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Griffin, GA 30224
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President's Remarks

Georgia ASCD is celebrating its 61st birthday! As we reflect on our many accomplishments, we continually revisit our mission and strategic plan and have streamlined our goals to ensure alignment with International ASCD. Georgia ASCD is also experiencing some transition in leadership.

Donna Butler, our long time executive director, is resigning to pursue other professional goals, and she will be difficult to replace. Thank you, Donna, for your unwavering support and dedication to Georgia ASCD. As liaison to International ASCD, Donna has made tremendous impact on our affiliate. Donna's great ability to organize and synthesize information into a reader-friendly newsletter has helped our *Reporter* become an International award-winning publication. Donna, your impact on Georgia ASCD will be felt for a long time. Best wishes to you!



Yvonne Frey

As members of ASCD, our commitment is to continually search for educational improvements for every child in our rapidly growing, diverse population. This special issue of *The Reporter* focuses on the opportunities and challenges facing the state of Georgia as it experiences an expanding Latino population. Dr. Butler worked with our guest editors, Drs. Paul Matthews and Bernadette Musetti from the Center for Latino Achievement and Success at the University of Georgia, in making this valuable professional learning resource available to our membership.

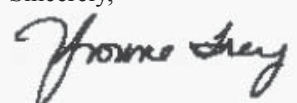
The articles cover topics important to teachers and administrators who want to develop the knowledge and skills necessary to help all their students achieve. Effective programs from around the state are highlighted as examples of how schools and districts are working proactively to support Latino education and to meet the needs of Latino students and families. National experts offer suggestions about teaching strategies and ways to involve parents more effectively in the education of their children. And, throughout the issue, you will find suggestions about books, reports, websites, and other resources to assist in planning your learning about Latino student achievement. As educators, we all will benefit from reading this special issue.

Georgia ASCD appreciates the efforts of Drs. Paul Matthews and Bernadette Musetti in sharing their expertise and that of their colleagues with our membership. It is through this kind of collaboration that we can all become more effective as we work to ensure educational success for all Georgia children.

Finally, I want to remind you that, as an Association, we are challenged with securing representation from all of our Georgia districts. We invite you to become more involved in Georgia ASCD. You can do that by contacting Connie Burch, our Vice President for Member Services. Her phone number is 770.682.4192 and her e-mail address is Connie_Burch@gwinnett.k12.ga.us. We welcome your involvement in all that we do.

Enjoy this issue of *The Reporter*. I look forward to seeing you at the Annual Conference on February 26-27 in Duluth, Georgia. You can read more about the Conference on pages 40-45 of this issue. A registration form is included for your convenience, also.

Sincerely,



Yvonne Frey
President - Georgia ASCD

The Reporter

Winter 2004

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Graphic Design by Troy Bassett

The opinions expressed in this publication are those of invited essayists and not necessarily those of Georgia ASCD.



Donna Q. Butler Center for Latino Achievement and Success (CLASE) at the University of Georgia.

Dear Colleagues,

Once each year Georgia ASCD collaborates with another educational organization to produce an issue of *The Reporter* dedicated to a topic of interest and importance for our membership. For this special issue, our topic is “Programs and Partnerships for Latino Educational Success” and our collaborating organization is the

Center for Latino Achievement and Success (CLASE) at the University of Georgia. We are very fortunate to have as our guest editors Drs. Paul Matthews and Bernadette Musetti, co-directors of the Center. They have done an outstanding job in developing this issue and Georgia ASCD appreciates all of their efforts on behalf of our Association. We know that you will benefit from reading the articles and we encourage you to visit the CLASE website to learn more about our collaborating partner.

Enjoy this Winter 2004 issue of *The Reporter*. Let us know how you use the material and the impact it has on your professional learning and practice.

Sincerely,

Donna Q. Butler, Ph.D.
Executive Director

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What Is ASCD?

ASCD is an international nonprofit and non-partisan association of individuals who share the belief that all students can succeed in a challenging, well-planned educational program. With approximately 150,000 members, ASCD is one of the largest education associations in the world.

ASCD is committed to the mission of *Forging Covenants in Teaching and Learning for the Success of All Learners*. Because its members—superintendents, principals, supervisors, teachers, specialists, school board members, professors of higher education, and central office staff—are involved in every facet of education, ASCD possesses a unique vantage point in the education community. The Association looks beyond isolated concerns to address systemic issues as it works to transform education and create a better future for students.

ASCD provides leadership in the areas of supervision, instruction, and curricular design. Serving as a catalyst for positive change in education, ASCD disseminates information on educational research and practice and forges links among educators around the world through:

- Media and technology;
- Publications and training programs;
- Seminars and conferences;
- Affiliates in every state and around the world;
- A topical Networks program; and
- Panels, study groups, and collaborations.

A Tradition of Progress

Since its inception in 1943, ASCD has worked to improve teaching and learning by serving as a clearinghouse for ideas and a forum for debate. The Association has foreseen significant trends in education and sought to shape the future to benefit students and schools. With the help of ASCD, talented educators have been able to effectively integrate pioneering concepts into classroom practice.

The Association at a Glance:

150,000 members, including superintendents, principals, teachers, specialists, school board members, professors, central office staff, counselors, and supervisors.

Affiliates:

Sixty-eight affiliates located in the 50 states, the District of Columbia, Puerto Rico, the Virgin Islands, Canada, the Caribbean, Europe, and East Asia.

Networks:

More than 50 ASCD networks connect educators with similar interests and concerns on topics ranging from indigenous peoples' education to teacher leadership and school-university partnerships.

Annual Conference:

ASCD's Annual Conference gathers over 14,000-15,000 educators each year to one of the most diverse and rewarding events in education.

Next Year's Conference:

San Francisco, March 8-10, 2003

Publications:

ASCD's many publications include:

- *Educational Leadership*, the ASCD Journal
- Books on current topics in education
- Newsletters including *Curriculum Update*, *Education Update*, *ASCD Bulletin* (Online Newsletter)
- *Journal of Curriculum and Supervision*, a refereed, scholarly journal published quarterly
- *The ASCD Curriculum Handbook*, updated regularly
- *The Curriculum/Technology Quarterly* newsletter
- *The ASCD Yearbook*

Affiliate Action

What is Georgia ASCD?

Georgia ASCD is a professional organization dedicated to improving instruction in Georgia and to developing the capacity of each member for leadership.

Georgia ASCD provides a forum for state and national issues, the exchanging and sharing of quality educational practices, resources and effective implementation models through opportunities for involvement of persons interested in and supportive of quality instruction.

The organization offers an environment for interaction, problem solving, policy analysis, joint planning, research, and publications.

What are the Benefits of Membership?

- Networking with educational colleagues and advocates across Georgia.
- Communicating through a regular Georgia ASCD newsletter.
- Providing a forum for contemporary issues in education through local/regional Drive-in Conferences.
- Training offered both on a statewide and regional basis.
- Participation in a two-day statewide Spring Conference and one-day Fall Conference, featuring nationally known consultants.
- Maintaining a working relationship, representation, and a leadership role in International ASCD.

Contact:

Office of the Executive Director, Georgia ASCD • Aderhold Hall • The University of Georgia • Athens, Georgia 30602

Annual Dues: \$35.00

What is the Relationship Between Georgia ASCD and ASCD?

Georgia ASCD is an independent state unit affiliated with international ASCD through compatible constitutions and participation in the governance of ASCD through membership on the national board of directors.

ASCD provides special services and assistance to the state unit. On approval of the Georgia ASCD board, the state president recommends national committee appointments, articles for national publication, and programs for the national conventions. Georgia ASCD and ASCD cooperate still further in providing the opportunity for joint dues solicitation.

Georgia ASCD Membership Application

Enclosed is my check in the amount of \$35.00 in payment of the membership fee for the Georgia Association for Supervision and Curriculum Development during 2002-2003.

Miss, Ms., Mrs., Mr., Dr. _____

Title, Responsibilities _____

Work Address _____

Home Address _____

Mail Address Desired: School Home Membership: New Renew

Telephone: Home _____ Work _____

District (Office/School): _____

Member of National ASCD: Yes No

Please Return This Application & Check To:

Georgia ASCD, G-2 Aderhold Hall, The University of Georgia, Athens, GA 30602

Georgia ASCD 2003-2004 Officers Executive Board & District Officers

Officers

President - Yvonne Frey	
Gwinnett County Schools	(678) 714-3655
President-Elect - Rita Cantrell	
Gwinnett County Schools	(770) 945-5763
Past-President - Wendy Hughes	
Henry County Schools	(770) 957-6601
Vice President for Membership Services - Connie Burch	
Gwinnett County Schools	(770) 682-4192
Secretary - Cathy Geis	
Fayette County Schools	(770) 460-3990
Treasurer - David Martin	
Georgia Council on Economic Education	(404) 651-3280
Executive Director - Donna Butler	
The University of Georgia	(706) 542-4051

Members-At-Large

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Fayette County Schools	(770) 460-3535
Patricia Guillory	
Fulton County Schools	(404) 763-6891
June Kendall	
White County Schools	(706) 865-2255

District Directors

NORTHEAST — TBA

(Pioneer & Northeast Georgia RESAs)
Banks, Barrow, Clarke, Dawson, Elbert, Forsyth, Greene, Franklin, Habersham, Hall, Hart, Jackson, Madison, Lumpkin, Morgan, Oconee, Ogelthorpe, Rabun, Stephens, Towns, Union, Walton, White, and Gainesville City

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SOUTHWEST — Dianne Daniels

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WEST — Cynthia Anderson

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 (Griffin, Middle & West Georgia & RESAs)
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METRO — Loretta Denmark and Susan Hertwig

Loretta Denmark - Gwinnett County Schools

(770) 932-7400
 Susan Hertwig - Gwinnett County Schools

(404) 669-8090
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Annual Conference	
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The Georgia Association for Supervision and Curriculum Development continues service to educators in Georgia with publication of this special issue of *The Reporter*.

***“PROGRAMS AND
PARTNERSHIPS FOR
LATINO EDUCATIONAL
SUCCESS”***

Guest Editors:

Drs. Paul H. Matthews and Bernadette Musetti

Co-Directors

Center for Latino Achievement and Success in Education (CLASE)

The University of Georgia

Programs and Partnerships for Latino Educational Success



Paul H. Matthews

Guest Editors:

Paul H. Matthews and Bernadette Musetti
Co-Directors

**Center for Latino Achievement
and Success in Education
(CLASE)**

The University of Georgia



Bernadette Musetti

Introduction

Across the state, administrators and teachers in many schools and districts are faced every day with a growing population of Latino students and their families. Whether drawn by the construction boom of the 1996 Olympic Games, the strong labor market of the carpet or poultry industry, the availability of migrant farm work, the invitation of family members, or other reasons, the members of this “new Latino diaspora” are changing Georgia. The most recent data show that Georgia is currently experiencing the fastest Latino population growth of any state in the nation. While certain cities, school systems and schools are impacted much more than others around the state, it is a virtual certainty that all school districts in the state will be touched by the demographic changes underway.

In Georgia, about two-thirds of the Latino population is of Mexican origin, with a substantial number of Colombians, Peruvians, Central Americans, and immigrants from other Spanish-speaking countries. However, not all the families who are new to Georgia are new to the United

“Here in our state, we have the opportunity to make sure that these future Latino leaders, workers, educators, and parents are prepared to assume their roles... we have the chance to provide the state with bilingual, bicultural, well-educated and well-adjusted residents who can help our state and communities adjust to the realities of our new and changing demographics.”

States—much of the influx of Latinos is from families moving from California, Texas, or other more traditional Latino-receiving states. And, increasingly, the students in Georgia’s schools are not “international” or “foreign”—they are often U.S. citizens, born here in our own communities. While some families plan to return permanently to their countries of origin, or lead a “bi-national” existence characterized by frequent trips between countries, the children in our schools will, for the most part, be Georgia residents—the potential teachers, workers, leaders, and parents of the next generation.

While we refer to this group as “Latino” or “Hispanic,” this term in reality obscures the heterogeneity of its members. There are numerous Latinos in Georgia and around the country who have high levels of education, are affluent, and/or are fully bilingual in Spanish and English. However, especially for recent immigrants with low levels of education and income, numerous obstacles remain (see, for instance, Atiles & Bohon, 2002).

There are increasingly many success stories of individual Latino students—graduating, attending college, entering the workforce as a well-educated and productive worker; however, as a group, Latinos are clearly not as successful in Georgia’s schools as we would like. Many Latino immigrant and migrant students have interrupted formal schooling and/or limited English proficiency. Latinos as a group are scoring lower on high-stakes tests than their counterparts. The dropout rate for Latinos in Georgia is the highest in the nation—about two-thirds of Latinos don’t finish high school in our state, according to a recent study by the Manhattan Policy Institute.

Georgia’s public schools are legally required to provide appropriate education for all students, regardless of their legal status, their home language, their income, or other factors. We know that the teachers, administrators and school staff are fully committed to this goal. However, not all schools feel that they are prepared adequately to serve student and parent

populations which differ substantially from those with whom they have historically worked. Anecdotally, we hear of teachers frustrated by language barriers between the school and parents; of principals overwhelmed by mandates for high-stakes testing of students with interrupted formal schooling or lack of academic English; of assumptions, often based in cultural mismatches, that Latino parents “don’t care” about their children’s education; and of feelings of resentment from school staff as their perceived work-load increases.

Nonetheless, we are optimistic. Here in our state, we have the opportunity to make sure that these future Latino leaders, workers, educators, and parents are prepared to assume their roles. If we do a good job with the “first generation” of this diaspora, we have the chance to provide the state with bilingual, bicultural, well-educated and well-adjusted residents who can help our state and communities adjust to the realities of our new and changing demographics. From working with dedicated district- and building-level school administrators, teachers, and staff, we believe that it is possible for Georgia’s schools to learn and adapt to effectively serve these Latino students.

In this special issue of the Georgia ASCD Reporter, we highlight some of the programs and partnerships that are taking place around the state, including the work of the Center for Latino Achievement and Success in Education (Musetti & Matthews) and tips on how to locate community and other resources to supplement what the school does (Quezada). Educators and administrators from communities such as Habersham Co. (Bared), Atlanta Public Schools (Terrell), Dalton (Magill), Forsyth Co. (Rennie and Jolly), and Fulton Co. (Montalvo-Balbed), share their stories of what is working in their efforts to support Latino education. This issue also focuses on information from local and national experts on topics which schools with Latino students have requested. Larry Kugler and Dennis Parker share practical strategies for modifying classroom instruction to support English language learners. Parent education

“ . . . the children in our schools will for the most part be Georgia residents—the potential teachers, workers, leaders, and parents of the next generation.”

and parent involvement programs (Gonzalez), recommendations (Perez-Knapp, E. Kugler), and local research (Perez and Kennedy), are discussed in depth. Betsy Rymes and Maritza Soto Keen describe additional Latino initiatives at the University of Georgia, and Beth Arnow relates what schools and districts can do to proactively determine and meet the needs of Latino students and families. We hope that you will share the information contained in these resources with others in your school and district as we work together to improve the educational achievement of all of Georgia’s students.

References:

Atilas, J. H., & Bohon, S. A. (2002). *The needs of Georgia’s new Latinos: A policy agenda for the decade ahead*. Athens, GA: Carl Vinson Institute of Government.

“The most recent data show that Georgia is currently experiencing the fastest Latino population growth of any state in the nation. While certain cities, school systems and schools are impacted much more than others around the state, it is a virtual certainty that all school districts in the state will be touched by the demographic changes underway.”



Supporting Latino Education in Georgia

Bernadette Musetti and Paul H. Matthews • The University of Georgia



All Georgia residents should support the goal of education of the Latino school-age population, especially when this group is growing at a rate that far exceeds that of all other groups. Education is the most powerful form of workforce development; in the new economy of the new Georgia, a well prepared workforce is our best investment as a state. In order for Georgia to prosper, Latinos must prosper, which will come as the result of high levels of (bi)literacy and academic achievement.

