

# Perspectives

JULY/AUGUST 2012

A PUBLICATION OF THE NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

## Closing the Long-Term English Language Learner Gap



### PLUS:

The Central Valley Dual  
Language Consortium and  
the Stanislaus Asociación de  
Investigación Latina

The Role of Parents  
in Heritage Language  
Maintenance

Indigenous Education  
Renewal in Rural Alaska

# Reach Thousands of Bilingual Education Professionals!

## Advertise in NABE's Perspectives!



*Perspectives*, a publication of the National Association of Bilingual Education, is read by nearly 20,000 educators and administrators. These readers possess significant purchasing power. Many are responsible for procuring the full range of educational materials, products, and services for use in linguistically and culturally diverse learning environments.

To reserve your space, simply fill out the contract (available online at <http://www.nabe.org/publications.html>) and fax it to 240-450-3799. Call 202-450-3700 if you have any questions.

**Take advantage of this great opportunity to increase your revenue and advertise in Perspectives!**

Full page B&W 7.5" x 10"	2/3 page B&W 4.875" x 10"	1/2 page B&W 7.5" x 4.875"	1/3 page B&W 2.25" x 10" or 4.875" x 4.875"	1/3 page B&W 2.25" x 10" or 4.875" x 4.875"	1/4 page B&W 3.5" x 4.875"	Full page Color No Bleed: 7.5" x 10" or Bleed: 8.625" x 11.125" (trims to 8.375" x 10.875") Live content 1/4" from trim

*Perspectives* is published in six issues each year, according to the following schedule of publication/ mailing date:

- Issue 1: January/February
- Issue 2: March/April
- Issue 3: May/June
- Issue 4: July/August
- Issue 5: September/October
- Issue 6: November/December

All advertising material must be received in the NABE office on the 15th of the month prior to the issue date. For example, for the May/June issue, ad materials are due by April 15.

### Perspectives Advertising Rates

Full Page B&W (A) .....	\$850
2/3-Page B&W (B).....	\$700
1/2-Page B&W (C).....	\$550
1/3-Page B&W (D or E).....	\$425
1/4-Page B&W (F).....	\$375
Full Page Color Ad*	

(G: Inside Covers Only) .... \$2,000

\*Please call for availability of inside cover color ad space

### Save with multiple insertions!

2-3 insertions:	<b>10% off</b>
4-5 insertions:	<b>15% off</b>
6 insertions:	<b>20% off</b>

## Contributing to Perspectives

### GUIDELINES FOR WRITERS

NABE's *Perspectives* is published six times a year on a bimonthly basis. We welcome well written and well researched articles on subjects of interest to our readers. While continuing to address issues facing NABE members, *Perspectives* aims to meet the growing demand for information about bilingual education programs and the children they serve. It is a magazine not only for veteran educators of Bilingual and English language learners but also for mainstream teachers, school administrators, elected officials, and interested members of the public.

Articles for *Perspectives* must be original, concise, and accessible, with minimal use of jargon or acronyms. References, charts, and tables are permissible, although these too should be kept to a minimum. Effective articles begin with a strong "lead" paragraph that entices the reader, rather than assuming interest in the subject. They develop a few themes clearly, without undue repetition or wandering off on tangents.

The *Perspectives* editors are eager to receive manuscripts on a wide range of topics related to Bilingual and English learner programs, including curriculum and instruction, effectiveness studies, professional development, school finance, parental involvement, and legislative agendas. We also welcome personal narratives and reflective essays with which readers can identify on a human as well as a professional level.

Researchers are encouraged to describe their work and make it relevant to practitioners. Strictly academic articles, however, are not appropriate for *Perspectives* and should be submitted instead to the *Bilingual Research Journal*. No commercial submissions will be accepted.

### TYPES OF ARTICLES

Each issue of *Perspectives* usually contains three or four **feature articles** of approximately 2,000 – 2,500 words, often related to a central theme.

**Reviews** are much shorter (500 – 750 words in length), describing and evaluating popular or professional books, curriculum guides,

textbooks, computer programs, plays, movies, and videos of interest to educators of English language learners. Manuscripts written or sponsored by publishers of the work being reviewed are not accepted. Book reviews and articles should be emailed to:

Dr. José Agustín Ruiz-Escalante  
jare21@yahoo.com

**Columns** are Asian and Pacific Islander Education and Indigenous Bilingual Education. (If you have other ideas for a regular column, please let us know.) These articles are somewhat shorter in length (1,000 – 1,500 words, and should be emailed to one of the editors below:

*Asian and Pacific Islander Education*  
Dr. Clara C. Park: clara.park@csun.edu

*Indigenous Bilingual Education*  
Dr. Jon Allen Reyhner: jon.reyhner@nau.edu

### PREPARING ARTICLES FOR SUBMISSION

Manuscripts to be considered for the September/October issue must be received by July 15. Manuscripts to be considered for the

November/December issue must be received by September 15. Reference style should conform to Publication Manual of the American Psychological Association (5th ed.). Articles and reviews should be submitted electronically to NABE Editor, Dr. José Agustín Ruiz-Escalante at jare21@yahoo.com in a Microsoft Word file, 11 point, Times New Roman, double-spaced. Be sure to include your name, affiliation, e-mail address, phone and fax numbers.

Photographs and artwork related to the manuscript are encouraged. Please include the name of the photographer or source, along with notes explaining the photos and artwork, and written permission to use them. Photographs should be submitted as separate TIFF, or JPEG/JPG files, not as images imported into Microsoft Word or any other layout format. Resolution of 300 dpi or higher at actual size preferred, a minimum pixel dimension of 1200 x 1800 is required. (Images copied from a web page browser display are only 72 dpi in resolution and are generally not acceptable.) When in doubt, clean hard-copy images may be mailed for scanning by our design staff.

# Perspectives

Published by the National Association  
for Bilingual Education

## EDITOR

DR. JOSÉ AGUSTÍN RUIZ-ESCALANTE,  
THE UNIVERSITY OF TEXAS – PAN AMERICAN

## ASSOCIATE EDITORS

DR. LEO GÓMEZ,  
THE UNIVERSITY OF TEXAS – PAN AMERICAN

DR. MARÍA GUADALUPE ARREGUÍN-ANDERSON,  
THE UNIVERSITY OF TEXAS AT SAN ANTONIO

DR. EIRINI GOULETA  
GEORGE MASON UNIVERSITY

## ASIAN AND PACIFIC ISLANDER COLUMN EDITOR

DR. CLARA C. PARK,  
CALIFORNIA STATE UNIVERSITY-NORTHRIDGE

## INDIGENOUS BILINGUAL EDUCATION COLUMN EDITOR

DR. JON ALLAN REYHNER,  
NORTHERN ARIZONA UNIVERSITY

## DESIGN & LAYOUT:

WINKING FISH

## PRINT AND EDITORIAL POLICY

Readers are welcome to reprint  
noncopyrighted articles that appear in  
*Perspectives* at no charge, provided proper  
credit is given both to the author(s) and to  
*Perspectives* as the source publication.

All articles printed in *Perspectives*, unless  
written by an Association staff person or  
a member of the current NABE Executive  
Board of Directors, are solely the opinion  
of the author or authors, and do not  
represent the official policy or position  
of the National Association for Bilingual  
Education. Selection of articles for  
inclusion in *Perspectives* is not an official  
endorsement by NABE of the point(s) of  
view expressed therein.



National Association  
for Bilingual Education

is a tax-exempt, nonprofit professional  
association founded in 1975 to address  
the educational needs of language-  
minority Americans.

