forbearance are common Native American traits. Native American values, while varying from tribe to tribe and individual to individual, differ from European American values. For example, Native Americans value qualities such as respect for others (particularly elders), a lack of pressure, freedom from the tyranny of time, harmony with nature and the environment, and emotional control, while, as we all know, dominant U.S. society stresses youth, regulation by the clock, the control of nature, and the open display of emotion.[4]

Program Support

The Loneman Bilingual/Bicultural Program receives support from parents and on-site school personnel. Teachers are viewed as "those who know" and are to be respected for their knowledge. There is also a lot of interest in developing a functional knowledge of Lakota in the children. There is a very active Grandparents Program which brings grandparents and other elders to the school to tell stories. In general, parents see the school as more than just a place for classes and education: it is the heart of the community. They come to the school often during the day and attend extra-curricular events such as "The Night of a Thousand Stars," a Lakota story-telling event.

In 1993, the school had a full-time supervisor of assessment and a guidance counselor. It also had a social worker, a school liaison worker, a Chapter I director, and a six-member instructional team who helped students with reading, science, and math.

The school librarian plays an active role in the students' bilingual/bicultural education: she sees each class once a week and, in

[4] Gilliand, H. (1992). Teaching the Native American. Dubuque, Iowa: Kendall/Hunt Publishing Company.

addition to her other responsibilities, tells stories, shows films and shows information about Lakota culture. She urges students to see connections between their Native American culture and other cultures they are studying at the time.

Cultural Awareness and Outreach

The personnel and parents at Loneman School are deeply interested in preserving Lakota language and culture. Most school personnel are bilingual speakers (Lakota and English) who value both the language and the culture. Informal discussion with the librarian indicated that teachers and aides integrate Lakota language and cultural information as often as possible in their daily instruction. They often tell Lakota stories which relate to what is being studied in the content areas.

An effort to broaden others' awareness of the Lakota culture is also underway. Students from Loneman School recently performed Native American dances for students at Hot Springs High School, a school about 60 miles away. This event marked a first for both groups of students. A videotape revealed the performance by tne Loneman students was favorably received by the Hot Springs students. At the conclusion of the program, Hot Springs students were invited to join the Loneman students in a traditional dance. Many students accepted the invitation and enjoyed participating. Because of the success of this effort, the administrator and teachers of Loneman plan to conduct additional cultural exchange programs with other local schools.

Conclusion

While the bilingual/bicultural program at Loneman School is officially offered in the primary grades, students at all levels continue to learn the Lakota language and culture through informal instruction. Storytelling, by teachers, the librarian, and elders of the tribe, is used frequently to integrate content and culture. These cultural connections

provide a meaningful context for all students' learning. In this way Lakota children are able to meet the challenges of the present and future world while following the tribe's traditional values.

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Martin Luther King, Jr. Elementary School, Urbana, Illinois

Content-ESL Program Information

Grades	K, 1, 2, 3, 4, 5
Number of Students in the Content-ESL Program	200
Languages and Number of Students	Chinese 60 Korean 60 Spanish 20 Vietnamese 20 Japanese 15 Portuguese 15
Number of Teachers in the Content-ESL Program	4
Date Program Began	1973
Is there a content-ESL curriculum?	Yes
Number of Paraprofessionals	18
Number of Home/School Liaisons	1

Contact Person: Ms. Jennifer Hixson, Program Director
Martin Luther King, Jr. Elementary School
1108 West Fairview
Urbana, Illinois 61801

The Setting

It was a crystalline fall morning when we walked into Martin Luther King, Jr. Elementary School and met the principal, who quickly put us in touch with Urbana's Multicultural Program Director. The school is a low single- story brick building, recently doubled in size, surrounded by trees and small single-family homes. The corridors were wide, brightly lit, and lined with coat racks. A violin lesson -- one child, one teacher, one violin, one music stand -- was in full swing down the hall.

The School

Urbana is a university community. Martin Luther King, Jr., however, has no official connection with the University of Illinois: it is only one of six elementary public schools in the Urbana district, and by no means the one most comfortably situated (65% qualify for federally subsidized lunch). The school stands out because it serves the large population of

foreign graduate students at the university, who do not pay property taxes; for the same reason, it has also occasionally inspired resentment. Sixty-five percent of the children at the school (total enrollment: 390) speak some language other than English at home; in September of 1993, 37 languages were represented. Over half the students at King School studying English as a second language were Asian in origin, but there were students from all parts of the world: South America, Mexico, Eastern Europe, as well as the Caribbean, the Middle East, the Pacific Islands, Western Europe, and Africa. Altogether, they spoke languages as disparate as Albanian, Arabic, Bengali, Cantonese, Chichewa, French, German, Haitian Creole, Hebrew, Japanese, Kannada, Khmer, Korean, Lao, Pashto, Polish, Portuguese, Romanian, Russian, Singhala, Spanish, Turkish, Urdu, Vietnamese, Yoruba, and Xhosa. The multilingual and highly educated families that this school serves not only provide students, but they also constitute a rich source of part-time teachers in a variety of languages. Martin Luther King, Jr., at the time of our visit, offered native language instruction in 16 languages, and French, Spanish, and Japanese were offered as foreign languages. About 15% of the LEP students are Southeast Asian refugees and a smaller percent are Chinese and Latin American immigrants. These families are not connected to the University of Illinois and are not able to support their children academically in the same ways as the University families can.

The Program

The originator of the program was the guiding spirit behind it right from the beginning. She started as a volunteer in the spring of 1973 and served in a number of capacities until her retirement in 1993. (Despite retiring, the former director continues to be involved part time with the program; she is currently the Director of Project ACHIEVE, a dissemination grant from the Office of Bilingual Education and Minority Languages Affairs [OBEMLA]). The original program that was initiated in 1973 included four components: instruction in native language(s) for the students, English as

a Second Language (ESL), foreign language instruction for American (native English speaking) students, and cultural sharing. The program has evolved from this beginning. During the 1984-85 school year, the staff implemented content-based instruction in the ESL classes. Now they serve first through fifth graders in a half-day program that integrates instruction with the teaching of social studies and science, a forerunner of schools which adopted this approach. This program will continue to evolve to meet the changing needs of its students.

The school, which is located in a predominantly African-American neighborhood, had been peaceably integrated through the hard work of the Council for Community Integration and the NAACP, but in 1973 there was no multicultural program. Gradually, over the next 20 years, the director and her colleagues -- drawing on a range of funding sources including Title VII, the state, and the district, which has been unstinting in its support -- put it all together. They have created a multilingual school in which all children, including the 35% that speak English natively, study second languages. Thus, no child is stigmatized or left out, and language learning seems as natural as breathing. Graduates of Martin Luther King, Jr. distinguish themselves in middle school as eager participants in school life who love language classes and become effective group members.

The current director of the Urbana Multicultural Program,[1] is an energetic proponent of the path the program has taken. She and the principal proudly point to their students' scores on state mandated tests (Illinois Goal Assessment Program administered to all third graders): in 1993, average scores in English reading, math, and science were 281, 333, and 292, respectively, compared to state averages of 245, 268, and 250. They take pride in the staff's qualifications. Most hold master's degrees and have between 11 and 15 years of teaching experience. They are happy about the comprehensive arts programs the school mounted some three years

[1] The Urbana Multicultural Program is a pre-school through grade 12 program.

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ago. Under this effort, teachers are given additional preparation time while the children have 30 minutes a day of instruction in music, visual art, or dance and drama. Many of the staff's attitudes are echoed in the comments of parents. One we spoke to was the president of the Parent Advisory Council and a law student from Cameroon who had two children at King. She was amazed at how quickly her children had learned English under the school's tutelage, but she was also delighted that they had maintained their French, the family's home language. She saw the school's commitment to the simultaneous development of English language skills and maintenance of the native language as being particularly important.[2]

Attendance at the school is high (95%), perhaps in part because it actively celebrates its cultural diversity in posters, displays, and student work. At any given moment, scores of children arranged in little groups are studying languages. One native French class we saw included European and African children working on "les planètes" and "nos ancêtres." For them, French class, much like ESL class, was simply one more way of absorbing content

A typical day for a second grade ESL student at King begins in the regular classroom, where the usual organizational matters are dealt with. That class might be followed by a period of art (music, drama and dance, or visual art) or a visit to the library, which maintains a growing collection of leisure reading material and textbooks in most of the languages of the school. The child then has two hours of ESL, in which science, social studies, reading, and language arts are integrated. That class is followed by math instruction in the regular classroom. She may also give them recess as the class' mood dictates (as the former director says, "We have a grassroots school."). After lunch, 30 minutes are devoted to native language instruction in which math, reading, language arts, and the history

[2] The school recognizes two reasons for including native language instruction in the program: it is the language in which most students learn best, and it is an unsound practice to tutor a bilingual student to become monolingual.

and geography of the children's native countries are integrated. Finally, the last 90 minutes are spent in the regular classroom, again with science and social studies and some language arts. Thus, the ESL and classroom teachers are constantly reinforcing and building upon concepts for success at that grade level. A typical day for a fourth grader is similar, except that more time (15 minutes each) is spent in native language content-based ESL instruction. Younger children have an easier time meeting age-appropriate learning objectives in the regular classroom than do older children. Overall, ESL classes average 16 to 20 pupils.

The students at King are eager consumers of the school's educational program. Those we talked to loved being read to, had all picked up the reading habit, and frequently borrowed books from the library. They were particularly appreciative of their teachers' hands-on approach to vocabulary teaching and their ability to explain the subject matter with concrete examples. They were all keen to learn English and had precise notions about how to do it. Many found the arts program a good way to learn English since it requires them to do things and to interact in English at the same time.

Over the years of its existence, the multicultural program in Urbana has become a model for other schools in Ohio, Indiana, Michigan, and elsewhere in the Midwest. It has consistently received numerous awards and attention on National Public Radio[3]. The staff at King has worked with University of Illinois faculty on teacher training and collaborative research. At the time of our visit, they had begun an ambitious dissemination project with support from the U.S. Department of Education. This frees up two of the ESL teachers, giving them of them one semester out of the classroom to refine the task-oriented activities they have developed for their classes, create teacher training packets, and form partnerships

[3] In 1993, the Urbana Multicultural Program was the only such program recognized by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) for having a program of academic excellence. As a result of this recognition, the school was awarded a dissamination grant.

with schools throughout the Midwest and the country for staff development (primarily through teacher training) and follow-up coaching.

In-Take and Exit Procedures

Martin Luther King, Jr. Elementary School has developed an elaborate process of in-take, placement, assessment, and mainstream integration. When children arrive to register, their parents complete a Student Personnel Record, which includes a question on home language. If they indicate that they speak a language other than English at home, they then fill out a more complete inventory called Language Information, and the child is given the Functional Language Assessment and a reading test, the Peabody Picture Vocabulary Test, in kindergarten, or the Urbana Multicultural Program's ESL Reading Test, if appropriate. They may also do a writing test. Subsequently, they are assessed informally by means of teacher-made tests and formally by such tests as the Iowa Test of Basic Skills and the IGAP (see above) administered to all third graders. They are also measured with reference to the Checklist for Observation by Teachers, which looks at specific sub-skills and general classroom behaviors. For example, the teacher indicates how aware of routines children are, how often they ask for help, how well they work with others, and so on. Finally, all of this information and more is taken into account in deciding whether or not a child is ready to make the transition into regular classes The ESL teachers consult with the classroom teachers; all transition decisions are made collaboratively.

Instructional Procedures

People affiliated with the school are also pleased with the quality of the teaching. Martin Luther King, Jr. is a school where curricular development and creative language-content integration are central to the school's mission and take place as a matter of course. Teachers are constantly looking for novel ways to teach and assess students. One second

grade ESL class, for example, was studying whales. First, the children reviewed vocabulary related to what people can do (jump, walk, run, watch, sing, play, hop, skip, ride, read), with lots of choral response and TPR-style acting out. Then they generated a list of things whales do and spelled the words together (swim, eat, smell, sleep, watch, dive, see). They then set to work modeling whales from clay while following the teacher's directions, with references to a drawing she had made on the chalkboard, talking all the while about parts of the whale and what they and other students were doing with the clay, and looking at pictures of whales on a commercial poster. After the clay whales were finished, the teacher made a more detailed drawing on the board and labeled the parts with new words (flukes, blowhole, flippers, etc.). The children then drew and labeled their own whales while using these new words ("Where's the blowhole? Is it on top?" "I make the flukes now."). Finally, the class used a Venn diagram to compare whales and humans. Throughout the lesson, the teacher drew sensitively on the students' prior knowledge ("What's on top of the head?" "What's the name for that?") and calmly circulated among them, offering help to those who were having particular trouble. She constantly reinforced the students' knowledge of the language by, for example, asking them to spell difficult words orally. The students were from ten countries (Korea, India, Egypt, Indonesia, Vietnam, France, Congo, Taiwan, Japan, and Israel) and represented more than one level of proficiency in English, although none seemed to have much trouble understanding the lesson's purpose or content.

In a first grade ESL transitional reading class, one little boy opened discussion by talking about a toy he had received -- a plastic pipe with a ball balanced on the mouth of its stem. Since he was having trouble describing the object, his teacher asked him to make a picture, which he promptly did with mounting excitement. At that point, the other students began to enter in, and the lesson flowed naturally from observation through hypothesis and testing to inference in a seemingly spontaneous fashion.

The class first examined some funnels and ping-pong balls in an effort to understand the elements of airflow. The teacher produced slips of paper and empty spools of thread, and the children began to write sentences that captured their predictions about what would happen if they balanced a piece of paper on one end of the spool and blew through the other end. They then performed their experiment and observed those effects. Finally, they began to draw conclusions about what they had observed. They were riveted throughout -- 6-year-olds discovering basic scientific principles.

In a third grade ESL science class, students were working to answer the question, "What do plants need to grow?" They divided into groups to observe plants in different configurations involving the presence or absence of roots, soil, water, sun, and air. One group's plant had no roots and no soil, but was in water and exposed to sun and air; another group's plant had roots and soil, but was given no water and was placed in a box where it would receive sun and air. They answered questions about their plant ("The plant has ____ leaves on the stem. The plant is ___ inches tall. The color of the plant is ___") and drew a picture of it, and then, with the rest of the class, predicted whether their plant would grow or die in the next couple of weeks. The predictions were written on a chart to refer to when the plants were checked again.

Many of the teacher-made ESL units in use at King follow a sequence of instruction that includes a variety of sensory experiences, draw on previously acquired knowledge, touch all four sub-skills, and result in the collaborative creation of a text:

- The teacher and students share an experience.
- The teacher provides oral labeling and description.
- The students participate verbally to the extent that they can in predicting, answering questions, making judgments, and sharing ideas.
- The students as a group dictate a description of the activity.
- The teacher writes the group description on the chalkboard, eliciting additions and making corrections as necessary.
- The teacher and students discuss the 'story', focusing especially on the vocabulary related to the topic.

(Project Achieve, Grant Proposal Abstract, 1993, p. 5)

One such fourth-fifth-sixth grade unit is devoted to insects. This ESL unit teaches the system of insect classification (kingdom, phylum, class, order), among other things, by asking students to identify insect body parts and categorize a large number of insects, many of them from the Illinois region, with reference to those parts and their functions. The unit also has language objectives, in this case, using the present continuous tense and the drafting of short descriptions. A first grade ESL unit teaches the properties of air by asking children to perform a series of experiments involving rocks, water, a plastic bag, soap, and the like. Key vocabulary constitute the language objective for this series of activities.

Conclusion

In short, the multicultural program in Urbana is yet growing and evolving. Having begun with careful reading of the language learning literature by such authors as Saville-Troike, Chamot, O'Malley, Krashen, Cummins, Smith, Vygotsky, and Ellis, the staff has developed a model that many other public schools could adopt, and there is no telling what forms it will take in the future.

Tuba City Primary School, Tuba City, Arizona

Content-ESL Program Information

Grades	Pre-k, 1, 2, 3
Number of Students in the Content-ESL Program	512
Languages and Number of Students	Navajo 435 Hopi 56 Spanish 13
Number of Teachers in the Content-ESL Program	35
Date Program Began	9 years ago
Is there a content-ESL curriculum?	Yes
Number of Paraprofessionals	2
Number of Home/School Liaisons	2

Contact Person: Ms. Noreen Sakiestewa
Tuba City Primary School
P. O. Box 67
Tuba City, Arizona 86045

The Setting

All things are relative, and in the sparsely populated Four Corners region of the country, Tuba City, with its two traffic lights, two-screen movie theater, full-service grocery store, Taco Bell, and McDonald's, is a population center. Greater Tuba City has 10,000 to 15,000 inhabitants and is steadily growing as it attracts new residents from the nearby largely rural Navajo reservation. The town is something of an educational center as well. In addition to the public primary school (grades K-3) and the elementary school (grades 4-6), there is a public middle school, a public secondary school, a secondary school administered under Navajo tribal contract, and a boarding school (grades K-8) managed by the Bureau of Indian Affairs.

The opportunities for employment in the Tuba City area mean that average income is higher than might be expected. However, within the school district the unemployment rate is 50% and, of those adults who are employed, only a fifth are professionals or nonprofessional white collar

workers. Half of the area residents live in public housing and the majority of the children in the primary school qualify for the funded lunch program.

The School

While the area from which the Tuba City Primary School draws its students has residents of several ethnic backgrounds, by far the largest segment of the population is Navajo. Of the 812 students currently enrolled in the Tuba City Primary School, 80% to 85% are Navajo, 10% are Hopi, and there are small numbers of Anglos, African Americans, Latinos (from Mexico and the Caribbean), Middle Easterners, Pacific Islanders, and Native Americans from other nations.

For many of the children, the influence of the traditional Navajo ways is still quite strong. Half of them are bussed in to the school from outlying areas. More than a third live in multigenerational or extended family households, sometimes including grandparents who are monolingual speakers of Navajo. At the same time, another third live in single-parent homes.

Among the children attending the primary school, a surprisingly high 15% are Navajo dominant, and another 45% are first generation speakers of English with limited proficiency. Less than a third come from families in which the parents have good English literacy skills. However, due to the relatively stable population in the area, the majority of the children have had the benefit of continuous schooling.

Despite the many challenges it faces, Tuba City Primary School is a center of excellence which is highly regarded not only in the community but also in the profession. The school is a warm and welcoming place, vibrant with the high spirits of the children and the pride and dedication of the staff. As the principal ushered us through the hallways, children exuberantly greeted him, many stretching up to slap his hand in an enthusiastic "high five." Classrooms are filled with the tools of learning

and displays of the students' projects. Student work is proudly exhibited on the hallway walls as well, making every passageway an engaging and absorbing record of the students' progress.

The Program

The Instructor's Manual for the Tuba City Primary School states:

> The survival of the Navajo language is critical if the beautiful and rich Navajo culture is to continue into future generations.
>
> Academic success is also imperative if Navajo children are to take their rightful place in today's world.
>
> Navajo people can and must have the best of both the Navajo world and the world at large. For this reason, the Dual Language Program has been designed at the Tuba City Primary School.

For over a decade, Tuba City Primary School had a model bilingual program of the transitional type. Currently, it is close to realizing its goal of implementing a dual language, developmental program throughout the school. This program started in 1992-93 with first graders. In the current school year, second graders and two sections of kindergartners have been added. Third grade will be added in 1994-95.

The impetus for the new program was a combination of an Arizona state mandate, Navajo tribal education policy, and strong support from the school district, the primary school principal, and a number of the teachers. The Arizona State Board of Education requires that all students exiting eighth grade be able to speak and understand two languages, one of which is English. At the same time, Navajo tribal education policy requires that the Navajo language be taught in grades K-12 at all schools within the Navajo Nation.

The Tuba City Primary School wanted not just to comply with these mandates and policies, but to make language instruction meaningful and relevant. Thus the decision was made to develop bilingual abilities in all the students: Navajo-dominant children would develop and maintain their

mother tongue while learning English; English-dominant students (including many children of Navajo ethnicity as well as other backgrounds) would learn Navajo while developing further proficiency in English.

So far, this plan has met few serious objections. However, one problem needing resolution is what should be done about the Hopi children who attend the school. At present, they are being carried along in the English/Navajo program. The school district and the primary school have stated their willingness to offer a similar program in English and Hopi, but because the Hopi language has great ritual significance, the elders are not willing to have it taught in a secular setting.

In general, the school follows state and district curriculum guidelines, with the teachers developing supplemental materials for the Navajo aspect of the program. Features of Navajo culture are integrated into the curriculum with assistance from the Native American Studies teacher.

The instructional program is evaluated by state and district education officers and by external evaluators.

Instructional Practices

Due to a lack of certified teachers who are able to teach content through the medium of Navajo, the school uses a two-way bilingual approach for some sections at each grade level and a Navajo as a Second Language (NSL) approach for the remaining sections. In both approaches the students develop and maintain their native language while also learning a second language. The chief difference between the two approaches is how the content curriculum (language arts, mathematics, social studies, science, and health) is taught.

In the two-way bilingual sections, approximately 50% of the students are English dominant and 50% are Navajo dominant. Each group receives content instruction through the medium of their dominant language. In the sections using the NSL approach, the students are classified as English

dominant but have varying degrees of English proficiency (many have some knowledge of Navajo as well). Here, English is used for content instruction, with sheltering strategies employed as needed.

In all other respects, instruction in the two-way bilingual and NSL sections is identical. All students write and illustrate both English and Navajo booklets as part of the thematic units in the curriculum. For a half hour each afternoon, all sections participate in total-immersion language activities in arts and crafts, games, cooking, storytelling, drama, physical education, parties, and the like. These sections alternate the use of English and Navajo on a daily basis.

Along with the shift from a transitional to a dual language developmental bilingual program, Tuba City Primary School has also adopted a mutually reinforcing set of strategies for holistic instruction. Cooperative learning makes it easy and natural for the students to help each other learn language and content. All the language skills are integrated in a whole language approach. Content instruction is organized into thematic units, e.g., family, safety (for kindergarten), shelter, plants (grade 1), animals, transportation (grade 2), and the human body, the solar system (grade 3). These units are developed and coordinated across the two languages by paired teams of teachers. A hands-on approach is used for science, and Math Their Way is used for mathematics instruction.

As might be expected, reading and writing receive a great deal of emphasis. Teachers are developing extensive classroom libraries from which children are encouraged to select materials for individual reading or reading with a partner. A Writing is Necessary (WIN) program sponsors schoolwide activities to give writing meaning and purpose and make it relevant to the students' needs. Writing contests are conducted at three-month intervals during the school year, with prizes awarded at each grade level for the best essays in English or Navajo. In addition, all students in the second and third grades write letters to the principal and assistant

principal, and all letters are read and answered!

Teachers are encouraged to have their students write every day, making entries in their dialogue journals, keeping logs about science projects, writing stories to accompany their favorite picture books, and making books related to the thematic units. Students have a chance to read their books to several people before taking them home to read them to their parents. (Some parents are learning to read Navajo or English from books authored by their children.) Some of the students' writing is bound with attractive covers and added to the class library.

Students are taught to write according to the process approach. "Sloppy copy" and "inventive spelling" are allowed in early drafts, as students are encouraged to be original and write what they think. Students read these drafts to each other and learn to judge each other's writing for whether or not it makes sense. An important part of the writing process is that all students have their work "published" in some way, often by having it displayed in the classroom or in the hallways.