In many ways, Georgia has been able to do in a few short years what other states have needed twenty or more years to do, in terms of recognizing and beginning to address the educational needs and economic implications of rapidly changing demographics. Georgia's current and past governors, legislature, the University System Board of Regents and higher education institutions, including the University of Georgia, have responded in important and decisive ways to the challenge of raising Latino educational achievement through key conferences, programs, outreach efforts, coursework and grants. Private and non-profit organizations such as The Goizueta Foundation, the Hispanic Scholarship Fund, Catholic Social Services, the Mexican American Legal Defense and Educational Fund, the Latin American Association, and others, provide vital resources, support, and direction as well.

Georgia can also continue to learn from other states with long histories of educating a culturally and linguistically diverse student population. For example, in Texas,

Latino and African American legislators have joined forces to address the persistent achievement gap among those populations. One proposal is to automatically enroll all students in a college preparatory curriculum—unless they specifically opt out—thus undoing a lot of negative “tracking” of students. Another goal is to have all teachers become “culturally competent” in an effort to close the achievement gap. Florida, for instance, has recently mandated that all

“Education is the most powerful form of workforce development; in the new economy of the new Georgia, a well prepared workforce is our best investment as a state.”

teachers must take a five-course endorsement series to learn to work appropriately with English language learners. Seeing “what works” in these contexts can provide valuable lessons and insights for our state.

Nonetheless, Georgia's schools are also in a unique position to forge a new path in promoting educational excellence for Latinos. We have the chance to “do it right”

from the beginning, to work to ensure that all Georgia's students are prepared to prosper in a multicultural, multinational, multilingual 21st century. Clearly, there are many important attitudes and skills that administrators, teachers and others must acquire in order to promote Latino educational success, with high expectations for students being the most fundamental of these.

We believe that the most effective way to achieve this is to provide a structured opportunity for schools to learn from educational research, from theory, and most importantly from each other, what elements and programs work in accomplishing educational success. We also believe that promoting school- and district-wide buy-in, rather than simply training individual administrators or teachers, will lead to more locally specific, more meaningful, and more effective determination of appropriate activities for enhancing Latino education throughout Georgia.

The Center for Latino Achievement and Success in Education (CLASE) at UGA, with primary funding from The Goizueta Foundation, began in January 2003 with the intent of providing this sort of structured support and guidance to schools, districts, and school personnel state-wide. With funding from the University System Board of Regents Hispanic Pilot Project, CLASE has also provided on-site courses for the English to Speakers of Other Languages (ESOL) endorsement for teachers from more than ten school systems, as well as a targeted professional development confer-

“Georgia has been able to do in a few short years what other states have needed twenty or more years to do, in terms of recognizing and beginning to address the educational needs and economic implications of rapidly changing demographics.”

ence for school counselors who work with Latinos. CLASE also seeks to provide a centralized source of information about Latino educational resources, about policy issues, and about successful programs and plans for working with Latino learners and families, and maintains a website to help disseminate this material (www.coe.uga.edu/clase).

During CLASE’s inaugural year, eleven school- or district-based teams were selected to receive targeted professional development opportunities, consultation on educational needs and resources by university faculty and graduate students, and support in developing and implementing specific plans of action for Latino educational improvement in their school communities. For instance, school action plan items include activities such as mentoring, tutoring, after-school programs, parent workshops, Latina mother/daughter groups, bilingual kindergarten programs, family literacy and newcomer centers, sheltered instruction, teacher professional development, immigrant autobiographical

theatre, and more. Many of these schools are state leaders in finding innovative and resourceful ways to implement or modify programs, to leverage funding and resources, to motivate, empower and train school staff, parents, and community members, and to provide for the academic and social needs of their Latino student populations; this issue’s articles highlight some of their solutions.

Leadership at all levels is critical in terms of raising Latino achievement. Administrators’ attitudes and beliefs get translated into programs, practices and perceptions, which either promote equity and excellence for traditionally disenfranchised and underserved students, or they do not. In high-performing schools for Latino youth we find that an ability-centered attitude and a commitment to do “whatever it takes” is what allows these students to be successful. It is our hope that you will be inspired and challenged by this issue to do “whatever it takes” to raise Latino achievement in your community, and to display the leadership that is so critical to our collective success.

“In order for Georgia to prosper, Latinos must prosper, which will come as the result of high levels of (bi)literacy and academic achievement.”

Dr. Musetti and Dr. Matthews are Co-Directors of the Center for Latino Achievement and Success in Education (CLASE) at the University of Georgia.

For more information on CLASE services see www.coe.uga.edu/clase .

An Annotated Bibliography of Selected Latino Educational Resources

Paul H. Matthews
Co-Director • CLASE

Carnevale, Anthony P. (1999). *Education = success: Empowering Hispanic youth and adults*. Princeton, NJ: ETS/HACU.

Educational Testing Service, Communication Services, Rosedale Road, Mail Stop 50-B, Princeton, NJ 08541

This report describes the relationship between educational level, earning power, skills for jobs, and policy. It has great information on Hispanic youth and adults and makes a compelling economic argument for the importance of education.

González, Maria Luisa, Huerta-Macías, Ana, & Tinajero, Josefina Villamil (Eds.). (2001). *Educating Latino students: A guide to successful practice*. Lanham, MD: Scarecrow Education. www.scarecrowpress.com

This edited volume contains LOTS of great information, case studies, and explorations of issues relevant to Latino education. Different chapters target everyone from principals to pre-school to high school teachers.

Continued on page 15

Creating Community Partnerships to Better Serve Latino Youth

Carmen Quezada • Catholic Social Services



Carmen Quezada

With the growing population of Latinos in the United States and the drastic national and state budget cuts, Georgia schools find themselves struggling to provide quality education with fewer financial resources. The rapid growth of the Latino population in Georgia has created a problem for many of Georgia's schools because immigrant Latino youth need additional services to overcome cultural and language barriers in order for them to compete in the American educational system.

Consequently, many schools are wondering how to provide additional services to Latino youth in order for them to be successful in school when they are struggling to serve English-speaking students with their current budget. The answer is community partnerships.

Many social service agencies can assist schools in providing additional resources to Latino students because it is in their mission to do so and because their funders require it. It's a win-win situation. Social service agencies that provide services to youth set annual goals as to how many youth will be served and many times they need the help of the school system to reach their goals. In addition, many funders require social service agencies to create partnerships or be in a collaborative to provide services and receive funding. The key is finding an agency that provides the services Latino students need in order to be successful in school.

“Many social service agencies can assist schools in providing additional resources to Latino students because it is in their mission to do so and because their funders require it. It's a win-win situation.”

Steps for Creating Community Partnerships

If your school is interested in partnering with a social service agency, these steps may assist you:

1. *Conduct a needs assessment with school personnel as well as Latino youth/families to define the problem areas.* (This can be done with questionnaires, focus groups, or other ways.)
2. *Research your community to locate agencies serving Latino youth and their families.* Here are some to get you started:

Family Connection Partnership is a statewide non-profit agency that brings the community together to identify community issues and seek positive solutions. Most social service agencies are partners of this collaborative. Visit their website at www.gafcp.org to locate a Partnership near you.

Communities In Schools is a nationwide organization that connects schools with their communities in order for students to be successful in school. Visit their website at www.cisga.org to locate a program near you.

United Way has a hotline that provides information and referral to social service agencies. For instance, in the Metro Atlanta area you can dial 211; to locate the chapter nearest you go to www.unitedway.org.

Colleges and universities are also great resources, particularly those with programs in social work, education, psychology, early childhood development, and language.

3. *Contact the agency and explain the situation to them.* Tell them that you are concerned about Latino students in your school, you have identified some needs, and would like their assistance in meeting those needs. If they are interested, set an appointment to discuss the partnership more in depth. If the agency cannot help, ask if

they have any recommendation of other agencies in the community who might be able to help.

4. *Discuss your current need and ask the agency what resources they have available and how you all can work together to address the need.* Additional agencies might also want to collaborate. Discuss clear steps that need to be taken and who will be responsible for what. If a grant needs to be written, discuss which partners will be responsible for different tasks, such as writing the narrative, gathering the statistics, and obtaining letters of support.
5. *Set additional meetings periodically to review services and make adjustments.* When the service is being provided, feedback is necessary.
6. *Set goals for the services being provided and gather information on the number of students served, demographics of students, and results of the services.* This information will be useful to track the success of the program. Accurate data collection and reporting of outcome measurements are very important to funders.

Examples of Successful Partnerships

The following are examples of issues-based community partnerships that have worked to assist schools in better serving their Latino students:

- **Issue:** Latino students reported feeling discriminated against by school personnel and other non-Latino students. Although discrimination is possible, a more in-depth needs analysis determined that the issue was school personnel and students not understanding the differences between the American and Latino cultures, leading to inadvertent offense.

Community Partnership addressing the Issue: A local social service agency that serves the Latino population in the community provided cultural awareness training on Latino culture for school personnel at no cost and also became a resource for ongoing consultation.

- **Issue:** A district identified an increase in the number of Latino students dropping out of school.

Community Partnership addressing the Issue: A social service agency that works with the Latino population partnered with a local middle school and high school to provide a Latino youth empowerment group focused

on education. The non-profit agency took the lead in writing the grant to provide the group after school. Additional partners included faculty and programs at the local university, the university's Hispanic Student Association, and local Latino owned restaurants.

- **Issue:** A middle school wanted to have school personnel of Latino descent to provide positive role models for Latino students.

Community Partnership addressing the Issue: A social service agency shared its social work interns of Latino descent with the school in order to provide on-site Spanish counseling services to Latino students and their families.

Another social service agency arranged for community leaders of Latino descent to talk to students at the school about their educational experience and the importance of staying in school.

- **Issue:** A high school was concerned about low reading and language scores among Latino students.

Community Partnership addressing the Issue: Through a grant received from the local university, the school partnered with a community agency to provide after-school tutoring to Latino students.

- **Issue:** The bleachers for a school's soccer field were broken and in need of repair.

Community Partnership addressing the Issue: The school principal spoke with some of the Latino students and their parents about the problem, empowering them to take a leadership role in developing the solution. As a result, the Latino families decided to rebuild the bleachers themselves, providing both the materials and labor at no cost to the school.

There are countless examples of successful partnerships between schools and their communities. The key is being creative and thinking outside the box. There are many programs in your communities willing to assist your school, but if you are not able to find one, take the lead and create the services for Latino youth with the support of your community. We all need to work together to help all students—including Latino students—to be successful in school. They are the future.

Carmen Quezada is a licensed clinical social worker with extensive experience in developing community partnerships. She is Program Director of Community Outreach for Catholic Social Services.

Cornelia Elementary: Taking a Step in the Right Direction

Anne C. Bared • Habersham County Schools



Anne C. Bared

There is a small school in the foothills of the northeast Georgia mountains that is paving the way for Latino student success in education. In Cornelia, Georgia, the population has grown more diverse very quickly. The farming industry has brought several Latino families to this rural town and their children are attending the local public schools. This rapid growth in immigration has left educators in this town “stunned” to say the least. But a true passion and love of all children is

clearly leading the way at Cornelia Elementary to meet the needs of all children.

Nationally, many rural schools are developing innovative curriculums and teaching strategies by building partnerships with universities which can provide information, resources and support (Williams, 2003). Cornelia Elementary school began collaborating in 2003 with the Center for Latino Achievement and Success in Education (CLASE) from the University of Georgia. CLASE developed an “Action Plan” framework that enabled our school to take a close look at what resources were currently in place to meet the needs of the growing diverse population of students. Based on this framework, a team of educators developed specific objectives and a timeline.

CLASE has supported this team by monitoring the progress of the plan and providing professional development workshops. CLASE’s conferences have included motivational and informational speakers such as Latino politicians, staff from the Latin American Association, and other Latino interest groups. These conferences enabled educators to network and learn techniques from schools with similar populations. CLASE also provides online resources, grant information, and ESOL (English to Speakers of Other Languages) endorsement training for regular education teachers.

Collaboration with universities can provide other benefits as well. Ernest and Pierce (1998) discussed collaboration between university pre-service teachers and an elementary school in Washington State. As a partial university requirement, the teachers in training shared their knowledge with students and the staff at the school. This partnership has inspired other schools to adopt similar programs. Locally, Cornelia Elementary is currently utilizing bilingual students from a nearby college to assist in classrooms, working with both teachers and students.

In order to help bring a multicultural perspective to this school, another step Cornelia Elementary took was to hire a bilingual educator from Miami, Florida to teach a kindergarten class. She was invited to create a learning environment that celebrated diversity, was consistent with the current literacy based curriculum, included multiculturalism strategies, and facilitated second language learning.

This teacher joined forces with other departments (Literacy and Family Literacy) throughout the school to meet the needs of her students. Such collaboration, along with consistent support from the administration, has provided an educational ambiance that involves parents in the classroom and enables the second language learners to feel proud of their culture while acquiring a second language, and most importantly to become successful learners.

Cornelia Elementary is fortunate to have a very strong literacy collaborative framework already in place. This framework requires a print-rich environment in the classrooms. Reading and writing are reinforced in a manner that is developmentally appropriate and encourages literacy in second language learners. The kindergarten classrooms have added several authentically engaging multicultural activities to enhance the

current curriculum, including:

- reading several books in English and Spanish;
- creating writing experiences based on multicultural literature;
- singing and listening to songs in several languages;
- collaborating with parents from the Family Literacy department to create three dimensional “Houses from around the world;”
- celebrating various Latino holidays such as *Día de los Muertos*/Halloween, *Navidad*/Christmas and International week;
- cooking various typical Latino foods for snack (*flan*, *tortilla*, and *pan*);
- using empty Spanish-language food containers in the dramatic play center as environmental print;
- providing multicultural materials (paints, books, dolls, clothing, and puzzles); and
- including Latino parent volunteers in the classroom.

“Multiculturalism should be an integral part of the curriculum and diversity should be celebrated.”

Garcia (1998) has discussed the deep impact early childhood education has on adults in today's society. Our teachers hope these experiences will make a similar impression on our kindergarteners, laying a strong foundation of awareness and respect for other cultures.

The kindergarten classroom also practices techniques to support language learning. All of the basic linguistic skills (phonology, morphology and syntax) are influenced during the early childhood years, making it an appropriate time to acquire a second language. Since children's language develops at different levels, it is imperative that teachers of second language learners understand this learning process. Second language learners move through a specific second language developmental sequence (Tabors, 1998) including:

Home Language Use - Children continue to use their home language with those around them who may or may not speak the language.

Nonverbal Period in the New Language - Children realize their home language doesn't work so they give up trying to use it. They use this time to collect information (watching, listening, and rehearsing).

Telegraphic and Formulaic Language - The students want to sound like members of the group, so they use telegraphic language and single words (naming people and objects or reciting alphabet and numbers). They also may use formulaic language and catch phrases (*look it, mine, and I don't know*).

"The kindergarten classrooms have added several authentically engaging multicultural activities to enhance the current curriculum..."

Productive Use of New Language - Children are no longer using memorized phrases and therefore may make more mistakes (*me's doctor, I do a ice cream*). These students are figuring out how the English language works.

At Cornelia Elementary, the kindergarten teacher uses this awareness to facilitate language development in her classroom and has created an environment in which children have multiple opportunities to interact. The teacher has a variety of learning centers in place where children can work cooperatively and feel comfortable utilizing oral language. Some techniques teachers can use to enhance the communicative environment include (Kuder & Hasit, 2002):

- Creating situations in which children need to "ask" for assistance
- Creating silly situations so that children verbalize their experience
- Providing choices that require verbal responses
- "Sabotaging" the learning environment (putting items out of reach or providing inadequate portions)

"Teachers need to understand the second language learning process and provide a supportive, enriching learning environment."