## NATIONAL OFFICE:

8701 Georgia Avenue, Suite 611

Silver Spring, MD. 20910

Telephone: (240) 450-3700

Fax: (240) 450-3799

[www.nabe.org](http://www.nabe.org)

# Contents

## Cover Story

### Closing the Long-Term English Language Learner Gap with English Language Development and Academic Language Development: The Story of Morrison Elementary School

Ivannia Soto .....5

## Columns & Articles

### The Central Valley Dual Language Consortium and the Stanislaus Asociación de Investigación Latina: A Map of our Journey

Juan M. Flores and Arturo Duran ..... 9

### The Role of Parents in Heritage Language Maintenance: Some Evidence from Korean Parents

Clara Lee Brown..... 13

### Indigenous Education Renewal in Rural Alaska

Ray Barnhardt ..... 16

## Departments

Letter from the President ..... 4

Contributing to *Perspectives* - Guidelines for Writers ..... 2

**Are you a NABE member?**

Membership in NABE includes a subscription to *Perspectives*, and so much more.

Visit [nabe.org](http://nabe.org) to renew or start your new membership today!

# Letter from the President



**Eudes Budhai**  
NABE Board President

Dear NABE Members,

As usual our year begins with excitement! Our administrators, teachers and service providers prepare the opening of schools, ready for teaching and learning. Our children and families are anxious for parent-teacher conferences and they are eager to know if their children will be ready for the challenges that lay ahead? These are the most wonderful experiences that we, educators have to look forward to on our first days of meeting the most precious mosaic of faces in our diverse country.

We have gone from ESEA to NCLB, state standards, and now the new Common Core State Standards. Based on our conviction, confidence, energy, we overcome any obstacles placed in front of us to ensure that we have a better future through our children. We are critical thinkers that are analytical, optimistic, and genuinely care about what we do and whom we serve, we make a difficult situation into a manageable moment for children. The innovation in Bilingual education for all children can only enhance a child's future. The opportunities are endless and promote academic success towards college and career readiness. Anything less is unsatisfactory and will create inequities in our nation.

We have heard eloquent speakers through two National Conventions providing pivotal elements that represent their values and principles. We can only reflect on these speeches and ensure that because "We believe in the United States of America" we must move "Forward". Our faculty deserves to be treated with dignity and respect and our children and their families deserve the opportunities to become successful productive citizens.

The National Association for Bilingual Education is committed to advocate on behalf of our children and faculty. NABE's role is to support you, promote innovation, inspire trust, and provoke professional dialogue. We can only do this through collaboration, developing and maintaining partnerships, our State Affiliates and TEAM WORK! We highly respect you and stand in solidarity to get our students to critically think about how much more there is to learn.

Please join us for our 42nd NABE Annual Conference on Feb. 7-9, 2012, Disney's Coronado Spring Resort, Lake Buena Vista, Florida. Visit our website, [www.nabe.org](http://www.nabe.org) for additional information and registration information.

"I've learned that I still have a lot to learn."

— Maya Angelou

Sincerely,

Eudes Budhai, NABE President

## NABE EXECUTIVE BOARD

2 0 1 1 - 2 0 1 2

### PRESIDENT

Eudes Budhai  
Westbury Public School District  
2 Hitchcock Lane  
Old Westbury, NY 11568  
W: (516) 874-1833/F: (516) 874-1826  
[ebudhai@westburyschools.org](mailto:ebudhai@westburyschools.org)

### VICE PRESIDENT

José Agustín Ruiz-Escalante, Ed. D.  
UT Pan American  
3740 Frontier Drive  
Edinburg, TX 78539  
W: (956) 381-3440/H: (956) 289-8106  
[jare21@yahoo.com](mailto:jare21@yahoo.com)

### TREASURER

Leo Gómez, Ph. D.  
H: (956) 467-9505  
[lgomez2@aol.com](mailto:lgomez2@aol.com)

### SECRETARY

Dr. Josie Tinajero, Dean  
College of Education  
The University of Texas at El Paso  
El Paso, TX 79968  
W: (915)-747-5572/F: (915)-747-5755  
[Tinajero@utep.edu](mailto:Tinajero@utep.edu)

### PARLIAMENTARIAN

Minh-Anh Hodge, Ed. D.  
Tacoma School District  
P.O. Box 1357  
Tacoma, WA 98401  
W: (253) 571-1415  
[mhodge@tacoma.k12.wa.us](mailto:mhodge@tacoma.k12.wa.us)

### MEMBER-AT-LARGE

Rossana Ramirez Boyd, Ph.D.  
University of North Texas  
1155 Union Circle#310740  
Denton, TX 76203  
W: (940)-564-2933/C: (940)-391-4800  
[Rossana.boyd@unt.edu](mailto:Rossana.boyd@unt.edu)

### MEMBER-AT-LARGE

Yee Wan, Ed. D.  
Santa Clara County Office of Education  
1290 Ridder Park Drive, MC237  
San Jose, CA 95131-2304  
W: (408) 453-6825  
[Yee\\_wan@sccoe.org](mailto:Yee_wan@sccoe.org)

### MEMBER-AT-LARGE

Julio Cruz, Ed. D.  
Northeastern Illinois University  
5500 N. St. Louis  
Chicago, IL 60625  
H: (773) 369-4810  
[jcruzr@aol.com](mailto:jcruzr@aol.com)

### MEMBER-AT-LARGE

Mariella Espinoza-Herold, Ph.D.  
Northern Arizona University  
P.O. Box 5774  
Flagstaff, AZ 86011  
W: (928)-523-7141/F: (928)-523-9284  
[Mariella.herold@nau.edu](mailto:Mariella.herold@nau.edu)

### PARENT REPRESENTATIVE

LTC. Jose Fernandez  
H: (407)-412-5189/C: (407)-394-6848  
[ltcfernandez@gmail.com](mailto:ltcfernandez@gmail.com)

### EXECUTIVE DIRECTOR:

Santiago V. Wood, Ed.D.  
W: 240.450.3700/F: 240.450.3799  
C: 954.729.4557  
[svwood@bellsouth.net](mailto:svwood@bellsouth.net)

# Closing the Long-Term English Language Learner Gap with English Language Development and Academic Language Development:

## The Story of Morrison Elementary School

By Ivannia Soto, Ph.D., Whittier College

According to Title III of No Child Left Behind, English Language Learners (ELLs) are expected to make progress in both English Language Development (ELD), the basics of English, and Academic Language Development (ALD), associated with grade-level language and content expectations. Although most students at Morrison Elementary School (pseudonym? Indicate so as a footnote) in Norwalk, California were making progress on the California Standards Test (CST—the grade-level, standards-based content area assessment in California), with an overall Academic Performance Index (API) score of 810 (out of 1000) three years ago, there still existed a gap in the progress being made between ELLs and their native English counterparts. This was deemed to be problematic, as 39% of the school's student population is comprised of ELLs, with an additional 75% of students living in poverty, which mirrors the same language needs of many of the

schools with similar populations of students in the Los Angeles area. Additionally, after analyzing results from the California English Language Development Test (CELDT—ELL language proficiency assessment in California), the school determined that ELLs were not progressing at the rates that the school wanted, which was also impacting the rates by which ELLs were exiting ELL status. Due to these needs, the school worked to build teacher background knowledge on best practices for ELLs, as well as implement a balanced program whereby ELLs received both ELD and ALD daily. The article that follows

will uncover the achievement results of one school's sustained professional development efforts toward meeting the needs of ELLs, which began with ELL shadowing.

### Data Results

Figure 1 shows Morrison Elementary School's steady Academic Performance Index (API—California's growth model index) increase for all students over the three-year period between 2008-2011. During this time period, the overall growth for all students was 38 points.