In-Take Procedures

Children who are possibly limited in their English proficiency are identified on the basis of a home language survey. Children entering kindergarten or first grade are tested for their English proficiency using the IDEA Oral Language Proficiency Test (IPT). Those entering second or third grade are tested with the IPT, a speaking test, an oral retelling test, and a dictation test. For those who have knowledge of Navajo, a listening score is obtained by means of a test normed in schools on the Navajo reservation in Arizona and New Mexico. Tuba City Primary School is in the process of developing tests for oral proficiency and reading in Navajo.

Assessment Procedures

Student progress is measured by both formal and informal instruments.

Three standardized achievement measures are used: the Iowa Test of Basic Skills, the IDEA Proficiency Test, and the Arizona Student Assessment Program (checklists of performance objectives for each grade level). In addition, each student also has a monitoring system folder in which teachers record the student's progress toward meeting the performance objectives for each grade, and a portfolio with contents decided on by the teachers at each grade level and reviewed twice a year by the student's teacher and the bilingual resource person. When students move to the next grade level, the monitoring system folder and portfolio are transferred with them to maintain on-going assessment.

Students receive two progress report cards each semester. These contain checklists which are aligned with the performance objectives for the grade. In addition, as part of the Writing is Necessary program, each semester the students in grades 1-3 develop their own written midterm progress report with the help of their teachers. These reports, which the students take home to their parents, emphasize strengths and areas where improvement is needed. The aim is to empower the students and to make them more accountable for their own learning.

At this time, a report card for the school would show that the students are at a low intermediate level in English listening and speaking proficiency; at grade level in Navajo literacy; and below grade level but developing rapidly in English literacy. In content achievement they are at grade level for science and social studies, and above grade level for math.

Staff Recruitment and Development

One of the greatest strengths of the Tuba City Primary School is its highly qualified staff. The teachers have an average of 11-15 years of teaching experience and, unlike the situation at most schools in the Indian educational system, there is very little turnover. The exceptional performance of these teachers has been recognized by many Teacher of the Year awards from several organizations. Most of the teachers have Master's

degrees and, in addition, already hold or are working toward bilingual or ESL certification or endorsement. About half are monolingual English speakers and half are bilingual in English and Navajo or Hopi.

The program is also quite fortunate in having an aide in each classroom. All the aides are bilingual and have from one to two years of college education.

Staff development is carried out through a variety of means. With funding from the district, teachers have visited and observed similar programs in other districts such as Tempe, AZ, Tucson, AZ, and El Paso, TX. They also attend the regional and national conferences of TESOL and NABE. Workshops at the school and district level have offered training in holistic teaching and development of thematic units.

The principal wants to expand the workshop offerings to provide more training in the implementation of the dual language program, the use of the Math Their Way, and participation in peer coaching among the staff. Such inservice training will be crucial for maintaining the momentum of change in the program and ensuring that all the teaching staff effectively implement these approaches to instruction.

The principal would also like to see a closer relationship developed between the Tuba City Primary School and Northern Arizona University at Flagstaff. He would like faculty from the university to visit the primary school and meet with the staff to identify features which can be incorporated into the preservice preparation of teachers, benefiting not only the Tuba City schools, but others throughout the state and region as well.

Funding and Program Administration

The school receives federal funding from Chapter One, Title VII,

ERIC

Title V, and the Act of April 16, 1934 (Johnson-O'Malley Act[1]), as well as state and district funds. As in school systems everywhere, difficult decisions must be made regarding the allocation of funds for hiring professional and paraprofessional staff, purchasing instructional materials, maintaining or expanding the physical plant, and so on. Alternative sources of funding are being explored, for example, an arrangement whereby the School Board would obtain permission from the Navajo tribe to lease land to commercial development in the area, with the revenue going to the school system.

The School Board and the District Superintendent are strongly supportive of the school's programs. The Assistant Superintendent for Curriculum and Instruction, who oversees all the instructional programs in the district, is an expert resource person as a result of many years of experience in a variety of ESL programs.

As in other programs observed during this project, the principal is the key agent of change in the school. During a three-year absence from Tuba City Primary School, he served as the Bilingual Program Specialist at the Arizona Board of Education, where he was able to observe many of the practices now being implemented under his guidance at the school. In recognition of his service at the school, he was nominated by the Governor of Arizona for the national honor of Principal of the Year.

Other staff and resources also contribute to the high quality of the school's programs. A Native American Studies teacher is funded through Title V. The bilingual resource person is funded as an Instruction Specialist through Chapter One and as a Language Development Specialist through Title VII. These two people provide valuable support for the

[1] The Act of April 16, 1934 (Johnson-O'Malley Act) is a supplemental program for schools to enable programs to meet specific needs of Indian students in grades K-12, e.g., counseling, parental involvement, cultural needs, etc. These funds are primarily for use by public schools but Bureau of Indian Affairs schools also receive some financial assistance. The Act is administered by the Bureau of Indian Affairs. Individual tribes are responsible for the application of the funds and parental committees oversee this application.

development of curriculum in the school. A further valuable resource for both teachers and students is the attractive and well stocked library.

Currently, the school is implementing site-based management. Several teachers were funded to visit other programs and bring back ideas on program practices to their colleagues, who have assumed responsibility for much of the planning and decision making for the dual language program. Another area of responsibility is in the hiring of new teachers. The hiring committee always includes teachers and parents.

The Parents

The school makes a serious effort to reach out to the parents. There is a full time staff member designated as Parent Program Coordinator who conducts training in such matters as parenting and ways to encourage the use of Navajo in the home. At Parent Orientation Nights, the principal and the teachers explain the year's curriculum to the parents. These orientations are conducted on a separate night for each grade level and always get a large turnout. Good participation (up to 70%) is also obtained for parent-teacher conferences.

Future Developments

The school has a detailed action plan for the current year and has projected several general themes for future development. One important issue is the need to articulate the dual language program at the primary level with follow-on programs at higher levels in the school system. Both the Navajo tribe and the Arizona Board of Education advocate an uninterrupted sequence of language study. Implementing that policy will be a challenge for the schools and the community. Tuba City Primary School can help to show the way.

White Elementary School, Detroit, Michigan

Content-ESL Program Information

Grades	K, 1, 2, 3, 4, 5
Number of Students in the Content-ESL Program	160
Languages and Number of Students	Arabic 136 Lao 13 Albanian 5 Polish 3 Urdu 2 Hmong 1
Number of Teachers in the Content-ESL Program	2
Date Program Began	over 10 years ago
Is there a content-ESL curriculum?	Yes
Number of Paraprofessionals	1
Number of Home/School Liaisons	1

Contact Person: Ms. Carnation Tsonakas, Principal
White Elementary School
5161 Charles
Detroit, Michigan 48212

The Setting

You head east off a highway that cuts north through Detroit until the access road gives out and you are on a street lined with filling stations and fast food franchises. Then almost immediately you turn off that and onto a parallel street running along a large treeless campus that surrounds White Elementary School. The day we arrived was grey and heavy with rain.

The School

White Elementary is a conventional school building of the 1920s with cavernous hallways, large airy rooms, and a scholastic mustiness. Its conventional appearance belies its mission: this is a big, inner-city school that prides itself on its diversity and its hospitality to all of the community's children. If you go in the rear entrance, as we did, the first thing you see is a row of wheelchairs parked along the corridor. This is the "orthopedic school," a school-within-a-school that provides

classes for dozens of physically disabled students. Among other children in these classes, there are several of Chaldean origin[1] who are severely handicapped. Their teacher is certified in special education and a native speaker of Chaldean. There were pictures of mosques and Middle Eastern objects on the walls and slogans in Arabic because this was "Arabic Week," and the whole school was going to learn about the customs and history of the region.

Once we had made our way to the front office, White's cheerful principal took us into her tiny, cluttered office and disappeared. She returned within minutes carrying boxes of candy for her staff. These she quickly wrapped as gifts while she filled us in on the school's history. The outer office continued to buzz with the usual early morning traffic.

The community is not affluent. In fact, 90% of the children enrolled at White could qualify as poor. Most live in rented single-family homes or apartments, and nearly a third live in subsidized public housing. State law requires special classes for recent immigrants, but the school has gone beyond what is required by law to create a program tailored to the needs of a particular ethnic community.

Detroit and neighboring Hamtramck and Dearborn are home to thousands of immigrants from the Middle East. They come from countries as disparate as Lebanon, Yemen, and Syria. Many Yemeni children attend White. Public schooling poses a few problems for their somewhat conservative families since boys and girls are educated separately in Yemen, and boys are encouraged to stay in school much longer than girls, who typically drop out in the eighth grade. The Detroit Public Schools have made it a priority to keep them as long as possible, and White is determined to make the school a place where their parents -- and, significantly, their mothers -- feel at home. So they offer parents workshops on Saturdays while the children are

[1] Chaldeans come from small, isolated communities in Iraq totalling fewer than 200,000 inhabitants. Their language is historically related to Assyrian and Judeo-Aramaic; their principal religion is a form of Catholicism called Uniate. Centuries of endogamy have produced a disproportionate large number of children with special needs among the community's progeny.

attending Koranic school on the school's policies, community services, even driver education. They are slowly making headway against the traditional view that an education is a male birthright and a woman's place is in the home.

Because the building has such roomy corridors (and has accommodated as many as 2,200 students in the past), it doesn't feel crowded today. In fact, it has a refreshingly informal and hospitable atmosphere. Staff, parents, and children mingle freely, and they all go about their business in a quiet, disciplined manner. There was no screaming. The children we saw in the corridors were friendly and polite; in the classroom they appeared to be busy, and interested.

On the day of our visit, the Yemeni children had come to school in traditional dress to participate in Arabic Week. The girls were wearing head-scarves and long dresses, their normal clothing. One shy little boy appeared in a gellabah with a small sheathed sabre in his belt and a hall monitor in tow. The monitor wondered if she should disarm him; the teacher thought that was a good idea and calmly put the weapon away for safe keeping. As we adults talked, the children quietly went over their homework or set to work on material they located in a file drawer. Some worked alone, and some worked in small groups. Theirs was clearly a comfortable routine.

White's ESL program resides in two classrooms run by two Arabic speaking teachers, a woman from Jordan and a man from Lebanon. She is a former biochemist who has single-handedly created an environment in which children are loved, understood, and stimulated. She has been at the school for ten years. He taught in a high school in Lebanon before emigrating and had begun working at White a year before our visit. Their headquarters is a large, airy room whose walls are covered in pictures and samples of student work. There are a few rows of desks in one corner and a large table in another; there was a pot of coffee percolating under the window the morning we were there. The room had a domestic, gemütlich feeling more

reminiscent of a home than a classroom.

In-Take and Exit Procedures

When children arrive at the school, their families are given a home language survey to complete. This provides basic information that is used to decide on further testing. Most children then do a subset of the questions in the Idea Oral Language Proficiency Test in English ("This is one cat. These are three_____.") and the National Achievement Test in reading, and they are placed accordingly. Those requiring a lot of instruction in English receive 15 hours a week; those needing less get between one and five hours depending on their scores. Thus, a single ESL class might include children at a range of English proficiency levels, and the teacher has to modulate her routine to accommodate this variety. This is where cooperative learning comes in. The children have been taught to work together, they know the routine, and they easily fall into helping each other. Culturally, instituting a cooperative learning environment is not difficult among Arab children since older, more proficient children are expected to help the younger, less proficient ones in a family.

The Program and Instructional Procedures

As implied above, students do not receive content-based ESL instruction per se: they are mainstreamed in classes usually taught by teachers who are sensitive to their linguistic needs and get content-related instruction in English on the side. For example, we observed a cooperative, task-oriented science class taught by a Ukrainian speaking teacher who had requested having the classroom next to the ESL room for her science classes. (She has been involved in tutoring bilingual students at the school for over 20 years and has supported the ESL program throughout her career.) Her large room was filled with stimulating displays, aquaria, terraria, animal cages, posters, charts, plants, etc. Although most of the students present were not LEP students, she was able to manage instruction

for the majority while working individually with the Yemeni students in the class. The subject was vertebrates. Working in groups, the children examined jars containing small live fish, identified the parts of the fish, and answered questions on the physiological functions of these body parts. Since the class was task-oriented, the subject matter was reinforced in a variety of graphic media (for example, there was a large diagram of a fish on the wall), and the children worked collaboratively, the material was easily assimilated by the students present who were less proficient in English. Yemeni children typically do well in their classes, at least in part because their parents require strict attentiveness in class and the timely completion of homework assignments. There are few distractions in many Yemeni homes, and television watching is carefully restricted. Many Yemeni children regularly make the honor roll; five had just been named to the "principal's list," a special honor because it meant they had achieved at least a 3.5 grade point average.

As for their English classes, the teachers follow the curriculum fairly closely, although both teachers favor a variety of media and activities, active learning, Hooked on Phonics, Carousel of Ideas, and a lot of Arabic (one class included an African-American girl whose parents are Muslim). One teacher, for example, taught a first grade class on basic vocabulary, transportation terms, and comparatives for 11 children. The girls naturally sat on one side of the room and the boys on the other. After opening with an informal question-and-answer session, he plunged into a review of the terms for colors, numbers, shapes, weekdays, and seasons in Arabic and English. This was followed with a picture exercise in English involving various modes of transport (big van, small van, tow truck, mail truck, bus, trailer, etc.) in which the students, seated in a frontal U-configuration, called out the names of these objects. If they got stuck, as they did on trailer, he would explain in Arabic and English by means of contextualized examples and questions to direct the children's attention to the word. He was actively encouraging throughout, and the children were

actively engaged in the lesson. All of them participated. Error correction was permitted, but it came from the students themselves, and the child making the error was given time to rehearse. When one little boy had a hard time with the activity, several of the girls jumped in to help. As the children began to catch on, they moved to integrated practice of relevant comparatives ("Which is bigger?" "Which is smaller?") and instrumentals ("What is a mail truck used for?"). The children then talked about what mode of transport they used to get to school each day and did a matching exercise in which they cut out or drew pictures of trucks and such and matched them for size and purpose. It was quite clear that the teacher would drill this concept until he was sure every child understood it.

Another class, a kindergarten class, was devoted to the present progressive. In this case, the teacher fell into the somewhat unauthentic discourse associated with the conventional teaching of this structure ("What am I doing?") using himself as a context. The students were required to respond in whole utterances, ie., "You're standing." There was a lot of repetition and considerable explanation in Arabic if a child seemed lost. Pictures were also used to reinforce the structure and extend vocabulary and teacher-directed q-and-a ("What are they doing?") about the people in the pictures. The teacher brought all of the children into the activity, at one point kneeling to gain a student's attention, and showed great skill at individualizing the lesson.

A cursory review of the guidebooks on the teacher's desk further reinforced the impression that the content closely follows the designated curriculum and the teacher incorporates and adapts suggested activities to meet the class needs. He felt that being a new teacher he should do this. Needless to say, much of the ESL instruction at these levels entails the teaching of basic vocabulary and structure. However, teachers also work on the language of the content classroom. For example, in one class that includes speakers of Lao and Albanian as well as speakers of Arabic, one day a week is spent on mathematics and one day is spent on science. In

most of these classes, mainstream texts are used, and the teacher works through the material while systematically providing amplification and clarification in English and Arabic. Here, they receive the nurturing attention necessary to keep up with the demands of their regular classes. Lots of explaining and making sure that the children are keeping up with their work is done. The actual teaching is pretty traditional -- information/drill and completion-style behavior. Tasks required of the children in their regular classes are duplicated in these classes, and particular attention is given to such culturally loaded material as word problems.

Teachers who are unfamiliar with the community's cultural practices turn to the two ESL teachers for advice. While we were there, one teacher wondered how to discourage a first grade boy from naming the classmate his family had chosen for him to marry, and how to do it sensitively. In essence, the Yemeni children know that they can always turn to their Arabic speaking teachers for help and that they will receive it in both languages. Their exposure to content-related vocabulary in the content classroom then reinforces what they have learned in these somewhat more language-focused sessions. Thus, the two classes support each other in a way that promotes the learning of language and content integratively.

Student progress is evaluated by means of a variety of measures. In addition to the two tests commonly administered at admission, and readministered periodically, students are given the California Achievement Test (CAT) toward the close of each school year. For the most part, though not calibrated to the skills of non-native speakers, the CAT has not met with resistance. In fact, the children in the program score consistently above grade level in mathematics, science, and social studies. They are below grade level in language arts, of course, but the lack of grade-appropriate proficiency in the language of instruction does not seem to affect their assimilation of the regular course content.

Conclusion

Much of White's success can be attributed directly to the determination of administrators, faculty, and parents to create a positive learning environment. One effect of that determination is readily apparent in the school's relaxed atmosphere. In 1994, White will become a "professional development school" -- that is, it will join a consortium that includes faculty members and students from a local university who will collaborate with White staff to create new learning modules, improve teaching, and undertake classroom research. The school's openness and its commitment to improvisation and change in less than classically ideal circumstances are now generally recognized.

Another reason for the school's success is lateral communication at the level of principal. Nine principals from the city get together informally every Friday afternoon to exchange information. In this way, White was able to get its hands on a cast-off high speed Gestetner duplicating machine that was going unused elsewhere. Similarly, White's principal was able to share their experience with once-a-week notes to parents: since they started sending notes home only on Thursday, and parents have come to expect a note every Thursday, White's administration has achieved higher levels of parental interest and involvement. Previously, when parents were not primed to expect communication, notes would get lost on the way home in the mysterious, time honored way they have for centuries. Now parents make sure they hear from the school every week. As the principal remarked, the simplest solutions are sometimes the most effective. That motto captures White's energetic and pragmatic creed.

Yung Wing Elementary School PS # 124, New York, New York

Content-ESL Program Information

Grades	1, 2, 3, 4, 5, 6
Number of Students in the Content-ESL Program	200
Languages and Number of Students	Chinese 200
Number of Teachers in the Content-ESL Program	5
Date Program Began	1975
Is there a content-ESL curriculum?	No
Number of Paraprofessionals	4
Number of Home/School Liaisons	4

Contact Person: Ms. Kit Fong
Director of Bilingual and ESL Programs
330 West 18th Street
New York, New York 10011

The Setting

PS 124, also known as Yung Wing Elementary School, is located on Confucius Plaza in Manhattan's Chinatown. A large red brick building, it is almost indistinguishable from a surrounding apartment complex. Nearby, tiny shops, offering everything from priceless porcelain to slippery squid, spill onto the sidewalks. Shoppers, vendors, tourists, and delivery trucks fill the streets. Fierce dragons emblazon doorways and restaurant signs; phone booths are housed in miniature pagodas; the air carries the identifiable aromas of hot oil, garlic, ginger and soy sauce. Everywhere are indications that this is indeed Chinatown.

The School

The area surrounding PS 124 is a working-class neighborhood with only a small number of lower middle-class or multigenerational families. Most families live in subsidized housing or in "Chinatown" houses, those with a shop on the ground floor and living quarters above. Ninety percent of the families are of Chinese origin; a significant number are second and third

generation. Many newly arrived immigrants from People's Republic of China (PRC) also call the neighborhood home. A sprinkling of African Americans, Latinos, and white Americans make up the balance.

A bulletin board in the entry hall, directly opposite the front door, proudly proclaims that Yung Wing Elementary School was recently named one of the 170 "America's Best Elementary Schools"[1]. The school also enjoys an excellent reputation within the school system and the Chinese community. Although it is a neighborhood school, and officially limited to children from the neighborhood, its gifted and talented program and the strength of its overall program lead many parents outside the district to try to find ways to enroll their children.

Like the population of the surrounding community, the student body of 1,150 is stable at 90% ethnic Chinese; the remaining 10% are African American, white, and Latino. Approximately 30% of the students have been identified as limited in their English proficiency (LEP). In many cases, these are the children of recent mainland immigrants who are monolingual speakers of Cantonese, Mandarin, or Fukianese, one of the dialects of Southern Min; 78% of the student body are eligible for funded lunches.

PS 124 is one of 24 elementary schools in District 2, the Upper Eastside neighborhoods of Yorkville and Murray Hill (near the United Nations), and Lower Eastside areas like SoHo and Chinatown. According to a district school board member, PS 124 does not get preferential treatment. It is, however, fortunate to have a fairly new plant -- the school was built in 1976 -- and a good staff. The district school board member we interviewed was enthusiastic about her district and fully supportive of bilingual education. She believes, without it, "there could be no success."

The Program

[1] Weiss, Michael J. "America's Best Elementary Schools." Redbook. April 1993.

Five or six years ago, teachers adhered to traditional instructional procedures in the "bilingual" classes at PS 124. For example, language arts was taught in the conventional way--classes in phonics with traditional readers as the materials. Thanks to the initiative of the New York City Public Schools, the inspiring leadership from the district's ESL supervisor, and the current principal, dramatic changes in the school's instructional approach have taken place since then. The city has mandated seven and one-half hours of training in techniques needed for working with limited English proficient students for all classroom teachers. Additionally, a whole-language/content-based approach has been implemented on a district-wide basis. Teachers have received intensive eight-day summer institutes in these approaches.

Whether they are in one of the language support programs or mainstream classes, all students follow the curriculum set down by New York State and district guidelines. Students are highly motivated and successful. In all the classes we observed, students were engaged and appeared to concentrate on the work at hand. The upper grade students we spoke with were complimentary of one teacher because "She's hard." (This from students who had started in the third grade with no English.)

In the ESL classes, most of the students have a low intermediate level of listening and speaking proficiency in English; proficiency levels in the bilingual classes are more variable. The average level of English literacy for LEP students is below grade level, but most are rapidly catching up. They are also below grade level in culturally-loaded social studies, but at grade level in science and above grade level in math. The goal is that all students will be mainstreamed after three years of sheltered instruction, whether they are in ESL or bilingual classes.

The importance of the ESL program was evident in the four classes we observed and in our conversations with the ESL coordinator, administrators, teachers and students. On the whole, throughout the two days we spent at the school, we observed a well-planned, well-run ESL/bilingual program with

an energetic and well-informed coordinator, enthusiastic teachers, a supportive principal, a supportive district administrator, and responsive students.

In-Take Procedures

At PS 124, a range of options are available to LEP students. Upon entry, the Language Assessment Battery (LAB) is used to identify those students needing special language support (those scoring below the 41st percentile). For those with the lowest scores, bilingual classes (using English and usually Cantonese or Mandarin as instructional languages) are recommended. Children with stronger English skills are placed either in free-standing ESL classes (sheltered classes) or in mainstream classes with pull-out ESL instruction. There is also a cross-age tutoring program offered by students in the upper grades for children in the lower grades.

The LAB test is also used to determine student readiness for mainstreaming. Children starting in bilingual, ESL kindergarten, or first grade usually make the transition to mainstream classes by the end of second grade. If by the end of the third year a student is not ready for mainstreaming, s/he is tested for other possible learning problems. However, for children in the upper grades who are not ready for mainstreaming, or for older LEP children who are enrolled for the first time in a U.S. school, there are other language support services, including bilingual classes, a bilingual resource room, and a Reading Recovery program for those students who need additional instruction in reading.

Administrators at the school comment they often have difficulty persuading parents to place their children in bilingual classes, possibly due to a lingering image from the years when the program was less effective, or a feeling among parents that their children should learn English at school and placement in a bilingual class will only delay their progress. These parents have indicated that the learning and maintenance of Chinese are the responsibility of Saturday Chinese schools, not the

public schools. As the bilingual program has become stronger and its purpose clearer, more parents have begun to accept bilingual classes for their children.