Other techniques proving successful at Cornelia Elementary include modifications when speaking in English to the students: keep the message simple, talk about the here and now, emphasize important words, combine gestures with talking, use nonverbal communication, and repeat certain key words (Tabors, 1998).

We believe that all educators need to work together and collaborate with others. Teachers need to understand the second language learning process and provide a supportive, enriching learning environment. Multiculturalism should be an integral part of the curriculum and diversity should be celebrated. Like Cornelia Elementary, all schools can lead by example and should take steps in the right direction to meet the needs of their students. Educators can learn, teach, and model respect, making a world of difference one classroom at a time.

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Newcomer Centers Support Students and Families

Glynis Terrell • Atlanta Public Schools



Glynis Terrell

A c r o s s America, the number of children whose first language is not English has increased dramatically over the last five years. As a result, teachers and other school staff can no

longer just walk into a classroom and begin teaching without addressing the language and social barriers that may exist with newcomers to the school, district, or even the country.

Pull-out ESOL (English to Speakers of Other Languages) programs designed to teach students English can be successful; however, students are usually in these programs for only a short period of time each day. Especially in Georgia, these programs do not generally use the students' first language as a means of communicating. English language learners (ELLs) new to any school district often cannot easily verbalize their academic and

social needs. When there are teachers in the school who speak the first language of the students, this is more easily addressed. However, in most districts at present there are not nearly enough teachers or other school staff members who can provide this needed support.

Newcomer Centers, also known as newcomer schools, can help concentrate and coordinate district resources to support learners while they learn enough English to communicate successfully and to achieve in the English-only classroom. In the Atlanta Public School system, we find that our newcomer center—the English Language Center—plays an essential role in meeting the academic and social needs of our ELLs.

This newcomer center includes students in grades K-12. While we have learners from approximately ten first-language backgrounds, most of the students are from different parts of Mexico and speak Spanish. Students are identified as possible candidates for the center upon their arrival into the schools or the international student services center. They are bused from their zoned school to the newcomer center, where they receive a rigorous course of instruction in speaking, reading, writing and listening to English. (After students learn enough English to be successful in mainstream classrooms, they return back to their zoned school.)

Instruction at the center begins with ESOL classes in the mornings and content course offerings in the afternoons. Teachers and other staff members are trained in best practices and strategies for working with sec-

ond language learners. In addition to learning English, students also receive instruction in math, science, social studies, and language arts. Spanish and other languages are used as communication tools to help students in understanding new concepts and ideas.

“The English Language Center also reaches out to involve parents, who play an integral part in the programs and initiatives.”

An additional goal is to introduce the students to the American culture while celebrating and embracing their culture as well. Through various programs, students get an opportunity to show what they can do in their new language as well as their home language. Field trips and other excursions allow students to apply what they have learned and what they are learning in real, contextualized settings.

The affective element of learning is also vital to the English Language Center. Friendly faces, a warm and caring environment, and a non-threatening setting—along with the use of students' first language—all play a major role in the success that students experience. When the students return to their zoned school, a tutor monitor works to assure that the acclimation back into this school is well-supported and complete.

Through the center, teachers and other school staff members have ac-

“Newcomer Centers... can help concentrate and coordinate district resources to support learners while they learn enough English to communicate successfully and to achieve in the English-only classroom.”

cess to professional development courses to learn strategies and techniques for working with students who are learning English. Spanish courses are available so that teachers and other school staff members can learn to communicate with parents and students.

The English Language Center also reaches out to involve parents, who play an integral part in the programs and initiatives. Meetings are held at the newcomer center, and also at locations in the community itself, to share information with parents about school programs, procedures, and initiatives. Parent classes are held in the evenings. While the parents are learning English, their children work on homework assignments, play games, watch movies and get an opportunity to interact using both English and their home languages. On Saturdays, both parents and children take English courses and computer instruction. Other Saturday classes focus on reading together as a family, safety in the community, health care, and social acclimation.

Such programs allow the parents and their children an opportunity to learn together; they also provide a chance to interact with other families new to the city and state. After attending activities at the center, parents begin to feel better about their new homes and lives in the U.S. They often begin visiting the schools with the help of family and friends who speak English as well as with interpreters provided by the ESOL department.

Additionally, English Language

“Such programs allow the parents and their children an opportunity to learn together; they also provide a chance to interact with other families new to the city and state.”

“The English Language Center also distributes translated documents to help the parents in understanding what the system and school requirements are for their children.”

Center staff members assist parents with social issues. Interpreters accompany parents to doctor visits, court, banks and even their jobs. Having assistance at these places helps keep the child in school, rather than having to go along with the parent to interpret.

The English Language Center also distributes translated documents to help the parents in understanding what the system and school requirements are for their children. These translations, often with the educational jargon simplified, have helped boost parental involvement. When parents attend PTSA meetings, student support screenings, school conferences, and other related school activities, they become more aware of the programs and initiatives in the school's plan for improving academic achievement. From going to classes, community meetings and other planned activities, many parents learn enough English to feel more comfortable asking for help when they need it. They are also able to help their children more at home and are able to follow up on concerns that they or teachers may have about the student's academic and social performance.

The newcomer center serves as a supportive alternative for students and parents learning English and acclimating to a new environment. With time, effort, and the support of the school system, the schools the newcomer families attend and the communities where they live start to feel like home!

Glynis Terrell is the ESOL Coordinator for Atlanta Public Schools.

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www.ncele.gwu.edu/miscpubs/hdp

This series of .pdfs reports on the findings of the Hispanic Dropout Project, looking at what contributes to the dropout problem at different levels of policy. In addition to specific recommendations for policy and practice there are also briefs intended for teachers, building- and district-level administrators, with appropriate self-analysis questionnaires.

Pew Hispanic Center/Kaiser Family Foundation. (2002). *2002 national survey of Latinos: Summary of findings*. Menlo Park, CA and Washington, DC: Authors.

www.pewhispanic.org

This report, not specifically focusing on education, provides up-to-date information from surveys of Latinos on their experiences with and attitudes toward health care, finance, discrimination, assimilation, and identity.

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Superintendent Leadership—A Key Component in Meeting the Needs of Latino Students

An Interview with Dr. Allene Magill, Georgia Superintendent of the Year 1995 & 2000



Allene Magill

Meeting the educational needs of the Latino student in the public school system requires active and visible leadership from the superintendent. Reflecting on her experiences, Dr. Allene Magill, former superintendent of Dalton City Schools in northwest Georgia, shares some of the key areas superintendents can focus on in serving their Latino students. Superintendent leadership is multifaceted, including motivating and directing teachers and staff, working with district and state policy-makers, determining how best to structure programs, place staff and use resources, and keeping positive momentum.

"I found that I needed to play a significant role in helping to serve these students. I worked initially to foster the belief in our staff that, using a research-

"Providing leadership to the board of education, key staff and the community, while focusing on research-based, data-driven decision making are very visible leadership contributions that any superintendent could make..."

based plan, I could convince our board of education to commit philosophically to our approach. Also, the board would have to provide the level of resources—over a period of time—that would be needed to successfully implement the program."

Understanding the characteristics of the Latino student population in the district is vital. Magill says that when she first arrived in Dalton, she found "cultures within cultures" in the Latino student population. "We found that we had students from Mexico, Guatemala, Costa Rica and other Central American countries. We had Central American indigenous students as well, and many of the students spoke various dialects of Spanish." This realization made some of the students' needs, and how to address them, clearer. "We quickly learned that we needed staff who were able to communicate with students in these dialects and were sensitive to the variations in the students' cultures."

The superintendent also reached out to various community agencies to partner with them to meet the needs of students and their families. "I am very grateful to so many other leaders in the Dalton area, who saw what we were doing and joined with us to help make the transition of our students and their families successful—in terms of academics, of course, but also in terms of these families becoming a part of the community."

Structural change within the district was also necessary. The school system had been assessing incoming Latino students and assigning them to traditional schools, which was not always working effectively. "We had students from as many as thirty countries in high school and middle school who did not speak English

"Both internally and externally—with the governor's office, as well as with state and community agencies, I felt my role should be one of ongoing support, pushing for resources and results and opening doors for positive collaborations."

and might have been a year or two below grade level," Magill says. "We also found that in many of our students' cultures, school ended at the sixth or seventh grade level, and thus there was a strong pull for them away from formal schooling after those grades."

Therefore, Dalton established the International Inclusion Center (IIC) to provide a broad spectrum of services—educational, health, social, occupational, etc.—to more fully meet the needs of these incoming Latino students *and* their families. "When we analyzed the research it was clear to us that unless we addressed the language and cultural needs of these students, particularly those in the middle and high school, we were going to lose them," Magill notes. "As superintendent I was in the position to support the hiring of appropriate staff who would communicate effectively and understand the multiple needs of this particular student population."

The IIC became a welcoming facility for students and their families and served as a nurturing place for Latino students to begin the process of transition to tra-

ditional Dalton schools. Once the center was functioning, Magill notes that students were able to move forward successfully with their academic programs. Communication and sharing of student data between the center and the schools receiving these students was an important part of their successful transition. Some students spent a very short time in the IIC, while others needed as much as a full year to acquire the language and other skills needed for success in a regular school setting.

Over time, the ongoing role of the superintendent was to keep everyone—the board, the staff and community partners—focused on student success at all levels. Tracking student test scores over time was yet another aspect of her leadership. “To make the best decisions for students we needed to rely on the data,” she says. “I wanted to be sure that there was a consistent academic rigor to the program and that we were challenging students as they progressed through the IIC and through the grades beyond. The data showed us whether that was happening or not.”

As superintendent, Dr. Magill also helped the district look to the future to help ensure academic preparedness for students not yet in the schools. “We inaugurated a Pre-K program and rather quickly filled five classes,” says Magill. “We did a survey using the various Latino media outlets in Dalton and received a very positive response. These families saw the need as much as we did for a positive start for their young children, who would

be offered the opportunity to acquire language and academic skills at these early ages.” Once again, superintendent leadership came into play as Dr. Magill called the office of the governor asking for financial support to get the Pre-K program off the ground.

Maintaining positive momentum is a vital role for a school superintendent. “I felt it was important to celebrate our successes and to keep everyone committed to the task,” Magill says. “I was also able to assist the staff in taking advantage of learning opportunities so that their own professional growth and development became an active and ongoing part of the IIC approach to meeting the needs of our Latino students. We were constantly looking at the research and looking outside our community for other positive examples.” For instance, professional learning opportunities for the staff included visiting a Texas school system that was doing an excellent job meeting the needs of their Latino students.

Providing leadership to the board of education, key staff and the community, while focusing on research-based, data-driven decision making are very visible leadership contributions that any superintendent could make, notes Magill. “Both internally and externally—with the governor’s office, as well as with state and community agencies, I felt my role should be one of ongoing support, pushing for resources and results and opening doors for positive collaborations.” These leadership contributions have paid off in Dalton with programs and staff working to assist students in getting off to the best possible start and to support a successful transition to further academic achievement. The IIC has been in place in Dalton for 3 years and has proven to be a very successful model of how a school system can meet the multiple needs of incoming Latino students, a model which other systems’ leaders may find worth considering for their own contexts.

Dr. Allene Magill is currently the Executive Director of the 57,000-member Professional Association of Georgia Educators (PAGE), Georgia’s largest teacher organization.

“Structural change within the district was also necessary. The school system had been assessing incoming Latino students and assigning them to traditional schools, which was not always working effectively.”

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This short report outlines the factors associated with Latino student underachievement and with Latino student success. It summarizes research on these topics and has an extensive bibliography.

Reyes, Pedro, Scribner, Jay D., & Paredes Scribner, Alicia (Eds.). (1999). *Lessons from high-performing Hispanic schools*. New York: Teachers College Press.

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As the title suggests, this book focuses on aspects of high-performing predominantly Latino schools and profiles some of the successful practices of these schools.

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Forsyth County: Partnering to Make All Students Successful

Rhenida Rennie and Kathy Jolly • Forsyth County Schools



Rhenida Rennie

For the decade of the nineties and into the new millennium, Forsyth County has been one of the fastest-growing areas in the United States. The growth has meant a lot of new schools, new teachers, and new administrators, along with more diversity in the student population. With the booming construction industry and the long-standing poultry industry attracting Latino workers, Forsyth saw a 300+ percent increase in the number of Latino students during that decade, with many students still learning English. In 1990, Forsyth County Schools employed two ESOL (English to Speakers of Other Languages) teachers; today ESOL instruction is provided in twenty-three schools to over 700 students.

Responding to this growth, the school district established a community task force in 1999 to develop a strategic plan to provide the system and community support needed to address the challenges and changes in population. Educational,

medical, social and economic needs were considered. Increased accountability for the academic success of every student required the school system to assess how we were meeting the needs of students with limited English proficiency (LEP), many of whom had little formal instruction in their own language. A close look at the achievement data of LEP students indicated that we needed to take strong steps to ensure that we were teaching these students effectively.

The Transition Center for LEP students and their families was established in the fall of 2002 through flexible use of Title I monies allowed by No Child Left Behind. A teacher on special assignment and a clerical assistant provide services such as registration, testing, placement, transcript analysis and parent involvement activities. We began our focus on program improvement by establishing an ESOL Advisory Council of teachers, administrators and district personnel to review instruction in our classrooms; next we established links to community agencies and businesses to design effective support programs in the community.

The district sought several collaborative relationships to meet identified student and family needs. A brief summary of the partnerships is outlined below:



Kathy Jolly

- ***Ninth District Opportunity:***

Forsyth County Schools provides three Transition Center classrooms to Ninth District Opportunity Head Start and Pre-K to serve 60 three and four year old students who are learning English. School district and Ninth District staff meet regularly and jointly provide a parent training series entitled "No Parent Left Behind" for the parents of four-year-old preschool students and kindergarten ESOL students. English language support for students and adults is provided through a Language Lab. Starting January 2004, preschool students use the lab

45 minutes each day to work on English language skills.

- **Lanier Technical College:**

Lanier Tech is providing adult ESOL classes and will begin instruction using the Language Lab in 2004 at the Transition Center.

- **University of Georgia:**

UGA has provided on-site classes for teachers to become endorsed in ESOL and staff development on Latino education through the CLASE initiative.

- **Forsyth County Public Library:**

The public library and the school district were awarded a \$25,000 library system technology assistance grant during 2002-2003 for the "Hispanic Outreach Project" focusing on family literacy.

- **Tyson Foods:**

A Partner in Education with the Transition Center, Tyson Foods provides support to improve students' academic performance, for educator support and morale, and to enrich the life experience of students. Their financial support will purchase "Learning at

Home" caddies for parents to store the materials they receive at parent trainings, literacy events, and adult ESOL materials. Tyson volunteers will be utilized as orientation assistants during registration and orientation evenings at the center. Tyson readers will visit preschool classrooms on a regular basis to read stories to the students.

- **Sawnee Woman's Club:**

This community service club has provided instructional materials, student supplies and furnishings.

In collaboration with the Cumming/Forsyth County United Way, the faith community, and representatives of the partners listed above, we are seeking the "Certified Literate Community Program" designation from the state. We have evidence that our program is improving the academic achievement of our students—but we still have work to do. Forsyth County Schools will continue to solicit and use the help of strong partnerships as we work to build literacy and academic success at home and at school.

Rhenida Rennie is the Director of Teaching and Learning, and Kathy Jolly is the Parent Involvement Coordinator, for Forsyth County Schools.

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UT Press, P.O. Box 7819, Austin TX 78713-7819

This book is from a multiple-year study of Latino students "at risk" for dropping out. It provides overviews of the factors that led to students leaving school or staying in school, illustrated with specific students' lives. It has specific policy recommendations and includes the questionnaires and interview questions the study used.

Sampson, William A. (2003). *Poor Latino families & school preparation: Are they doing the right thing?* Lanham, MD: Scarecrow Education.

www.scarecrowpress.com

Sampson describes a small-scale study of poor Latino families in Evanston, IL, arguing that many poor Latino families do not adequately support behaviors and habits in their children that would lead to success in the middle-class schooling they encounter.