Although schools oftentimes make steady progress with their overall

Figure 1: Overall API Growth from 2008-2011 for All Students

Year	Base	Growth	Point Gain
2008-2009	810	818	8
2009-2010	818	840	22
2010-2011	840	856	16

Figure 2: Overall API Growth from 2008-2011 for ELL Students

Year	Base	Growth	Point Growth
2008-2009	769	791	22
2009-2010	791	826	35
2010-2011	826	851	25

population, there often still exists a gap between their overall population and special populations (i.e, ELLs and students with special needs), which was not the case for Morrison Elementary School, once they began focused professional development around the needs of their ELLs.

Instead, as demonstrated by the chart below, the rate of growth for the ELL subgroup between 2008-2011 was actually higher than that of the overall population, with an overall growth of 60 points over the three-year time period. This growth was during the same time period that ELD and ALD were systemically implemented.

### Focused Professional Development on English Language Development and Academic Language Development

Through focused professional development, which began with ELL shadowing, a process of observing one ELL over at least a two-hour period to monitor their academic language production and active listening, the school was able to focus in on the urgency and need for creating more opportunities for academic talk throughout the school

day. Figure 3 is the shadowing protocol that was used to monitor language levels. In the first column, teachers take down the time that the shadowing begins, and then again at every five-minute interval. In the second column, a teacher will take down the specific activity that the ELL is engaged in at the time of monitoring. In columns three and four, the teacher codes and checks off who is talking (the student or teacher) and to whom (another student, the teacher, a small group or the whole class). The same kind of coding system occurs for academic listening, where one-way (lecture) and two-way (dialogue) modes are monitored. In the fifth column, there is also a monitoring system for when listening is not required (reading or writing silently), or when a student is not listening (off-task behavior). The final column is reserved for qualitative data, which includes anecdotal comments that were not captured in the activity column.

Once data was taken down individually for the ELL shadowed, groups of teachers came together to analyze their data collection by grade level. Each of the columns was tallied in order to determine an aggregate for listening and speaking experiences. From that, trends and patterns were then analyzed

and next steps for instruction determined. This assisted with further focusing professional development efforts both at the school, as well as by grade level. The findings were and typically are that ELLs simply do not receive enough time in academic oral language development, which is exactly the practice that they need to acquire and extend their English language sets.

Shortly after the ELL shadowing experience, the Morrison Elementary School began study groups around the texts, *Scaffolding Language, Scaffolding Learning* (from which ELL shadowing is based) by Pauline Gibbons (2002), and *The Literacy Gaps: Building Bridges for ELLs and SELs* by Ivannia Soto-Hinman and June Hetzel (2009). These study groups allowed the staff to further build background knowledge around the linguistic and cultural needs of ELLs. That foundational base was then accompanied by establishing a well-supported daily curriculum of ELD, as well as ALD scaffolding support throughout content area subjects each day. These reform structures have allowed the school to be able to close the achievement gap between their ELLs and their native English counterparts. The systemic changes are also positively noted by the virtual closing of the achievement gap between ELLs and native English speakers, as noted by the API growth above (ELL API-850 and overall API-856). The school also realized, however, that the school schedule had to also change in order to make way for ELD time.

### Making Room for English Language Development

In order to put into place a sacred time for ELD--which is a content area, just like Math, Science or History--professional

Figure 3: ELL Shadowing Protocol

English Learner Shadow Study Observation Form

Student: Josue School: Si Se Puede High School  
 ELD Level: Level 3 (Intermediate) Gender: Male Grade Level: 9<sup>th</sup>  
 Years in US Schools: 10 years Years in district: 10 years

Time	Specific Student Activity/Location of student 5 minute intervals	Academic Speaking (Check one)	Academic Listening 1-way or 2-way (Check one)	Student is Not listening (Check one)	Comments
8:00	Student presenting to the class.	Student to Student- 1 Student To Teacher-2 Student to Small Group-3 <b>Student to Whole Class-4</b> Teacher to Student-5 Teacher to Small Group- 6 Teacher to Whole Class- 7	1 way or two way Student listening mostly to Student- 1 Student listening mostly to Teacher-2 Student listening mostly to Small Group-3 Student listening to mostly Whole Class-4	Reading or writing silently-1  Student is off task-2	Student uses the academic language stem to begin his PowerPoint presentation on molecules.

**Figure 4: Reciprocal Teaching Graphic Organizer**

**Directions:** You will assume the responsibility for helping your group to use one of four reading strategies to discuss the assigned reading: summarizing, questioning, predicting, and connecting. As you read, take notes based on your assigned strategy and be prepared to lead a discussion for your role in your group.

Summarizing	Questioning	Predicting	Connecting
Beyond retelling what happens in the reading, identify what you think are the <u>three most important events/details</u> from the reading and <u>explain why they are important and how they are connected</u> .	Pose <u>at least three questions about the reading</u> ; these could include questions that <u>address confusing parts of the reading</u> , or <u>thought questions</u> that the reading makes you wonder about.	Identify <u>at least three text-related predictions</u> ; these predictions should be based on new developments in the reading and your predictions should help the group to <u>anticipate what will happen next</u> .	Make <u>at least three connections</u> between ideas or events in the reading to <u>your own experience, the world around you, or other texts</u> . Be prepared to explain these connections to your group.

development on the elements of ELD and how the ELD standards are aligned to the CELDT was explored by the staff. This focused professional development, accompanied with an analysis of how ELLs were progressing (or not) on the CELDT, as well as a review of test items from the CELDT, allowed the staff to self-reflect on how ELD had been previously taught. As a result of the awareness from the data analysis, and the holes that still existed for the ELL sub-group, the school began implementing ELD/ALD leveling, whereby ELLs are grouped by grade-level and ELD proficiency level (Beginning, or level 1, language proficiency students are grouped together

with one teacher, while Intermediate language proficiency students are with another teacher, etc.) for 30-45 minutes each day. Teachers use ELD Units of Study, developed by the ELD coaches in the district, as the curriculum for this time period. Since Morrison Elementary School also has a large group of native English speakers who also had linguistic needs, these students were grouped for enrichment ALD, whereby students receive a daily vocabulary or grammar lesson contextualized in a science, art or music lesson. Teachers who taught ALD created their own units by grade-level to be used during this period of time.

### Providing Academic Language Development Support

Additionally, teachers received professional development on how to embed ALD strategies, including Think-Pair-Share, the Frayer model, and Reciprocal Teaching throughout the school day, so that ELLs also received scaffolding support during content area instruction. The Think-Pair-Share strategy is a way to structure and amplify academic oral language development and active listening. The Frayer model is a structured way to explicitly teach vocabulary by building background knowledge around a word, using pictures, videos, or hands-on experiences. The teacher then engages students in a dialogue around examples and non-examples of the target word, before finally coming up with a classroom definition and visual association of the vocabulary word. Finally, reciprocal teaching is a way to reinforce both good reader habits of summarizing, questioning, predicting and

connecting, while also requiring student academic dialogue via structured group roles. Figure 4 is the graphic organizer where students capture their thoughts for their small group discussions.

The graphic organizer allows for both individual and group accountability during discussions, as each student must not only complete their own role, but then also listen carefully in order to synthesize what their group member's have shared. In this way, teachers are not only teaching productive group work and collaboration, but also the two most underdeveloped domains of listening and speaking. It is important to note that each of these reciprocal teaching roles should be modeled and practiced whole group before students expected to be successful with reciprocal teaching on their own. Additionally, ELLs will benefit from meeting in expert groups—all of the summarizers together—before being expected to share out with their home group (when all four different roles are together).

As teachers at Morrison Elementary School learned each of these strategies—Think-Pair-Share, Frayer model, and Reciprocal Teaching—they implemented them in their classrooms, as well as analyzed student work products from these strategies by grade level each month. Each of these strategies, as well as the ELL shadowing process, are outlined further in the book *ELL Shadowing as a Catalyst for Change* (Soto, 2012), which includes video footage of teachers from Morrison Elementary School modeling each of the strategies.