The Staff

A visit to PS 124 is an energizing experience. There is an esprit de corps that seems contagious. Under a school-based management/shared decision-making plan now in effect in the city, the teachers make many of the decisions affecting their school program. As a result, the entire faculty is working toward the use of the whole language approach, and in the free-standing ESL and bilingual classes, content-based instruction is being phased in. The bilingual staff of the school maintains parental and community outreach activities, and there is an active parent-teacher association (PTA) which lends both moral and financial support to the school's programs in a variety of ways, such as participation in school programs like science fairs and numerous fund-raising projects.

The ESL supervisors at both PS 124 and the district level have given special attention to the recruitment and training of teachers in the bilingual and free-standing ESL classes. These teachers were hired specifically for the ESL or bilingual assignment, and before they were taken on, they were observed in other programs and schools. All are required to be bilingual, though the ESL teachers may be English dominant. Two of the teachers we observed were educated in Taiwan and China and received their certification training in the U.S. All those currently on staff are certified (content, ESL, or bilingual) and have been teaching nine or more years, with about three to five years experience at PS 124. There are also three or four aides on the staff, all of whom are bilingual and have at least a high school education.

The faculty has many opportunities for staff development: one-day seminars, one-day training sessions, and regional and/or city-wide conferences. The ESL and bilingual staff take full advantage of these

offerings with the full support of the school administrator.

Instructional Practices

Although we did not observe any activities that specifically exemplified the integration of English and content, we saw many indications that such integration is an integral part of the curriculum. For example, one teacher is developing portable science units for the lower grades, When completed, the ESL teachers will be trained in how to use them. Elsewhere, work by students who participated in a recent science fair hosted by the school was on display. In one bilingual grade 2-3 classroom, many teacher- and student-made exhibits from, or developed as a result of, the science fair were in use. A particularly lively exchange took place when the teacher in this class asked the students if they could remember "what science is." One energetic boy looked over the list on a chart and clearly discarded all the easy words. He finally picked the longest word: "Science is discovery," he announced.

On the other hand, the integration of English and content was not always apparent. In one ESL kindergarten class, the children were writing in their journals. Here, students were encouraged and assisted, but the emphasis was on accuracy (spelling and copying) rather than meaning. Also, many of the books available in the reading corner were not LEP-specific.

Throughout the school, student work was displayed along with the usual topical charts and posters. In one sixth grade classroom, a project being directed by a parent involved building a model of the Great Wall of China. The children were told that, although they were using simulated materials, they were going to build the structure as it had been originally constructed.

On the whole, classroom practices at the school embody attitudes of mutual support and collaboration that lead to the creation of a supportive learning environment. Far from denying the school's cultural orientation, teachers capitalize on the LEP students' Chinese heritage. For example, non-Chinese teachers make it a point to study Chinese culture, and Chinese

teachers draw on the cultural background common to staff and students alike, when teaching concepts. For example, in a sixth grade bilingual math class, we saw a lesson devoted to symmetry and planes, with fractions. The teacher illustrated these concepts through drawing and by pointing out the symmetrical structures of several Chinese symbols. It was a difficult unit for the researchers to understand, but all the students queried the following day said they had easily grasped the concepts addressed in the unit.

Moreover, disciplinary problems appeared to be few. On one occasion, a teacher stopped teaching long enough to attend to a student who was talking out of turn, but such interventions were rare indeed. Both the teachers and aides actively encouraged their students to respond to what was imparted and to recall material they had learned. Students we spoke with confirmed that they were constantly encouraged to achieve -- and to work hard. Pressure never seemed to let up.

English is used exclusively in the ESL classes. Typically, responses, in Cantonese or other Chinese languages, by the students are accepted, but usually interpreted by the teacher or aide. In one kindergarten ESL class, the children were writing in their journals -- many illustrating stories and experiences. The aide helped them tell their stories, but if the story was recounted in Cantonese, it was retold and ultimately written in English. In a sixth grade math class, the teacher provided explanations in Cantonese, if she thought it necessary, but always repeated them again in English. We saw no Chinese written work except in the corner of a chalkboard in one bilingual classroom. We observed very little Chinese conversation among the students; indeed, they deliberately used English with their classmates, and the use of Chinese is mainly confined to the home. Most students felt they were ready to move into mainstream classes and gave their teachers high marks for teaching them English, among other subjects.

Conclusion

Expectations run high at PS 124, as was evident in interviews with the district supervisor and the classroom behavior of teachers and students. In the kindergarten class where journals were being written, some of the children wrote in complete paragraphs. When we asked the teacher about these students' remarkable attention to compositional form, she seemed to think such behavior was only normal and to be expected!

In sum, PS 124's favorable reputation seems entirely justified: "teachable moments" were everywhere. Teachers' subtle attention to students' linguistic needs and cultural predispositions strongly suggest student-centered learning happens in every classroom.

Appendix C

Students' Native Languages

ERIC Full Text Provided by ERIC

Students' Native Languages

*Do not exist as languages according to Ethnologue: Languages of the World.

Language	Number
Afghan (see also Pashto)	6
African (for African dialects or African languages) *	8
Afrikaans	1
Akan	1
Albanian	11
Algonquin	1
Amharic	20
Apache	3
Arabic	122
Arapaho	1
Arikara	2
Armenian	14
Asian *	1
Assiniboine	2
Assyrian	2
Bangladesh	4
Bannock	2
Belorussian	1
Bengali	11
Blackfoot	5
Brazilian Portuguese	3
Bulgarian	2
Burmese	4
Cambodian (see also Khmer)	47
Cantonese (see also Asian, Chinese, Mandarin)	4
Canvall *	1
Chaldean (for Arabic/Chaldean)	15
Chamorro	1
Cherokee	21
Cheyenne	2
Chichasaw	2
Chich	1
Chichewa	2
Chippewa	2
Choctaw	11
Creola	1
Cree	3
Creek	6
Creole (see also English Creole)	8
Crioulo (Cape Verdean)	2
Crow	2
Czech	4
Dakota	1
Dutch	4
Eastern European *	1
East Indian *	2
English Creole (see also Creole)	1
Eritrean *	1
Eskimo *	3
Estonian	1
Ethiopian	16
European *	2
Farsi	52
Filipino *	1
Finnish	1
Flemish	1
French	29
French Creole *	5
Fula	1
Ga	1
German	26
German dialect *	1
Ghana *	1
Greek	27
Gros Ventre	2
Gudaji *	1
Gujarati	20
Guyanese	1
Haitian Creole	52
Hawaiian Creole English	1
Hawaiian	1
Hebrew	13
Hidatsa	3
Hindi	42
Hichiti	1
Hmong	100
Hopi	1
Hungarian	9
Hvalapai	1
Ibibio	1
Ibo	1
Icelandic	1
Ilokano	8
Indian (for Indian dialects) (see also Native American)	25
Indonesian	8
Inupik	1
Iranian *	4
Iraqi *	2
Italian	21
Jamaican *	1
Jamaican Creole English	1
Japanese	82
Keres	1
Khmer (see also Cambodian)	86
Kickapoo	2
Kinyarwanda	1
Kootenai	2
Kpelle	1
Kurdish	11
Krio	2
Lakota	5
Lao	143

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Language	Count
Latvian	1
Lesotho	1
Liberian English	5
Lingala	1
Lithuanian	2
Macedonian	5
Malay	7
Malayalam	3
Malaysian	3
Maltese	1
Mandan	2
Mandarin (see also Chinese, Cantonese, Asian)	8
Marshallese	1
Mayar *	1
Mitchif	1
Mitchiti (also Mikasuki-Native American)	1
Micronesian *	2
Middle East *	2
Mien	17
Moldavian	1
Moroccan (see also Arabic) *	2
Native American *	28
Navajo	24
Nepalese	2
Nigerian *	2
non-standard English *	2
Norwegian	3
Ojibwa	2
Oromo	1
Pacific Islander *	1
Pakistani	3
Palaun	1
Pashto	3
Persian	1
Polish	61
Portuguese	98
Portuguese Creole	1
Punjabi	21
Rumanian	44
Russian	150
Salish	2
Samoan	5
Seminole	3
Senegalese *	1
Serbo-Croatian	13
Shawnee	1
Shoshone	3
Siberian Yupik	1
Sindi	1
Sinhalese	1
Sioux	3
Slavic	1
Somali	15
South East Asian	6
Sudan *	1
Swahili	6
Swedish	3
Swiss German *	1
Syrian Arabic	1
Tagalog	98
Thai Dam (see also Thai)	1
Taiwanese	2
Tamil	4
Tangria *	1
Tanzanian *	2
Tewa	2
Thai	37
Tiaa	1
Tigrinya	15
Tiwa	5
Tlingit	1
Tohono O'Odham *	2
Tongan	13
Towa	1
Trukese	1
Turkish	10
Twi	2
Ukrainian	23
Urdu	35
Visayan/Cebuano	5
Yiddish	1
Yoruba	5
Yugoslavian *	5
Yupik	3
Zuni	1

Appendix D

ESL/Bilingual Teacher Certification Information by State

ESL/Bilingual Teacher Certification Information by State

N/A = No information available

State	Areas From Which Hours Must Be Taken For Certification
AK	The requirement for ESL endorsement is completion of an approved teacher education sequence in TESL.
AZ	1. Valid AZ teaching certificate 2. Completion of approved program in ESL or 21 semester hours from accredited institution, including 3 hours in each of the following: Linguistics Advanced English grammar Culture and social issues Supervised practicum, and 9 hours in ESL 3. Second language learning: 6 semester hours, intensive training (Peace Corps, DLI, etc.), sufficient ranking on ACTFL scale, passage of AZ Classroom Spanish Proficiency Exam, American Indian proficiency, or second language learning equivalent to six semester hours.
AR	N/A
CA	To qualify for a supplementary authorization in ESL an applicant must: 1. Hold a Single Subject, Standard Secondary, Special Secondary, Multiple Subject, or Standard Elementary Teaching Credential, AND 2. Have completed either a collegiate major in ESL from a regionally accredited college or university OR 20 semester hours, or 10 upper division semester hours of course work with a grade of "C" or better including courses covering the following areas: ESL methodology Sociological and psychological factors of second language acquisition English linguistics Intercultural communication
CO	ESL Added Endorsement Must have approved program

CT	**Initial Educator certificate requirements** 1. Bachelor's degree from an approved institution 2. Minimum of 39 semester hours in general education in five of the six areas listed: English; Natural sciences; Mathematics; Social studies: Foreign language; and Fine arts. Must also have course in U.S. history 3. Have completed a subject-area major consisting of one of the following: TESOL Minimum of 30 semester hours in TESOL AND 9 semester hours in areas of bilingualism, a foreign language or literacy development. The 30 semester hours must be distributed among: English history; Language theory; Culture and intergroup relations; and Linguistic and academic assessment of LEP students 4. Have a minimum of 30 semester hours in professional education in a planned program of study to be distributed among: Foundations of education; Educational psychology; Curriculum and methods of teaching; Supervised observation; and a course of study in special education comprised of a minimum of 36 clock hours **Professional Educator certificate requirements** 1. Completed 30 school months of successful teaching under the provisional educator certificate, or interim provisional educator certificate 2. Completed minimum of 30 semester hours beyond the bachelor's degree. Such course work need not necessarily lead to a master's degree and may include graduate or undergraduate courses consisting of: a planned program at an approved institution related directly to the subject areas or grade levels of the endorsement or in an area or areas related to the teacher's ability to provide instruction effectively, or to meet locally determined goals and objectives; or an individual program which is mutually determined or approved by the teacher and the employing agent of the board of education and which is designed to increase the ability of the teacher to improve student learning.

DC	1. Bachelor's Degree from accredited institution 2. Completion of appropriate tests as mandated by Board of Education 3. General and professional education requirements 4. 30 semester hours to include: Historical, philosophical, educational, and sociological basis of the education of language minority students (a minimum of six semester hours) to include: Foundations of ESL Education and Theory and Practice of ESL Linguistics and its relationship to cognitive development (a minimum of six semester hours) to include: Introduction to Linguistics Second Language Acquisition Introduction to Psycholinguistics Developmental literacy, reading readiness and reading for language minority students (a minimum of three semester hours) Bilingual assessment instruments used with linguistically diverse language minority students (a minimum of three semester hours) Principles of cross-cultural communication and the differences in learning styles of Language Minority students (a minimum of three semester hours) OR Substitutable experience (required verification, i.e. one year of living abroad or 45 hours of formal travel study 5. Competency in the English language as determined by the Language Minority Affairs Branch 6. Competency in the language of specialty other than English as determined by an assessment administered in the language by the Language Minority Affairs Branch
DE	Bachelor's degree from an accredited college Completion of approved teacher education program in English to Speakers of Other Languages (ESOL) OR A minimum of 24 semester hours to include Human development Methods of teaching elementary language arts, or English, or foreign language Identifying/treating exceptionalities Effective teaching strategies Multicultural education Student teaching AND Major in ESOL or completion of an approved teacher education program in ESOL OR Completion of a program in English, foreign language, or elementary education, with 3 semester hours in each of the following: Second language acquisition/psycholinguistics Methods of teaching English as a second language, or English as a second dialect Structure of the English language Second language testing Ethnic studies/multicultural education AND Completion of the intermediate level of a foreign language to satisfy a Department of Public Instruction approved proficiency test

FL	ESOL Coverage: issued only on the basis of a degree major in ESOL ESOL Endorsement: issued upon completion of 15 semester hours of college credit, or the equivalent inservice training in a district-approved add-on ESOL endorsement program or on the basis of "grandfathering" experienced basic ESOL teachers (See 1990 ESOL Agreement). Add-on programs include such options as: 60 hours telecourse plus 240 hours of district-developed ESOL inservice 60 hour Department of Education-developed overview course plus 240 hours of district-developed ESOL inservice 300 hours of district-developed and approved ESOL inservice 300 hours of Department of Education-developed inservice program Any combination of the above
GA	15 credit hours in: Applied and/or contrastive linguistics Culture and society Instructional methods and materials If district is unable to find teachers, the 15 hour requirement can be reduced to ten.
HI	Bachelor's degree from an accredited college or a 5-year or master's degree state approved teacher education program in TESOL Completion of a state approved TESOL teacher education program for grades 7-12
ID	Completion of an approved ESL program at a college or university including: Foreign language ESL methods Multicultural issues
IL	1. Valid IL teaching certificate 2. 100 clock hours or 3 months teaching experience with ESL students and 18 semester hours in: Linguistics Theoretical Foundations of Teaching ESL Assessment of the Bilingual Student Methods and Materials for Teaching ESL Cross-Cultural Studies for Teaching LEP students Individuals who obtain certification may only teach at the grade level for which their regular certificate is valid

IN	Teachers must have an all-grade ESL minor. 24 semester hours must be taken from: General linguistics and English linguistics Psycholinguistics and sociolinguistics Culture and society Literature Methods and materials Practicum in ESL The minor may be professionalized when the candidate has completed 12 semester hours from at least two of the following areas: linguistics, language, literature, or ESL, six of which must be at the graduate level. Further, the candidate must meet the professionalization requirements for the basic preparation level of the standard license. As of 1976, a Bilingual and Bicultural Proficiency Endorsement has been available to add-on to a Standard or Professional License to teach in a bilingual and/or bicultural setting. Candidates must have completed 12 semester hours in the following areas: Methods of instruction in bilingual and bicultural education Development of bilingual and bicultural program Culture of the bilingual target language group
IA	24 semester hours coursework in ESL including: Teaching ESL Applied linguistics Bilingual education Language and culture Nature of language Language acquisition
KS	Certification for bilingual-multicultural applicants: Hold a valid teaching certificate Complete a state-approved program and be recommended for by a teacher education institution Provisional one-year certificate granted upon completion of 12 hours of study in an approved bilingual-multicultural program including: History and cultural patterns of the U.S. and the language of study Materials development Linguistics and bilingual-multicultural teaching methods Assessment Human interaction History and philosophy of bilingualism and bilingual-multicultural education Proficiency in English and the target language Certification for ESL applicants: Complete a state-approved program including: General and applied linguistics Language as an element of culture Process of language acquisition ESL teaching methods Assessment procedures and curriculum development
KY	ESL Endorsement on regular certificate available 12 semester hours in linguistics, applications, and methods 6 semester hours in foreign language ESL Endorsement for same grade level as regular certificate

LA	3 semester hours in Methods for teaching ESL 3 semester hours in Language and culture 3 semester hours in Structure of the English language 3 semester hours in Curriculum design for the multicultural classroom
ME	Complete 15 hours of work from the following areas: ESL methods and materials Linguistics/language acquisition Cultural studies Curriculum development Assessment and testing AND A minimum of 21 hours in the following areas: Methods of teaching ESL Language acquisition Second language acquisition theory Linguistics Curriculum development Assessment and testing Multicultural education An alternative plan includes completing 9 hours from the first list with a minimum of 3 years successful ESL teaching
MD	1. Bachelor's degree from an accredited institution 2. At least 21 semester hours of undergraduate or graduate coursework in the following four content areas: American English and linguistics Foreign language Cross cultural studies Language learning 3. At least 21 semester hours in a planned program of professional education, including the following: 6 semester hours in foundations of education, including a course in psychological foundations of education 12 semester hours in methodology for the ESOL teacher which include 3 semester hours in: ESOL methods Methods in the teaching of reading to LEP students ESOL tests and measurements 12 semester hours in supervised observation and student teaching in ESOL divided between elementary and secondary levels, or 2 years of successful teaching experience in ESOL 3 semester hours in special education, to be either an introductory or survey course or mainstreaming
MA	Proficiency in reading, writing, and speaking American English as determined by the Board of Education Completion of 30 hours of coursework in language Completion of 21 hours of coursework and experiences related to effective teaching Completion of 300 clock hours of supervised teaching

MI	Initial bilingual certification: Completion of 24 hours in bilingual education Bilingual endorsement: Proficiency in English and the target language Completion of 18 hours: Linguistics and bilingual methodology Coursework should develop the following skills: Knowledge of the field of bilingual education English and the target language for content instruction Linguistic analysis Cultural information and activities to develop basic skills Cultural awareness Presenting information to students Communicating with parents and the advisory committee Completion of field experience
MN	1. Bachelor's degree 2. 2 years college study of language or 4 years high school 3. 27 quarter hours in ESL 4. 36 quarter hours in ESL teacher preparation course
MS	Must have degree from an accredited university Certification is an accredited/add-on endorsement
MO	1. Baccalaureate degree, valid teacher's certificate 21 semester hours in TESOL, recommended study of one foreign language 2. 15 semester hours in: Linguistics and English linguistics Language and culture or sociolinguistics Second language acquisition Methods of teaching second language students Material for teaching English to speakers of other languages Assessment of speakers of other languages 3. 1-3 semester hours practicum in ESOL
MT	Completion of an approved TESL program Competence in: English language Linguistics Language and culture Training in K-12 methods Professional education coursework Experience learning a second language

NE	Undergraduate endorsement: Supplementary endorsement which requires an applicant to have an endorsement as a prerequisite to this endorsement and completion of 3 hours in each of the following: English language/linguistics, which includes the nature of language; syntax and morphology; and language variation and change Cross-cultural communication, which includes language and culture; relationships among language and community, identity, beliefs, and values Methods in ESL Assessment and Evaluation of Second Language Learners, which includes language proficiency testing, entry and placement procedures, theories of second language acquisition, and selection, development and evaluation of curriculum based on language proficiency Practicum in teaching ESL One year study of another language or equivalence in a language other than a native language Graduate endorsement: Supplementary endorsement which requires an applicant to have a valid regular teaching certificate and either 1) be endorsed in Elementary Education, English, Speech Language Pathology, Special Education, Reading, Foreign Language Education, OR 2) have previous experience and/or training in language learning related fields A minimum of 12 graduate semester hours beyond the bachelor's degree including completion of 3 hours in each of the following: Linguistics, which shall include the structure of the language, language variation (regional and social), and language acquisition Cross-cultural communication, which includes languages and culture; relationships among language and community, identity beliefs, and values Methods in ESL Curriculum design for ESL, which includes student/language assessment and 1 credit hour practicum in an ESL setting in Grades K-12
NV	TESOL Endorsement is a limited endorsement Teachers must have had the following number of semester hours above and beyond secondary certification: 6 units for a 5-year, non-renewable endorsement (soon to be changed to 3 year endorsement) 12 units for a regular renewable ESL endorsement 18 hours and a master's degree for professional endorsement The coursework must be in: Methods and methodology Principles and theories Curriculum development Evaluation
NH	Completion of an approved ESL program

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NJ	Candidates who wish to pursue bilingual/bicultural education or ESL certification must enroll in one of these programs and be recommended by the college for certification. For ESL: candidates who hold a standard NJ instructional certificate in another field and who complete the ESL subject matter requirements in a college approved program will receive a standard ESL certificate upon the recommendation of the college. The induction program required of beginning teachers does not apply to these candidates (see provisional certification requirements)
NM	24 semester hours in the teaching field in addition to 24-36 hours teaching in the field. For ESL, the initial 24 hours of education must be in an ESL program
NY	Provisional certification: 1. Completion of an approved program registered by the Department specifically for teaching ESL Achieved satisfactory level of performance in oral and written English on the NYS Certification Examinations OR 2. Completion of a program at an approved institution of higher education, which has attained an initial regular certificate along with the required experience in a state which has contracted with NYS pursuant to Education Law, section 3030 OR 3. Baccalaureate degree from accredited institution 6 semester hours in: English, math, science, and social studies 36 semester hours in one of the liberal arts and sciences 15 semester hours in professional education 15 semester hours in teaching English to speakers of other languages 1 year study of a language other than English Student teaching experience Achieved satisfactory level of performance in oral and written English on NYS Certification Examinations One year paid full-time experience as a teacher of English to speakers of other languages Permanent certification: 1. Satisfy all requirements for provisional certification 2. One academic year supervised internship 3. Master's degree related to the field
NC	Hold a valid teaching certificate Be employed as a teacher of limited English proficient children Complete an approved certification program or a field-based program
ND	Certified add-on endorsement available 16 semester hours in Methodology, Linguistics, Assessment, and a field experience
OH	Complete 20 hours in an approved TESOL program
OK	6 semester hours in Linguistics and second language acquisition 6 semester hours in Cultural history of United States 9 semester hours of Teaching ESL to LEP students 3 semester hours in Electives
OR	N/A
PA	N/A

RI	English language proficiency Completion of college level study of a second language: Elementary and intermediate grammar and conversation Culture and civilization Completion of 18 hours in each of the following areas: Introduction to English linguistics Curriculum and methods for ESL programs Second language assessment and evaluation Socio-cultural foundations of ESL education Second language literacy for LEP learners Theories of first and second language acquisition Completion of a 45 clock hour practicum in an ESL program
SC	N/A
SD	N/A
TN	9 quarter hours in Linguistics and English linguistics 12 quarter hours in ESL pedagogy 6 quarter hours in Related studies (language and culture, sociolinguistics, cross-cultural studies, etc.) 3 quarter hours in ESL student teaching
TX	1. Bachelor's degree 2. Valid TX teaching certificate 3. 12 semester hours in: Psycholinguistics Methods of teaching ESL Descriptive, applied, and contrastive linguistics 4. Successful teaching experience in ESL
UT	Completion of 30 semester hours, or a minor of 16 semester hours, or an approved program
VT	N/A
VA	9 semester hours in linguistics distributed among general linguistics, English phonology, English morphology and syntax, and applied linguistics electives 12 semester hours of a modern foreign language (if applicant's primary language is other than English, all 12 hours must be in English) 3 semester hours of methods of teaching ESL
WA	24 quarter hours (16 semester hours) of study in ESL (e.g., elementary education, English, and/or ESL) are required for the ESL endorsement. An individual's course work must have included the following essential areas of study: Structure of language or language acquisition Culture and learning for the ESL student Instructional methods in language arts for the ESL student Instructional methods in reading for the ESL student Instructional methods in ESL
WV	N/A