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NCLB Parents Guide in Spanish

"No Child Left Behind: A Parents Guide" is now available on the web in Spanish. It summarizes NCLB, answers questions about the law, & tells what it means for parents.

<http://www.ed.gov/espanol/parents/academic/involve/nclbguide/>

From: edinfo@inet.ed.gov, January 14, 2004

Bridging the Gap through Parent Liaisons

Maria Montalvo-Balbed • Fulton County Schools



Maria
Montalvo-Balbed

Edward James Olmos, in his book *Americanos*, said it best when he defined Latinos as a “people who are diverse in culture, color, ideas and dreams, but who share a common desire to make a better life for themselves, their families, and their communities.”

Many of us are now familiar with the Census 2000 data. Between 1990 and 2000 the U.S. Latino population skyrocketed by 58%, marking the largest Latino increase in American history, with approximately 300% growth in Georgia. Recognizing the challenges schools face with an ever-increasing Latino population, whose parents for the most part neither speak English nor understand how to navigate our educational system, we find that one way to impact the achievement of Latino students in the schools—at least indirectly—is through parent liaisons.

Parent liaisons represent a unique and powerful resource for schools. Connecting non-English-speaking parents to schools and helping those parents understand the school register and culture successfully is what parent liaisons do *best*. These parent liaisons perform many duties to accomplish their goal of helping the students be successful both academically and socially in our schools. Research clearly shows that creating a relationship with students is pivotal in the learning process; we can say that this is even more important for our Latino community. We Latinos are very driven by relationships, and parent liaisons help create a climate where relationships can be developed

among teachers, parents, administrators and students.

In Fulton County, we have three parent liaisons who are bilingual and bicultural. Being bilingual and bicultural is key to the success these individuals have. They can navigate both the school culture and the home culture of the Latino parents, thereby creating a bridge for these parents. They are much more than just a language resource! In sharing the work of these three parent liaisons, we hope to demonstrate how they help schools and families bridge multiple gaps, adding quantitatively and qualitatively to the success of the students.

“In Fulton County, we have three parent liaisons who are bilingual and bicultural. Being bilingual and bicultural is key to the success these individuals have.”

Ms. Mendoza at High Point Elementary is the lifeline to the Latino community at that school. She is in touch with reality and resources. A staff member at the school describes the parent liaison job as a job that requires someone who understands the different cultures as well as the language. It requires someone whom the families *trust*. Ms. Mendoza exemplifies these characteristics. She often works long days and many nights, leading other staff members to remark that she seems to be “doing the job of two!”

Her success as a parent liaison is evident. For example, just a few years ago the total annual attendance for Latino parents at meetings was 45; now, their monthly meetings for Latino parents have an attendance of 50-100 people. The parents value these meetings because they learn about the school and how to support the learning process at home. The parents also learn about resources for caring for themselves and their families. They are given links to community resources such as medical facilities, dental hygiene, eye care, mental health care and other support services.

Having a “cultural insider” on the school staff is also extremely helpful for the teachers and administrators. The school sees Ms. Mendoza as a walking font of knowledge about the Latino families. As one staff member says, “She is up to date with everything that is going on. This is such an amazing resource for us to be able to access this information so quickly.”

Ms. Mendoza has also successfully encouraged parents to take leadership roles and to become members of different committees to help with school projects. Ms. Mendoza notices that the more the parents are involved with the school, the more support they offer their children and the more committed they are to the school. Ms. Mendoza has helped create many programs for Latinos at her school, including Latino scout troops, soccer teams, and English classes for the parents. She also helps with summer programs, after-school programs and weekend programs.

Another of our parent liaisons is Mr. Zazueta, at Tri-Cities High School. Tri-Cities also notes the increased attendance they have had in the last year due to Mr. Zazueta’s ability to communicate with parents about the importance of attendance

and grades in high school. Parents are able to call the school and receive help in their own language. Mr. Zazueta also makes home visits with the school social worker. Again, the level of trust the Spanish-speaking community has with Mr. Zazueta allows them to be in touch, to voice their concerns and be heard in a timely fashion. Tri-Cities currently has 85 parents attending English classes at the school.

The teachers communicate concerns to Mr. Zazueta via e-mail, and he communicates with the parents by phone in Spanish, usually resolving the issues without much more intervention from the administration. The students in the high school also see him as a resource. In yet another example of caring and building relationships, Mr. Zazueta also takes it upon himself to send home small greeting cards with important messages about grades, positive student accomplishments, concerns, announcements, or reminders.

“Parent liaisons represent a unique and powerful resource for schools.”

Our third liaison, Ms. Morelli, serves four elementary schools in one community. The principals of those schools say that the level of trust and knowledge that she brings to each school is invaluable to the overall success of the school. Parents, administrators and students trust her. She is a true advocate for parents in many different ways, and her commitment to the parents goes beyond the call of duty. In her role she has developed many opportunities for parents to better understand the school process and how to interact with the school culture successfully.

One of the highlights of her projects for each school is the International Help Fair day, in which non-English speaking parents volunteer to spend the day at school helping with a variety of projects. Every teacher prepares five hours of work for a parent; volunteering parents come to one central location where they get instruc-

“In Georgia and nationally, the Latino community represents a dynamic force that is redefining our society.”

tions in Spanish and the appropriate materials to accomplish their task. At the end of the day, from 25 to 50 parents have participated for five hours each.

Ms. Morelli empowers parents to speak up when they do not understand what is going on. She provides them with a mechanism for navigating the system at each school. The parents have access to her even over the weekend—her cell phone is left on in case they need to speak to her for an urgent matter. The parents, she says, do not abuse this invitation to call her at any time if they need to reach her. Ms. Morelli has also established many connections with many community resources, such as extending opportunities for students to attend church-sponsored summer school programs, or after-school tutoring in the vicinity of the apartments where most of the students live. In other words, she brings additional resources to the parents and students beyond the ones already available at school.

In Georgia and nationally, the Latino community represents a dynamic force that is redefining our society. Nonetheless, we still lag behind in the educational arena. There are many barriers yet to be overcome for all of our students to be successful in our schools, and I believe that extending the parent liaison role to every school will help bridge the educational gap for Latino students. While it is not the only answer to all of our challenges in the schools, it certainly is one step in the right direction.

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Maria Montalvo-Balbed is the ESOL Coordinator for Fulton County Schools.

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Continued from page 19

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Lawrence Erlbaum Associates, 10 Industrial Avenue, Mahwah NJ 07430

This book profiles educational programs that have been demonstrated to be effective in raising Latino student achievement. It includes programs at the elementary, middle, and high school levels, as well as focusing specifically on language learning programs.

Valdes, Guadalupe. (1996). *Con respeto: Bridging the distances between culturally diverse families and schools: An ethnographic portrait*. New York: Teachers College Press.

www.teacherscollegepress.com

This is a very well known book that provides a great look at the values and beliefs of a group of working-class Mexican immigrant families, and how they influence the parents' and children's behavior and expectations.

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Empowering Latino Parents for the Education of Their Children: The MALDEF National Parent School Partnership Program

Jerry Gonzalez • Georgia Association of Latino Elected Officials



Jerry Gonzalez

Educators know that involving parents in the education of their children not only increases the child's ability to keep pace with the rigors of education, but also ensures that the student has the support system for

attaining a better education. The challenge of parental involvement becomes more significant when the parent has limited English proficiency and/or is poor.

With the influx and growth of the Latino population in the state of Georgia over the last decade and into the foreseeable future, Latino children are facing challenging obstacles for achieving adequate and appropriate education to help them succeed. In 1999 the Hispanic Scholarship Fund commissioned RAND, an independent think tank, to conduct a study on Latinos and higher education. The study found the return on investment for a better-educated Latino workforce is 400 percent, including an estimated \$13 billion in public revenues. The study cited two factors contributing to low educational attainment among the Latino population: under-educated parents and low-income families. According to the study, 67% of Latino children live in a family where neither parent has a high school diploma; 50% live in a family in the lowest income percentile. Furthermore, these issues are

predicted to become even more extreme. Obviously, aggressive efforts must be undertaken by public and private institutions to curb these trends.

One solution is the successful National Parent School Partnership (PSP) Program of the Mexican American Legal Defense and Educational Fund (MALDEF). The MALDEF PSP Program trains parents, school personnel, and community-based organizations to lead in the educational attainment of Latino children through ac-

"The education of our Latino children is critical to the overall well-being of our state and our nation..."

tive involvement and partnership for their children's education. The PSP Program seeks to increase the parents' knowledge of the educational system, to increase parental involvement in schools, to enhance the academic achievement of Latino students, and to deepen parents' understanding of their legal rights and responsibilities within the educational system. Many of the participants in this program are recent immigrants who are

overcoming substantial barriers to ensure that their children receive a just and equitable education and that their children are prepared for a college education.

The training consists of a 16-week program, where the parents meet with the PSP Trainer once per week. The sessions are conducted in Spanish, if necessary, and times are flexible according to the parents' availability and to space constraints. The sessions include topics such as a basic orientation, parental rights in the school system, an explanation of the process of parent/teacher conferences, an overview of the structure and function of both the school and the school district, and discussions of college education opportunities, all of which further the parents' knowledge and leadership abilities.

Each set of parents is encouraged to develop a group project to address an issue of concern in their immediate community. The PSP Program supports the parents in accomplishing their selected project. The PSP Trainer assists the parents in identifying their key area of concern, assists in the development of a plan to address the issue, and helps the parents develop a strategy to effectively communicate their desires for the completion of the project. Projects have ranged from enhancing security on the school grounds and providing simultaneous translation services for PTA meetings, to better sanitation at schools and the hiring of more bilingual school personnel.

In a recent evaluation of the national program, parents expressed satisfaction with it. They also reported an increase in their knowledge and changes in their behavior toward and participation in the school and their children's education. Parents overwhelmingly wanted to participate in the PSP Program to better prepare themselves as advocates for their children's education and to help their children succeed in school.

Collaboration between the parents, MALDEF, community-based organizations, and the school system is key for an effective program. To facilitate the expansion of the PSP Program model, MALDEF has implemented a "Train the Trainer" program. The "Trainer" attends a series of training sessions conducted by MALDEF to become certified in teaching the PSP Program model. After certification, he or she is expected to commit one year to accomplishing the voluntary sessions of the PSP Program model within his or her own community.

The PSP Program has been offered in numerous venues in Georgia, with "Trainers" from all across the state prepared to provide sessions in their communities. Hundreds of parents have participated at the elementary and middle school level, with more sessions underway.

The language barriers faced by many Latino families can be overcome with active participation of the school system and the parents of Latino children. The MALDEF National Parent School Partnership Program illustrates one way school systems across the state can partner with community-based organizations to work toward the goal of enhancing educational opportunities for children by involving the

With the influx and growth of the Latino population in the state of Georgia over the last decade and into the foreseeable future, Latino children are facing challenging obstacles for achieving adequate and appropriate education to help them succeed.

parents. The education of our Latino children is critical to the overall well-being of our state and our nation; as the Latino community continues to grow in Georgia, collaborative efforts between schools, community-based organizations, and the private sector will greatly assist in providing for a better educated Latino community.

Jerry Gonzalez is Executive Director of the Georgia Association of Latino Elected Officials (www.galeo.org) and former Legislative Policy Analyst for MALDEF.

For more information on the MALDEF Parent School Partnership Program, please contact MALDEF at 678.559.1071 or visit www.maldef.org/psp.

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Continued from page 21

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This book profiles four Latino students in an ESOL program and paints a fairly troubling picture of the challenges facing them and how the particular program and teacher they are with impact their success.

Valenzuela, Angela. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. Albany, NY: State University of New York Press.

In this eye-opening and award-winning book, Valenzuela details the issues surrounding social and educational success and failure for Latino students in a Texas school. She highlights the importance of individual teachers' "caring" in offsetting the "subtractive" educational policies of the school. She also demonstrates some of the tension between new immigrants and established Latino students.

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Student Success Through Parent Involvement: Reaching Out to the Latino Community

Tricia Kennedy • Gwinnett County Schools and Jose R. Perez • Target Market Trends



Tricia Kennedy

Do our immigrant parents understand the importance of keeping their children in school? Do they support our efforts to assure the rigor of their child's education to close the achievement gap? What do they really

want and need for their children? Why do we not see more parents involved in school programs? These are questions that Gwinnett County Public Schools (GCPS) faced as we looked for ways to best serve our rapidly increasing population of immigrant students. With over 128,000 students, GCPS is the largest school system in Georgia and the 20th largest school system in the United States. Like many other districts, GCPS has seen significant increases in diversity in the past seven years, with approximately 20,000 Latino students this year and growth at over 6,000 students a year. The English to Speakers of Other Languages program of the district has grown accordingly. As is the case statewide, even when the students themselves do speak English, it can be difficult to communicate with their parents, who often do not. Since we believe that their involvement and support is critical to their children's academic achievement, one of our greatest challenges is how to engage these parents.

Our schools could report their impressions of the educational values and goals of Latino parents, as well as barriers for their involvement, but only by collecting and analyzing data could we assure we were headed in the right direction. Thus, GCPS set about gathering information directly

from this population of parents to determine where we should concentrate our time and resources. We focused our efforts on gathering data from a significant number of parents, with a target of 300. To lead the effort, we looked to Jose R. Perez, president of a business consulting and professional development company. A member of the Gwinnett community, Mr. Perez has both been an English language learner himself and has sent three children through GCPS.

The goals of the data-gathering project were:

- to determine the drivers that increase Latino parent participation;
- to establish broad community, business, and higher education support for GCPS for encouraging parental participation in school programs; and
- to create public awareness of the need for parent and mentor support.

Methods:

Recognizing the need for a broad and comprehensive approach, I (JP) worked with the district to compose a project team representative of a cross-section of the GCPS staff, principals, and members of the community. The methodology included qualitative research (focus groups) to investigate why Latino parents are not more visibly involved in GCPS. The intent of the focus groups was to gain initial insight on motivating factors and barriers to visible parental support. Two groups of Latina mothers with children in three densely

Latino-populated elementary, middle and high schools in the district were invited to participate in the focus groups. Mothers reported that they very much wanted their children to graduate from high school and continue on to college.

They also seemed unfamiliar with college admission requirements and costs. They reported frustrations about their inability to communicate with the school in English, and the system's perceived lack of resources to communicate with them in Spanish. They reported little interest in involving their children in school sports or extracurricular activities.

The focus group findings served as the foundation to construct the in-depth parent questionnaire needed to conduct a thorough quantitative primary market research study. After several iterations an English questionnaire with 20 questions was finalized. We then translated the questionnaire into Spanish and followed the same iterative team process to ensure that the questions meant the same in both languages, and were easily understood by the different Spanish speaking nationalities in our sample. Six schools with a substantive Latino population conducted the survey, gathering responses from 274 Latino parents as they registered their students for the school year. These schools included two elementary, two middle, and two high schools.

The parents responding to the questionnaires had a total of 684 children ages 0-19 living in their homes. Of the 20 questions in the questionnaire, 10 focused the



Jose R. Perez

participants on selecting the 3 issues of most importance, and the 2 issues of least importance. Of the remaining 10 questions, 5 requested additional demographic and socioeconomic information to develop further insights, and the last 5 requested additional comments from the participants.

Findings:

The research findings provided the validation that the district needed to move forward. According to the data, when it comes to their children, Latino parents are no different than their mainstream counterparts. They want their children to be successful. They want their children to make good grades, graduate from high school, and continue on to college. This finding was particularly significant for the district, as it dispelled a rather wide-spread belief among some community members and even educators that many immigrant parents do not have aspirations of college for their children, but instead want them to complete high school in order to get a job and help the family. In fact, the survey results showed quite the opposite. The high selection rate for “Get a job to help the family” as the *least important theme* makes an important point about the parents’ priorities being strongly biased toward their children’s education.