The *major* findings from the work at Morrison Elementary School are that a *sustained* and coherent *effort* on meeting the needs of ELLs over time creates results *for all* children.

### Next Steps and Looking Forward

In year four (2011-2012) of implementation of ELD and ALD, the school continued to refine and further hone their practices. They also shadowed ELLs, both for progress monitoring, and in order to reflect on how instructional strategies are impacting academic language production. Additionally, teachers received differentiated professional development according to grade-level, which was tailored to both students' and teachers' specific levels of need. Morrison Elementary School continued to open their doors to other schools and districts, so that they may assist others in their journey to best meeting the needs of their ELLs. The school was recently awarded the Title 1 Achievement Award for the fourth year in a row. This is a distinction that only 1 of 8 schools in California has been able to boast. In April 2012, Morrison was also honored with the California Distinguished School award. Schools are only eligible to apply for this award every 4 years, and Morrison has received this honor twice in those years, both in 2008 and 2012. In 2012-2013, the school has decided to focus professional development on the linkage between academic oral language development and writing in order to continue to meet the needs of their ELLs and prepare for the Common Core Standards. More about this professional development process, as well as academic language development videos of teachers from Morrison Elementary School, are featured in Soto's book *ELL Shadowing as a Catalyst for Change* (2012), published by Corwin Press.

The major findings from the work at Morrison Elementary School are that

a sustained and coherent effort on meeting the needs of ELLs over time creates results for *all* children. While a sacred time dedicated to ELD is essential to students' acquisition of basic vocabulary and grammatical forms and functions, ELLs also need explicit instruction in the specific components of ALD throughout the school day (Kinsella, 2007). Similarly, this reflects recent legislation (AB 124), as well as recommendations by Linqunti & Hakuta (2012), that California, and the rest of the nation, must revise ELD to better meet the demands of the Common Core and English Language Arts (or grade-level) language expectations.

### References:

- Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann.
- Kinsella, K. (2007). *Bolstering academic language and reading comprehension*. PowerPoint presentation at the Academic Language Development Workshop, Mountain View School District, El Monte, CA. Available at [http://sccoe.k12.ca.us/depts/eel/kinsella\\_2009.asp](http://sccoe.k12.ca.us/depts/eel/kinsella_2009.asp)
- Linqunti, R. & Hakuta, K. (2012). *How next generation standards and assessments can foster success for California's English learners*. Palo Alto, CA: Policy Analysis for California Education and Rennie Center for Education Research & Policy.
- Soto-Hinman, I. (2012). *ELL Shadowing as an Urgency for Change*. Thousand Oaks: Corwin Press.
- Soto-Hinman, I. and Hetzel, J. (2009). *The Literacy Gaps: Building Bridges for ELLs and SELs*. Thousand Oaks: Corwin Press.
- Dr. Ivannia Soto is Associate Professor of Education at Whittier College,







# The Central Valley Dual Language Consortium and the Stanislaus Asociación de Investigación Latina: A Map of our Journey

*By Juan M. Flores, Ed.D., and Arturo Duran*

## **Introduction and Background**

Proposition 227, which required that English learners be taught in English unless families specifically requested that their children be in a bilingual program, aimed to teach children English in one year and led to the dismantling of many bilingual programs in K-12 schools. Approved by the voters of California in 1998, Proposition 227 “is based on an English-only ideology that denounces the use of any language other than English as a medium of instruction in the public schools and includes a provision that allows parents to sue teachers and school administrators for using Spanish as a means of instruction” (Montaño, Ulanoff, Quintanar-Sarellana & Aoki, 2005, pg. 103). One of many assumptions was that there would not be a need for bilingual/dual language programs. There was a wholesale elimination of bilingual/dual language programs. School districts that were not committed to bilingual education saw this as an opportunity to remove them. The surviving programs in our Central Valley felt isolated and threatened by the current environment.

Many of us fought at different levels to assure that parents knew about the options available in Proposition 227 for alternative programs. Many parents were not aware that Proposition 227 had options that permitted parent selection, and many educators and parents felt that the districts were not permitting them to exercise this option.

A team from our campus was attending the National Two Way CABE Conference in Monterey in 2006 when we had a chance meeting in the hotel lobby with teachers and principals from dual language schools from our university service area, and agreed that we needed to establish the Central Valley Dual Language Consortium for the purpose of creating a community to support our dual language programs.

## **Education, like Politics, is Local**

We agreed that National Two Way CABE Conference served a valuable purpose, but most teachers did not have the resources to attend the conferences, and often districts did not sufficiently support or understand dual language education to send significant

numbers of their teachers to the Conference. If we were going to impact dual language education in the Central Valley, we needed to establish our own local Consortium and organize our own local conference. This was the beginning of our Central Valley Dual Language Consortium.

We also realized that organizations come and go, and teachers and administrators will only regularly participate in an organization if it meets their professional needs. We agreed that the Consortium needed to focus on the needs of the Dual Language programs of the Central Valley in order to assure that the participants returned. We people, or organizations, enter into a relation, each one enters with certain needs. Such was the case with our Consortium, and it was important that we be clear about those needs.

## **Needs of the Dual Language Programs**

Our dual language schools came into the partnership with the need to create a community that was supportive of their efforts to build and improve their dual language

# Indeed, many of the *teachers* did *not understand* the rights and options available in the new *law*.

programs. They needed assistance in educating and encouraging their dual language teachers regarding the research effectiveness and value of dual language education. So many of them had been buffeted by the English-Only, anti minority rhetoric in the media, and they were in need of affirmation that they were doing the right thing.

They also needed assistance in educating parents regarding the value and benefits of having their kids in dual language education. The parents had been similarly buffeted by the same English-Only, anti-minority rhetoric in the media. Because many of the parents came from English learner, immigrant backgrounds with limited education, they did not have access to the same research as the teachers, so they needed an opportunity to access this research in a language and form that was accessible to them. The parents also had a need to understand their rights under Proposition 227. Indeed, many of the teachers did not understand the rights and options available in the new law.

Finally, they needed assistance from a community of dual language educators to develop and improve their dual language programs. Some of the teachers and administrators were from school districts that were not supporting their efforts to create dual language programs. They needed to join a community that shared their commitment to dual language education and that would support them in developing their programs.

## **Needs of the University**

The CSU Stanislaus and the Bilingual Credential Program also entered this relationship with certain expectations. We needed the dual language schools to serve as laboratories in which to develop effective dual language teachers. Recent findings from the major national educational accrediting body underscore the urgency for such collaboration. The National Council for Accreditation of Teacher Education (NCATE) 2010 report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Learning calls

for two major transformations for effective teacher preparation. First, IHEs and other teacher preparation programs will be required to provide data-driven evidence on teacher effectiveness in the field (i.e., higher demands for verification of training effects by following pre-service teachers along to their in-service teaching roles). Second, the report calls for greater and more effective use of collaborative training (in-service teachers working in the effective classrooms settings) and for joint accountability in the recruitment, placement and professional development of in-service teachers. The Central Valley Dual Language Consortium can provide an opportunity to meet and extend the NCATE recommendations by engaging administrators and parents in this partnership. The Central Valley Dual Language Consortium's purposeful collaboration across all decision-makers increase the likelihood for better problem identification and resolution in preparing Dual Language teachers capable of closing the EL achievement gap.

As a corollary to the NCATE recommendations, we needed effective cooperating dual language teachers to mentor and support the development of our bilingual credential candidates, and we needed access to effective dual language classrooms where our credential candidates could do their student teaching practica and other practica such as observing effective initial and intermediate first and second language reading instruction.