WI	Regular license in subjects or grades to be taught in the bilingual/bicultural teaching assignment Proficiency in English and the target language Completion of an approved program in bilingual bicultural education with at least 24 hours including all of the following: 9 hours in cultural and cross-cultural studies 12 hours in Foundations of bilingual bicultural education, theory and methodology of teaching students in English and the target language 8 hours in language study which develops knowledge of phonology, morphology, syntax in English and the target language
WY	The program for preparing teachers of English to speakers of other languages must include: the knowledge of phonology, morphology, and syntax of the English language; demonstrated competence in listening, speaking, reading, and writing English; knowledge of socio-cultural variables on language learning; language assessment; teaching ESL; interaction with students; management of a cross-cultural classroom; and knowledge of language development and acquisition

Provisional Teacher Certification Requirements by State

State	Requirements for Provisional Certification
AZ	Valid one year, renewable twice. Each renewal requires 6 additional semester hours in specific courses. Requirements are: valid AZ teaching certificate and six semester hours in courses stated above.
CA	Emergency Multiple or Single Subject Bilingual Emphasis Teaching Credential authorizes the holder to teach LEP students at the level, and in the subject(s), of the basic authorization in the district or agency which completes the statement of need. To qualify, an applicant must have completed a bachelor's or higher degree from a regionally accredited college or university and must apply through a school district in which an emergency situation exits.
CT	To receive a provisional educator certificate in TESOL, applicant must meet eligibility requirements for an initial educator certificate in addition to meeting either of the following: 1. Achieved satisfactory score on CONCEPT and 2. Has successfully completed the BEST assessment, as may have been made available by the Board, and 10 school months of successful service under the initial educator certificate interim initial educator certificate or durational shortage area permit **OR** 3. Has completed, within 10 years, at least 30 school months of successful experience as a teacher of TESOL in a public, approved non-public school or non-public school approved by the appropriate governing body of another state **OR** 4. Has served successfully under a provisional teaching certificate for a board of education for the school year immediately preceding application for a provisional educator certificate in a subject are a or field appropriate to the subject area or field for which the provisional educator certificate is sought.
IL	1. Valid comparable certificate from another state 2. Bachelor's degree from a recognized institution of higher learning 3. Courses offered as a basis for provisional certification must be approved by the State Board of Education in consultation with the State Teacher Certification Board
KS	See certification information
ME	See certification information
MN	1. Bachelor's degree 2. 1 year teaching experience in ESL Valid for two years
MS	1. Valid teaching certificate 2. 3 years experience Teachers have one year to take the MTE (Mississippi Teaching Assessment Exam)
NV	If 6 units or closer away from obtaining endorsement then a provisional certification is given for 1 year, non-renewable. A provisional limited certification is given for those who have no previous relevant coursework but want to obtain an endorsement

NJ	Those candidates who complete subject matter and professional education requirements in a college approved program will receive the Certificate of Eligibility with Advanced Standing and upon employment will receive provisional certification. Upon successful completion of the induction year, a standard certificate will be issued
NY	See certification requirements
TX	Elementary education (less than 20 hours) High School is provisional Provisional certification/hardship permit is also given in hardship districts

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Appendix E

Home Language Survey
White Elementary School
Detroit, Michigan

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HOME LANGUAGE SURVEY

SCHOOL CODE	(NAME) LAST NAME FIRST PLEASE PRINT	ID# - IF NO ID# IS AVAILABLE GIVE BIRTH DATE IN PENCIL
SCHOOLS MUST COMPLETE THIS SECTION		

THE DETROIT PUBLIC SCHOOLS IS COLLECTING INFORMATION REGARDING THE LANGUAGE BACKGROUND OF EACH OF ITS STUDENTS. THIS INFORMATION WILL BE USED BY THE DISTRICT TO DETERMINE THE NUMBER OF CHILDREN WHO SHOULD BE PROVIDED BILINGUAL INSTRUCTION ACCORDING TO SECTIONS 380.1151 - 380.1158 OF THE SCHOOLS CODE OF 1976, MICHIGAN'S BILINGUAL EDUCATION LAW. WOULD YOU PLEASE HELP BY PROVIDING THE FOLLOWING INFORMATION?

1. DOES YOUR CHILD SPEAK A LANGUAGE OTHER THAN ENGLISH?

   YES ☐ NO ☐ IF YES, WHAT IS THAT LANGUAGE? ____________________

2. DOES EITHER PARENT OR GUARDIAN SPEAK A LANGUAGE OTHER THAN ENGLISH IN THE HOME?

   YES ☐ NO ☐ IF YES, WHAT IS THAT LANGUAGE? ____________________

PLEASE PRINT THE NAME OF THE LANGUAGE, NOT THE COUNTRY OR NATIONALITY

THANK YOU VERY MUCH FOR YOUR COOPERATION.

____________________ SIGNATURE OF PARENT OR GUARDIAN ____________________ ADDRESS ____________ DATE

PLEASE HAVE YOUR CHILD RETURN THE SIGNED FORM TO HIS/HER TEACHER AS SOON AS POSSIBLE.

ان مدارس ديترويت العامة بصدد جمع معلومات عن لغة الطلبة الام وهذه المعلومات ضرورية لتحديد عدد الطلبة المؤهلين للألتحاق في البرنامج الثنائي اللغة إستناداً الى الفقرة (٣٨٠.١١٥١١) والفقرة (٣٨٠.١١٥٨١) من انظمة المدارس لعام ١٩٧٦ والمتعلقة بقانون الولاية للتعليم الثنائي اللغة.
الرجاء اكمال هذه الوثيقة واعادتها الى المدرسة بأقرب فرصة.

١. هل يتكلم ولدكم/ابنتكم لغة غير اللغة الأنكليزية؟

☐ نعم
☐ لا

اذا كان الجواب نعم اذكر اسم اللغة ____________

٢. هل يتكلم اي من الوالدين او ولي امر الطالب لغة غير اللغة الأنكليزية؟

☐ نعم
☐ لا

اذا كان الجواب نعم اذكر اسم اللغة ____________

الرجاء كتابة اسم اللغة وليس اسم البلد او القومية التي تنتمون اليها

توقيع ولي امر الطالب ____________ العنوان ____________ التاريخ ____________

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Appendix F

Home Language Survey
Martin Luther King, Jr. Elementary School
Urbana, Illinois

Used with permission

LANGUAGE INFORMATION

Parent's Name ____________________ Grade __________

Child's Name ____________________ Classroom Teacher _________

Country _________________________ Date ______________________

Has your child been in contact with a language other than English? Please explain. ____

If this language is used in your home, please answer the following questions:

1. Does the mother feel comfortable talking with Americans in English?
   Always Usually Usually Not Never

2. Does the father feel comfortable talking with Americans in English?
   Always Usually Usually Not Never

3. Does the mother speak to the children in her native language? (Mother's language is ____________________________).
   Always Usually Usually Not Never

   a. When the mother speaks to the child in her native language, does the child respond in that language?
   Always Usually Usually Not Never

   b. When the mother speaks to the child in English, does the child respond in English?
   Always Usually Usually Not Never

4. Does the father speak to the children in his native language? (Father's language is ____________________________).
   Always Usually Usually Not Never

   a. When the father speaks to the child in his native language, does the child respond in that language?
   Always Usually Usually Not Never

   b. When the father speaks to the child in English, does the child respond in English?
   Always Usually Usually Not Never

5. Do the mother and father speak the native language to each other when the children are present?
   Always Usually Usually Not Never

6. Do your children use their native language when they play together?
   Always Usually Usually Not Never

7. How long has your child spoken English? __________(number of years)

8. Has your child attended a school where instruction was carried on in English before coming to King School? Where?

   ____

   How long? _______________________

9. How old is your child? ______________

Appendix G

Hart Bill Test (Sample)
Pittsburg High School
Pittsburg, California

Used with permission

Writing Sample

There are probably several places you would rather be right now than sitting in this room writing. Write about one of those places and include two things in your writing. One, describe the place as vividly as possible and two, ensure that your reader will clearly understand why you would like to be there. The place may be real or imaginary. Use as many details as you can. Sentences should relate to the topic. Punctuate, spell, and use words as correctly as possible.

Describe un objecto (no puede ser ni una persona, ni un animal ni un evento) que tiene un significado especial para ti. Este objecto quizás no tenga ningun valor monetario pero es importante para ti y quieres guardarlo. Escribe un párrafo de por lo menos 8 oraciones diciendo lo que es, cómo llego a tus manos, y por que es tan valioso para ti. Las oraciones deben de estar relacionadas con el tema. Pon atencion a la punctuación, deletreo y trata de usar las palabras correctamente.

Summary Sheet for Analytic Scoring of Writing Sample

Student:____________SCHOOL_______DATE_____
GRADE:_________

	High	Mid.	Low	Subscore
I. CONTENT				
A. Ideas	3	2	1	________
B. Organization	3	2	1	________
II. MECHANICS				
A. Syntax (relationship and arrangement of words in a sentence)	3	2	1	________
B. Usage/word choice	3	2	1	________
C. Punctuation/ capitalization	3	2	1	________
D. Spelling	3	2	1	________

Total Score ________

Does student score 12 points or above?
yes ___ no ___
Assign student to
Beginning S.L.A__________
Advanced S.L.A.__________

Appendix H

Assessment Tests

ERIC

Assessment Tests

American Council on the Teaching of Foreign Languages (ACTFL) - descriptions of several levels of foreign language proficiency. See ACTFL Proficiency Guidelines. Hastings-on-Hudson: ACTFL, 1986.

Arizona Student Assessment Program - is designed as a checklist to measure students' progress in the areas of language arts/listening, speaking, reading, writing, grammar, and study skills. The test is available from: Tuba City Primary School, Tuba City, AZ 86045.

Bahia Oral Language Test (BOLT) - Used for Grades 7-12, the test measures a student's oral proficiency in English. This test is now out of print.

Bilingual Syntax Measure (BSM) - is designed to measure the English and Spanish oral proficiency of bilingual students. The BSM is available from: Psychological Corporation, 555 Academic Court, San Antonio, TX 78204. Attention: Marina K. Burt, Heidi C. Dulay, and Eduardo Hernandez-Chavez, telephone (512) 299-1061 or (800) 228-1752.

California Achievement Test (CAT) - is designed to provide valid measurement of academic basic skills. For more information on CAT, contact: Alan Gnospelius, 19730 Encino Glen, San Antonio, TX 78259, (21) 497-8251. To order contact: CTB MacMillan/McGraw-Hill, 2500 Garden Road, Monterey, CA 92940, (800) 538-9547.

California Test of Basic Skills (CTBS) - tests all students in grades 1, 2, 3, 6, and 12 to assess their skills in effectiveness of written expression, spelling, and mathematics. For information, contact: Alan Gnospelius, (512)_ 497-8251. To order, contact: CTB MacMillan/McGraw-Hill, 6400 Atlantic Blvd., Suite 130, Norcross, GA 30071, (800) 538-9547.

Cloze Listening Test - designed to measure recall of specific information, ability to grasp the thought of a passage as a whole, and ability to apply various contextual clues while listening to a passage of aural communication, each of the alternate forms of the cloze listening test consists of an audio tape recording of approximately twenty minutes duration and a four-page response form containing numbered lines on which responses are to be written.
More information can be obtained from the publisher: Hodder & Stoughton Educational, London.

Cloze Test for Deletion Produced Structures - designed to measure comprehension of intact and deleted sentence structures corresponding to selected deletion transformation rules, this test is intended to be used with primary age children. More information can be obtained from the publisher: Hodder & Stoughton Educational, London.

Functional Language Assessment - is a screening test which, when used in combination with teacher ratings and English achievement test scores helps identify students, aged 5-13 from non-English speaking backgrounds in need of bilingual programs. The language proficiency test can be administered by school staff who do not speak the student's home language.

Hart Bill Test - a series of writing prompts used to assess entrance or exit criteria for Grades 9-12. Used at Pittsburg High School in Pittsburg, CA.

Idea Oral Language Proficiency Test in English (IPT) - is designed to measure oral proficiency in English or Spanish. Responses are scored and converted into one of seven proficiency levels. Further information is

available from, Ballard & Tighe, Inc., 480 Atlas Street, Brea, CA 92621. Attention: Wanda S. Ballard, Phyllis L. Tighe, and Enrique F. Dalton, telephone (714) 990-4332, (800) 321-4332.

Illinois Goal Assessment Program (IGAP) - tests a student's ability in reading, writing and math in Grades 3, 6, 8, and 10; knowledge of science and social science in Grades 4, 7, 11. The test is available to public schools in Illinois. To order it, write to The Office of School and Student Assessment of the Illinois State Board of Education, 100 North First Street, Springfield, IL 62777, or call (217) 782-4823.

Iowa Test of Basic Skills - is designed to provide for comprehensive and continuous measurement of growth in the fundamental skills: vocabulary, methods of study and mathematics. To order contact: Riverside Publishing, 8240 West Bryn Mawr Avenue, Chicago, IL 60631, (800) 323-9540.

Language Assessment Battery (LAB) - is designed to measure English and Spanish proficiency for program placement and evaluation. Verbal and written responses are scored according to key. Further information can be obtained from : New York City Board of Education, O.E.A. Scan Center, 49 Flatbush Avenue Extension, 5th floor, Brooklyn, NY 11201. Attention: Grace Bijou, telephone (718) 596-5226/7.

Language Assessment Scale I (LAS) - Grades 2-5. Designed to measure oral language skills in English or Spanish. Verbal or motor responses are scored and converted into proficiency levels. Further information is available from: Linguametrics Group, P.O. Box 3495, San Raphael, CA 94912-3495. Attention: Edward DeAvila and Sharon Duncan, telephone (800) 247-9436, (800) 624-7373.

Language Assessment Scale II (LAS) - Grades 6 and up. Designed to measure oral language skills in English or Spanish. Verbal or motor responses are scored and converted into proficiency levels. Further information is available from: Linguametrics Group, P.O. Box 6495, San Raphael, CA 94912-3495. Attention: Edward DeAvila and Sharon Duncan, telephone (800) 247-9436, (800) 624-7373.

Minimum English Competencies Test (MEC) - is a standardized test created by the Montgomery County Board of Education's Department Accountability. It has several forms and was validated again by the Language Assessment Scales (LAS) in 1983.

National Achievement Test (NAT) - is designed to measure student achievement in the skill areas commonly found in school curricula. The Second Edition of the National Achievement Test is a revision of the Comprehensive Assessment Program (CAP) first published in 1980. More information can be obtained from the publisher: American Testronics, 424 George Richey, Longview, TX 75605. Contact: Roger Milton, Consultant.

New York Regents Competency Test - tests reading comprehension, writing, mathematics skills. It is designed to identify students who have not attained a level of proficiency in basic skills and who are not eligible for graduation from high school. For more information, contact: University of the State of New York, State Education Department, Albany, New York 12234.

Norm-referenced Assessment Program (NAPT) - for more information contact: Martha Mullins, (800) 442-8855. To order contact: Riverside Publishing, 8420 West Bryn Mawr Avenue, Chicago, IL 60631, (800) 323-9540.

Peabody Picture Vocabulary Test - assesses standard American English receptive vocabulary in individuals, both handicapped and nonhandicapped,

ages 2-40.
For more information, contact: American Guidance Service Inc., Publisher's Building, Circle Pines, MN 55014.

P-Rating - an oral proficiency test based on that used by the Foreign Service Institute. Responses are converted into proficiency ratings: Newcomer, Beginner, Intermediate, Advanced, and Transitional.

Pre-Language Assessment Scales (Pre-LAS) - Grades K-1. Designed to measure general oral English language ability in morphology, syntax, and semantics. Further information is available from, Linguametrics Group, P.O. Box 3459, San Raphael, CA 94912-3495. Attention: Sharon E. Duncan and Edward A. DeAvila (415) 459-5350.

Riverside Test - [La Prueba Riverside de Realizacion en Espanol] is an achievement test for grades K-8 which measures skills in social studies, sciences, reading, and mathematics. Further information is available from: Riverside Publishing Company, 8420 Bryn Mawr Ave, Chicago, IL 60631.

Secondary English Exam - Grades 5-12. Used to assess English proficiency levels of reading, writing, speaking, and listening. Designed by ESL teachers in the Yakima School District. Contact Frank Naasz, Driector of Categorical Programs, Yakima School District, Yakima WA. Telephone (509) 575-3439.

Secondary Level English Proficiency Test (SLEP) - Grades 7-12. Designed to measure ability in understanding spoken and written English. Uses multiple choice questions in Listening and Reading Comprehension. Further information available from: Secondary Level English Proficiency Test, CN 6158, Princeton, NJ 08541-6158. Telephone (609) 734-5264.

Spanish Assessment of Basic Education (SABE) - Grades 1-8. Assesses basic reading and mathematics skills of Spanish speaking LEP students. Information can be obtained from CTB/Macmillan/McGraw-Hill.

Stanford Achievement Test (Stanford) - measures the important learning outcomes of the school curriculum. Information regarding the Stanford Achievement Test can be obtained from The Psychological Corporation, San Antonio, TX 78283-3954.

Structure Tests-English Language (STEL) - Junior high and above. Designed to measure knowledge of syntactic structure and vocabulary in English. Multiple choice responses are converted into six placement levels. Further information is available from: Harper & Row Publishers, Keystone Industrial Park, Scranton, PA. Attention: Jeanette Best and Donna Ilyin, telephone (800) 242-7737.

Student Oral Language Observation Matrix (SOLOM) - assesses comprehension, fluency, vocabulary, pronunciation, and grammar skills. More information can be obtained from: San Jose (CA) Unified School.

Test of Achievement and Proficiency (TAP) - provides an effective and comprehensive appraisal of student progress toward widely accepted academic goals in basic skill areas. Measures reading comprehension, mathematics, written expression, using sources of information, social studies, science, and writing and listening. Used for grades 9-12, TAP is a continuation of ITBS. More information is available from Riverside Publishing Company, 8420 Bryn Mawr Ave, Chicago, IL 60631.

Texas Academic Assessment Skills Test (TAAS) - Grades 3-12. Mandated by state. Given to all students. Measures knowledge of reading, writing, math, science, and social studies. Used for exiting LEP students into

mainstream classes. Students must score in the 40% percentile on reading. All students in Texas must pass the 11th grade TAAS to graduate from high school. For more information contact The Psychological Corporation, Order Service Center, P.O. Box 839954, San Antonio, TX 78283-3954.

Urbana Multicultural Program's ESL Reading Test - is used to place students in or out of the ESL program. The ESL Reading Test assesses reading comprehension through literature-based content and context pictures. This is an unpublished test.

ERIC

Appendix I

Dictation Test Used
Martin Luther King, Jr. Elementary School
Urbana, Illinois

Used with permission

English Placement Test: Writing

Dictate:

1. a
2. i
3. j
4. j
5. l
6. make
7. need
8. My hat is red.
9. James looked down the street.
10. Swimming is a popular sport.
11. Annie thought her neighbor had disappeared.

Ask the student to write at least five more sentences which either:

- tell a familiar story
- tell about a personal experience
- or complete a story indicated by a series of sequence cards*

  * a book without words can be used instead of the sequence cards

Appendix J

A Laboratory Activity: The Unknown Shapes of Atoms
Pittsburg High School
Pittsburg, California

ERIC

A Laboratory Activity: The Unknown Shapes of Atoms

Joni Lynn Grisham, Pittsburg High School
Pittsburg, CA

How did scientists make a model of an atom without ever seeing one? This is one of the questions I pose to students during a science unit on atoms and molecules. I use this simulation activity to have them explore how scientists accomplished the task.

Materials: Several pieces of plywood about 2 ft. X 2 ft.
- One geometrically shaped wood block about 5 inches in diameter or length and 1 1/2 to 2 inches wide glued the back of each piece of plywood
- One sheet of paper taped onto the front of each piece of plywood
- One marble per piece of plywood
- One pencil per piece of plywood

Procedure: Divide students into groups of two or three
- Place the plywood pieces (geometric side down) on the floor
- One student shoots the marble into the center of the piece of plywood
- One student draws a line on the paper where the marble entered the area under the plywood and traces this line to where the marble exited
- Students take turns shooting the marble all around the piece of plywood until they feel they can hypothesize the shape of the wood block that is under the plywood (It is wise to give them a time limit of about 3 minutes.)
- Students draw the shape of the wood block in one corner of the paper*

Discussion: How did your group come to a decision about the shape under the piece of plywood?
- Name two other ways we can see items which are hidden from view.
- What would scientists do to prove their hypothesis to others?

* If you want students to complete the activity using more than one of the plywood pieces, have each group remove the paper they used and replace it with another sheet of paper. Rotate groups until students have completed the procedure several times, having groups compare their findings.

Appendix K

**Mirrors, Images, and Kaleidoscopes:
An Open-ended Science and Math Activity
The International High School at LaGuardia Community College
Long Island City, New York**

Mirrors, Images, and Kaleidoscopes:
An Open-ended Science and Math Activity
from VISIBILITY/INVISIBILITY

David Hirschy
The International High School at LaGuardia Community College
Long Island City, NY

Students find this unit is a lot of fun, a lot of math, and a lot of science involving discovery and aesthetic pleasure. As students work together and complete the activity guide they experiment with hinged mirrors, discover how mirrors produce images, explore how light bounces from a mirror, develop the idea of symmetry, and uncover the mathematics of the kaleidoscope. In the end, I students design and build their own kaleidoscopes.

Many people have difficulty focusing at ranges of less than eight inches. Because of this, students' kaleidoscopes should be a minimum length of about eight inches.

The largest obstacle to creating a kaleidoscope is obtaining the mirrors. Acrylic mirrors or mylar attached to a hard surface are reasonable compromise items, but the finest quality images are produced by mirrors which have the mirrored surface on the front, or flat (simple planar) surface mirrors.

I found it is wise to collect the materials and build a few kaleidoscopes of my own before undertaking the activity with students.

Introducing the Activity

Students' explorations begin with a journey involving the images mirrors produce and how they can be used to create some very beautiful patterns. They look through a kaleidoscope and sketch or explain what it does.

As a first step, students examine a simple planar (flat) mirror to discover how it works. In this activity, students are encouraged to write their observations and explanations, including a drawing if they prefer. Working through a series of directions, students experiment with different objects and distances to see exactly where the images appear. They are then asked to draw where the images appear and state a rule or pattern for objects and images. This results in a statement about symmetry.

Next, students explore the fundamental principle of how light behaves. (Light always chooses the fastest way to travel between two points: the principle of least time. With this principle it is possible to predict the path of light in any situation.) Using a series of drawings and a compass, students measure angles of incidence to answer the question of why an image appears as if it were behind the mirror. Then, covering one eye and looking in the mirror, students are asked to explain why they see what they do in the mirror.

Now, using a set of large and small mirrors, students go on to explore how hinged mirrors work. What is the connection between the angles and the number of repeated objects that can be seen in the mirrors? Students place one mirror on 0 and note the angle and number of repetitions when they observe a pattern that is symmetrical, noting the pattern, the degrees in a circle, and the number of images.

ANGLE	NUMBER OF IMAGES	NUMBER OF AXIS OF SYMMETRY	NUMBER OF STAR POINTS

As they get closer to being able to describe how a kaleidoscope

works, students solve specific problems, all along sketching and explaining their work. If you wanted 15 star points, what angle would you need between the mirrors. What if you wanted to use three mirrors arranged to form an equilateral triangle? Why do the patterns keep repeating?