The survey respondents also told us in several key questions that they place a high priority on learning English for themselves, with the underlying reason to be able to communicate and help their children accomplish and improve their academic performance and well-being. “Language as a barrier” was a key theme that emerged throughout the survey regarding what factors keep the parents from increased involvement with the school. Their most preferred activity (out of a list of nineteen choices) for schools to offer was English classes for adults. Other barriers to parental participation as indicated by the survey results are the parents’ work schedules, and cultural differences. But there was a high percentage of positive response to the prompts of, “I don’t know how to do things the American way, but could help if they teach me,” and “I cannot speak English, but would help if I could in Spanish,” indicating parents’ willingness to strive to

overcome language and cultural barriers for the sake of their children’s education.

Conclusions:

Based on the results from our extensive data collection and contact with Latino business and community leaders, we were able to draw conclusions about the current opportunities for Latino parent involvement, and pinpoint areas where improvements could be made. The recommendations presented to the GCPS superintendent included a charge to continue to raise the bar on academic expectations for Latino children. Assessments that would enable GCPS to determine students’ skills and ability without the bias of English proficiency could help appropriately place students in the most challenging academic courses. The parents’ desire for English instruction could be ad-

“Like many other districts, GCPS has seen significant increases in diversity in the past seven years, with approximately 20,000 Latino students this year...”

ressed through the schools, in conjunction with community organizations. Outreach focused on helping parents help their children in schools, including information that will allow parents to become comfortable in the schools, become familiar with the teachers, and be engaged in school programs could address two levels of concern—the parents’ English learning and their understanding of how to support their children. Existing mentoring and tutoring programs should be enhanced and should be established in schools not currently offering such programs.

In order to increase parental participation in school events, schools need to look for ways to provide schedule changes and adaptation of cultural customs. Schools could consider holding activities on different days and times of the day to

accommodate parents’ work schedules. Things as simple as providing food and drink native to Latin American countries at school events could promote familiarity and comfort for the parents and children. If at all possible, the schools need to find ways for Spanish-speaking parents to help in their own language. Finally, the district should continue its efforts with a sustained, intensive project dedicated to increasing parent involvement in order to close the achievement gap.

The implications for the district are obvious. Yes, our Latino parents do understand the importance of keeping their children in school, and we can count on their help to do so. Yes, they support our efforts to ensure rigor in their children’s coursework as necessary preparation for post-secondary opportunities. They want their children to learn English, learn the curriculum, graduate, and go to college. As a district, we need to focus our energies on assuring that all of the students are successful in accomplishing these goals. Likewise, we do not need to spend time and resources in development of separate programs that are focused primarily on job-related skills or on English proficiency at the expense of content knowledge. The goal of these parents and the goal of the district is high academic achievement for all students.

We believe that the efforts that went into this initiative will have multiple benefits. It has provided Gwinnett schools with clear-cut directives coming from our parents themselves. We fully expect to see the results in the increased achievement of our Latino students.

Tricia Kennedy is Executive Director of Curriculum for Gwinnett County Schools. She oversees K-12 curriculum development and implementation, instructional resources, the English for Speakers of Other Languages program, Gifted Education program and the Safe and Drug Free Schools program.

Jose R. Perez is the President of Target Market Trends, a business consulting firm. He is the Co-Chair of the Education Committee on the Latino Commission for a New Georgia, an advisory commission on Latino affairs appointed by the Governor.

BUILDING A BRIDGE TO THE COMMUNITY: DEVELOPING PARENT OUTREACH THAT MEETS THE NEEDS OF PARENTS AND THE SCHOOL

Eileen Kugler • Embrace Diverse Schools



Eileen Kugler

It's 7:00 p.m. Tuesday night and the parent meeting is about to start. The principal looks at the white mother who leads the parent organization. They both know it is the same faces again even though the community has changed, and once again they shake their heads in frustration.

While many communities see an increasing population of Latino students, they still find parent activities largely attracting only white parents. This often leads administrators, teachers, and other parents to believe that Latino parents do not care about their children's education. But educators who have worked successfully in Latino communities know this could not be farther from the truth (Hidalgo, Siu, & Epstein, 2004). In fact, many parents who are not visible at school are actively working with their students at home on issues such as finishing their homework on time (Henderson & Berla, 1994).

So why are not Latino parents more visible in the school? School can be an intimidating place for a wide variety of reasons, some relating to language barriers and different cultural expectations. For other parents, school is associated with negative experiences, making them distrustful of getting involved (Inger, 1992).

Educator Eva Midobuche (1999) talks about the pain of growing up in the Southwest as a Mexican American a generation ago, with teachers showing little respect for her Latino culture. "Even the lunchroom was an uncomfortable place. I used to lie about what I had eaten for breakfast. I always said eggs, bacon, toast, milk and orange juice, although I had really eaten something totally different, but just as nutritious."

It is critical for schools to break down the barriers that keep many parents at a distance. Research continues to build the case that when parents are directly involved in their children's learning, their children do better in school, stay in school longer, and like

school more. These positive impacts are seen no matter what the parent's income level or background (Henderson & Mapp, 2002).

Suggestions for parents of all backgrounds to feel welcome and valued:

- The first step to making Latino parents feel welcome at school is through personal contact. The most effective means is a home visit by a teacher or school official, such as the principal or parent liaison, with materials provided in Spanish. It is preferable to have this home visit include someone who speaks Spanish; however, even with the language barrier, this visit shows the parents that the school values them. Equally importantly, it provides educators with insights into the specific barriers the parents face. At the least, Latino parents should be contacted by phone to welcome them to the school, not just to report a problem or concern.
- School officials can also make an important statement by attending or speaking at events in the Latino community, including neighborhood churches. Making the effort to go out to their community shows respect as well as recognition that it is not always easy to step into a new environment.
- Events at school should be designed to begin building a collaborative trusting relationship. Parents need to understand that they are critical partners in their children's academic success. Meetings should address the issues of the parents, not just the agenda of the school. In some cases, parents need assistance with basic needs such as health care before they can be substantively involved with school. Schools that actively help families meet their basic economic and social needs have been successful in building partnerships with parents who are often difficult to reach, including migrant parents.
- Special meetings for parents of one culture are helpful in providing an initial comfort level. After attending a meeting held largely in Spanish, many Latino parents feel more comfortable coming to school-wide activities. Bilingual parents who attend these meetings can be important resources for further outreach.
- Personal invitations to events are critical. The invitation should be extended multiple times in multiple formats. At least one written communication should be exclusively about the event, translated into Spanish.
- As the relationship between school and parents builds, parents can be given specific tools to partner in their children's education. For example, Family Reading Nights can help parents understand why it is important to read with their children and demonstrate effective ways to help in their development. Parents can be loaned

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appropriate reading materials, including books in Spanish for recent immigrants, since research supports developing literacy in the first language as a stepping stone to developing English literacy (National Research Council, 1998). Similar programs can give parents the tools to help their children with math, science or other curriculum areas.

Successful outreach programs can be in many forms, but they must be tailored to that individual community:

Outreach to Latino parents must be ongoing and varied. Educators should analyze the needs and interests of their own community and develop targeted programs. The success of these efforts depends upon the continuing commitment of administrators and faculty. Following are some examples of successful parent involvement from schools around the country.

- **Clopper Mill Elementary in Montgomery County, Maryland**, a diverse school with a population that is one-third Latino, has seen a remarkable increase in the involvement of its Latino parents. Latino parents were so pleased to have invitations to parent events and other materials translated into Spanish that several bilingual parents offered to translate the principal's weekly newsletter into Spanish. The school also reached out to family members through special programs. During "Grandparents Day" one Latino grandmother told the principal she came from Ohio to join her grandchildren. At the first "Doughnuts for Dads" breakfast, the school expected about 25 fathers and watched in amazement as 150 fathers, many Latino, streamed into the building. Principal Roni Silverstein says one of the keys to getting the family to come to the school is that children are encouraged to invite them. "My son said I had to come!" said one Latino father.

- **South Florida**. Former National PTA Vice President Cathy Belter saw first-hand the value of a principal who knew her community when she traveled to south Florida to work with parents on math education. To Belter's surprise, the principal set the parent meeting for the middle of the day, which would not have worked well in Belter's home community in Fairfax, Virginia. But this principal knew that the Latino parents in her community felt evenings were family time at home. The principal added another incentive, making it a pot-luck luncheon with a fun competition judged by a food editor from the Miami Herald. Attendance overflowed.

- **Storm Lake, Iowa**, school officials knew they had to change parent outreach strategies as their community's population changed from largely middle class white in the 1980's to nearly 50 percent ethnic minorities today, including many Latinos. Juli Kwikkel, principal of East and West Elementary Schools, assures that every new family is visited at home by school personnel, sometimes by Kwikkel herself. Collaborating with the area's major employer, Kwikkel works with the human resources director of the nearby meat packing plant to coordinate important programs with parents' shift schedules. The principal of Storm Lake High School, Michael Hanna, helped arrange English classes for adults at the plant to empower the parents to be more active in the schools.

- **Annandale High School in Fairfax County, Virginia**, has a population of students from all over the world, including

20% Latino. The school held a special Back to School Night for parents who speak languages other than English and handed out a parent survey in five major languages. Parent meetings are now held in each of those languages, addressing issues identified by the parents and providing them information and resources to guide their children through the rigors of high school and beyond.

- **Boston** schools that are part of the successful Boston Excels program offer a variety of programs for parents, including family literacy classes, monthly home visits, and family field trips. They have seen a dramatic increase in school-parent connections.

One father from El Salvador wrote: "To be honest, I never thought I was going to learn so much in the Family School. Besides English, I have learned how to help my children in school. The monthly tips, 'Helping Children Learn' have been an important tool for me also to understand what to do and at what age... Now we talk a lot more. Their progress has increased a lot."

Parent outreach based on the model of the white suburban school is doomed to failure in today's diverse communities:

Outreach to parents who have not traditionally been involved with school needs to be on a very personal level to break down barriers and help them feel that they are welcomed and valued in their child's school. To build the relationship, schools need to plan targeted programs that are appropriate to their community, addressing the parents' needs as well as the needs of the schools. School officials should provide parents with specific strategies and tools to support their children's educational growth. The result will be stronger schools, stronger families and more successful students.

*Eileen Gale Kugler is a national advocate for diverse schools. She is president of Embrace Diverse Schools in Springfield, VA and is the author of **Debunking the Middle-Class Myth: Why Diverse Schools are Good for All Kids** (2002, Rowman & Littlefield).*

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Teaching Techniques and Classroom Organizational Strategies to Support the Literacy Development of Latino English Language Learners

Larry Kugler • Literacy and School Improvement Issues



Larry Kugler

Latino students lag behind their Anglo peers on many measures of reading achievement (Banks & Banks, 2004). According to the recently released 2003 National Assessment of

Educational Progress, Latino students nationally represent a disproportionate percentage of students achieving below the basic level at all tested grades. In fact, at grade 8, 44% of Latino students achieve below the basic level as compared to 17% of their white peers (National Center for Education Statistics, 2003).

The results in Georgia are similar. In both grades 4 and 8, the percentage of Latino students falling below the basic level is approximately twice that of white students. With continued implementation of the No Child Left Behind Act, states, districts, and schools must meet the same adequate yearly progress (AYP) goals for all students and subgroups, including limited English proficient and Latino students. Closing this achievement gap is now required by law.

Many factors contribute to this situation, including language, socioeconomic status, parental education, limited teacher preparation, changing demographics, etc. Yet, good teaching is more important than anything else in overcoming these factors for English language learners (ELLs) (The Education Trust, 2003; Cole, 1995). Furthermore, the literature provides strong support for the concept that successful practices used for native English speakers can and should be used for successful literacy instruction for ELLs as well (Cole, 1995; Gersten & Geva, 2003).

Guidelines for Selecting Teaching Techniques and Organizing Classroom Instruction

Guideline 1: Model What Students Are Expected To Do

Even native English speakers do not always understand exactly what teachers want them to do. ELLs have the additional challenge of not understanding the language or specific vocabulary. Teachers should model, or demonstrate, exactly what they want students to do, using think-alouds as they model the behavior.

For example, teachers who want students to write on topics of their own choice should clearly model this behavior by “thinking aloud” how they come up with ideas to write about. They can use a web or realia (see Guideline 6) to make this clearer to ELLs. Reciprocal Teaching

(Palincsar & Brown, 1984) and Question Answer Relationship (Raphael, 1986) techniques provide modeling of effective reading behaviors, including predicting and questioning, and have been found to be successful with ELLs.

Guideline 2: Use Explicit Language and Adjust According to ELL Needs

Because the ELL has a limited vocabulary, the teacher must carefully select and use vocabulary that is comprehensible. This means thinking through what will be said and using appropriate language consistently. Establish a core vocabulary for a particular concept or activity and use it every time. For example, when teaching story structure, use the language (e.g. characters, setting, plot, problem, outcome or solution) consistently and with graphic organizers that make this vocabulary comprehensible to the learner. Only when students know what these terms mean should the teacher begin to use synonyms or a more sophisticated vocabulary.

Guideline 3: Involve Students Actively in Their Learning

Plan activities that actively involve all students. Students need many opportunities to practice and integrate skills and content. For example, students who are studying about voting rights can be provided an opportunity to debate the importance of voting. English language learners can be paired with native English speakers to develop their positions. Through conversation and exchange of various points of view with their peers they will come to better understand the content.

“Provide opportunities for students to work collaboratively with peers of similar and different backgrounds and learning styles. Through such interactions all students benefit by hearing ideas expressed in different ways and through different vocabulary.”

Guideline 4:

Organize for Collaborative Learning

Provide opportunities for students to work collaboratively with peers of similar and different backgrounds and learning styles. Through such interactions all students benefit by hearing ideas expressed in different ways and through different vocabulary. They also come to understand that ideas are complex and problems may have different solutions. Collaborative approaches to learning can be particularly appropriate for Latino students as these may mirror the home situation (Hudelson, 2000).

Guideline 5:

Honor and Utilize the Students' Background Knowledge

The most effective way to learn new information is to link it to existing, long-term knowledge. This is most successfully accomplished for ELLs when the teacher becomes knowledgeable about students' home cultures, languages, families, and communities and can help students connect new knowledge to concepts they already understand. An elementary mathematics lesson on measurement using cooking to practice multiplication skills by doubling or tripling a recipe can easily be adapted to the home cultures of the students by substituting culturally appropriate recipes, such as tamales or rice and beans. Likewise, teachers can invite students to relate their personal experiences to problems and issues raised in children's literature.

Guideline 6:

Use Visual Aids and Concrete Experiences

In this case, a picture is worth a thousand words. Not only pictures, but models, realia, graphic organizers, and charts are essential tools to make learning more accessible for students whose vocabulary is limited. In addition, the teacher should use body language, gestures, and actions to reinforce language. Showing a picture of a "family" as the word is stated is much more effective for the ELL than using other words to explain the concept. This is also

true for more complex concepts as well. Explaining how important the natural resources were to the life of a pioneer family can be learned by having students analyze paintings from this time period and discovering for themselves how pioneers built homes with the available resources.

Guideline 7:

Focus on Meaning

Teachers who focus their instruction on making meaning, both in reading and writing, help students become more successful. Studies demonstrate that students of these teachers do better on measures of comprehension with no loss in specific skills when compared with students whose teachers emphasized a skills-based approach. For instance, Peck (1997) studied a whole-language based program and found the writing skills of Spanish-speaking kindergarteners developed as well as those of English speaking children.

A focus on meaning can be accomplished in a variety of ways from listening and responding to the message without correcting errors in grammar and pronunciation to engaging in real conversations about what students are reading and writing. When the emphasis remains on meaning, specific and explicit skills instruction can take place in context and when students are ready to incorporate the new information.

“Quality literature provides excellent language models and facilitates language acquisition. Well-chosen literature also validates the Latino student's home culture and background of experiences. It can also help all students become more knowledgeable about their peers.”