## **Consortium Members**

The members of our Central Valley Dual Language Consortium are as follows:

*Hilmar Unified School District -  
Elim Elementary School*

*Delhi School District - Harmony  
Elementary School*

*Lodi Unified School District - Joe  
Serna, Jr. Charter School*

*Riverbank Unified School District -  
Riverbank Charter Language Academy*

*Patterson School District - Grayson Charter School*

*Livingston Union School District - Selma Herndon School, Yamato Colony School, and Campus Park School*

*Turlock Joint Elementary District - Osborn Elementary School and Dutcher Middle School*

*Hollister School District - Hollister Dual Language Academy*

### **Our First Project**

As a Consortium, we organized and presented our First Annual Central Valley Dual Language Conference in 2006. We had 50+ teachers and parents attend our first conference. It was very successful. We are now preparing for our Seventh Annual Central Valley Dual Language Conference for fall of 2013.

### **Second Project**

After analyzing the feedback from our conference, we realized that we needed to establish a separate conference for parents of dual language students. Even though we attempted to offer our workshops in both English and Spanish, they were still geared to teachers. We had good evaluations, but many parents requested workshops geared more towards their needs. In reviewing the conference evaluations, we realized that parents have very different needs and, thus, required their own conference. Thus was born our First Annual Central Valley Dual Language Parent Conference, which we held in 2008. Our attendance was 60+ parents and, of course, the evaluations were very positive, with great recommendations for future conferences. We just completed our Fifth Annual Central Valley Dual Language Parent Conference. We had 280 parent attendees representing various dual language schools in our university

service area. Our keynote speaker was NASA Astronaut Jose Hernandez.

### **Our Third Project**

Our Dual Language programs have important challenges related to program evaluation and assessment. Our current assessment environment requires educators and administrators to be knowledgeable of program assessment. In addition to that, dual language programs require must do additional assessments in order to capture the dynamics dual language instruction. After consulting with our Consortium partners, we established our Central Valley Dual Language Assessment Institute, and offered it to our Consortium dual language schools in November of 2007. The goals, objectives and outcomes of our institute were as follows:

*To develop a better understanding of how to manipulate data and interpret data by; better understanding how to interpret data in a variety of ways*

Recognizing how to use the Toolkit and its resources; how to use EXCEL to develop a spreadsheet; how to use SPSS to develop a dataset; how to use SPSS to analyze data – using frequencies, cross-tabulations, lists, select cases, split file; how interpret findings from SPSS analyses; and how use PowerPoint to develop charts to present data.

Our Institute Speaker/Facilitator was Dr. Kathryn Lindholm-Leary, a renowned researcher and evaluator in dual language education. Based on our evaluations, we determined that our Institute was a success, and we identified recommendations for improvement of our future efforts.

### **Subsequent Projects**

Our Consortium has been synergistic and has spawned additional dual language initiatives led by our partners. Inspired by the

work of Californians Together, Stanislaus County Office of Education has championed a program to establish the Seal of Multiliteracy, which permits students to earn a seal of multiliteracy that would be affixed on their high school diploma, attesting to their biliteracy. This initiative was led by Martin Macias, English Learner Services Coordinator for the SCOE.

Another synergistic initiative was the Spanish Spelling Bee, patterned after the National Spanish Spelling Bee. Led by James Mendonca of Hilmar School District, this program will take place for the first time at CSU Stanislaus and will involve the participation of – dual language schools and – students.

### **Search for External Funding**

Since we do not have resources of our own other than our time, external funds are necessary for us to carry out our work. I submitted a proposal, titled Stanislaus Asociación de Investigación Latina (SAIL) to the Fund for the Improvement of Post Secondary Education (FIPSE) on behalf of the University and our Consortium. Our proposal was selected for funding in 2009 in the amount of \$229,000 for a two year grant. The focus of the Stanislaus Asociación de Investigación Latina (SAIL) was to establish a Doctoral culture focused on Hispanic education issues.

The SAIL Program had three broad goals. They were; to establish a learning community that will provide an academic and social support structure for our university students; to develop research capacities within our graduate students; and to establish a collaborative to study key issues in the education of Hispanic students and other underserved students.

### **We keep trying...**

We have applied for other external grants to support our development efforts. In 2011, we submitted “Central California Dual Language Consortium Professional Development

establish a learning **community** that will **provide** an academic and social **support** structure for our university **students**

Program,” to the US Department of Education National Professional Development Program. In the same year, we also submitted “Dual Language Consortium: Scalable Innovation for Effective Teachers of English Learners,” to the US Department of Education Investment in Innovation. Although we were not selected for funding, the planning process that goes into developing a proposal assists us in better defining our goals as an organization.

As a result of our ongoing Strategic Planning Process, The Central Valley Dual Language Consortium has established and embraced the following goals:

- To Establish a Research and Development Component
- To Disseminate Research and Effective Practices of Dual Language Education
- To Increase the Number of Highly Prepared Dual Language Teachers.

### To Establish a Research and Development Component

*We will;*

- Conduct research for the improvement of Dual Language Education
- Share University bilingual faculty expertise related to developing Dual Language Programs
- Support the development of student MA theses and projects, and doctoral dissertations focusing on the research and program needs of area Dual Language Programs

### To Disseminate Research and Effective Practices of Dual Language Education

*We will;*

- Support and facilitate the Annual Central Valley Dual Language Conference;
- Support and facilitate the Annual Central Valley Dual Language Parent Conference;
- Support and facilitate Targeted Central Valley Dual Language Program Institutes;
- Seek external funding to develop our University service area dual language programs.

### To Increase the Number of Highly Prepared Dual Language Teachers

*We will;*

- Support the improvement of the preparation of in-service Dual Language educators;
- Increase the quantity and quality of Dual Language student teaching placements in Dual Language Schools;
- Improve the preparation of Bilingual/ Dual Language pre-service teachers;
- Increase the recruitment of Bilingual/ Dual Language credential students;
- Support primary language reading instruction field experiences at Dual Language schools;

### Conclusion

The Unz Initiative dealt a devastating blow to many of our bilingual – dual language programs all over California. Bilingual education has had a long history in California, with ebbs and flows of support that reflect the current political environment. Unfortunately, these are times of political retrenchment and xenophobia, with reactionary elements crying out for immigration restrictions. But our resilient communities have responded with cries for activism and consciousness-raising. Ada and Campoy say that whenever we ourselves experience oppression, and do not have any allies to offer us support and affirmation, we also are silenced. We decided to write this article describing the journey of the Central Valley Dual Language Consortium so that we could share our experiences with our partner immigrant communities and assist them in developing their own regional consortia. So to this end we continue to move forward in our advocacy for dual language education and stand ready to assist our immigrant communities in providing dual language education for their children.

To learn more about the Central Valley Dual Language Consortium, go to:

[www.cvdcl.com](http://www.cvdcl.com)

### References:

- Ada, A. F. & Campoy, I. (2004) *Authors in the classroom: A transformative education process*. Boston, Mass: Pearson, Allyn and Bacon.
- Kirsch, I., Braun, H., Yamamoto, K., & Sum, A. (2007). *America's Perfect Storm: Three Forces Changing Our Nation's Future*. Princeton, New Jersey: Educational Testing Service.
- Montaño, T. Ulanoff, S., Quintanar-Sarellana, R. & Aoki, L. (2005). The Debilingualization of California prospective bilingual teachers. *Social Justice*, 32, 3, pp.103-117. [A Journal of Crime, Conflict, and World Order](#).