Finally, with directions for "Good luck" and to "have fun," students design and build their own kaleidoscopes.

To assess what students have learned, they are asked to complete these Mastery Questions and Activities:

Two mirrors placed at 90 degrees produce 4 images. Explain how each one appears.

Design a work of art based on symmetry and what you have learned from this activity.

Explain how your kaleidoscope works.

What is an image? Is it real?

Appendix L

Who discovered America?
A Jigsaw Activity
Northeast Law/Public Service Military Magnet High School
Kansas City, Missouri

Who discovered America?
Beverly Wright
Northeast Law/Public Service Military Magnet High School
Kansas City, Missouri

Who discovered America? Was it Leif Ericsson, John the Skillful, Native Americans, or Columbus? How do you know? These are the questions students are to answer at the conclusion of this two-class period "jigsaw" activity.

In the first class period, I divide students into groups of four. Each group selects a Secretary to record the group's choices. I give each group a map and a different account of the discovery of America. Each group examines the account they have and refers to the map to identify the discoverer they have and locate the route that discoverer used. Students take turns reading aloud the account. Then they identify five reasons why they think the subject of the account discovered America. The Secretary records students' reasons.

In the second class period, I form new groups. Each group has a member representing each of the four discoverers. Students take turns showing their maps and stating why they believe their discoverer actually discovered America.

Next, I ask each group to answer the question, "Who discovered America?" The Secretary reads the question and asks each student to select one discoverer and state a reason for the selection. The Secretary tallies the results and records students' reasons.

Finally, I ask the four Secretaries to report their results and I tally them on the chalkboard. We then discuss the results and state the reasons for them as we ultimately answer the question, "Who discovered America?"

*This lesson was adapted from All Sides of the Issue Handbook for Citizenship. Hayward, CA: Alemany Press.

Appendix M

A Reading Response Log
16th Street Middle School
St. Petersburg, Florida

A Reading Response Log

After students have read a story, they write about it in a response log in response to one of the following questions.

Did you like the story? Why? Why not?

Why did the author choose the title?

Retell an important event from the story. Why is it important?

How would you change the story? Why?

Describe a major character.

Tell why you think a character does what she/he does. What is the motive?

Rewrite the ending of the story to give it a different outcome.

Could this story have really happened? Why? Why not?

Can you relate to any of the characters in the story?

What did you learn from the story?

Your choice of what to write about. (Need teacher's permission)

Appendix N

To Kill a Mockingbird: An ESL-Literature Unit
Pittsburg High School
Pittsburg, CA

ERIC

To Kill a Mockingbird: An ESL-Literature Unit

Gabriel Capeto and Barbara Stumph
Pittsburg High School
Pittsburg, California

As in many schools, Harper Lee's To Kill a Mockingbird is one of the novels included in our regular literature course curriculum. Because it is such a masterful piece of literature, we felt our ESL students should have the opportunity to enjoy it. We decided to collaborate to define suitable activities which would enable ESL students to understand the story, to improve their English language skills, and to recognize the implications this piece of literature has for their own lives. The unit developed over a period of time and is designed for use in two classes, the literature class and the ESL class.

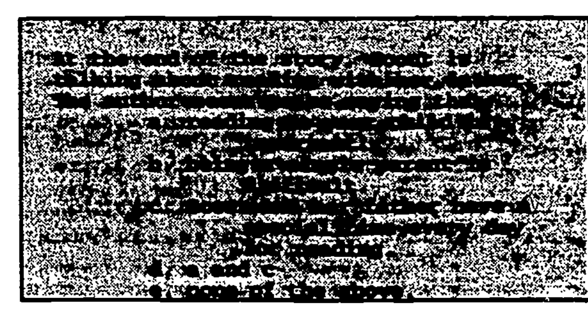
In the literature classroom, the unit is presented in three stages called INTO, THROUGH, and BEYOND. In the first stage, INTO, students read and discuss poems about truth and short stories such as "A Death in the House" by C. Simak. Following the discussions, students participate in a simulation exercise dealing with segregation. In this exercise, students are divided into pairs with one member considered a first-class citizen (white) and the other a second-class citizen (Black). Pairs work together to find and write definitions of assigned words, identify suffixes, locate sentences in the text in which the words are used, and present the information to the class for discussion. Only the first-class citizen of the pair may present information and receive credit and be rewarded for their efforts. The second-class citizen, on the other hand, is expected to assist in completing the vocabulary activity and perform tasks involving physical labor (getting and returning the dictionary). At no point are any second-class citizens' efforts recognized or rewarded. At the conclusion of the exercise, students discuss how they felt during the simulation and use the phrases, "I noticed," or "I learned." This activity is followed by viewing and discussing the film, "Amazing Grace."

In THROUGH, students complete daily writing activities, study

> **Mapping Activity**
>
> Purpose: To assist students in understanding what they read.
>
> Procedure: After reading several chapters, students use the information to draw a map of Maycomb. When the map is completed, they copy sections from the text which document why each item was drawn in its location.

questions and vocabulary development activities to better understand the novel. In one activity, students read a chapter or scene and choose a quote to represent it. Next, they illustrate the quote to depict its significance. Later, students share their illustrations with the class and consider new perspectives for interpreting the chapters or scenes. During this stage, they also listen to and discuss the song "Walk a Mile in My Shoes," draw a map of Maycomb, Alabama, (documenting the map with statements from the text), and participate in a readers' theatre style dramatization of the courtroom scene.

In BEYOND, students listen to and discuss the song "The Way It Is" by Bruce Hornsby. Next, they brainstorm criteria for a good novel and evaluate the book based on these criteria. At the end of the unit, they take an objective test.



In the ESL classroom, students engage in many vocabulary and writing assignments to help them understand the novel and improve their use of English. One of these assignments involves analyzing a character and making an evaluation. To begin, students find and cut out a magazine picture of someone who reminds them of a character in the novel. Next, they summarize

> In To Kill a Mockingbird, Harper Lee uses autobiography, incident and reflection to develop her story. Using these same techniques, write one of the following:
>
> 1. On pages 141-146 Dill tells his story about running away. Have you ever run away? Has someone you know run away? If so, tell the story in an autobiographical incident with a reflective conclusion. In other words, at the end of your story, tell what you learned from the experience. (200 word minimum)
>
> 2. We all have, in our lifetimes, experienced fear of the unknown. The children in To Kill a Mockingbird were afraid of Boo Radley. Has there ever been anyone whom you feared excessively? If so, tell the story in an autobiographical incident with a reflective conclusion. In other words, at the end of the story, tell what you learned from the experience. (200 word

ERIC
Full Text Provided by ERIC

a section of the story involving this character, discuss the character's symbolism, and describe the character. Finally, students compose a character analysis for each character in the novel and make a notebook. In another activity, students brainstorm qualities of a "good father" and then evaluate Atticus Finch's role as a father.

At the end of the unit, students complete an essay test in which they are expected to include examples from the novel.

> In many ways, To Kill a Mockingbird is a commentary on human nature. Explain the author's attitude toward people. Is Harper Lee's view of human nature basically positive or negative? Use examples of one or more characters' speech and actions to support your opinion.

Appendix O

Project W.I.N. (Writing Is Necessary)
Tuba City Primary School
Tuba City, Arizona

Used with permission

Project W.I.N.
Tuba City Primary School
Tuba City, Arizona

Language is best developed is an integrated, holistic manner. This means that listening, speaking, reading, and writing must be addressed together and not as isolated skills or subjects. Language is acquired when learning activities a re purposeful and have meaning for the student. The child must be able to relate the learning activities to his/her own personal experiences. Writing for the sake of writing is boring and creates negative attitudes toward writing. As the child begins to use writing as an expression and a means of communication that offers a reward, writing activities take on meaning and purpose.

The **WIN** program is an attempt to make writing come alive. **WIN** is a means of providing purpose and meaning to writing and keep it relevant to the students' needs. In order to promote the necessary climate which encourages meaningful writing throughout the school, the administration will sponsor school-wide writing activities. **WIN** activities will include:

*__WIN__ Writing Contests

During each three month period throughout the school year, a **WIN** theme will be selected by each grade level first through third. Students will be asked to write an essay. Essays will be judged and prizes will be awarded at each grade level. Essays may be written in Navajo or English.. The following **WIN** periods will be used: Sept. - Nov., Dec. - Feb., Mar. - May. Grade levels may set their own schedules for the beginning and ending dates of their contests.

*** Letters to Principals**

All students in the second and third grades will be asked according to a predetermined schedule to write letters to Mr. Vernon or Ms. Sakiestewa. All letters will be read and answered. Depending on time available, the answers may be addressed to entire classes as opposed to individual students.

*** Story Time with the Principals in the Classrooms**

As you check the school calendar you will find the principals have scheduled themselves to come into each classroom for story time. These will consist of the principal sharing a story (reading a book) to the class and sometimes end with a writing activity.

*** Midterm Self Assessments**

With the assistance of their teachers, all students (grades 1-3) will develop their own written midterm progress report. Reports will emphasize strengths as well as areas where improvement is needed. Reports will be sent home with students. (In the event that a parent conference is desired, the teacher should write a note to that effect on the progress report and have the report mailed from the office.) This activity is a means of empowering students and making them more accountable for their own learning.

All students should be encouraged to write every day. The process of writing is more important than the product. Making mistakes is an essential part of the learning process. In the beginning, the emphasis of writing is on meaning and communication (worrying about spelling or grammar detracts from this). Students can spell the way they think a word is spelled and later read what they wrote to the teacher. Teachers can type the writing of beginning students using standard spelling if others will be reading it. Teachers are encourages to engage in a variety of other meaningful writing activities in the classroom. These may include:

*** Dialogue Journals**
-students write in their journals about anything they wish
-teachers respond as authentically as possible, making comments and asking questions
-grammar and spelling are not corrected, but the teacher may use misspelled words correctly in the response

*** Substitute Writing**
-students use the patterns found in their favorite books but substitute characters or events with their own words

*** Wordless Picture Books**
-in small groups, students look at all the pictures in the book, page by page, and they dictate a story to go with the pictures
-students can draw pictures similar to the ones in the book and they create a story by writing about what is happening in each picture

*** Old Books/Basals**
-use library discards and basals which have good pictures to create new stories
-cover up the words of the story so that only the pictures can be seen by the students
-have students write or dictate their own stories about the pictures

*** Logs**
-students can keep individual or class logs, writing down their observations or plants growing, eggs hatching, or gerbils' daily activities

*** Talking Murals**
-speech bubbles are drawn above the heads of the characters
-students dictate or write in the speech bubble what they want the character to say

*** Peer Conferencing**
-peers read each other's work with the idea of "does this make sense?"

*** Book Making**
-some of the students' writing would be bound with attractive covers for the class library or for the students to take home

*** Class Newsletters**
-students in the classroom are assigned to be reporters
-student reporters research a subject and then write an article
-articles are edited by student editors and compiled into a class newsletter
-newsletters are sent home with the students

*** Classroom Mailboxes**
-set up a mail box in the classroom for each student
-students are encouraged to write notes or birthday cards and send to one another

*** Pen Pals**
-arrange for your students to write letters to penpals in another school or class

EVERY STUDENT MUST HAVE HIS/HER WORK DISPLAYED IN THE CLASSROOM

MAKE ALL STUDENTS LOOK SMART EVERYDAY

Appendix P

The Circumnavigation Project
Benjamin Franklin Middle School
San Francisco, California

The Circumnavigation Project
Jennie Choy and Elaine To
Benjamin Franklin Middle School
San Francisco, California

The Circumnavigation Project we developed for our seventh grade beginning ESL classes was an imaginary trip around the world with visits to five countries and a trip along the Silk Route. It was an interdisciplinary unit of study involving social studies, language arts, math, and science. The major objectives of the project were to integrate the teaching of English language skills (listening, speaking, reading, and writing) with academic content and content-specific skills, e.g., reading maps and using reference materials. To accomplish the objectives, we drew on a wide range of topics and included a broad set of activities. The final product was student-made portfolios.

We selected the topic of circumnavigation for several reasons. First, the topic was broad enough to enable us to include a multiplicity of academic facts and skills as well as language and social skills. Second, many of our students are from other countries and have first-hand knowledge of what it means to travel. Third, middle school students have active imaginations and such a trip might be challenging, stimulating, and fun. Last, we thought trying a new approach would help us as teachers because we would have to learn along with our students. It also gave us a chance to integrate and incorporate the required curriculum in social studies and science. The Circumnavigation Project, then, would not be imaginary for us. We would be charting a new course, a very real journey for us professionally.

To begin, we identified a basic outline for each topic (country). We made sure we included the necessary social studies and science curricula and skills. We also included activities which drew upon language arts and math curricula and skills. The outline we developed appears in this chart.

The Circumnavigation Project: Basic Outline

Unit cover (illustration)
Itinerary (dates, times and events)
Journal (daily entries and personal response)
Map Scale (chart of distances traveled from place to place noted in Map Distance [in inches] and Actual Distance [in miles])
Transportation Budget (date, method, miles, cost)
Food and Lodging Budget (date, breakfast, lunch, dinner and lodging)
Map Skills (political and physical features, map symbols)
Information about . . . . (expository reports, fill-in-the blank worksheets)
Inventors/Inventions
Portfolio Cover Sheet (self-evaluation)
Vocabulary Practice (alphabetical order, definitions, sentences, spelling tests)
Reports (book report, film summary)
Special Topic/Activity
Cultural Information/Items (expository reports, stories, poetry, historical events, current events, recipes, festivals
Report (Best Method of Travel in . . .)
Self-evaluation (What I learned)

Next, we identified some specific requirements for the project. We wanted these requirements to be as "realistic" and "authentic" as possible to reflect the needs travelers have when they circumnavigate the earth. This chart describes them.

CIRCUMNAVIGATION OF PLANET EARTH EXPENSES

Maximum	Expense	Kind/Category	Urban Cost	Rural Cost	Guidelines
$ 700.00	Food	cook own bargain restaurant luxury restaurant	BKF $ 3 LCH # 4 DNR $11 BKF $ 8 LCH $15 DNR $27	BKF $1 LCH $2 DNR $2	Each person must spend a MINIMUM of two (2) days at each category of restaurant/ food supply
$1000.00	Lodging	camping/hostel bed & breakfast luxury notel	$20 per person/per night $40 per person/per night $125 per person/per night double occupancy		Each person must spend a MINIMUM of two (2) nights at each category of lodging.
$ 800.00	Equipment	clothes (appropriate for weather) tent (if camping) sleeping bag (if camping or hosteling) backpack or luggage shoes			

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$3500.00	Transportation				Each person must use a MINIMUM of four (4) methods of travel
$6000.00	Total				

With these requirements in place, we introduced the unit to the students. Passports and airplane tickets were needed, so we made them. Next, students were issued checkbooks and learned how to make entries in the checkbook record. Packing was the next item of business, so students inventoried the items they had and those they would need to purchase. They then researched the actual cost of the items they needed to buy and planned how to use their funds by using current catalogs and newspapers.

After a preliminary study of the world, using maps and tables, we were off!

The first stop was Japan. We traveled from Tokyo to Fugi-Yeshida to Kamakura to Utsunoniya and back to Tokyo while learning about the history, climate, and culture of the country. Facts were gathered; costs of tickets to Disneyland, of shopping in Mitsukoshi's Department Store and other expenses were calculated; and journals were kept. We did origami and wrote postcards and haiku. We read articles about Japan in local newspapers and interpreted them. We toured the Special Exhibit for Japan at the DeYoung Museum at Golden Gate Park, and the Japanese Center. We saw films, completed commercially prepared worksheets, read trade books, and consulted reference books. At the end of the first stop on our itinerary, students completed a self-evaluation, noting what they had learned and what they expected to be able to do on the next leg of the journey because of this experience.

At this point, the two of us wondered what our students had gleaned through this study of Japan and its customs. Because more than one student commented, "The Japanese children's faces look like our faces," we realized the facts they were learning were not just centered on maps, in pictures, and in words in books; they were something real. Undoubtedly, our

interdisciplinary approach was working. We knew we could/should continue with the project.

By the end of the school year, our students completed the trip. Each country they studied gave them a variety of vicarious yet "real" experiences which they found exciting. The project motivated students' learning and gave them experience in working cooperatively, a skill we hope they will continue to use through the rest of their education and into adulthood.

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Appendix Q

AIR: A Four-Part First Grade Science Unit
Martin Luther King, Jr. Elementary School
Urbana, Illinois

AIR: A Four-Part First Grade Science Unit

Jennifer Hixson
Urbana School District #116, Multicultural Program
Urbana, Illinois

Learning Outcomes:
Air is <u>something</u>.
Air is everywhere, even in some rocks.

Science Vocabulary:
air bubble(s) space push

ESL Vocabulary:

Part I	**Part II**
plastic bag	blow(ing)
rocks	glass
water	straw
in	inside
	outside

Part III	**Part IV**
aquarium	rock
glass	sandstone
paper towel	
wet	
dry	
out	

Materials:

Part I
plastic bags, rocks, water

Part II
soap bubble solution, straws

Part III
aquarium, glass, paper towel, water, tape, cut off 1 gal. plastic jugs, small glasses

Part IV
aquarium, water, sandstone rock

Part I

1. Show students the empty plastic bag and have them feel it.

2. Put some rocks in the bag and have students feel it. Ask, "What's in the bag?" Repeat, using water.

3. Wave the bag in the air to put air into it. Again, let students feel the bag. Name what is in it.

4. Ask, "Is there air in the library; other parts of the school?" Divide students into small groups and have each collect air around the school. Tell them to hurry back to the classroom with it.

5. Model how to write up the experiment using pictures and words.

Part II

1. Tell students to put their hands on their chests, take a deep breath, and then breathe out. Ask, "What goes in when you breathe in; when you breathe out?"

2. Distribute the bubble solution and straws. Have students blow bubbles. Ask, "What is a bubble?" Draw a bubble on the chalkboard. Ask, "What's outside the bubble; what's inside?" Have students blow some more bubbles and ask, "What are these bubbles made of?"

3. Have students help you write up the experiment.

Part III

1. Show students the glass and the aquarium with water in it. Ask, "What's in the glass?"

2. Crumple the paper and tape it to the bottom of the glass. Ask, "If I hold the glass upside down and put it in the water, will the paper get wet?" Invert the glass and put into the water. Show students the dry paper and ask, "Why is it dry?"

3. Repeat the demonstration, this time tipping the glass slightly. Ask, "What did you see? What are the bubbles made of? Where did the air come from?"

4. Distribute the cut off 1 gal. plastic jugs, small glasses, pieces of paper towel, and tape

and have students repeat the experiment.

5. Discuss how the water pushes the air out of the glass and then write up the experiment with the students.

Part IV

Show students the sandstone rock. Ask, "Is there air in this rock?" Next, put the rock into the aquarium filled with water. Discuss what students see and why. Then write up the experiment.

Appendix R

One Student's Career Choice Semantic Map
The International High School at
Laguardia Community College
Long Island City, New York

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Part 2

Semantic Map

Chief Accountant

What kind of preparations does this job require?

What are the duties of a chief accountant

Do I find a job easily after I finish my education

How will I know if I like it?

What are the opportunities this career brings to me?

Is it hard or easy to study this career?

How is the working environment?

Why do the accounting experiences need for me?

How much money will I make when I start?

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Appendix S

Unity through Diversity: A Week of Celebration
Calendar of Events, October 1993
Highland High School
Albuquerque, New Mexico

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Unity Through Diversity: A Week of Celebration at HHS

October 18-22, 1993, is Unity Week at HHS. The idea was generated by students as an outgrowth of the Mike Smith workshop and PRIDE program. Teachers who wish to take classes to the programs below can sign the posters on the teachers' lounge wall.

	Monday 10/18	Tuesday 10/19	Wednesday 10/20	Thursday 10/21	Friday 10/22
Period 1					
Period 2	"The Folklore and Music of Vietnam" Tom Hua - HHS E.A. will speak and sing Doug Johnson - HHS teacher will play guitar * Lecture Hall *		Ballet Folklórico - director Marcella Sandoval - AHS Dance presentation * Performing Arts Center *	"Anglo and Women's Contributions to New Mexico" speaker Dr. Che I Foote * Lecture Hall *	
Period 3	Guten Tag	Ballet Folklórico - director, Kathy Sanchez - Dance presentation and audience clinic * Performing Arts Center *	"Reaffirmation of African-American Spirit" Diane Sanders - presentation of African music and poetry * Lecture Hall *	Dineh - Tah Dancers, director HHS student Shawn Price Navajo tribal dance group * Performing Arts Center *	"Stories From Around the World — The Never Ending Story" storyteller, Kathy Claus * Lecture Hall *
Period 4		"Vietnam: Comparing and Contrasting Culture, Language, Customs, and Clothing with the USA" Yen Uyen Program Specialist for Social Services - Bring questions - * Lecture Hall *			LUNCH FRIDAY: INTERNATIONAL FAIR All clubs and organizations may sell food, items, games. Entertainment will be on-going.
Period 5	Germany	"Jemez Pueblo: Life and History" speaker - Paul Tsosie - governor of Jemez Pueblo * Lecture Hall *		"Overview of Chicano History" Juan Jose Pena, supervisor of court interpreters US District Court + professor Spanish + Chicano Studies, NM Highlands Univ. * Lecture Hall *	
Period 6	"Self-Esteem Among Minorities" - speaker, Lester Lewis, TVI administration speaking about peer pressure and gang involvement * Lecture Hall *	"Folklore and Folk Literature of New Mexico" Traditions, sayings, expressions of our state. speaker, Mr. Jim Sagel, Espanola NM * Lecture Hall *	ANNOUNCEMENTS EVERY DAY: TRIVIA CONTEST in 3 Languages Winners get coke + pizza at lunch at gym snack bar.		

Jambo
Africa

¡Hola!
Spain

If you sign up to bring your classes, teachers, please accompany them.
A list of videos that will be shown over the in-house TV system will be out soon.
If you have questions or concerns, see Doug Johnson or Ann Piper.