Guideline 8:

Provide Opportunities to Use Language for Real Purposes

Closely aligned with Guideline 7, this guideline emphasizes the purposes for reading, writing, and speaking. The purpose should be to communicate and not to just complete dittoed worksheets that only focus on skills. Students should be provided many opportunities to share their thoughts and ideas with significant others, including peers, family members, pen pals, authors, newspapers, and the teacher. These opportunities underscore the real reasons for reading and writing and will reduce the likelihood that students will view reading as merely saying it correctly, and writing as only good spelling, grammar, and handwriting.

Guideline 9:

Select Engaging and Appropriate Literature for Read Alouds, Shared Reading, and Guided Reading

Quality literature provides excellent language models and facilitates language acquisition. Well-chosen literature also validates the Latino student's home culture and background of experiences. It can also help all students become more knowledgeable about their peers. Fortunately for teachers today, children's literature is full of rich and appropriate selections in all genres, including stories, poetry, and content-area reading. These trade books can be used for read alouds, shared reading, and guided reading.

Guideline 10:

Provide Appropriate Scaffolding

Many of the previous guidelines are based on the general principal of scaffolding, one that deserves a bit more explanation. Scaffolding is defined as “support teachers provide to help students carry out a task” (Barr et al., 1996, p. 872). This support can take many forms, both verbal and non-verbal. Scaffolding is based

Continued on page 30

on the Vygotskian principle of the Zone of Proximal Development. Simply stated, this refers to the area or “zone” in which a student can successfully complete a task with direct assistance from a teacher (or more competent peer). Without this assistance the student would probably not succeed, but with it he or she learns how to internalize the skills and competencies needed to achieve the task. As a student becomes more capable, the assistance is gradually withdrawn until the student can succeed independently. Support is then provided at a more sophisticated level or in another academic setting.

Scaffolding can be provided at various ages and stages of literacy development. It is essential for ELLs. Some teachers remove these supports before students can successfully perform the task, placing students at risk of failure. I have heard teachers suggest that all pictures should be covered up in first grade basals or trade books so children can do “real” reading. Removing pictures removes a necessary scaffold that helps students read successfully as their phonics skills catch up with their ability to make sense of the story. Providing a rich introduction supports a successful first reading of a newly introduced book (Clay, 1991).

However, continuing to provide unneeded support as the students gain competence runs the risk of promoting dependence on the teacher and deprives children of the opportunity to integrate the

newly acquired skills into their repertoire. The challenge in teaching is to initially provide enough support to ensure success and then withdraw support to promote independence.

The guidelines and suggestions in this article can assist teachers in selecting techniques and organizing the classroom to provide the necessary scaffolds and structures for Latino ELLs to develop their English language literacy. With hard work and dedication, teachers will ensure that all students are provided the best opportunities to accomplish the goal of the No Child Left Behind Act—that **all** students will succeed academically.

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NINE STRATEGIES LATINO PARENTS CAN APPLY TO PROMOTE K-12 SUCCESS FOR THEIR CHILDREN

Elida Perez-Knapp • CLASE • The University of Georgia



Elida Perez-Knapp

1. Make school attendance a must.

Every time your child misses school he or she is in danger of falling behind in his/her studies. If your child does miss a day or more of school, call the teacher and ask for make-up work. Then make sure that your child completes the assignment.

2. Advocate for your child.

As a parent you have the right to review your child's school records, question issues of discipline, discuss his/her grades, visit the school, and participate as a volunteer.

3. Get to know school staff.

Establish a relationship and communicate frequently with your child's teacher, counselor and principal. Ask about classroom participation

4. Keep up to date on school events.

Know when exams are scheduled, try to attend parent meetings, participate in special events and do not miss parent/teacher conferences.

5. Ask about your child's academic performance.

Ask if your child is performing at grade level. If he or she needs help ask the teacher for information on tutoring or homework classes. Ask for specifics on what you can do to help your child.

6. Find out what resources or programs are available if your child is struggling.

Does the school offer sheltered instruction classes? Does the school have an ESOL teacher? Does your child need one-on-one help? Ask what programs or assistance are available that can help your child.

7. Ask about school programs and projects like reduced-cost lunches, transportation to special events, sports, and after-school tutoring.

Schools offer many activities aside from those of the normal school day. Find out what these are and enroll your child.

8. Become familiar with college-preparatory classes that your child will need as he/she advances in grades.

Ask about promotion requirements. Talk frequently with your child about these requirements. Have discussions about higher education and encourage your child to start thinking about attending college.

9. Become familiar with college entrance requirements and funding.

Start early to prepare for higher education. Make sure once your child reaches high school that he/she is enrolled in college-preparatory classes. Start talking to school counselors about scholarships and grants for college.

By implementing these strategies you are placing your child on the road to a successful school experience.

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CLASE

Making Up for Missed Opportunities: Two Instructional Strategies to Support English Language Development

Dennis Parker • University of California at Los Angeles



Dennis Parker

Each week, I visit 50 or more classrooms in grades K-12 in some of the country's most struggling schools. I am there to observe, coach, find patterns and trends, and sometimes to do demonstration lessons.

Virtually all teachers I see are hard working, dedicated to doing their best for their students, and have formal training in English Language Development (ELD). Unfortunately, there are two fundamental kinds of instruction missing in most classrooms. Both would dramatically improve the chances for immigrant students to accelerate their learning of academic English. I call these strategies ELD Rule #1 - Say It!

and ELD Rule #2 - See It!

They are "all-day strategies," because they should be used every hour of every day whenever a teacher is conducting a lesson. I have personally found them to be effective with all kinds of students K-12, including those in "regular" classes as well as those in Special Education, Gifted, Honors, or Advanced Placement classes. While helpful to all of these students, these strategies represent "academic life or death" for English learners.

English Language Development RULE #1 – SAY IT!

ELD Rule #1 might be characterized as "**READING AND WRITING FLOAT ON A SEA OF LISTENING AND SPEAKING.**" It is predicated on the notion that language is learned most naturally following a progression of listening then speaking then reading and then writing. Especially in the early stages of language acquisition, you can not say something you have not heard spoken, read something you have not heard or said yourself, or write something you have not seen in print, said, or heard. If you think of writing as a copy of speech – and an imperfect one at that – then this premise begins to make perfect sense. How can you *translate the copy* (print) back *into the original* (speech – listening and speaking) if you do not possess the original? Hence, the trick is to provide sufficient "sea water" up front, i.e., to frontload the appropriate vocabulary and grammatical structures, to float the literacy boat we are trying to help students construct.

Therefore, it is crucial that students *already* command the vocabulary and speech patterns they will encounter in print if the act of reading is to be at all meaningful. Native speakers of English come to school with a working knowledge of the entire grammar of their language, an active vocabulary of about 5,000 words, and a passive vocabulary of about 8,000 words (Menyuk, 1999, p. 25). Basal readers are designed to reflect these statistics. On the other hand, immigrant students and, indeed, many students from low-income families, face mainstream textbooks without much or even most of the prerequisite language repertoire that would make "learning to read" and "reading to learn" in any way meaningful. The remedy: frontload the necessary language through oral practice before trying to read it.

A second reason to frontload language orally is to enhance learning of the material. True, substantial amounts of academic language are often available to students in class, e.g., *ambiguous, metaphor, coveted, integer, prime number, variable, tectonic plates, photons, thermodynamics, unilateral, bicameral, geopolitical*, etc. But it is not common for each student to use such terms in context or, indeed, have the chance to pronounce them correctly even once as they are introduced! Students are less likely to remember and use academic terms and phrases in class discussions, group work, in writing, or even in life if they can not even pronounce them. Also, have you ever heard people mispronounce a term learned while reading, because they have never actually heard the word? I used to say /*eligh*t/ for "elite," because I learned it in a book and never heard it spoken. I have since heard otherwise educated adults say "formid**able**" for "formid**able**" and "sym**onym**" for "syn**onym**." The classroom is an ideal place to correct such problems.

To achieve both purposes outlined above – either *to frontload reading* or to *enhance learning of important words and phrases* as they come up – try the following oral response routine:

- Step 1 – The teacher models the word or phrase.
- Step 2 – The whole class repeats it chorally.
- Step 3 – Sub-groups repeat it (boys, girls, this table, that row, etc.).
- Step 4 – A few individual students repeat the word or phrase.

Step 5 – The whole class repeats it chorally again.

Step 6 – The teacher repeats the word or phrase following each student response to leave a correct cognitive “trace” for students to remember.

With difficult words or phrases, the teacher can use “backward build-up” to break the language into manageable pieces, e.g., “*synonym - ...nym ... syn ... nonym ... synonym.*” That is, students repeat the end of the word or phrase, then the beginning, then the middle, then the middle and end put together, and finally the beginning, middle, and end all put together. Try it with “*supercalifragilisticexpialidocious*”: ... *dotious ... super ... expialidotious ... supercali ... fragilistic ... fragilisticexpialidotious ... supercalifragilistic ... expialidotious ... supercalifragilisticexpialidotious.*

Although this is an exaggerated example, it takes very little time out of the normal flow of teaching to ensure that every student has a chance to say all key terms correctly at least once, especially before encountering them in print. This strategy is a perfect opportunity to make a down payment on learning the meaning of these terms using the next key strategy, ELD Rule #2 – See It!

English Language Development **RULE #2 – SEE IT!**

They say a picture is worth a thousand words. Brain research now justifies that adage:

“The eyes contain nearly 70 percent of the body’s sensory receptors and send millions of signals every second along the optic nerve to the visual processing centers of the brain. It’s not surprising that the visual components of memory are so robust.” (Wolfe, 2001, p. 152)

Research on effective instructional strategies adds further support. In fact, using “non-linguistic representations” or visual clues ranks fifth out of nine categories of the most effective, research-based instructional strategies (Marzano et al, 2001, pp. 72-83).

As aids to memory and learning, visual clues play two important roles. First, as my colleague Charlotte Knox suggests, they make concepts “stand still” so that students can hold onto them visually and ponder them during a lesson. Secondly, visuals serve as effective alternatives to the over-reliance of “using words that students don’t know to explain words they don’t know.” In other words, visual clues carry meaning that supplements the use of words.

Cummins (1981) refers to language supported by visual clues as “*contextualized*” and thus more comprehensible. And Krashen (1981) argues that more “*comprehensible input*” means more language acquisition. We might, therefore, characterize ELD Rule #2 as “**CONTEXTUAL CLUES CARRY THE MEANING.**”

There are a variety of visual clues we can use, again, to make the concepts and language stand still as well as to convey meanings for better comprehensibility:

1. body language and gestures;
2. tables, charts, and graphs, especially those from within textbooks that can be enlarged by means of a transparency or a poster printer;
3. props, models, manipulatives, and realia;
4. hands-on activities and simulations, and, perhaps the easiest of all; and
5. “doodling” on the chalk board or white board as we talk in front of class.

CLASSROOM APPLICATION

Both of these teaching rules – *Say It* and *See It* – represent research-based, yet common-sense approaches to helping kids learn. Because they are so simple, it is very easy *not* to use them with any great frequency.

As a rule of thumb, however, I would not let more than 60-90 seconds elapse without showing students what I am talking about with some kind of gestures, doodling, or diagrams. I would also make sure that all students became fluent with all important words and phrases associated with any lesson.

It takes both an ethical commitment as well as some diligence to make these strategies part of your everyday teaching. However, I have seen teachers who have—with a little patience and practice—made these strategies second nature. The benefit to your students will far outweigh whatever effort you exert to make these strategies a natural part of your teaching. Try them everyday. Better yet, assign a student to tally, during a given lesson, the number of times you use ELD Rule #1 or #2. There is nothing to lose, yet everything to gain for English learners... not to mention their native English speaking classmates!

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Creating Leadership Opportunities is Our Responsibility

Maritza Soto Keen • J.W. Fanning Institute for Leadership • The University of Georgia



Maritza Soto Keen

When we think broadly about the goals of education, we realize that one important role it fills should be to prepare the leaders of tomorrow—leaders who also reflect and represent the demographics of their community. Creating opportunities for leadership and leadership development for young people can open up a whole new way of thinking; it challenges them to dream beyond their environment and to commit themselves to a lifetime of service. One such opportunity is now available for the future Latino leaders of Georgia.

The Latino Youth Leadership Program

Identifying, teaching and supporting emerging young leaders is a key responsibility and privilege of educators and educational institutions. However, despite a number of leadership programs around the country, few have focused particularly on Latino students. In 2003, the J.W. Fanning Institute at the University of Georgia developed a new on-campus youth program specifically targeted at Latino youth aged 15-18. The program was divided into two components: four days on the UGA campus in the summer and a two-day follow-up session in the winter. During this first program, our pilot year, sixteen students from four cities in north Georgia participated.

The overall theme of the program is to build on the strengths of the young participants and on the assets of their

communities. There are two main requirements to be accepted into the Latino Youth Leadership Program:

- participants must have demonstrated leadership capabilities through work in their neighborhood/community, school, church, or with a nonprofit institution; and
- participants must be willing to develop and implement an activity or event that would effect positive change in their community.

During the summer session, participants have the opportunity to learn about the principles and forms of leadership, to identify and understand their personal leadership style and to engage in experiential learning on building consensus and managing conflict. In addition to learning about these traditional aspects of leadership, participants engage in discussions on issues important to them as young Latinos, on the impact of culture on leadership and on the importance of higher education.

Culturally Relevant Leadership

One of the benefits of a program such as this is that it does not simply target traditionally “high-achieving” students, but rather focuses on leadership and leadership potential. The students who participated in our inaugural year’s program were not necessarily the top performers in their schools, which points to an important message for teachers and administrators. Likewise, English proficiency was not a barrier to effective leadership development; students helped

and encouraged each other, in itself a component of situationally appropriate leadership.

The group-based format of the experience was also beneficial and a good fit with the preferred learning styles of many Latinos. For instance, in response to the program staff’s request that one of them would address the audience of parents, friends, and faculty at the closing luncheon, the eight participant volunteers decided to address the audience collectively. They worked on their presentation and it turned out to be the highlight of the ceremony.

Community Projects

During the summer session, the participants worked enthusiastically to develop a specific community project. Each participant agreed to plan an event or activity putting their leadership knowledge and skills into action. While the students had many ideas, one of the program’s strengths was that Fanning faculty provided guidelines for developing their plans, including how to set appropriate goals and what steps would be necessary for success. The participants also worked on their projects in groups, then presented their plans to the larger group and faculty for questions and feedback, leading to strong, measurable and high-impact project plans. For instance, this year’s groups decided on the following experiential leadership/service activities:

- To organize a food pantry at their local church for those in need in their community.
- To organize a food and clothing drive in conjunction with the Latin American Associa-

tion in Atlanta for the organization's annual holiday distribution to families in need.

- To organize a club at their local high school to assist and tutor English-learning students, including recruiting other students to volunteer their time as tutors.
- To develop an artistic performance in the form of a short play addressing the issue of peer pressure in school and to perform the play at three local middle schools.

In order to increase the opportunities for hands-on leadership development among these young Latinos, the participants and groups also focused on ways to serve in leadership positions and to be role models for others in their school or larger community for the coming year. Fanning faculty has remained in contact with the groups during the last six months, providing mentoring and assistance as needed. The sixteen students will reunite for a weekend session to present the outcomes of their community projects and to discuss and learn from each other about the challenges encountered and how they dealt with them.

Leadership Development: Important First Steps

Programs such as this provide a vitally important beginning for fostering leadership among Latino youth in our state. The structured opportunity to discuss in-depth issues that impacted them as young Latinos proved to be very valuable, and

shaped the development of their community projects. Our program's focus on discussion and experiential activities was new to many of the participants, yet they comfortably rose to the occasion. This discussion created a natural context for stimulating and challenging the students to do something of significance in their communities.