# The Role of Parents in Heritage Language Maintenance: Some Evidence from Korean Parents

*Clara Lee Brown, University of Tennessee, Knoxville*

Research has clearly shown that parental involvement is one of the most pivotal factors in children's education (Epstein, 1991). The professional literature in heritage language (HL) also indicates that parents play a significant role in their children's heritage language (HL) learning and its maintenance (Arriagada, 2005; Kouritzin, 2000). Despite the strong consensus about parents' critical role in HL maintenance, the degree or intensity of their involvement in maintaining HL has not been well understood and findings related to it have been quite one-dimensional. In this article, I share some findings from a case study I conducted with Korean college students and their parents that highlight the complexity of the roles that HL parents assume in helping their children maintain HL. The study attempts to illustrate the difficult nature of the position that HL parents are in and leads to a new conjecture regarding parental roles in HL maintenance.

## Identified Parental Practice among Heritage Language Parents

Studies have so far identified certain characteristics and behavioral patterns related to parental involvement in HL learning and maintenance. Below is some of the verified evidence in the field of HL:

- The role of parents is greatly influential in their children's maintenance or loss of HL (Valdes, 2001);
- HL parents regulate their children's speech, for instance, by declaring an

“only mother tongue at home” rule, or by not responding to their children who use English with them (Krashen, 1998);

- Parents send their children to Saturday or Sunday HL school (Brown, 2011; Shibata, 2000; Shin, 2010);
- Parents send their children to their native country (Krashen, 1998);
- Parents encourage their children to get involved in cultural events related to their native country (Sung & Padilla, 1998);
- Parents impart heritage pride in their children as part of their efforts to help their children maintain HL (Han, 2003).

## Participants and Procedures

For recruitment of the study participants, the Korean churches in the community helped me identify and recruit Korean-American college students who successfully maintained at least oral Korean along with their parents in a southeastern region of the country. Four college students and two of their parents participated in the study. Two female (Nina & Brinna) and two male (Derek & Gene) college students who



participated in this study were either born in the U.S. or came to the U. S. before they turned one year old. Selection criteria were their Korean fluency in vocabulary, pronunciation, expression, and pragmatics. All four showed excellent communication skills in Korean. Two parents whose children participated in the study agreed to be interviewed. A total of 12 semi-structured interviews from the parents as well as these college-age children were recorded and transcribed; the interviews with the parents were conducted in Korean and the transcripts were then translated into English. Pseudonyms are used in reporting the study findings.

# In order to *move* heritage language education forward, we need to study the parents' role in HL more *carefully*...

## Beliefs vs. Actions: Discrepancies in Parents' Behavior in Maintaining Heritage Language

It has turned out that what parent participants said they did was quite different from what they actually did at home. Parent participants stated that they regulated Korean use at home and exclusively talked to their children in Korean. However, interviews with their children revealed that if Korean was used for communication, it was quite minimal and for basic communication only. The following excerpts illustrate this point:

**Brinna:** Like 'go eat', 'go wash your hands', 'take out the trash', things like that were all said in Korean.

**Gene:** When I'm hungry or something, I might say something in Korean to my mom.

**Nina:** Korean was used for some casual conversation at home.

**Derek:** I talk to my parents if I need to...but nothing serious...

Statement below by Brinna's and Derek's mothers seemed to be in direct contradiction to their children's accounts of Korean use at home:

**Brinna's Mother:** When Brinna spoke to me in English, I didn't respond to

her. So she had to speak Korean with me.

**Derek's Mother:** He and I have some good conversation from time to time in Korean.

During the interviews, the parents claimed that Korean was extensively used at home. But what was implied, was English use at home was far greater than what was actually believed to occur based on the examples provided here. What the parents, perhaps, meant was that Korean was available at home; however, the degree of frequency or the quality of verbal exchange between the parents and children seemed to be very minimal and insignificant. This discrepancy between what the parents said they did to maintain Korean and what the children described happened at home reveals the complex role that the HL parents play.

During the interviews, Nina stated that her parents increased the use of English as she grew up: "When I was little, 80-90% of the conversation at home was done in Korean, but it became more like 50% Korean and 50% English as I grew older." This remark strongly suggests that parents reduced the use of heritage language and switched to English. Some of the literature has documented such behavior by HL parents. While Chinese bilingual parents stated in an interview that maintaining HL is highly important to them, yet, the researcher observed that they exclusively



spoke English with their children at home (Lao, 2004). Suarez (2002) reported that some Spanish speaking parents spoke in English with their children 90% of the time.

## Parents' English Skills Affect the Loss or Maintenance of Children's Heritage Language

Based on the findings of this case study, I argue that the role of HL parents as HL reinforcers might not be as significant as what is reported in the professional literature. This conjecture is well supported by the findings in which the oldest child of the family almost always speaks HL but not the second or third child of the family (Portes & Hao, 2004). What is implied is that the parental influence on HL maintenance fizzles out for the second and third child.

It may be the case that the first child in the family maintains HL not necessarily due to the parents' commitment to HL maintenance, but due to their weak English proficiency. As the parents' English proficiency improves, it might cause HL loss for younger children. One of the major contributing factors to HL maintenance and loss might be immigrant parents' language shift from HL to English.

Heritage language is a fairly new field of study (Kagan & Dillon, 2008). Yet, we are beginning to understand a great deal about heritage language maintenance including the ways in which parents contribute to heritage language maintenance.

In order to move heritage language education forward, we need to study the parents' role in HL more carefully, and consider the role of the parents' changing English proficiency in developing or not developing HL.

## References

Arriagada, P. A. (2005). Family context and Spanish-language use: A study of Latino children in the United States. *Social Science Quarterly*, 86(3), 599-619.

Brown, C. L. (2011). Maintaining heritage language perspectives of Korean parents. *Multicultural Education*, 20(4), 31-37.

Epstein, J. L. (1991). Paths to partnership: What we can learn from federal, state, district school initiatives. *Phi Delta Kappan*, 72, 376-382.

Han, S. (2003). *Culture or capital: What motivates heritage language achievement among Korean-American youth?* Unpublished Monograph, Stanford University, Palo Alto, CA.

Kagan, O. & Dillon, K. (2008). Issues in heritage language learning in the United States.

In N. Van Deusen-Scholl and N. H. Hornberger (Eds.), *Encyclopedia of language and education* (2nd Ed),

Volume 4: Second and foreign language education (pp. 143-156). Springer Science+Business Media LLC

Kouritzin, S. (2000). A Mother's Tongue. *TESOL Quarterly*, 34(2), 311-324.

Krashen, S. (1998). Heritage language development: Some practical argument. In S. Krashen, L. Tse & J. McQuillan (Eds.), *Heritage Language Development* (pp. 3-13). Culver City, CA: Language Education Associates.

Lao, C. (2004). Parents' attitudes toward Chinese-English bilingual education and Chinese-language use. *Bilingual Research Journal*, 28(1), 99-121.

Moses, M. S. (2000). Why bilingual education policy is needed: A philosophical response to the critics. *Bilingual Research Journal*, 24(4), 333-354.

Portes, A., & Hao, L. (2004). *The schooling of children of immigrants: Contextual effects on the educational attainment of the second generation*. Paper presented at the National Academy of Sciences of the United States of America.

Shibata, S. (2000). Opening a Japanese Saturday school in a small town in the United States: Community collaboration to teach Japanese as a heritage language. *Bilingual Research Journal*, 24(4), 465-474.

Shin, S.-Y. (2010). The Functions of Code-Switching in a Korean Sunday School. *Heritage Language Journal*, 7(1), 91-116.

Sung, H. and Padilla, A. M. (1998). Student motivation, parental attitudes, and involvement in the learning of Asian languages in elementary and secondary schools. *The Modern Language Journal*, 82(2), 205-

216.

Suarez, D. (2002). The paradox of linguistic hegemony and the maintenance of Spanish as a heritage language in the United States. *Journal of Multilingual and Multicultural Development*, 23(6), 512-530.