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Appendix T

Reflecting on Writing
Hazeltine Elementary School
Van Nuys, California

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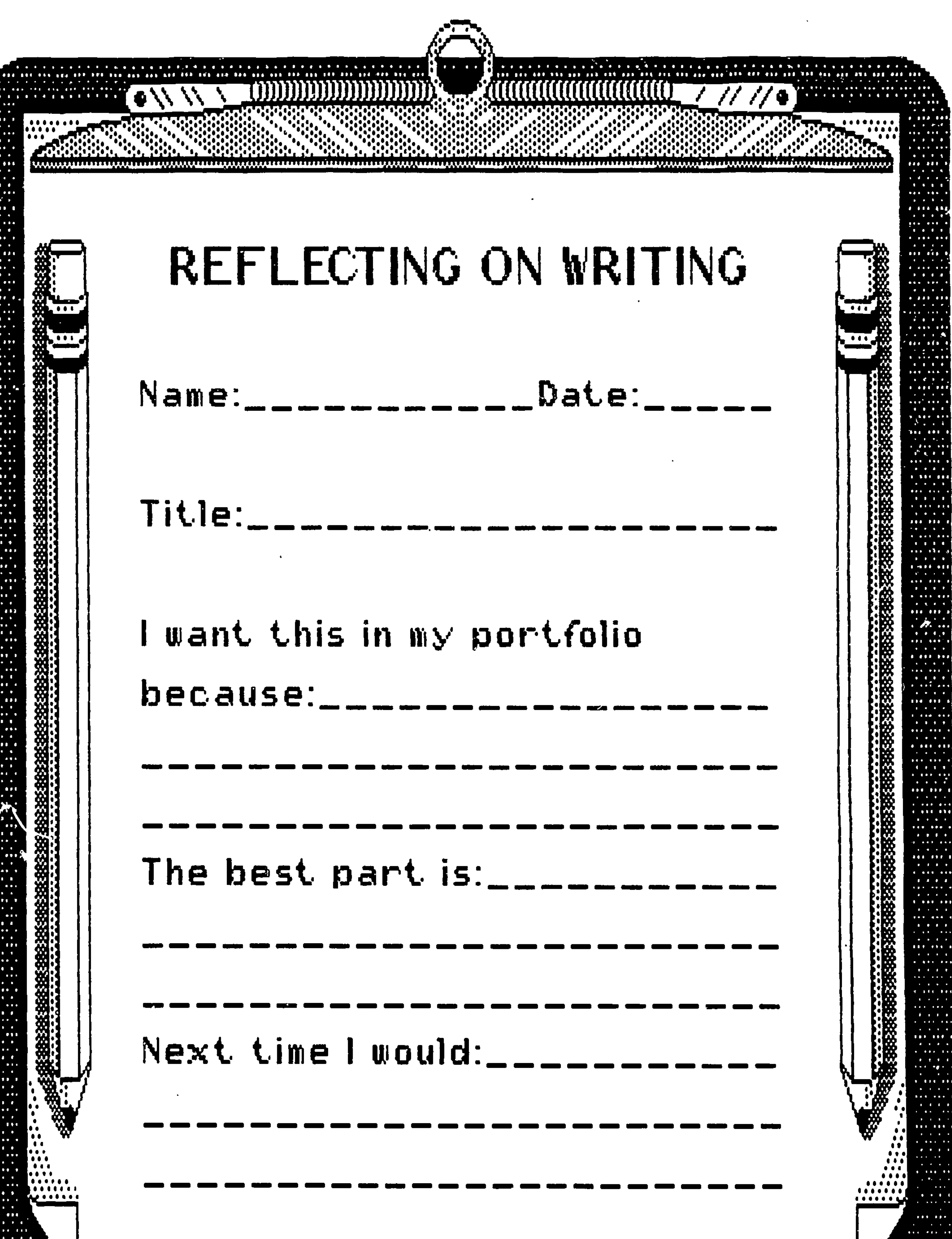

REFLECTING ON WRITING

Name:____________Date:_____

Title:______________________

I want this in my portfolio

because:___________________

____

____

The best part is:___________

____

____

Next time I would:__________

____

____

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Appendix U

Portfolios: Construction and Evaluation
Benjamin Franklin Middle School
San Francisco, California

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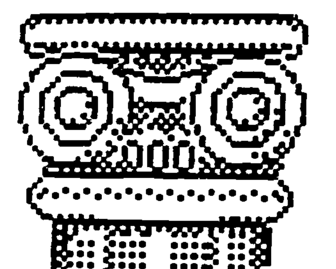
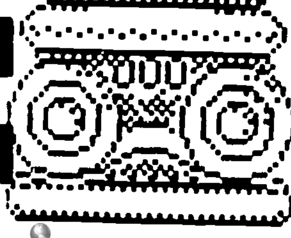


WORKING TOGETHER

Integrated Curriculum as a Foundation for Assessment

Benjamin Franklin M.S.
1430 Scott Street
San Francisco, CA 94115



PORTFOLIOS AND PERFORMANCE TASKS
(Showing What We Know)

Portfolios are employed to demonstrate student learning and acquisition of core content over time, serving as an ongoing record of progress. All students maintain a classroom portfolio in each class. Periodically throughout the year, they select work they feel best represents what they have learned to be placed in a central portfolio file in the main office. Students use portfolios to maintain long-range projects and performance tasks about which they are asked to reflect as well as assess the quality of their own work. Parents are also asked to take a role in responding to student work. We are working toward the development of criteria for a complete portfolio that will demonstrate mastery of content over a three year period of time. Students will present their portfolios to a panel of teachers, students, and parents to demonstrate their progress and achievement.

In order to serve as a resume' of learning, student portfolios will reinforce the school emphasis by the demonstration of the following outcomes:

*<u>Evidence of Growth-</u> showing that their understanding of content has changed in important ways. What could serve as evidence?
-two pieces of work which can be compared,
-parent, teacher, student account of growth.

*<u>Evidence of Excellence-</u> showing their best work. What could serve as evidence?
-work that meets or exceeds standards (as measured against scoring criteria,
-the complete process or body of work.

*<u>Evidence of Choice-</u> making appropriate choices, selections, decisions
What could serve as evidence?
-choices made by student as shown in selection of work and reflection about work,
-choices of products, projects, readings, topics, etc.

*<u>Evidence of Pursuit-</u> persistence in pursuing and improving an idea over time.
What could serve as evidence?
-use of a variety or resources,
-revision of work,
-long range projects,
-learning logs, or journals,
-integrated, interdisciplinary projects.
-planning and problem solving

*<u>Evidence of Social Learning-</u> working with others, using social skills and cooperation, interacti with others in a positive manner. What could serve as evidence?
-student reflection, monitoring, and feedback of work,
-interactive responses from others including family members,
-narration and/or interview of group process,
-contributions to projects by others.

*<u>Evidence of Application-</u> using knowledge, information, or skill in a new situation.
What could serve as evidence?
-experience logs or journals,
-projects or performance tasks,
-community service or activity,
-demonstration of problem solving, use of information

*<u>Evidence of Self-evaluation-</u> ability to assess and reflect upon one's own work.
What could serve as evidence?
-reflection sheets,
-self-scoring or grading of work,
-letters or responses written to teacher or other audience,
-journals, logs.

BEN FRANKLIN - 6TH GRADE

	1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks	4th 6 Weeks	5th 6 Weeks	6th 6 Weeks
	Self Awareness	Friendship	Creation/Creativity	World Around Us	Heroes & Sheroes	Challenges in Nature
ENGLISH	Orientation to Middle School Discipline & Consequences "Portrait of Myself" "Homesick" *Pie-Biter* *Very Hungry Caterpillar*	Unit 1 (H-M) *Sadako & 1,000 Cranes* *Bunnicula* *Dragon Stories* *Cat Ate My Gymsuit* *My Life as a 6th Grader*	"Sandhill Crane" "Ben and Me" "Grandpa & Statue" "Lion, Witch & ...Wardrobe" *Lion, Witch & Wardrobe* *Maroo of Winter Caves* *Creation Stories*	"Taming the West" "Winter Wheat" *Year of Boar & J.R.* *Humphrey the Lost Whale* *Homesick*	"Loner" *Bridge to Terabithia* *Heroes & Villains* *Night Swimmers* *Mrs. Frisbee & Rats of Nimh*	*Zeely* *Julie of Wolves* *Abel's Island* *Night Journeys*
SOCIAL STUDIES	Library Orientation Introduction to Middle School Geography 3,5 Contributions of all people to world development	Pre-history Survival Social Groups 3	Early Man Mesopotamia 2	Ancient Egypt Africa 2	Ancient India Ancient China Pacific IslandCultures 2	Greece Rome 2
SCIENCE	Introduction to Science Linear Measurement Metric System Values & Choices 1,4,5	Health Self Esteem Family Life Drugs AIDS 1,4,5	Invent America Science Fair 1,2,3,5	Oceans Voyage of Mimi Whales Temperature Sound 2,3,4,5	Earth Science Astronomy Solar System Stars 2,3,4,5	Physical Sciences Physics: Light, Sound Paleontology
MATH	Measurement Decimals + - x / 3	Estimation Number Theory	Geometry (Intro.) Line Graphs Coordinate Graphing Integers	Fraction Meaning x/Fractions Ratio Proportion	Geometry (Expand) Percents + - Fractions LOGO	Probability Special Projects
WRITING TYPE	Autobiographical Incident* Word Processing 5	Report of Information Interviews Writing Sample 3	Story*	Observation Writing Sample 3	Problem Solution*	Writing Sample 3
PRODUCTS	Bio-Poems Autobiographies Models of Geographical Forms	Firsthand Biographies of My Best Friend Response Log for novel Science Reports on Drugs/AIDS 3	Inventions from Invent America Science Fair Reports Egyptian Journals: Hieroglyphics 3		Quilting (Stained Glass) Design Project 1,3,4,5	
ONGOING	Journals... Word of Day... Learning Logs... Writing Samples... Links to Other Cultures. Advisory... PORTFOLIOS... Technology...	Orientation...	Decisions...	Contribution of others...	School service ...	

1 Speakers/Presenters 2 Community Activities 3 Project-based authentic 4 Supporting Resources 5 Parent Involvement

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BEN FRANKLIN - 7th GRADE: TRAVEL, EXPLORATION, DISCOVERY

	1st 6 weeks	2nd 6 weeks	3rd 6 weeks	4th 6 weeks	5th 6 weeks	6th 6 weeks
	The World: Past and Present	Detectives in Time: History, Science & Literature	Exploring the Natural World	Myths & Legends	The Renaissance	Expanding Horizons
ENGLISH	• Intro to 7th Grade • Review of ongoing activities • Gulliver's Travels • Travel Logs • Journals	"Dying Detective" *The Black Pearl* *Flame of Peace* *Serpent* *Rain Player* *Feathered Serpent*	"Rikki Tikki Tavi" *The Land I Lost (selected chapters)* • Biographies of Explorers, Scientists & Inventors • Writing Process for Science fair	Fables, Mythe Legends *White Mountains (H)* Picture Books *Robin Hood* *King Arthur* *Door in the Wall*	Picture Books Shakespeare Publication process	Reading for Pleasure
SOCIAL STUDIES	•World Geography •"Where is Carmen San Diego?" •Review Fall of Rome •Rise of Islam	•Early American Cultures: Incas, Mayas, Aztecs •Early Asia •Second Voyage of the Mimi 2, 3, 4	•Middle Ages (Asia): China, Japan, S.E. Asia •Middle Ages (Africa) 3, 4	•Middle Ages (Europe)	•Renaissance •Scientific Revolution	•Age of Exploration •Industrial Revolution •Reformation 2, 3, 4
SCIENCE	Scientific contributions from many cultures Area, Volume, Cells, Viruses, Bacteria	Nutrition Birth Control Drugs First Aid 1, 2, 3, 4, 5	Invent America Science Fair 2, 3, 4, 5	Oceans Classification •Animals (Squid, dissection) •Plants (growing seeds, flower dissection) Evolution 2, 3, 4	Plate Techtonics Earthquakes •seismographs Volcanoes Weathering 2, 3, 4, 5	Electricity Magnetism
MATH	Mathematical contributions from many cultures Decimals Measurement Graphing Perimeter Area, Volume 3, 4	Whole numbers Integers	Number Theory Fractions Graphing/ analyzing for Science Fair Logo. Spreadsheet	Fractions Ratio, Proportion Percent	Geometry Probability	Integers Math Design Project: Dream House Castle Factory
WRITING TYPE	Autobiographical Incident/Firsthand Biography* Thank you letters to speakers	Report of Information* Writing Sample	Speculation About Causes or Effects	Story Writing Sample	Problem Solution	Evaluation* Writing Sample
PRODUCTS	Autobiography or Biography Circumnavigation of the Planet Earth 1, 2, 3, 4	Readers' Theater Dramatic Production Video Review 3, 5	I-Search Report Invention (Invent America) 3, 4, 5 Science Fair Project	Castles, Shields, Swords	Student Publication: (Class choice) Myth, Legend, story, historical journal, Explorers' Convention, Revised Writing Sample	Math Design Project: Dream House Castle Factory 2, 3, 4, 5
ONGOING	Journals Word of the Day Reading Logs Writing Samples Links to Other Cultures Portfolios Technology Field trips Guest speakers	Current Events				

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BEN FRANKLIN MIDDLE SCHOOL - 8th GRADE

	1st 6 weeks	2nd 6 weeks	3rd 6 weeks	4th 6 weeks	5th 6 weeks	6th 6 weeks
	DISCOVERY & SURVIVAL	DEVELOPMENT	ADAPTATION/ INVENTIVENESS	EXPLORATION & EXPANSION	WORKING WITH THE WORLD AROUND US	IMMIGRATION
ENGLISH	Lit. Anthology story p. 3-225 Novels Hatchet Writing Types Short story Observation	Poetry p. 503-615 "Tell-tale Heart" "Sleepy Hollow" Squanto Light in the Forest Autobiographical Incident	Johnny Tremaine Firsthand Biography Sketch	American Myths, Legends, Folktales "Pecos Bill" "Paul Bunyan" Island of Blue Dolphins Sing Down the Moon Pie Biter Huck Finn Problem Solution	Drama "Anne Frank" Roll of Thunder 1000 Pieces of Gold Evaluation	Non-fiction p. 377 "Call of the Wild" Dragonwings Year of the Boar Speculation about cause and effect
SOCIAL STUDIES	U.S. Geography Native American Cultures 1, 4	Permanent Colonies Colonial Life → Revolution 1, 2, 3, 4	→	Constitution Westward Expansion Civil War 1, 4	Western Culture Imperialism Progressive Movement	World War I the 20's the Depression World War II
	← CULTURAL DIVERSITY →					
ONGOING	Reading Logs Journals Word of Day Portfolios	RESEARCH REPORTS			3, 4	
		Word Processing Data Base				
PRODUCTS	Story	Colonial Diary Data Base 3, 4 Word Processing		Tall Tales	Budget Project 3, 4, 5	
SCIENCE	Volume, Mass, Density Experimental Design Atomic/Molecular theory CPR 1, 2, 3, 4, 5	Mechanics, Relativity	Invent America Science Fair 1, 2, 3, 4, 5	Bay/Estuary Environment Ecology 1, 2, 3, 4, 5	Chemistry Acid Rain	Genetics, Drugs and Alcohol Mental Health Self Esteem Sexually-transmitted diseases 1, 2, 3, 4, 5
MATH	Equations Graphs Decimals Measurement 3	Statistics and Probability Whole Numbers Number Theory Integers	Fractions Ratio and Proportion Percents	Geometry Perimeter, Area, Volume 3, 4	Rational and Irrationals	Equalities, Inequalities, Graphing

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PORTFOLIO COVER SHEET

STUDENT NAME ______________________ DATE __________

CLASS ______________

Type of assignment ______________________________

I have chosen to place this item in my portfolio because

____

____

____

From this assignment I learned... ____________________

____

____

____

One thing I want to tell you about this assignment is...

____

____

____

When I look at this assignment

I like ____

____

I would improve ________________________________

____

If I were to give myself a grade on this assignment, it would be a grade of ________ because ______________________

____

____

Teacher signature: ____________________

Comment:

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CRITERIA FOR A COMPLETE PORTFOLIO

Student Name ______________________ **Grade**_______ **Advisory**

Portfolio/classwork performance includes completion of work which is demonstrated by:	N.A.	Revision/ work needed	Meets Expectations	Exceeds Expectations	Comments
ENGLISH/ LANGUAGE ARTS:					
- Completes a major piece of writing.					
- Shows a variety of writing types.					
- Demonstrates a variety of literature read					
-I nterprets reading.					
- Shows process of work with revision/reflection					
- Works with/ contributes to work of others.					
SOCIAL STUDIES:					
- Shows an understanding of geography.					
- Connects history with contemporary issues.					
- Shows understanding of historical concepts.					
- Completes project integrating concepts					
- Effectively uses resources.					
- Works with/ contributes to work of others.					
MATH:					
- Completes investigations/ projects in math.					
- Applies math concepts.					
- Shows problem solving skills					
- Uses technology in math.					
- Works with/ contributes to work of others.					
SCIENCE:					
- Uses data analysis.					
- Completes project including reflection/revision.					
- Uses scientific method.					
- Understands scientific concepts, ideas.					
- Works with / contributes to work of others.					

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Portfolio/ classwork performance includes completion of work which is demonstrated by?	N.A.	Revision/ work needed	Meets Expectations	Exceeds Expectations	Comments
PHYSICAL EDUCATION:					
- Demonstrates benefits of healthy life style.					
- Understands athletic activities, sports.					
- Interacts with, supports others.					
- Participates in a variety of P.E. activities.					
VISUAL, PERFORMING, TECHNICAL ARTS:					
- Demonstrates creative, artistic expression.					
- Does presentation and self-assessment.					
- Shows progression of concepts learning.					
- Makes appropriate/ meaningful decisions.					
- Works with / contributes to work of others.					

Appendix V

Portfolio: Visibility/Invisibility
The International High School at
Laguardia Community College
Long Island City, New York

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Portfolio: Visibility/Invisibility Part I

Name:______________________

Please indicate your attendance in each class, and the number of activities which you have completed, and the completed activities/projects which you are including in your portfolio:

Literature: Absences: ______ Latenesses: ______
Number of activities completed __________
Activities included in this portfolio:

Math / Physics: Absences: ______ Latenesses: ______
Number of activities completed __________
Activities included in this portfolio:

Project Adventure: Absences: ______ Latenesses: ______
Number of activities completed __________
Activities included in this portfolio:

You should include your chapter on *The Eye and How You See.*

Please write about your progress. Your portfolio will have both a personal statement and a part that demonstrates your mastery of the ideas in motion class.

Personal Statement:

A central goal in *visibility/invisibility* is for you to be aware of your personal strengths, areas of difficulty, and your goals. Your goals should relate to both strengths and areas of difficulty. In each of the following categories state your ***strengths***, your ***areas of difficulty***, and ***your goals***.

Language growth/communication skills
Strengths, Goals
Areas of difficulty, Goals

Working individually/individual responsibility
Strengths, Goals
Areas of difficulty, Goals

Working with others/your role in groups
Strengths, Goals
Areas of difficulty, Goals

Working with adults
Strengths, Goals
Areas of difficulty, Goals

Academic growth
Strengths, Goals
Areas of difficulty, Goals

Overall progress
Strengths,
Areas of difficulty,
Major Goals
What are you going to work on?
Discuss the steps you are going to take to accomplish these.

Mastery Statement:

Visible	Ignorance	Abstract	Perception of Pattern
Hidden	Invisible	Understanding	Unconnected

Imagining	Cause	Effect	Unknown
External	Mystery	Visualizing	Microscopic
Random	Order	Internal	Chaos
Macroscopic	Internal	Concrete	

Group these words into categories.

Explain your categories.
Why did you place those words together?
How are words in each category similar?
How are they different from words in other categories?
What are the important differences within the groupings?

Are there any words which you could not place in your groupings? Explain.

In your classes you have done the following activities:

Literature	*Science/Math*	*Project Adventure*
Music Project	*Illusions*	*The Ideal Person*
Jabberwocky	*The Eye*	*Class contract*
Ulyses	*BB's Molecules*	*Trust Falls*
Invisible Person	*Time*	*Group Games*
How to eat a poem	*Cents/Patterns*	*Problem Solving*
	Bending light	

Pick two activities from each discipline (class) and list which words describe the activity and its purpose most clearly. In a few sentences explain how the activity reflects these words.

When words come from more than one category, explain why.

Use as many pages as you wish to answer these questions.

Evaluation Guidelines

Reader's Name: ______________________

The following categories and descriptions were generated by the Motion class to be used in self, peer, and instructors' evaluations. For a person to deserve an A in classwork or portfolio, they should be an A in most of the categories, not necessarily every one. For a person to deserve a B, they should be a B in most of the categories. They may be an A in some and C in some.

Classwork:

Attendance, lateness

A None except for emergencies
B 2-3
C 4-6
D 7-8
N.C. 9 or more

Mark________

Working with others

Leader, supports others, helps others
A almost all of the time
B most of the time
C sometimes yes, sometimes no
D rarely, needs improvement
N.C. not acceptable

Mark________

The amount of work completed

Has completed ________ activities.
A 14-15 activities
B 12-13 activities
C 10-11 activities
D 8-9 activities
N.C. not acceptable

Mark________

Concentration

Works on activities, does not fool around
A almost all of the time
B most of the time
C sometimes yes, sometimes no
D rarely, needs improvement
N.C. not acceptable

Mark________

Understanding of classwork

Can explain almost all of the work to others
A almost all of the time
B most of the time
C sometimes yes, sometimes no
D rarely, needs improvement
N.C. not acceptable

Mark________

Communication growth

Progress in the ability to write, speak, and understand English, or consistent mastery
A excellent
B good
C fair
D poor
N.C. not acceptable

Mark________

Classwork Mark: ______________

Portfolio:

Personal Statement: Explains clearly and completely.	Mark______
Mastery Statement: Explains clearly and completely.	Mark______
Gives specific examples from activities in the program.	Mark______
Shows what the person has learned	Mark______
Is well organized.	Mark______
Is neat and easy to read.	Mark______
Explains the connections between classes.	Mark______

Portfolio Mark: __________

Personal Comments:

Beyond this evaluation, please comment on strong points, areas for improvement, and personal reactions from working with the person.

Classwork: _________ *Portfolio:* __________ *Final Mark:* ____________

Evaluation Guidelines

Reader's Name: ______________________

The following categories and descriptions were generated by the Motion class to be used in self, peer, and instructors' evaluations. For a person to deserve an A in classwork or portfolio, they should be an A in most of the categories, not necessarily every one. For a person to deserve a B, they should be a B in most of the categories. They may be an A in some and C in some.

Classwork:

Attendance, lateness

A None except for emergencies
B 2-3
C 4-6
D 7-8
N.C. 9 or more

Mark________

Working with others

Leader, supports others, helps others
A almost all of the time
B most of the time
C sometimes yes, sometimes no
D rarely, needs improvement
N.C. not acceptable

Mark________

The amount of work completed

Has completed ________ activities
A 14-15 activities
B 12-13 activities
C 10-11 activities
D 8-9 activities
N.C. not acceptable

Mark________

Concentration

Works on activities, does not fool around
A almost all of the time
B most of the time
C sometimes yes, sometimes no
D rarely, needs improvement
N.C. not acceptable

Mark________

Understanding of classwork

Can explain almost all of the work to others
A almost all of the time
B most of the time
C sometimes yes, sometimes no
D rarely, needs improvement
N.C. not acceptable

Mark________

Communication growth

Progress in the ability to write, speak, and understand English, or consistent mastery
A excellent
B good
C fair
D poor
N.C. not acceptable

Mark________

Classwork Mark: ______________

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Appendix W

One Student's Career Choice Project
The International High School at
Laguardia Community College
Long Island City, New York

Used with permission

Class: American Dream
PCD
Teacher: Claire Sylvan
By: Tina Pang

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Interview.................Page 09

Essay.....................Page 10

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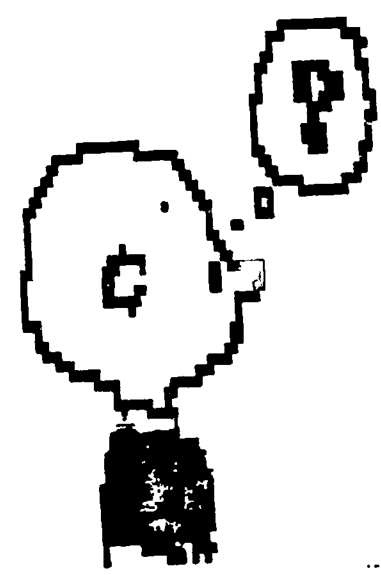
What is my dream?

In my life I have few dreams. The most important dream is to first become a college student, and study hard to become a kindergarten teachers. I have made this my dream for several reasons. The reason is that I am very interested to take care of children and I also like to work with children. When I think about it, I feel scare, because I know is very different to become a kindergarten teacher, because it need a good English skill. And other problem is that I don't know my family they have enough the money support me to go to college or not. May I just need to work hard, and try my best. Then my dream will come true.