In addition to the specific, tangible benefits to these students' communities from the projects they are carrying out, leadership development such as this confers numerous other opportunities. For instance, the experience of being on campus for the week was invaluable—for many participants this was the first time they had visited a university, and actually living on campus was a first for all of them. We, the faculty, could see many of the students begin to think that "*this life*" was a possibility for them.

Fanning faculty were particularly impressed this summer with hearing each student speak of his/her plans to go to college and to pursue careers in such diverse and challenging areas as education, law, business or healthcare. We expect that our youth leadership program will continue to find fertile ground among the next generation of potential leaders from the Latino community, and are hopeful and encouraged about the future of our state.

Maritza Soto Keen is a Leadership Development Associate at the J.W. Fanning Institute for Leadership at the University of Georgia, and is former Executive Director of the Latin American Association.

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Continued from page 23

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www.ablexbooks.com

This is an edited volume from educational researchers working in the southeast, looking at educational and policy issues for areas with new, growing Latino populations. It has some diverse topics, including case studies of an early program in Georgia, a consideration of "lowrider art", a chapter on gender's influence on education, and more.

Yale Center in Child Development and Social Policy. (2003). *Portraits of four schools: Meeting the needs of immigrant students and their families*. New Haven, CT: Author.

www.yale.edu/21C

This report describes how four "schools of the 21st century" around the country are working to provide appropriate education for the immigrant children and families they serve.

Dr. Paul Matthews is Co-Director of the Center for Latino Achievement and Success in Education at the University of Georgia. If you have questions about these resources, contact him at (706)542-3368.

To learn more about the program or to nominate a student for potential inclusion in next year's Latino Youth Leadership Program, contact the author at mkeen@fanning.uga.edu.

Bilingualism as a Resource: Finding and Training Teachers for Georgia's Schools

Betsy Rymes • The University of Georgia



Betsy Rymes

“Quien habla dos lenguas vale por dos.”

The value of two (or more) languages is increasingly apparent in the state of Georgia, where the growth of the English Language Learning (ELL) population has been more rapid in the last ten years than in any other state in the U.S. In counties surrounding the University of Georgia, the number of students needing English for Speakers of Other Languages (ESOL) services has more than doubled in just the last five years, and in some nearby schools, over 90 percent of the students come from homes in which Spanish is spoken. This trend creates dire personnel needs statewide for teachers who can work effectively with the growing number of families and students who speak languages other than English.

In response to this need, the University of Georgia has developed a program for bilingual support personnel and provisionally certified teachers, as well as bilingual community members, to become fully certified teachers. This program, TELL (Teachers for English Language Learners), provides these bilingual community members the financial, academic, school-site, and social support they need to become effective, highly-qualified bilingual teachers for Georgia's high-need schools.

**Why Bilingual Teachers—
Why Not Just ESOL Teachers?**

The increase in the number of students needing ESOL classes far exceeds the number of trained and experienced ESOL teachers available—but the issue goes beyond the mere need for ESOL teachers to staff the minimal English-only programs in most Georgia schools. This is because when ELL students are not in the 50-60 minute ESOL segment minimally required by law, they will need other language support services.

“The TELL vision is that one day bilingual teachers will be a resource available to all children in Georgia. Through the introduction of bilingual teachers into multiple Georgia school districts, it is our hope that teachers and students will embrace language diversity.”

For example, parent involvement—a key to children's school success—is nearly impossible for teachers of second language learners when they do not speak the language of the parents. Additionally, even with sufficient ESOL-trained teachers to meet the minimum standards, research indicates that just 50-60 minutes of English instruction a day, over the course of only one or two years, will not ensure success in English acquisition, not to mention other core subject areas. Recent data from multiple school districts indicates that even in

exemplary programs, children need 3 to 5 years to develop oral English language proficiency, and up to 7 years to develop academic English proficiency (van Lier, 1999).

Given the need for parent involvement and length of time it takes to become fully proficient in a second language, it is not surprising that teachers who know ELLs' first language and draw on it as a resource for learning can most successfully facilitate language learning across core content areas during the elementary years (Corson, 2001). Unless more mainstream and content-area classroom teachers are highly qualified and experienced teaching the ELLs in their classrooms, a brief ESOL pull-out segment cannot adequately prepare language learners to understand explanations in math class, to read word problems in science textbooks, or to ask clarification questions of the mainstream teacher. However, in many parts of the state, there simply are not enough teachers available even to meet the needs for limited pull-out ESOL services.

Fortunately, a pool of potential teachers exists who may be ideally suited to alleviate the shortage of teachers for ELLs. Bilingual parent liaisons, paraprofessionals, provisionally certified teachers, other non-certified bilingual support staff, and bilingual community members, many with children in the schools, are already highly prepared (many are college educated) and experienced with this group of students. However, they lack requisite training to be certified as classroom teachers in the United States.

The goal of the TELL program, funded by the US DOE's Transition to Teaching program, is to help this population become and remain highly qualified classroom teachers prepared to support the learning of ELLs across the state.

Bilingual paraprofessionals who become teachers generally have extensive real-life expertise gained from their classroom experience. Also, since many come from similar cultural and linguistic backgrounds as their students, they are aware of the expertise and experiences those students bring to the classroom, and they can build content and language lessons on that foundation (Hasselkorn & Fideler, 1996). The TELL program is designed to bring precisely this sort of contextual and multilingual expertise to the school community in Georgia.

Who Are These Future Bilingual Teachers?

Since April, 2003, TELL has been working with its first 19-student cohort of prospective bilingual teachers. The variety of students in the program is striking. In terms of country of origin, four students are from Colombia, four from the United States. The remaining 11 are from 11 different countries: Argentina, Bolivia, Cuba, the Czech Republic, Ecuador, Korea, Peru, Puerto Rico, Spain, Sudan, and Venezuela. The participants' age, marital status, work history, and education are quite diverse. Across these differences, however, all the future TELL teachers have certain commonalities—they are all bilingual (or multilingual) and experienced working in educational or multilingual settings, and they all share a critical dedication to serving children's needs with an undeniable enthusiasm.

TELL's Role

Most of the TELL participants find it difficult to secure the time and money needed to return to school and pursue full teaching certification. The majority of these teacher candidates are not traditional students, so issues such as completing a program of student teaching without pay,

taking a full load of classes every semester, and balancing work, school, and family responsibilities present considerable obstacles. The variety of backgrounds of the participants also means that they have differing needs in terms of coursework,

“Bilingual paraprofessionals who become teachers generally have extensive real-life expertise gained from their classroom experience. Also, since many come from similar cultural and linguistic backgrounds as their students, they are aware of the expertise and experiences those students bring to the classroom, and they can build content and language lessons on that foundation.”

transcripts, and certification requirements. One of the goals of the TELL program is to ensure that these individual challenges and bureaucratic intricacies do not block the path for these teachers' certification. TELL can thus make it possible to overcome obstacles that otherwise might deter these bilinguals from completing their course of study.

Perhaps the biggest challenge to TELL as a program is the massive, constantly

changing and expanding need for bilingual teachers in all of Georgia's schools. We originally envisioned this program as one to address the needs of one school system. But, even before starting, we expanded to include two more and we are continually fielding inquiries from bilinguals in other parts of the state. We are eager to provide support for bilingual, non-certified staff in other counties—but keeping up with our current cohort has tapped our current resources.

The TELL vision is that one day bilingual teachers will be a resource available to all children in Georgia. Through the introduction of bilingual teachers into multiple Georgia school districts, it is our hope that teachers and students will embrace language diversity. This is a vision not only for those students entering schools speaking very little English, but one for all students—so that all can take advantage of the valuable bilingual resources in our state.

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- Van Lier, L. (1999). Second language acquisition: *What we know from case studies of structural development*. Paper prepared for the Office of Bilingual Education and Minority Language Affairs (OBEMLA), U.S. Department of Education.

Dr. Betsy Rymes is Associate Professor in the Department of Language Education at the University of Georgia and director of the TELL program.

For more information on the TELL program, visit www.coe.uga.edu/tell .

Latino Students in Georgia Schools: Changing Faces, Changing Schools

Beth Arnow • Gwinnett County Schools

“In 1872 the Georgia State Legislature, in attempting to promote state-wide public education, provided for a school-commissioner (superintendent) in each county. Camden County’s first school commissioner was J. M. Arnow.”

(Camden’s Challenge: A History of Camden County, Georgia, 1976)



While cultural diversity is not new to Georgia communities, the nature of the diversity has changed considerably in recent years. The traditional perspective on diversity in Georgia was that it was a “black/

white” issue. Certainly, the black/white dimension remains, with some evolving issues. But now the pie chart is divided into more than two sections with the Latino portion of the pie growing the most rapidly. This growth comes at a time when schools’ accountability for *all students* to reach high levels of academic achievement has come into focus due to mandates of “No Child Left Behind”.

The changing demographics require a re-thinking of schools and a *systems* approach to responding to the change. The changes are beyond curriculum content alone and force us to examine our new students, especially Latinos, and what they bring to the learning process. The dimensions of language and culture affect what we do as teachers in organizing instruction and what we do as administrators in organizing schools. In taking a systems view of the changes, we need to consider the following components: training for language development (ESOL) teachers; training for regular classroom teachers; English language learners with special needs; reaching out to linguistically and culturally diverse parents; and capitalizing on our diversity to enrich the lives of our communities.

1. Intensive training for English language development teachers:

Training for ESOL teachers must be rigorous and focus on the characteristics and needs of our learners and the implications for what we do as teachers. Obviously for our Latino and other culturally and linguistically diverse students the differences lie largely in language and culture. Teacher understanding of culture must go beyond the “tour bus view of culture” and include deep elements of culture as they relate to social interaction and the learning process. The understanding of culture must give teachers tools to reach out to parents and include them as active partners in students’ learning. ESOL teachers must understand the structural elements of languages, the process of language acquisition and the literacy process for bilingual learners. They must understand the powerful tool that first language literacy is in the learning of English language literacy. Finally, ESOL teacher training must provide a firm theoretical foundation with solid practical application and opportunities to reflect professionally.

2. Extensive training of regular classroom teachers and other school staff:

The teaching of English language learners is not the sole responsibility of the ESOL teacher. High levels of academic achievement occur only if there is a collaboration between the ESOL teacher and other teachers working with the student to plan for congruent instruction for the student throughout the school day. Even after En-

glish language learners are exited from ESOL programs, they will need instructional interventions to continue their English language development. We must train non-ESOL teachers to understand the cultural and linguistic dimensions of learning and make them comfortable using strategies to make content instruction comprehensible for English language learners. Comprehensible content instruction in the regular classroom coupled with language instruction which incorporates academic language can be powerful in propelling students to high levels of achievement.

3. Acknowledging and addressing special needs of English language learners:

All students don’t master on-grade level content with a “standard” delivery. Students have many needs that, if not addressed, affect their learning. They may have cultural adjustment problems or just not understand their new culture without a cultural “broker.” Guidance and counseling staff must be prepared to deliver pupil services with linguistic and cultural skills that make the services appropriate. That entails identifying and hiring counselors with Latino backgrounds and training non-Latino staff with new skill sets. Some international students from remote rural areas may have had fewer opportunities to learn, resulting in limited formal schooling (LFS). Once identified, LFS students need intensive developmental instruction to help them close the achievement gap. And finally, there are some English language learners with cognitive processing difficulties needing

assessment by culturally and linguistically-aware school psychologists for possible services by special education. All of these special needs are “outside the box”, but evolution in the special needs areas must be part of the *systemic* effort.

4. Engaging Latino parents in their children’s education:

It should not come as a surprise that Latino parents value their children’s education, but many still hold stereotypes that “Latino parents don’t care.” If there is an apparent gap in parent involvement, schools must consider the ways in which they reach out to parents and, if initial efforts don’t work, examine the reasons why. Schools must be inviting places for parents where they can easily communicate with staff about their most precious treasures—their chil-

dren. Schools must reach out to parents in a language and manner such that parents are comfortable and feel that their input is valued. Successful Latino parent involvement is not likely to look the same as “mainstream” parent involvement. Involvement of Latino parents must value the parents as partners and provide them with resources for lifelong learning to enrich their children’s learning.

5. Seeking ways to make our linguistic and cultural diversity a positive experience for all learners:

The diversity in our classrooms today is reflected in our workplace of today and tomorrow. The tools that we give learners in tolerance and how to appreciate the benefits of that diversity will serve them well for the rest of their lives. Rigorous academic

learning can take place within linguistically and culturally inclusive classrooms.

Bringing all of these components together requires school and system leadership and a vision for systemic change. The challenge is here. Are we ready for it?

Authors Note:

J. M. Arnow was the brother of my great-great-grandfather. Their grandfather, José Arnau Xerez, immigrated from Minorca, Spain to the Spanish Florida colony in St. Augustine in 1768. As family members moved from the Spanish colony to Georgia, the spelling of the surname was Anglicized from the Spanish “Arnau” to “Arnow”. J. M. Arnow may have been the first “Hispanic” school superintendent in Georgia.

Beth Arnow is ESOL coordinator for Gwinnett County Schools.

Resources for Further Study...

Publications on Hispanic Student Achievement Available Through The U.S. Department of Education

To access additional information about publications available through the USDOE, visit their website at www.edpubs.org . The following titles are examples of resources that can be ordered from the USDOE.

Report On The White House Strategy On Improving Hispanic Student Achievement.
Publication ID: EA 0161P

Helping Hispanic Students Reach High Academic Standards: An Idea Book. Publication ID: EE 0478P

President’s Advisory Commission On Educational Excellence For Hispanic Americans: Testing Hispanic Students In The United States: Technical And Policy Issues: Executive Summary.
Publication ID: EAH0003P

From Risk To Opportunity: Fulfilling The Educational Needs Of Hispanic Americans In The 21st Century: Summary. Publication ID: EAH0021B

Guide For Reading: How Parents Can Help Their Children Be Ready To Read And Ready To Learn.
Publication ID: EAH0020H

Status And Trends In The Education Of Hispanics. Publication ID: ERN3556P Education ID: NCES 2003-008

Families And Schools As Partners. Publication ID: EC 0087B

Reading Tips For Parents. Publication ID: EKH0130P

Continued on page 47

Registration Reminder . . .

Georgia ASCD Annual Conference

Faces of Education: Courageous Actions, Powerful Stories

**Gwinnett Civic Center
Duluth, GA**

February 26-27, 2004

Faces of Education: Courageous Actions, Powerful Stories

Dear Georgia Educator,

The Georgia Association for Supervision and Curriculum Development invites you to attend our annual conference scheduled February 26-27, 2004. Join us as we meet to increase our knowledge as teachers and leaders in our districts and state.

It is with great pleasure that we present two renowned speakers in education. Our keynote speaker, Ms. Carol Gardner, serves as a school improvement specialist with Metro RESA and works as a consultant for Learning Concepts. We are also happy to have Ms. Carlene Murphy who will provide an introduction to Whole-Faculty Study Groups. Ms. Murphy worked in the Georgia public school system for 33 years.

In addition, we are happy to announce Dr. Stephen Dolinger, President for Georgia Partnership for Excellence in Education, will be our Edith Grimsley Distinguished Lecturer for 2004. Dr. Dolinger is a well-respected leader in education and a wonderful presenter.

During the Georgia ASCD Annual Conference you will have an opportunity to learn from leading practitioners who are making a difference in student achievement. Join us in February for one of the most rewarding professional development experiences planned for Georgia educators in 2004 – the Georgia ASCD Annual Conference!