Valdés, G. (2001). Heritage language students: Profiles and possibilities. In J.K. Peyton, D.A. Ranard & S. Mc Ginnis (Eds), *Heritage languages in America: Preserving a national resource* (pp. 37-77). Washington, DC: Center for Applied Linguistics.

Dr. Clara Lee Brown is an associate professor/program adviser of ESL Education in the Department of Theory and Practice in Teacher Education, University of Tennessee, Knoxville. She currently teaches courses on content-based ESL methods, assessment, and bilingualism to graduate students. Her research interests include enhancing ESL students' academic achievement in content learning and equity issues in large-scale statewide testing programs, heritage language and ethnic identities.



# Indigenous Education Renewal in Rural Alaska

*Ray Barnhardt, Alaska Native Knowledge Network, University of Alaska Fairbanks*

Indigenous education in rural Alaska has gone through a major transformation over the past 15 years focused on reconciling the conflicting worldviews, knowledge systems and ways of knowing that have coexisted in Native communities throughout the past century. Using a systemic approach to address long-standing problems, this column describes how Native people have taken the initiative in redefining the goals and methods of formal education as it has evolved in rural Alaska.

The Alaska Native/Rural Education Consortium, representing over 50 organizations impacting education in rural Alaska, established the Alaska Rural Systemic Initiative (AKRSI) in 1994. The Alaska Federation of Natives in cooperation with the University of Alaska, with funding from the National Science Foundation (NSF) and the Annenberg Rural Challenge (ARC), provided the institutional home base and support structure for the AKRSI. Its purpose was to systematically document indigenous knowledge systems of Alaska Native people and develop instructional practices that appropriately integrated indigenous knowledge and ways of knowing into all aspects of education. In practical terms, the most important intended outcome was an increased recognition of the complementary nature of Native and western knowledge, so both can be more effectively utilized as a foundation for the school curriculum and integrated into the way we think about learning and teaching.

For any significant initiative aimed at improving education in rural Alaska, it was essential to develop from the outset a working partnership of mutual respect and understanding between the Native and educational communities. The history

of contradictions, confusion and conflict resulting from the coming together of two often incompatible cultural traditions and belief systems can best be overcome by drawing together the available expertise from each and exploring ways to arrive at an equitable synthesis. The first step in this endeavor was a series of colloquia on “Alaska Native Science Education” held in April 1992 and May 1993, sponsored by the Alaska Federation of Natives and the University of Alaska Fairbanks with funding provided by the NSF. Topical areas that were addressed by the 60 broadly representative participants in the colloquia included Native scientific traditions, western scientific traditions, science practices in various community and institutional settings, science curricula in schools and universities, science teaching practices, and science teacher training opportunities. Out of these discussions, an extensive set of recommendations came forward regarding steps to be taken to improve the quality of science education, and education generally, for Alaska Native people. These recommendations served as the impetus for the formation of the AKRSI educational reform strategy. To help put these interrelated issues into perspective, I provide a brief overview of the cultural,

geographical and political context in which its initiatives were formed and implemented.

## Rural Alaska

By most any standard, nearly all of the 586,000 square miles that make up the state of Alaska would be classified as “rural” with 40% of the 650,000+ people spread out in 240 small, isolated communities ranging in size from 25 to 5000. The remaining 60% are concentrated in a handful of urban centers, with the city of Anchorage and neighboring communities home to approximately 50% of Alaska’s total population. Of the rural communities, over 200 are remote, predominantly Native villages in which 70% of the 90,000+ Alaska Natives live and practice their traditional cultures (see Table 1 on adjacent page). The vast majority of the Native people in rural Alaska continue to rely on subsistence hunting and fishing for a significant portion of their livelihood, coupled with a slowly evolving cash-based economy, though few permanent jobs exist in most communities.

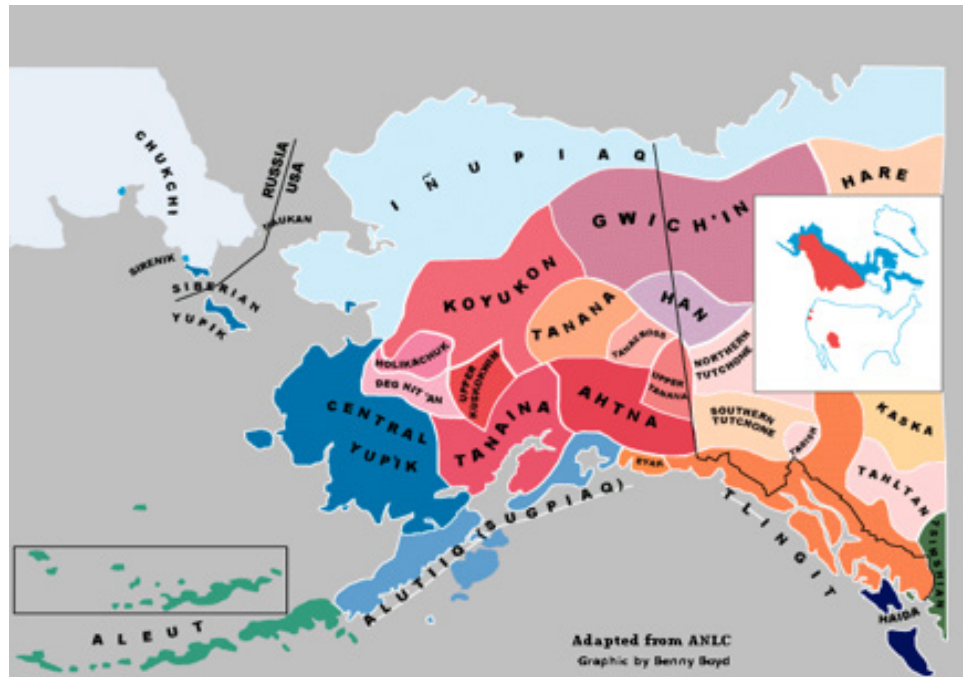
## Rural schools

Prior to 1975, the federal Bureau of Indian Affairs and the Alaska State-Operated School System operated schools in rural Alaska. Both were centrally administered systems oriented toward assimilating Alaska Natives into mainstream society as their primary goal. The history of inadequate performance by these two centralized school systems, coupled with the ascendant economic and political power of Alaska Natives that derived from the passage of the Alaska Native Claims Settlement Act by the U.S. Congress in 1971, led to the dissolution of the centralized systems in the mid-1970s and the establishment of 21 locally controlled regional school districts to take over the responsibility of providing education



**Table 1. Alaska Native Languages**

Alaska Native Languages from <http://www.uaf.edu/anlc/> Alaska Native Language Center



in rural communities. At the same time, a class-action lawsuit brought against the State of Alaska on behalf of rural Alaska Native secondary students led to the creation of 126 village high schools to serve those rural communities where high school students had to leave home previously to attend boarding schools.

Although the creation of the regional school districts (along with several single-site and borough districts) and the village high schools has provided rural communities with an opportunity to exercise a greater degree of political control over the educational systems operating in rural Alaska, it did not lead to any appreciable change in what was taught and how it was taught in those systems (Hopson, 1977). The continuing inability of schools to be effectively integrated into the fabric of many rural communities after over 20 years of local control points out the critical need for a broad-based systemic approach to addressing the deficiencies in educational conditions in rural Alaska.

### Forging an emergent system of education for rural Alaska

In 1994 the Alaska Natives Commission, a federal/state task force established in 1992 to conduct a comprehensive review of programs and policies impacting Native people, released a report articulating the critical

importance of any effort aimed at addressing Alaska Native issues needing to be initiated and implemented from within the Native community. The long history of failure of external efforts to manage the lives and needs of Native people made it clear that outside interventions were not the solution to the problems, and that Native communities themselves would have to shoulder a major share of the responsibility for carving out a new future. At the same time, existing government policies and programs would need to relinquish control and provide latitude for Native people to address the issues in their own way, including the opportunity to learn from their mistakes. It was this two-pronged approach that was at the heart of the AKRSI educational reform strategy—Native community initiative coupled with a supportive, adaptive, collaborative education system.