I also have other dream is to have a good relationship with my family. I have a big family. There are seven people. My parents, my three sisters, and my brother. We doesn't have good relationship with each other, because everybody were very busy. I don't have good relationship with my parents. My parent they have to work. After they come home, they are tried, so I never have a chance to talk with them. When I were in my country, my family and I have a good relationship. But then we move to U.S.A. And we doesn't have a good relationship. Now I need to spend more time with my family and talk with them, and have a good relationship with them.

I think this dream have be change, because we move to United States. I will try my best to be with my family, and help them to solve they problem.



03

What kind of skill do I need?

What experiences did I need to have?

How much education did I need?

What kind of preparation does this job require?

What subject did I need to study for this job?

How much money do I make for each month?

How many hours do I need to work?

ERIC

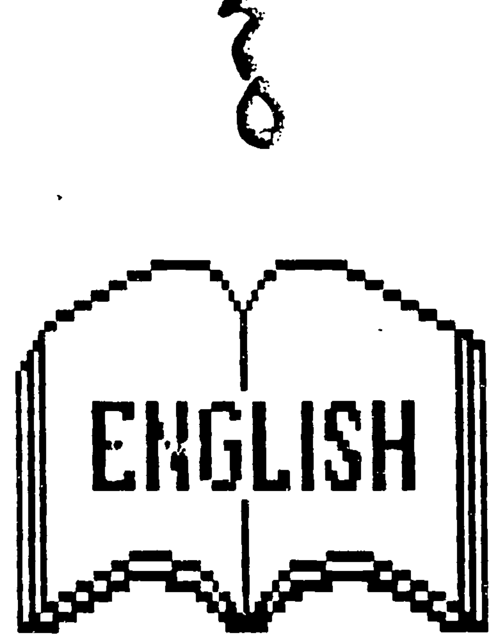
Question

1. What is a salary range?
A. $15,000 to $35,000 per year depending on experience location, and accrued continuing education credits.

2. What subject did I need for this job?
A. Teaches basic skill in Language, Science, Math and Social Studies to elementary students.

3. How many hours do I need to work?
A. Elementary school teacher work about thirty six and a half a week in their classroom.

4. How much college do I need?
a. To become pubic school teachers, student must complete an accredit four year or five year program of study or complete an alternative certification program leading to a bachelor's or a master's degree.



ERIC

05

Career Research

My career is a kindergarten or Elementary School teacher. Elementary school teacher work to each children how to read, and how to write, also have a figure with number. Become a teacher basic skill in Language, Science, Math and Social Studies to elementary students.

To become publica school, student must complete an accredited four year or five year program of study or complete an alternative certification program leading to a bachelor's or a master's degree. Elementary school teachers work about thirty six and half a week in their classroom. They have recess and lunch duty during the day. Teacher have about three hours of time during school hours in which they may prepare lesson, grade papers, make report, attend meetings, and obverse the often school activities of student. These activities can extend a teacher work week to forty six or more hours.

Many school systems have new, well lightens, well heated building. They are the work of architects school staff, and school boards. They have the latest equipment to encourage learning. On the other hand, many school system can't afford new buildings, and equipment. Some teacher may work in crowded, poorly, and poorly wentilated rooms. They may have little in the way of teaching aids. Teacher they have access to slide projectors, videotape, records, records players, computers, and television sets. The extent of this equipment depends on the school district in which the teacher work or on their requests for these aids.

Become a teacher, the salary range is $15,000 to $35,000 per year depending on experience location, and accrued continuing education credits.

TINA's Chart

Interests	Abilities	Values
writer diary	Taking care of children	help people
listen music	Cooking	family
playing piano	witting	friendship
travel	Good with number	Music
cook	Word - Processing	Education
writer letter	bilingual	Culture
read book		
playing computer		
help people		

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Activity 1 Name Tina Pang

Today you will think about your considerations in choosing a career.

I. Write a list of the criteria you use in choosing a career. Think about how you would like to spend your time on the job; the skills you would like to develop; the environment you would like to work in; desired benefits and salary; level of responsibility; your educational aspirations.

How I would like to spend my time

Play with children and help them if I need

Skills I would like to use

Take care of children, writting, well speaking.

Work environment

have good English skill, know Science, math and Social Studies.

Salary and benefits

$35,000 a year

Responsibilities I will accept

To watch children, make sure every children was save.

My educational aspirations

Four year of college.

ERIC

Interview

I interviewed one of the teacher. Her named is Mrs. Kamisakis. She work as a teacher in Queensivew Nursery School. She has been working as a teacher for fifteen years and likes it very much, especially like when the children feel good about themself. She also likes seeing the children get excited about new leaning experiences. When Mrs. Kamisakis was a child, she wanted to be a dances, but later, she decide wanted to be a teacher. Because she likes children and enjoys seeing them grow physically and intellectually.

She has to study very hard in college and she studied early children education as well as Language, Math, Social Sciences and more.

If She could start over, she would choose this career again, because she feel comfortable and confident that what she does is important. Sometime she doesn't feel like coming to work, but she knows that the children depend on her and what she does. And also sometime she feels like she chose the wrong career, because when she has an extra difficult day, but the feeling doesn't last long. Also her job is satisfying and she loves the people she works with.

09

Essay

I want to be a teacher or nurse in my future. I have interview one of the teacher in Queensivew Nursery kindergarten. I found out many thing that I don't know before. In this interview I can find out many thing I can do and I hope to be able to do. I think she enjoy her job very much, and I can see she have a lot of experiment. To become a Kindergarten is no so easy. First the people needs a abilities to taking care of children, and able to working with children. I think I have abilities to taking care of children. Last cycle I have a internship in kindergarten, and I taking care of chiders, and I enjoy it very much.

To become a teacher also need a good English skill. I think I have a problem with this, but I will try my best to learn as more a English I need and to become a very good teacher.

I see myself is a person like to working with children, I will like to spend more time with them, and I also know that I like to learn a new things, and I learn very fast.

I have many dream, but the most important dream for me is to become a kindergarten teacher, and become a very good mother, I will love them very much, and spend as more time I have to be together with them. In One day, I hope my dream will come true.

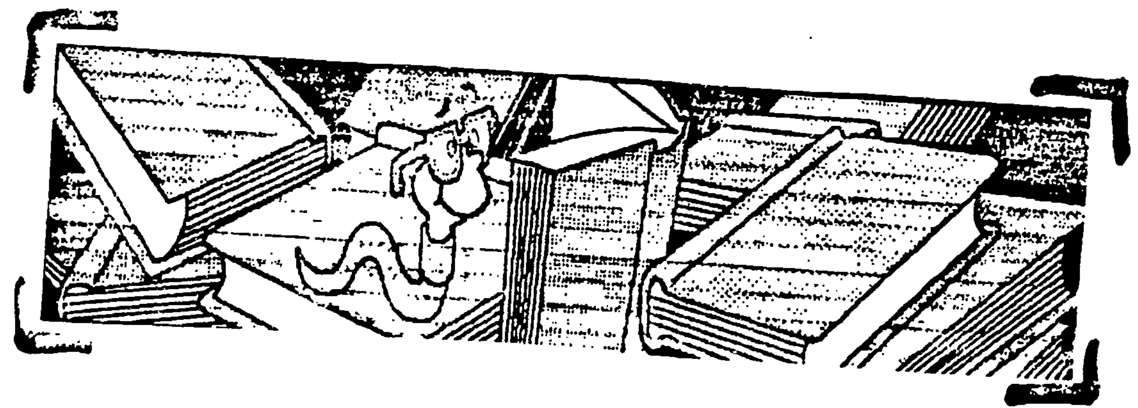
ERIC

Reaction

This is a project about my dream and my career. I like this project, and I enjoy it so much. In this book I would like to thank my friends and my teacher for helping me with this project. Specially is kimloan, Aloha, and Xu Ming. They give me some idea to do this project I also want to thank my teacher Mrs. Claire. She is great teacher I never met before, also she like to make fun in the class. I spend a lot the time to do and type this project, and I think I did put a lot effort in this project. This project make my know what is my dream and what is the career I like to be in my future. Also I interview one of the teacher and I find out it's very interest to become a kindergarten.

However I want to thank all my friends and teacher who are helping me to do this project. I hope you will enjoy this project. (THANK YOU)

BY:
Tina Pang



Appendix X

Progress Report Forms for
Grades K-3
Tuba City Primary School
Tuba City, NM

Used with permission

Checklist for Observation by Teacher

ERIC

ATTENDANCE:

	1	2	3	4	TOTAL
DAYS ENROLLED					
DAYS ABSENT					

	WEIGHT	HEIGHT
SEPT.		
MAY		

TEACHER & PARENT COMMENTS

1st Quarter

Teacher

Parent:

X

(Signature of Parent/Guardian)

2nd Quarter

Teacher

Parent:

X

(Signature of Parent/Guardian)

3rd Quarter

Teacher:

Parent:

X

(Signature of Parent/Guardian)

4th Quarter

Teacher

ment for next year: GRADE _____

Tuba City Unified School District No. 15

OUR CHILDREN OF TODAY

OUR LEADERS OF TOMORROW

KINDERGARTEN PROGRESS REPORT

Gap Primary _____ Cameron Primary ___
Tuba City Primary _____

NAME: ______________________

SCHOOL YEAR 19 ___ TO 19 ___

TEACHER: ______________________

PRINCIPAL: ______________________

DISTRICT MISSION STATEMENT AND OUTCOMES:

We commit ourselves to the educational challenge and the vision that all students are successful learners.

All students shall experience success in:

- Self-Esteem and Wellness
- Cognitive Development
- Process Skills
- Social Responsibility and Care for the Environment
- Becoming a Self-Directed Learner
- Coping Skills

ERIC

	QUARTERS															
	1st				2nd				3rd				4th			
LANGUAGE ARTS SKILLS	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced
LISTENING																
Follows oral directions																
Listens and demonstrates critical comprehension																
SPEAKING																
Participates in group discussions																
Communicates appropriately in different situations																
READING																
Story retelling indicates comprehension																
Answers to questions indicate comprehension																
Shows interest in being read to																
Looks at books (front to back, left to right)																
Turns pages sequentially																
Associates speech with printed words																
Writes using random letters, numbers, symbols																
Can rhyme words orally																
Use correct words for common objects, actions																
WRITING																
Develops appropriate illustrations																
Writes name																
Develops directionality																
Distinguishes print from picture																
Develops sound/symbol correspondence																
Forms letters conventionally																
MATHEMATICS																
Repeats patterns																
Names Basic Shapes																
Names Colors																
Matches numerals with objects																
Sorts/Classifies																
Arranges materials in graduated order																
Recognizes place value: 1s, 10s																
Adds using objects																
Understands & uses picture or symbolic graph																
Compares objects (size, height, number, etc)																
Uses comparison words																
Recognizes coins; Penny, Nickel, Dime, Quarter																
Compares intervals of time																
Makes simple estimates																
SCIENCE Shows knowledge and understanding of studied topics																
SOCIAL STUDIES Shows understanding of studied topics																
HEALTH Shows understanding of health & safety																
MUSIC Uses concepts and skills which have been taught to performs, describe and create music																
Consistently displays a positive attitude and a readiness to learn																

ERIC

	QUARTERS															
	1st				2nd				3rd				4th			
	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced
PHYSICAL EDUCATION Consistently displays a positive attitude and a readiness to learn																
Follows P.E. rules and procedures																
Demonstrates skill appropriate to his/her developmental level																
Works in partner and group activities																
COMPUTER Shows understanding of studied topics																
Consistently displays a positive attitude and a readiness to learn																
NATIVE AMERICAN STUDIES Shows understanding of studied topics																
Consistently displays a positive attitude and a readiness to learn																
ARTS Uses learned concepts and skills in an expressive manner to create art																

QUARTERS	1	2	3	4
WORK HABITS/SKILLS				
Listens carefully and follows directions				
Makes good use of time				
Works independently				
Works cooperatively				
Works carefully and neatly				
Cares for and cleans up materials				
SOCIAL/EMOTIONAL DEVELOPMENT				
Demonstrates self-control				
Accepts responsibility for self				
Takes part in group activities				
Develops confidence and self-worth				
Respects rules and authority				
Respects rights and property of others				

Grades Codes:
S = Satisfactory
N = Needs Improvement

ERIC

KNOWS THESE LETTER NAMES. SOUNDS, NUMBERS, AND CAN WRITE LETTERS:

LETTERS/SOUNDS				NUMBERS/WRITING					
A		a		1		A		a	
B		b		2		B		b	
C		c		3		C		c	
D		d		4		D		d	
E		e		5		E		e	
F		f		6		F		f	
G		g		7		G		g	
H		h		8		H		h	
I		i		9		I		i	
J		j		10		J		j	
K		k		11		K		k	
L		l		12		L		l	
M		m		13		M		m	
N		n		14		N		n	
O		o		15		O		o	
P		p		16		P		p	
Q		q		17		Q		q	
R		r		18		R		r	
S		s		19		S		s	
T		t		20		T		t	
U		u		21		U		u	
V		v		22		V		v	
W		w		23		W		w	
X		x		24		X		x	
Y		y		25		Y		y	
Z		z		26		Z		z	
				27					
				28					
				29					
				30					

ERIC Full Text Provided by ERIC

ATTENDANCE:

	1	2	3	4	TOTAL
DAYS ENROLLED					
DAYS ABSENT					

	WEIGHT	HEIGHT
SEPT.		
MAY		

TEACHER & PARENT COMMENTS

1st Quarter

Teacher

Parent:

X

(Signature of Parent/Guardian)

2nd Quarter

Teacher

Parent:

X

(Signature of Parent/Guardian)

3rd Quarter

Teacher:

Parent:

X

(Signature of Parent/Guardian)

4th Quarter

Teacher

Placement for next year: GRADE ______

Tuba City Unified School District No. 15

FIRST GRADE PROGRESS REPORT

Gap Primary _____ Cameron Primary ____
Tuba City Primary _____

NAME: ______________________

SCHOOL YEAR 19 ____ TO 19 ____

TEACHER: ______________________

PRINCIPAL: ______________________

DISTRICT MISSION STATEMENT AND OUTCOMES:

We commit ourselves to the educational challenge and the vision that all students are successful learners.

All students shall experience success in:

- Self-Esteem and Wellness
- Cognitive Development
- Process Skills
- Social Responsibility and Care for the Environment
- Becoming a Self-Directed Learner
- Coping Skills

ERIC Full Text Provided by ERIC

LANGUAGE ARTS SKILLS	QUARTERS 1st				2nd				3rd				4th			
	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced
LISTENING																
Follows oral directions																
Listens and demonstrates critical comprehension																
SPEAKING																
Orally describes events, experiences, and topics																
Participates in group discussions																
Communicates appropriately in different situations																
READING																
Knows consonant sounds																
Knows vowel sounds; long/short																
Applies various techniques of reading new words																
Understands the meaning of words																
Reads Fluently																
Makes sensible predicitions																
Summarizes what is read (main idea, sequence)																
Answers to questions indicate comprehension																
Demonstrates reading comprehension in the area of: Personal Experience Narrative																
Story																
Report																
Communication																
Poem																
Engages in independent reading																
WRITING																
The Writing Process: Participates in pre-writing activities																
Free writes to express ideas																
Writes in logical sequence-beginning/middle/end																
Writes a paragraph with clear main idea																
Uses capitals correctly																
Uses punctuation correctly																
Applies grammar to writing																
Revises																
Rewrites																
Shares and Publishes																
Applies the writing process in these areas: Personal Experience Narrative																
Story																
Report																
Communication																
Poem																
Uses inventive spelling in writing																
Accepts and uses conventional spelling in writing																
Handwriting: Forms letters correctly - manuscript																
NAVAJO LANGUAGE																
Understands oral directions																
Speaks using simple words/sentences																
Writes simple sentences																
[illegible]s and comprehends simple sentences																

MATHEMATICS:

	QUARTERS															
	1st				2nd				3rd				4th			
	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced
Computation																
Counts by 2s/5s/10s																
Counts up to: ____ ____ ____ ____																
Demonstrates understanding of place value: Ones; tens; hundreds																
Demonstrates the ability to add: 2 digit numbers without renaming/regrouping																
Demonstrates the ability to subtract: 2 digit number without renaming/regrouping																
Compares numbers accurately (more, less, equal)																
Sorting: Sorts and classifies objects into categories																
Patterns: Shows understanding of given pattern by reproducing it																
Understands and uses charts, maps and graphs																
Probability: Makes mathematical predictions																
Shapes: Recognizes common geometric figures																
Recognizes congruency of geometric figures																
Money: Counts and writes total value of coins																
Measurement: Time - Tells time to half hour and given hour																
Linear - Measure objects using: Centimeter; 1/2 inch; inch; feet; yard																
Liquid - Measure liquids using pint; quart gallon																
Fractions: Reads, writes, shows understanding of 1/2, 1/3 and 1/4																
Word Problems: Uses word clues to correctly identify the operation called for																
Is able to formulate the correct equations																
Understands mathematical terminology																
Uses strategies to solve problem situations																
SCIENCE Shows understanding of studied topics																
Conducts investigations and records results																
Draws reasonable conclusions based on results																
STUDY SKILLS Uses reference source to locate and use information																
Recognizes and uses the parts of a book: Title page; table of contents; glossary																
Uses a dictionary to locate words and to identify the structure and meaning of words																
HEALTH Shows understanding of health and safety practices studied.																

ERIC

QUARTERS

	1st				2nd				3rd				4th			
	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced
SOCIAL STUDIES Shows understanding of studied topics																
ARTS Uses art concepts and skills in an expressive manner to create art																
NATIVE AMERICAN STUDIES Shows understanding of studied topics																
Consistently displays a positive attitude and a readiness to learn																
COMPUTER Applies knowledge to operate computer and use programs																
Consistently displays a positive attitude and a readiness to learn																
PHYSICAL EDUCATION Consistently displays a positive attitude and a readiness to learn																
Follows P.E. rules and procedures																
Demonstrates skill appropriate to his/her developmental level																
Works in partner and group activities																
MUSIC Uses concepts and skills which have been taught to perform, describe, and create music																
Participates, cooperates, and meet behavioral expectations																
Consistently displays a positive attitude and a readiness to learn																

Grades Codes:
S = Satisfactory
N = Needs Improvement

QUARTERS	1	2	3	4
WORK HABITS/SKILLS				
Listens carefully and follows directions				
Makes good use of time				
Works independently				
Works cooperatively				
Works carefully and neatly				
Cares for and cleans up materials				
SOCIAL/EMOTIONAL DEVELOPMENT				
Demonstrates self-control				
Accepts responsibility for self				
Takes part in group activities				
Develops confidence and self-worth				
Respects rules and authority				
Respects rights and property of others				

ATTENDANCE:

	1	2	3	4	TOTAL
DAYS ENROLLED					
DAYS ABSENT					

	WEIGHT	HEIGHT
SEPT.		
MAY		

TEACHER & PARENT COMMENTS

1st Quarter

Teacher:

Parent:

X

(Signature of Parent/Guardian)

2nd Quarter

Teacher

Parent

X

(Signature of Parent/Guardian)

3rd Quarter

Teacher

Parent

X

(Signature of Parent/Guardian)

4th Quarter

Teacher

...ement for next year: GRADE ______

Tuba City Unified School District No. 15

OUR CHILDREN OF TODAY

OUR LEADERS OF TOMORROW

SECOND GRADE PROGRESS REPORT

Gap Primary ____ Cameron Primary ____
Tuba City Primary ____

NAME: ______________________

SCHOOL YEAR 19 ___ TO 19 ___

TEACHER: ______________________

PRINCIPAL: ______________________

DISTRICT MISSION STATEMENT AND OUTCOMES:

We commit ourselves to the educational challenge and the vision that all students are successful learners.

All students shall experience success in:

- Self-Esteem and Wellness
- Cognitive Development
- Process Skills
- Social Responsibility and Care for the Environment
- Becoming a Self-Directed Learner
- Coping Skills

LANGUAGE ARTS SKILLS	QUARTERS															
	1st				2nd				3rd				4th			
	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced
LISTENING																
Follows oral directions																
Listens and demonstrates critical comprehension																
SPEAKING																
Orally describes events, experiences, and topics																
Participates in group discussions																
Communicates appropriately in different situations																
READING																
Knows consonant sounds																
Knows vowel sounds; long/short																
Applies various techniques of reading new words																
Understands the meaning of words																
Reads Fluently																
Makes sensible predicitions																
Summarizes what is read (main idea, sequence)																
Answers to questions indicate comprehension																
Demonstrates reading comprehension in the area of: Personal Experience Narrative																
Story																
Report																
Communication																
Poem																
Engages in independent reading																
WRITING																
The Writing Process: Participates in pre-writing activities																
Free writes to express ideas																
Writes in logical sequence-beginning/ middle/end																
Writes a paragraph with clear main idea																
Uses capitals correctly																
Uses punctuation correctly																
Applies grammar to writing																
Revises																
Rewrites																
Shares and Publishes																
Applies the writing process in these areas: Personal Experience Narrative																
Story																
Report																
Communication																
Poem																
Uses inventive spelling in writing																
Accepts and uses conventional spelling in writing																
Handwriting:																
Forms letters correctly - manuscript																
NAVAJO LANGUAGE																
Understands oral directions																
Speaks using simple words/sentences																
...s simple sentences																
...s and comprehends simple sentences																

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QUARTERS	1st				2nd				3rd				4th			
	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced
MATHEMATICS: Computation																
Reads, writes, understands numbers to 1000																
Demonstrates understanding of place value: Ones; tens; hundreds; thousands																
Demonstrates the ability to add: 2 or 3 digit numbers without regrouping																
2 digit numbers with renaming/regrouping																
.3 digit numbers with renaming/regrouping																
Demonstrates the ability to subtract: Subtracts 2 or 3 digit numbers from a 3-digit number without renaming/regrouping																
2 digit numbers with renaming/regrouping																
3 digit numbers with renaming/regrouping																
Demonstrates the ability to multiply: single digit factors																
Sorting: Sorts and classifies objects into categories																
Patterns: Shows understanding of given pattern by reproducing it																
Understands and uses charts, maps and graphs																
Probability: Makes mathematical predictions																
Shapes: Recognizes common geometric figures																
Recognizes congruency of geometric figures																
Money: Counts and writes total value of coins and bills																
Measurement: Time - Tells time to 15 minute intervals																
Temperature - Records the temperature shown on a Farenheit thermometer																
Linear - Measure objects using: Centimeter; 1/2 inch; inch; feet; yard																
Liquid - Measure liquids using pint; quart gallon																
Fractions: Reads, writes, shows understanding of any power fraction																
Word Problems: Uses word clues to correctly identify the operation called for																
Is able to formulate the correct equations																
Understands mathematical terminology																
Uses strategies to solve problem situations																
SCIENCE Shows understanding of studied topics																
Conducts investigations and records results																
Draws reasonable conclusions based on results																

	QUARTERS: 1st				2nd				3rd				4th			
	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced
SOCIAL STUDIES Shows understanding of studied topics																
HEALTH Shows understanding of health and safety practices studied																
STUDY SKILLS Uses reference source to locate and use information																
Recognizes and uses the parts of a book: Title page; table of contents; index; glossary																
Uses a dictionary to locate words and to identify the structure and meaning of words																
ARTS Uses art concepts and skills in an expressive manner to create art																
NATIVE AMERICAN STUDIES Shows understanding of studied topics																
Consistently displays a positive attitude and a readiness to learn																
COMPUTER Applies knowledge to operate computer and use programs																
Consistently displays a positive attitude and a readiness to learn																
PHYSICAL EDUCATION Consistently displays a positive attitude and a readiness to learn																
Follows P.E. rules and procedures																
Demonstrates skill appropriate to his/her developmental level																
Works in partner and group activities																
MUSIC Uses concepts and skills which have been taught to perform, describe, and create music																
Participates, cooperates, and meet behavioral expectations																
Consistently displays a positive attitude and a readiness to learn																

QUARTERS	1	2	3	4
WORK HABITS/SKILLS				
Listens carefully and follows directions				
Makes good use of time				
Works independently				
Works cooperatively				
Works carefully and neatly				
Cares for and cleans up materials				
SOCIAL/EMOTIONAL DEVELOPMENT				
Demonstrates self-control				
Accepts responsibility for self				
Takes part in group activities				
Develops confidence and self-worth				
Respects rules and authority				
Respects rights and property of others				

Grades Codes:
S = Satisfactory
N = Needs Improvement

ATTENDANCE:

	1	2	3	4	TOTAL
DAYS ENROLLED					
DAYS ABSENT					

	WEIGHT	HEIGHT
SEPT.		
MAY		

TEACHER & PARENT COMMENTS

1st Quarter

Teacher

Parent:

X

(Signature of Parent/Guardian)

2nd Quarter

Teacher

Parent:

X

(Signature of Parent/Guardian)

3rd Quarter

Teacher:

Parent:

X

(Signature of Parent/Guardian)

4th Quarter

Teacher

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...cement for next year: GRADE ____

Tuba City Unified School District No. 15

OUR CHILDREN OF TODAY

OUR LEADERS OF TOMORROW

THIRD GRADE PROGRESS REPORT

Gap Primary ____ Cameron Primary ____ Tuba City Primary ____

NAME: ____

SCHOOL YEAR 19 ____ TO 19 ____

TEACHER: ____

PRINCIPAL: ____

DISTRICT MISSION STATEMENT AND OUTCOMES:

We commit ourselves to the educational challenge and the vision that all students are successful learners.