Respectfully,



Rita A. Cantrell
Georgia ASCD
President-Elect
Conference Chair

Conference Schedule

Thursday, February 26, 2004

- 7:15 - 8:00 a.m. **Conference Registration**
- 8:00 - 11:30 a.m. **Opening General Session**
Speaker: **Carol Gardner**
"What Works in Catching Kids Up?"
- 9:30-10:00 a.m. **Break:** Exhibits, Networking
- 11:30-12:30 p.m. **Luncheon**
Grimsley Distinguished Lecturer:
Stephen Dolinger
Presentation:
Georgia ASCD Annual Awards
- 12:30-1:15 p.m. **First Concurrent Sessions**
- 1:20 - 2:05 p.m. **Second Concurrent Session**
- 2:05 - 2:20 p.m. **Break:** Exhibits, Networking
- 2:20 - 4:00 p.m. Speaker: **Carol Gardner**
- 4:00 - 5:00 p.m. **Annual Business Meeting**
- Dinner on your own**

Friday, February 27, 2004

- 7:00 - 8:00 a.m. **Morning Snack**
- 8:00 - 11:30 a.m. Speaker: **Carlene Murphy**
"Introduction to Whole-Faculty Study Groups"
- 9:30 - 10:00 a.m. **Break:** Exhibits, Networking
- 11:30 -12:00 p.m. **Evaluation and Closing**

**Georgia ASCD is always searching
for quality presenters for
presentations around the state.**

**If you are interested, contact Connie Burch
at connie_burch@gwinnett.k12.ga.us or
Lea Arnau at lea_arnau@gwinnett.k12.ga.us.**

2004 Georgia ASCD Annual Conference

February 26-27, 2004

Faces of Education: Courageous Actions, Powerful Stories

Gwinnett Civic Center • Duluth, Georgia

The Georgia Association for Supervision and Curriculum Development invites you to attend our Annual Conference scheduled February 26-27, 2004. This year's conference promises to be both engaging and meaningful as we present nationally-known educators, **Carol Gardner and Carlene Murphy.**



Carol Gardner

Carol Gardner is a school improvement specialist with the Metro Atlanta Regional Education Service Agency and a consultant for Learning Concepts. She presents workshops on leadership for learning, exemplary instructional practices, and strategies for “catching kids up” in multiple states. She has been an educator for 30 years as an elementary and middle grades teacher, Gifted Program Facilitator, and school instructional specialist. Prior to joining Metro RESA in July 2003, Carol served as a consultant and school improvement specialist with Northwest Georgia RESA and the Statewide RESA Network. She has delivered presentations at state and national conferences including ASCD's Classroom Practices Conference.



Carlene Murphy

Carlene Murphy is the founder and director of the National Center for Whole-Faculty Study Groups (WFSG) in Augusta, GA. She worked in the Augusta, GA public school system for 33 years as a classroom teacher and district administrator. She was director of staff development from 1977 to 1992 when she retired from the district. Carlene has co-authored two books and over a dozen articles on Whole-Faculty Study Groups. She has just completed a chapter for a soon to be published book by the National Staff Development Council entitled *Powerful Staff Development Designs*. One of the designs selected to be featured in the book is WFSG. The *Video Journal of Education* will soon be releasing a video program on Murphy's Whole-Faculty Study Groups.

We are excited about this year's conference and know that our speakers and concurrent sessions will encourage you to join us as we discover *courageous actions and powerful stories*. Set aside February 26-27, 2004, on your calendar today and plan to extend your professional development with one of the largest and oldest educational leadership organizations in the state – Georgia ASCD!

What is the Georgia Association for Supervision and Curriculum Development?

Georgia ASCD is a professional organization dedicated to improving instruction in Georgia and to developing the capacity of each member for leadership.

Georgia ASCD provides a forum for discussion of state and national issues; exchanging and sharing of quality educational practices, resources, and effective implementation models; and opportunities for involvement of persons interested and supportive of quality instruction.

The organization offers an environment for interaction, problem solving, policy analysis, joint planning, research, and publication.

What are the Benefits of Membership?

- Networking with educational colleagues and advocates across Georgia.
- Communicating through *THE REPORTER*, the Georgia ASCD Newsletter.
- Providing a forum for contemporary issues in education through local/regional Drive-in Conferences.
- Training offered both on a statewide and regional basis.
- Participating in a two-day statewide conference featuring nationally known consultants.
- Maintaining a working relationship, representation, and leadership role in international ASCD.

What is the Association for Supervision and Curriculum Development?

ASCD is an international nonprofit and nonpartisan association of individuals who share the belief that all students can succeed in a challenging, well-planned educational program. With over 160,000 members, ASCD is one of the largest educational associations in the world.

ASCD is committed to the mission of Forging Covenants in Teaching and

Learning for the Success of All Learners. Because its members – superintendents, principals, supervisors, teachers, specialists, school board members, professors of higher education, and central office staff – are involved in every facet of education, ASCD possesses a unique vantage point in the education community. The Association looks beyond isolated concerns to address systemic issues as it works to transform education and create a better future for students.

ASCD provides leadership in the areas of supervision, instruction, and curricular design. Serving as a catalyst for positive change in education, ASCD disseminates information on educational research and practice and forges links among educators around the world through:

- Media and technology;
- Publications and training programs;
- Seminars and conferences;
- Affiliates in every state and around the world;
- A topical Networks program; and
- Panels, study groups, and collaborations.

What is the Relationship Between Georgia ASCD and ASCD?

Georgia ASCD is an independent state unit affiliated with international ASCD through compatible constitutions and participation in the governance of ASCD through membership on the national board of directors.

ASCD provides special services and assistance to the state unit. On approval of the Georgia ASCD Board, the state president recommends national committee appointments, articles for national publication, and programs for the national conventions. Georgia ASCD and ASCD cooperate still further in providing the opportunity for joint dues solicitation.

Conference Site: The Gwinnett Civic Center is the site of our 2004 Annual Conference. The Gwinnett Civic Center is located at Interstate 85 and Sugarloaf Parkway (Exit 108) in beautiful Gwinnett County. Heading North, turn right off exit, go under Interstate, and cross over Satellite Boulevard. The Center will be on the left. Heading south, turn right off the exit and cross over Satellite Boulevard. The Center will be on your left. When you are not in a meeting, there's plenty to do. Great restaurants, shopping, golf, and lodging are nearby for your pleasure before or after the conference. For additional information, call 1-888-494-6638.

Registration Form: *Faces of Education: Courageous Actions, Powerful Stories*

February 26-27, 2004

Please return completed form to: Georgia ASCD Conference; Sandy Havill, Gwinnett County Public Schools; 1801 Hewatt Road; Lilburn, GA 30047; Phone: (770)972-8050; FAX: (770)736-4498

_____ name - please print or type

_____ preferred name for name badge

_____ business mailing address or check here if home address

_____ home phone _____ work phone

_____ fax _____ e-mail address

_____ position _____ organization/employer

Registration Fees: *Please check all that apply:*

Georgia ASCD Member:

Conference registration:

- mailed by January 9, 2004 \$125.00
- mailed after January 9, 2004 \$140.00
- Onsite Registration \$185.00

Non-Member:

Conference registration:

- mailed by January 9, 2004 \$160.00
- mailed after January 9, 2004 \$175.00
- Onsite Registration \$185.00

Method of Payment to Guarantee Registration:

- Check (made payable to Georgia ASCD)
- Payment being processed (purchase order must accompany registration)
Purchase Order #: _____

Registration fee includes luncheon on Thursday, all breaks, conference fees, and materials. Travel expenses and lodging are the responsibility of the participant.

Cancellation Policy: Full refunds will be issued for cancellations made by January 23, 2004. No refunds will be issued thereafter. Substitutions are encouraged.

Georgia Educators Presenting Concurrent Sessions at the 2004 Georgia ASCD Annual Conference Include:

**February 26, 2004
12:30-1:15 p.m.**

Dr. Lynne Castleberry
Forsyth County

“From Excuses to Opportunities”

Cumming Elementary School has recently seen significant changes in demographics. After being on the Title I Needs Improvement list for several years, we had the opportunity to write an REA grant that provided us with a road map for our school improvement efforts. Through the reorganization of the leadership team, we focused our efforts on what was truly best for our kids. We are no longer on the NI list. In our presentation we will share the processes, practices and reforms our school adopted that have made a significant difference in our students’ academic achievement and our school culture. Our logo, “Cumming Kids Can Read, Learn, and Succeed,” is more than just words... it is our inspiration.

Dr. Mike Hall
Houston County Schools

“The Technology Infused High School –
Taking the Technology Plunge”

Houston County High School has been recognized across the United States as a leader in the use of technology across the curriculum. Recently named an Intel Model School (one of only three in the country) and a Hitachi Beta School, technology has become an essential part of the instructional process. This presentation provided participants with a detailed look at hardware, software, and proven strategies for successful technology integration. This school has transformed from one with no network, less than 100 computers, and a faculty where

65% classified themselves as “less than beginning users,” to both a wired and totally wireless environment, over 1200 computers, 12 wireless labs, 9 fixed labs, and a school culture that depends on technology every day.

Beverly Smith and Lynn Andrews
Floyd County Schools

“SMART/Vertical Teams”

In 2001 Floyd County Schools embarked upon a journey to raise student achievement with a new program called Honors College Prep. The Honors College Prep Program is providing the impetus to develop an advanced curriculum as well as improve all instruction. As a part of professional learning for the Honors College Prep Program an investment has been made in aligning the curriculum to make teaching and learning more effective. Monthly SMART/ Vertical Team meetings are conducted to provide teacher direction and support. SMART is an acronym used to reference: specific and strategic, measurable, attainable, results-oriented, and time bound goal oriented aspects of our meetings. [O’Neill, J. (2000, February). “SMART Goals, SMART Schools.” *Educational Leadership*, 57(5), 46-50.]

As a result of efforts to improve student achievement faculty are working in SMART/Vertical Teams to:

- Involve middle and secondary teachers in defining content and instruction
- Focus on high standards and expectations
- Develop a system wide process for curriculum renewal and
- Design subject-centered programs of study.

February 26, 2004
1:20-2:05 p.m.

Benita Lott and Steve Thompson
Henry County Schools

“Supporting Reform: Technology
and Learning Focused Schools”

Having embraced Learning Focused Schools concepts, Henry County Schools were challenged to “make it happen” by engaging every stakeholder in the process of shaping such reform. For Henry County, part of the process of moving toward Learning Focused Schools involved pulling together resources, refocusing priorities, and redirecting initiatives to reflect effective instruction. Technology was no exception to the challenge. This presentation will outline the process the HC Technology Services Department has been through to reflect LFS concepts. We will discuss how technology can support reform from the “hardware/software end” to technology staff development.

**Aaron Moore, Cindy Kiernan, Susan Bryson
and Ann Bersson**
Fulton County Schools

“Regular and Gifted Education Hand in Hand -
A Schoolwide Enrichment Model at Work!”

Mountain Park Elementary School has developed and successfully implemented a practical plan for infusing “high-end learning” into local school improvement efforts while simultaneously challenging high achieving students using the goals of the Schoolwide Enrichment Model (Renzulli, 1994). Through the implementation of this model since 1996, Mountain Park has achieved state and national recognition for sustained academic success. Teachers, parents and administrators who are committed to developing experiences that meet the needs of all students shape the learning landscape at Mountain Park Elementary School.

Victoria V. Webbert
Gwinnett County Schools

“Strategies for Teaching Content to
English Language Learners:
A Teacher Training Model”

The “No Child Left Behind” 2001 Act sets specific requirements for the instruction of limited English proficient students. Teacher training on effective methods of instruction and cultural and linguistic awareness to increase the English language proficiency and achievement of limited English proficient students is at the heart of this educational reform.

This presentation narrates the development of a “Train the Trainer” in-service that allowed Gwinnett County Public Schools to grow its own experts, tailor the in-service to the way the school system works, and deliver in-depth training to hundreds of teachers in a short period of time.

*Join Us
for a
Special
Presentation...*



2004 Grimsley Distinguished Lecturer

Dr. Stephen Dolinger

President

Georgia Partnership for Excellence in Education

February 26th, 2004

11:30 a.m.

Planning to Attend the 2004 ASCD Annual Conference in New Orleans?

Here are some special activities you will enjoy...

Affiliate Events at the 2004 ASCD Annual Conference

Books on the Bayou Bash

Friday, March 19, 2004

5:00-7:00 p.m.

Northeast/Southeast Regional Affiliates Reception

Sunday, March 21, 2004

8:00 p.m.-Midnight

Featured Conference General Session Speakers

Margaret Wheatley

Opening General Session

Saturday, March 20, 10:00-11:30 a.m.

Renowned author of the best-selling book *Leadership and the New Science* inspires audiences to new ways of leading based on compassion and organized around the models that nature provides us. She will explain why there is no greater power for change than when a community discovers what it cares about.

Esai Morales

Second General Session

Sunday, March 21, 10:00-11:30 a.m.

Recognized for his portrayal of Lt. Tony Rodriguez on "NYPD Blue," actor Esai Morales is well known in education for his dedication to children's literacy and his active participation in the NEA's Read Across America event. His experience will inspire educators to share in the opportunity for learning that occurs every time a child learns to read.

Ben Carson

Closing General Session

Monday, March 22, 4:45-6:00 p.m.

World renowned as a pediatric neurosurgeon, Ben Carson reflects on the excellence and leadership required to create healthy minds in students. Filled with hope, his presentation will send educators away from the conference with a prescription for success.

See You March 20-22, 2004 in New Orleans!!

Multicultural Education Websites

In addition to the websites mentioned throughout this issue of *The Reporter*, the following websites provide information and resource listings that may be beneficial to you as you design your continued professional learning about this increasingly important topic.

Association for Supervision and Curriculum Development, *Education Topics*, www.ascd.org

Center for Multilingual, Multicultural Research, University of Southern California, www.rcf.usc.edu/cmmr

Rural Clearinghouse for Lifelong Education & Development, Kansas State University, www.personal.ksu.edu/~rcled

Connecticut State Department of Education, Division of Teaching and Learning,
www.state.ct.us/sde/dtl/cert/gndrequit/mcintro.htm

Yale-New Haven Teachers Institute, Multicultural Education, www.yale.edu/ynhti/curriculum/units

Peabody Library, Peabody College of Vanderbilt University, Multicultural Education Resource Guide,
www.library.vanderbilt.edu/peabody/books/guide

School of Education, University of Wisconsin-Madison, *Multicultural Education and Human Relations*
www.soemadison.wisc.edu/eas/multicultural

Smithsonian Center for Latino Initiatives, Smithsonian Institution, *Our Journeys/Our Stories: Portraits of Latino Achievement* www.sites.si.edu/exhibitions

North Central Regional Educational Laboratory, *Closing the Achievement Gap*, www.ncrel.org/gap

Teachers College, Columbia University, The Institute for Urban and Minority Education, <http://iume.tc.columbia.edu>

Center for Urban Education, Univ. of Southern California, www.usc.edu/dept/education/CUE

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, George Washington University Graduate School of Education and Human Development, www.nclea.gwa.edu

Multicultural Supersite, McGraw/Hill, www.auth.mhhe.com/socscience/education/multi

National Association for Multicultural Education, www.nameorg.org

Georgia Chapter of the National Association for Multicultural Education, <http://ganame.colstate.edu/index.htm>

Center for Multicultural Education, Univ. of Washington, <http://depts.washington.edu/centerme/home.htm>

Bueno Center, University of Colorado, www.colorado.edu/education/BUENO/tool.html

Minority Student Achievement Network, www.msanetwork.org

White House Initiative on Educational Excellence for Hispanic Americans, www.yesican.gov

Multicultural Education, American Association of Colleges of Teacher Education, www.aacte.org/Multicultural

Multicultural Education Taskforce, College of Education, University of Georgia, www.uga.edu/~mctf

Are These Important Dates on Your Professional Development Calendar?

February 26-27, 2004

Georgia ASCD Annual Conference featuring
Carol Gardner, Carlene Murphy, and Stephen Dolinger.

See pages 40-45, or visit www.coe.uga.edu/gascd for details.

March 20-22, 2004

ASCD Annual Conference & Exhibit Show in New Orleans

See page 46, or visit www.ascd.org for details.

Georgia ASCD
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The University of Georgia
Athens, Georgia 30602

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