All students shall experience success in:

- Self-Esteem and Wellness
- Cognitive Development
- Process Skills
- Social Responsibility and Care for the Environment
- Becoming a Self-Directed Learner
- Coping Skills

LANGUAGE ARTS SKILLS	QUARTERS 1st				2nd				3rd				4th			
	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced
LISTENING																
Follows oral directions																
Listens and demonstrates critical comprehension																
SPEAKING																
Orally describes events, experiences, and topics																
Participates in group discussions																
Communicates appropriately in different situations																
READING																
Knows common consonant sounds																
Knows common vowel sounds; long/short																
Applies various techniques of reading new words																
Understands the meaning of words																
Reads Fluently																
Makes sensible predicitions																
Summarizes wnat is read (main idea, sequence)																
Answers to questions indicate comprehension																
Demonstrates reading comprehension in the area of: Personal Experience Narrative																
Story																
Report																
Communication																
Poem																
Engages in independent reading																
WRITING																
The Writing Process: Participates in pre-writing activities																
Free writes to express ideas																
Writes in logical sequence-beginning/ middle/end																
Writes a paragraph with clear main idea																
Uses capitals correctly																
Uses punctuation correctly																
Applies grammar to writing																
Revises																
Rewrites																
Shares and Publishes																
Applies the writing process in these areas: Personal Experience Narrative																
Story																
Report																
Communication																
Poem																
Uses inventive spelling in writing																
Accepts and uses conventional spelling in writing																
Handwriting: Forms letters correctly - manuscript																
Forms letters correctly - cursive																
MATHEMATICS																
Computation: [illegible]s fluent recall of facts: addition 0-20																

ERIC

	QUARTERS															
	1st				2nd				3rd				4th			
	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced
SOCIAL STUDIES Shows understanding of studied topics																
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Recognizes and uses the parts of a book: Title page: table of contents; index; glossary																
Uses a dictionary to locate words and to identify the structure and meaning of words																
ARTS: Uses art concepts and skills in an expressive manner to create art																
NATIVE AMERICAN STUDIES Shows understanding of studied topics																
Consistently displays a positive attitude and a readiness to learn																
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PHYSICAL EDUCATION Consistently displays a positive attitude and a readiness to learn																
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Demonstrates skill appropriate to his/her developmental level																
Works in partner and group activities																
MUSIC Uses concepts and skills which have been taught to perform, describe, and create music																
Participates, cooperates, and meets behavioral expectations																
Consistently displays a positive attitude and a readiness to learn																

QUARTERS	1	2	3	4
WORK HABITS/SKILLS				
Listens carefully and follows directions				
Makes good use of time				
Works independently				
Works cooperatively				
Works carefully and neatly				
Cares for and cleans up materials				
SOCIAL/EMOTIONAL DEVELOPMENT				
Demonstrates self-control				
Accepts responsibility for self				
Takes part in group activities				
Develops confidence and self-worth				
Respects rules and authority				
Respects rights and property of others				

Grades Codes:
S = Satisfactory
N = Needs Improvement

MATHEMATICS: (CONT.)	QUARTERS															
	1st				2nd				3rd				4th			
	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced	Consistent Use	Making Progress	Beginning to Use	Not Introduced
Computation																
subtraction 0-20																
multiplication 0-5x																
Demonstrates understanding of place value: Ones; tens; hundreds; thousands																
Demonstrates the ability to add: 2 digit numbers with renaming/regrouping																
3 digit numbers with renaming/regrouping																
3 digit numbers in a column																
4 digit numbers with renaming/regrouping																
Demonstrates the ability to subtract: 2 digit numbers with renaming/regrouping																
3 digit numbers with renaming/regrouping																
3 digit numbers with zeros																
Demonstrates the ability to multiply: single digit factors																
Sorting: Sorts and classifies objects into categories																
Patterns: Shows understanding of given pattern by reproducing it																
Understands and uses charts, maps and graphs																
Probability: Makes mathematical predictions																
Shapes: Recognizes common geometric figures																
Recognizes congruency of geometric figures																
Money: Counts and writes total value of coins and bills																
Makes correct change																
Measurement: Time - Tells time to 5 minute intervals																
Temperature - Records the temperature shown on a Farenheit thermometer																
Linear - Measure objects using: 1/2 inch; inch; feet yard; mile																
Liquid - Measure liquids using ounce; pint; quart gallon																
Fractions: Reads, writes, shows understanding of any power fraction																
Word Problems: Uses word clues to correctly identify the operation called for																
Is able to formulate the correct equations																
Understands mathematical terminology																
Uses strategies to solve problem situations																
SCIENCE																
Shows understanding of studied topics																
Conducts investigations and records results																
...ws reasonable conclusions based on results																

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Appendix Y

Checklist for Observation by Teacher
Martin Luther King, Jr. Elementary School
Urbana, Illinois

Used w' .1 pe:mission

Checklist for Observation by Teacher

Martin Luther King, Jr. Elementary School
Urbana, Illinois

Self Management Skills

1. Awareness of classroom routines
2. Awareness of group activity and willingness/ability to participate
3. Directs attention properly
4. Takes direction from within the group (does not need to depend on individual instruction)
5. Takes responsibility for getting help from teacher when appropriate
6. Works independently and goes on to the next step without constant checking

Academic Skills

1. Reading
    a. Participates successfully in reading group
    b. Reads content textbooks with comprehension adequate for average progress

2. Writing
    a. Write connective discourse with adequate skill in "mechanics," according to grade
    b. Understands simple parts of speech appropriate to grade level

3. Social Studies (as appropriate to grade level)
    a. Map skills
    b. Geography concepts (country, ocean, etc.)
    c. Community concepts (neighborhood, workers, etc.)
    d. Government, social organization

4. Science (as appropriate to grade level)
    a. English measurement system
    b. Metric measurement system
    c. Domains of vocabulary and concepts for the grade level

5. Health: Basic body parts and organs

6. Mathematics
    a. Four basic operations and related vocabulary
    b. Symbols: < > +
    c. Place value
    d. Our system for laying out operations
    e. Measurement of time, money, distance, mass, volume
    f. Graphing

g. Geometric shapes
h. Problem-solving strategies

NAME____________________
GRADE____________________

CHECKLIST OF TRANSITIONED STUDENTS IN THE CLASSROOM

SELF-MANAGEMENT SKILLS

1. Aware of classroom routines
2. Aware of group activity and willing/able to participate
3. Directs attention appropriately
4. Takes direction within group
5. Asks teacher for help when appropriate
6. Works independently and without undue checking with teacher

ACADEMIC SKILLS

1. Participates successfully in reading group
2. Performs assigned activities, i.e., worksheets, centers, etc.
3. Completes homework assignments successfully

SOCIAL SKILLS

1. Relates easily with other students
2. Considers the feelings and needs of others

1.					
2.					
3.					
4.					
5.					
6.					
1.					
2.					
3.					
1.					
2.					

+ = Above Average
√ = Average
- = Below Average

Appendix Z

Checklist for English Proficiency for Grades 6-12
Washington Middle School
Yakima, Washington

Checklist for English Proficiency for Grades 6-12

Have you read to your class today?

English As A Second Language
Course Outcomes LEVEL 1
(grade 6-12)

(Shortened version of C.O.)

0101 Respond to an oral command.
0102 Illustrate comprehension of a short spoken passage.
0103 Respond in controlled situations using simple tense.
0104 Create four sentence story in response to a verbal/visual cue.
0105 Respond verbally to basic greetings.
0106 Respond with a complete sentence to simple questions.
0107 Describe common objects in home or school environment.
0108 Read and interpret familiar material (survival vocabulary).
0109 Use dictionary to supplement and expand vocabulary.
0110 Write a four sentence description.
0111 Write answers to questions in complete sentences.
0112 Write words, phrases, and sentences from dictation.
0113 Construct sentences with correct use of capitals, periods, question marks, and exclamation points.
0114 Demonstrate appropriate social behavior skills.

Y=Success N=Limited Success (Blank indicates C.O. not taught)

English As A Second Language
Course Outcomes LEVEL 2
(grade 6-12)

(Shortened version of C.O.)

0215 Respond to an oral commands with two or more directions.
0216 Indicate the meaning of familiar oral vocabulary in various contexts.
0217 Respond to voice inflections.
0218 Infer the main idea of an oral presentation containing unfamiliar vocabulary.
0219 Respond in controlled situations using appropriate tense.
0220 Employ oral language in social and public situations.
0221 Express own thoughts independent of structural questions or teacher cues.
0222 Use some common idioms in classroom conversations.
0223 Recite material using correct pronunciation, rhythm, and stress, e.g., nursery rhymes, poetry, jazz, and chants.
0224 Use reference materials.
0225 Use commas.
0226 Spell acquired vocabulary correctly in writing assignments.
0227 Write original thoughts in at least three sequential sentences.
0228 Write a paragraph of at least five sentences on a given topic.
0229 Describe basic cultural differences and similarities.

Y=Success N=Limited Success (Blank indicates C.O. not taught)

English As A Second Language
Course Outcomes LEVEL 2
(grade 6-12)

(Shortened version of C.O.)

0330 Comprehend dialects, accents, enunciation, and pronunciation.
0331 Indentify the main idea in converstions.
0332 Use vocabulary needed to function in content area classes.
0333 Use appropriate verb tense, subject-verb agreement, syntax, and sentence form in conversations.
0334 Develop fluency by participating in group discussion, defending opinion, solving problems and evaluating.
0335 Interpret language connotations in social or public situations.
0336 Use the computer for information retrieval.
0337 Summarize a short passage.
0338 State the main idea of a story.
0339 Execute written instructions given in an assignment.
0340 Use contect to infer meaning of vocabulary in content areas.
0341 Read aloud for verbal fluency, to increase verbal speed, and to develop verbal intonation that shows emotion.
0342 Compose sentences with nouns, pronouns, verbs, adjectives, and adverbs in appropriate order.
0343 Construct more complex sentence patterns by combining two or more ideas.
0344 Complete forms and applications correctly and legibly.
0345 Use appropriate sentence punctuation.
0346 Develop a paragraph by writing a topic sentence and supporting it with at least 3 details.
0347 Compare differences and similarities among various cultures represented in the classroom.
0348 Recognize historical events and their effects on contemporary living.

Y=Success N=Limited Success (Blank indicates C.O. not taught)

Appendix AA

Bilingual/Multicultural Staff Development Opportunities
1993-1994
Albuquerque School District
Albuquerque, New Mexico

Bilingual/Multicultural Staff Development Opportunities

1993-1994

Date/Time	Topic	Site	Target Audience	Description
WORKSHOP Wednesday, Aug. 18 2:00-3:30	Bilingual Program Basics Presentation	Montgomery Complex OÑATE	K-12 Bilingual staff, site administrators in **year round schools**	Preparation for 40th day, startup responsibilities, Q&A.
WORKSHOP Wednesday, Sept. 1 2:00-3:30	Bilingual Program Basics Presentation	Montgomery Complex OÑATE	K-12 Bilingual staff, site administrators in **traditional calendar schools**	Preparation for 40th day, startup responsibilities, Q&A.
INSTITUTE Tuesday, Sept. 14 8:30-3:30	Teacher/Assistant Teaming. This session will be offered again in the spring. Date and site will be announced later.	Montgomery Complex POCO LOCO	K-12 Teacher and bilingual assistant teams	Specific strategies for teaming and delivering instruction in two languages at the elementary and secondary levels. Limited to 30 teacher and bilingual assistant teams.
INSTITUTE Monday, Sept. 27 1:00-5:00	Literatura Infantil y Juvenil	Spanish Resource Center, Continuing Ed Bldg; 4121 Carlisle Blvd. NE	K-8 Bilingual and Spanish teachers and assistants	Presentation of Children's Literature and strategies for their use with children.

CLUSTER Wednesday, Sept.29 2:00-3:30	Intra-cluster Articulation	Highland Cltr. and East Region: Emerson Rio Cluster: Pajarito Albuquerque Cltr: Dolores Gonzales West Region:TBA North Region: Gov. Bent	K-12 Bilingual teachers and bilingual assistants	Program sharing, planning inter-school projects and intra-cluster
WORKSHOP Wednesday, Oct. 6 2:00-3:30	Publisher's Presentations	Montgomery Complex OÑATE	K-12 Interested Staff	Publishers will display materials and present new texts.
INSTITUTE Saturday, Oct 23 8:30-3:30	Introduction to Sheltered Instruction	Montgomery Complex OÑATE	K-12 Regular content teachers	MRC presenters for sheltered content instruction. Limited to 50 participants.
INSTITUTE **Thursday** **Oct. 21** **1:00-4:00**	Quixote para Niños	**Spanish Resource Center, Continuing Ed. Bldg. 4121 Carlisle Blvd NE**	K-6 Bilingual and Spanish teachers and assistants	Presentation of Quixote Tales for children.
WORKSHOPS Wednesday, Nov. 3 2:00-3:30	El uso del español or Portfolio Assessment in ESL	Montgomery Complex DE VARGAS AAER	Bilingual teachers and assistants, secondary ESL teachers and assistants.	Participants select from 2 sessions: one dealing with language, one using portfolios for ESL students. Each session is limited to 35 participants.

INSTITUTE Friday, Nov. 19 8:30-3:30	Cultural Presentations Part I of II. Part II- TBA	Montgomery Complex OÑATE	K-12 Bilingual and regular education staff	Guest speakers addressing the cultures and learning styles of Native Hispanic students, Asians, African Americans, and Native Americans. Limited to 100 participants.
WORKSHOPS Wednesday, Dec. 1 2:00-3:30	Make-n-Take Culture through Dance Literacy through Music	Montgomery Complex OÑATE To Be Announced To Be Announced	K-5 Interested Staff K-12 Interested Staff K-12 Interested Staff	Hands-on and take home activities for the holidays. Activities to promote culture. Bring your dancing shoes. Activities to promote literacy. Bring voices or musical instruments.
WORKSHOP Wednesday, Jan. 5 2:00-3:30	Parental Involvement	Montgomery Complex OÑATE	K-12 Bilingual Staff	Ideas for involving families in their child's education.
INSTITUTE Tuesday, Jan. 25 8:30-3:30	How to organize staff development and study groups at your schools	Montgomery Complex BALBOA	Principals K-12 Bilingual Staff	Ideas for organizing staff development and study groups. Limited to 35 participants.
WORKSHOP Wednesday, Feb. 2 2:00-3:30	SDE Bilingual Application	Montgomery Complex OÑATE	Principals K-12 Bilingual Staff	Nuts & Bolts session on preparing SDE Application for Bilingual/Multicultural Program at your school.
NABE '94	**CONFERENCE**	**FEBRUARY 15-19**	**LOS ANGELES**	

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NABE '94	CONFERENCE	FEBRUARY 15-19	LOS ANGELES	
INSTITUTE Friday, Feb. 25 8:30-3:30	Spanish for teachers	Spanish Resource Center, Continuing Ed. Bldg; 4121 Carlisle NE	K-12 Bilingual and Spanish teachers, bilingual assistants	Spanish language development for bilingual teachers. Limited to 30 participants.
WORKSHOP Wednesday, March 2 2:00-3:30	Native American Students in Bilingual Programs Fine Arts in the Bilingual Program Bilingual/ESL Special Education Issues	To Be Announced Montgomery Complex DE VARGAS To Be Announced	K-12 Interested Staff K-12 Interested teachers and assts. K-12 Interested teachers and assts	Self-selection
TESOL	**CONFERENCE '94**	**MARCH 8-12**	**BALTIMORE**	
NMABE	**CONFERENCE**	**APRIL 7-9**	**ALBUQUERQUE**	
WORKSHOP Wednesday, May 4 2:00-3:30	Bilingual Program Year End	Montgomery Complex DE VARGAS DE SOTO OÑATE	Principals and bilingual staff	Introspective review of the year and perspectives on the coming year.

NOTE: Arrangements for substitute coverage and decisions for availability of stipends will be made at the school site. Contact your region program specialist for assistance.

Appendix BB

Hazeltine Avenue Elementary School Parent Resource Center
Hazeltine Avenue Elementary School
Van Nuys, California

Hazeltine Avenue Elementary School Parent Resource Center

July 1993

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
ESL classes will resume in August Please call to register			1	2	3
5	6 Kindergarten Parent Orientation 9:30am	7 YMCA orientation What resources are available for our families? 8:30am	8	9 Basic Sewing Classes 10am - 12pm	10
12 Basic Sewing Classes 10am - 12pm	13 Local YMCA tour 8:15am at Parent Center	14	15	16 Basic Sewing Classes 10am - 12pm	17
19 Basic Sewing Classes 10am - 12pm	20 Art Classes Ceramic flowers arrangement Mrs. Mancia 9am	21 Steering Committee 8am Art Classes Mrs. Mancia 9am	22 Nutrition and Child Well-being Presentation 8:30am	23 Basic Sewing Classes 10am - 12pm	24
26 Basic Sewing Classes 10am - 12pm	27	28	29	30 Basic Sewing Classes 10am - 12pm	31

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Appendix CC

Pinellas County Schools
District Plan for Limited English Proficient Students
Pinellas County, Florida

Home/Liaison Personnel must:

1. Act as a liaison for the school, community, and parents.

2. Counsel students with personal problems.

3. Fill out forms including applications for food stamps, driver's licenses and checking accounts.

4. Advise students in their interactions with the police.

5. Arrange for dental and medical examinations.

6. Locate suitable clothing and furniture.

7. Arrange for translators and interpreters.

8. Confer with guidance counselors to plan students' programs and to hand-schedule their classes.

9. Help students apply for tests, college admission, and scholarships.

10. Arrange field trips.

11. Sponsor clubs and encourage ESOL students to join.

12. Encourage language minority parents to joint Parent-Teacher Associations.

13. Sponsor and arrange for cultural events in the school.

14. Provide classroom teachers with supplemental seatwork and appropriate assignments for ESOL students.

15. Schedule volunteer tutors and plan their tutoring activities.

16. Explain various school and community activities to students, such as pep rallies, assemblies, dances, parades, and encourage them to participate.

17. Arrange for special testing such as psychological, speech, hearing, and learning disability.

18. Discuss personal hygiene with students, when needed.

19. Explain assignments given to ESOL students by classroom teachers.

20. Counsel students about finding and keeping jobs.

21. Help parents and guardians enroll in adult ESOL classes.

22. Work with the school librarian to obtain appropriate materials for ESOL students.

23. Function as resource and liaison with school staff.

Appendix DD

Pinellas County Education Foundation
Doorways Program
Pinellas County, Florida

Pinellas County Florida
The Doorways Program

Unlike the usual financial aid package which asks only for a verification of financial need, students and parents who enter into the Pinellas County Education Doorways program must sign a contract and agree to uphold certain responsibilities.

Students must adhere to a number of contractual points. They include the following:

* attend classes
* complete homework assignments
* study and prepare for tests and examinations
* not allow their grade point average to below 75% in any subject area
* exhibit positive behavior in and out of school
* remain drug free and crime free
* not be found guilty of or adjudicated for any felony or first degree misdemeanor
* participate in all Doorways activities.

A Student who does not maintain her standing, or who violates any of the contract's stipulations risks losing the Doorways grant.

Parents or Guardians also have responsibilities as outlined in the agreement:

* support and encourage the student to develop a positive relationship with the teachers, the volunteer mentors, and Doorways
* attend one Parent Orientation meeting per year
* monitor any scholastic or behavioral achievements or problems the student may encounter.

In return, Doorways provides the student with financial aid for two years of community college plus two years at a Florida state university or technical education center. Doorways also assigns the student with a volunteer mentor, who has her own contractual responsibilities, as mentioned below.

A volunteer mentor, selected by Doorways, is expected to strive to positively mentor and assist the educational development of the student and encourage the student and family to realize the very highest educational potential possible. The mentor must spend several hours per month with the student.

The Doorways Expanded Horizons Program

Doorways Expanded Horizons allows Doorways scholarship recipients to benefit from the community's cultural and ,enhanced learning opportunities. Financially disadvantaged children and their families seldom have the ability to engage in cultural and recreational activities. Through this program, our Doorways students and their families will be able to attend concerts, plays, special events, and enjoy museums and recreational facilities--this broadening their cultural horizons and enriching their lives.

The Doorways Expanded Horizons program is sponsored by Honeywell, Inc. Agreements have been negotiated with cultural and performing arts groups and organizations to provide free access to the children and, in most cases, their parents and/or mentors to selected activities. Attendance at these events will include the mentors, program staff and community agency representatives to further strengthen the bonds with the

children and their families. In addition to these activities, coupons, tickets, tokens, etc. will be given to Doorways students on an ongoing basis.

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Appendix EE

The Integration of Language and Content

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INTEGRATING LANGUAGE AND CONTENT INSTRUCTION

CONTENT TEACHER

CONTENT OBJECTIVES
(concepts and skills)

- identification of content related to language skills
- curricula for specific content areas
- instructional methods for teaching content
- assessment of content learning

CONTENT TEACHER can now adapt instruction to meet needs of limited language proficient students.

INTEGRATED APPROACH

- application of instructional methods which integrate language and content
- principles for developing or adapting instructional materials which integrate language and content
- identification of relationship between content and language skills
- strategies for assessment of students' language skills as well as content area concepts and skills

LANGUAGE TEACHER

LANGUAGE OBJECTIVES
(concepts and skills)

- identification of language skills related to the content
- curricula for specific language learning
- instructional methods for teaching language
- assessment of language learning

LANGUAGE TEACHER can now adapt language instruction to focus on academic language skills.

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