This strategy required a focus on both the formal education system and the indigenous knowledge systems in rural Alaska. The culture of the formal education system as reflected in rural schools was poised to undergo significant change, with the main catalyst being culturally-based and place-based curriculum grounded in the local culture (Barnhard, 2006, 2007). In addition, the indigenous knowledge systems needed to be documented, articulated and validated, again with a major catalyst being

place-based curriculum grounded in the local culture. With these catalysts in mind, we sought to implement a series of initiatives that stimulated the emergent properties of self-organization that were needed to produce the kind of systemic integration indicated above. To do so, it was essential that we work through and within the existing systems.

Our challenge was to and targeting the elements of the existing educational system that could be harnessed to improve the education of Alaskan Natives. Once critical agents of change were identified, a “gentle nudge” in the right places could produce powerful changes throughout the system. With these considerations in mind, the overall structure of the AKRSI was organized around a comprehensive set of initiatives (five funded by the NSF focusing on math and science and five funded by the ARC focusing on social studies and language arts). Each of these initiatives was implemented in one of the five major Alaska Native cultural regions each year on an annual rotational scale-up schedule over a five-year cycle (which was renewed for a second five years). In this way, the initiatives could be adapted to the cultural and geographic variability of each of the regions, while at the same time engaging the state-level support structures throughout the cycle (see Table 2).

Along with the rotational schedule of regional initiatives, which were expanded in Phase II of the AKRSI, there were also a series of cross-cutting themes that integrated the initiatives within and across regions each year. While the regional initiatives focused on particular domains of activity through which specialized resources were brought to bear in each region each year (culturally aligned curriculum, indigenous science knowledge base, etc.), the following themes cut across all initiatives and regions each year:

1. Documenting cultural/scientific knowledge
2. Indigenous teaching practices
3. Culturally-based curriculum
4. Teacher support systems
5. Appropriate assessment practices

In this way, schools across the state were engaged in common endeavors that united them, at the same time that they were concentrating on particular initiatives in ways that were especially adapted to their respective cultural region. Each set of initiatives and themes built on each other from year to year and region to region through a series of statewide events that brought participants together from across the regions. These included working groups around various themes, Academies of Elders, Native educator associations, statewide conferences, the Alaska Native Science Education Coalition and the Alaska Native Knowledge Network.

Key agents of change around which the AKRSI educational reform strategy was constructed were the Alaska Native educators working in the formal education system, coupled with the Native Elders who served as the culture-bearers for the indigenous knowledge system, along with the Quality Schools Initiative adopted by the Alaska Department of Education. Together, these agents of change constituted a considerable catalytic force that has served to reconstitute the way people think about and do education in rural schools throughout Alaska. The AKRSI's role was to guide and support these agents through an on-going array of locally-generated, self-organizing activities that produced the organizational learning needed to move toward a new form of emergent and convergent system of education for rural Alaska (Barnhardt, 2009). The overall configuration of this emergent system can be characterized as two interdependent though previously separate systems being nudged

together through a series of initiatives maintained by a larger system of which they are constituent parts, as illustrated below.

The components of the emergent system, incorporating the indigenous knowledge sub-systems and the formal education sub-systems, were brought in contact with one another with an increasing level of two-way interaction, which slowly built the interconnectivity and complementarity of functions that were the goal of the reform strategy. Each of the initiatives associated with the two sub-systems, as represented below (see Table 3) by the converging reform streams, served as a catalyst to energize the sub-systems in ways that reinforced the overall AKRSI efforts. For example, the Alaska Native Knowledge Network assembled and provided easy access to curriculum resources that supported the work underway on behalf of both the indigenous knowledge systems and the formal education systems. In addition, the bi-monthly newsletter, ANKN newsletter, *Sharing Our Pathways* (for sample articles see Barnhardt & Kawagley, 2011), provided an avenue for on-going communication between all elements of the constituent systems. Concurrently, the AKRSI collaborated with the Alaska Department of Education in bringing Native/science teachers together to develop performance standards based on the state science standards that took into consideration the cultural context in which students acquired and demonstrated their knowledge. These performance standards then became part of the states performance assessment system to be implemented in all schools.

Together, these initiatives (along with other related activities) constituted the AKRSI and were intended to generate a strengthened complex adaptive system of education for rural Alaska that could effectively integrate the strengths of the two constituent emergent systems. Accepting the open-endedness and unpredictability associated with such an endeavor, and relying on the emergent properties associated with the adage, "think globally, act locally," we were confident that we would know where we were going when we get there. It was the actions associated with each of the initiatives that guided us along the way, so that we could continue to move in the direction established by the AKRSI educational reform strategy.

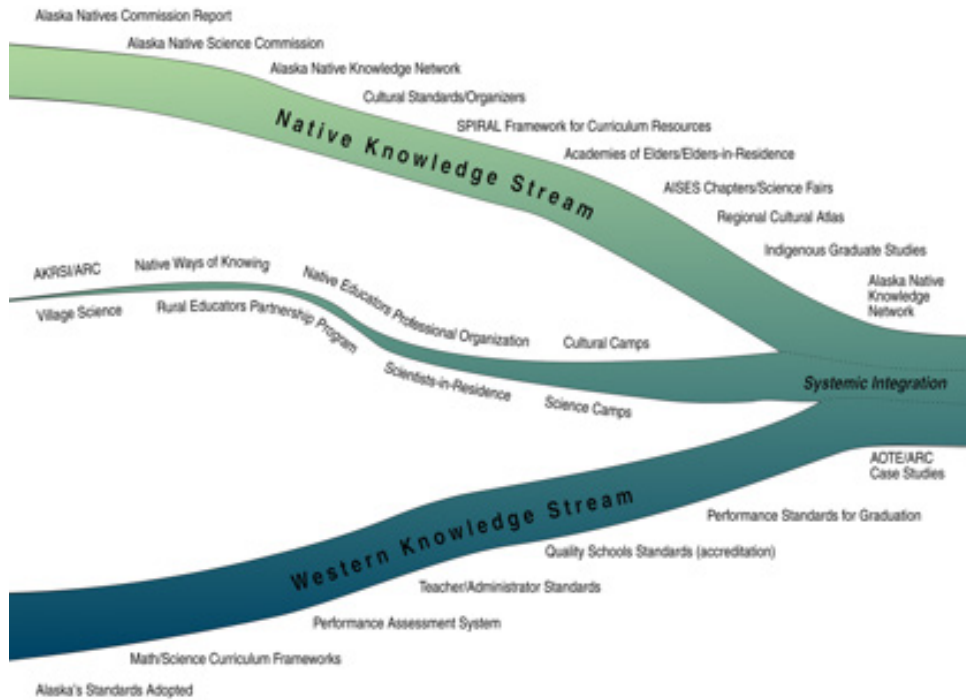
### Intervention activities: An overview

AKRSI-sponsored initiatives included the development of a spiral curriculum framework revolving around 12 broad cultural themes of family, language/communication, cultural expression, tribe/community, health/wellness, living in place, outdoor survival, subsistence. Students interviewed Elders in their communities and researched available documents related to the indigenous knowledge systems, and then assembled the information they gathered into a multimedia format for publication as a "Cultural Atlas" available on CD-ROM and the Internet. Documentation focused on themes such as weather prediction, edible and medicinal plants, geographic place names, flora and fauna, moon and tides,

Table 2. NSF/ARC Phase I Yearly Cycle of Activities by Cultural Region

NSF	Annenberg					
Rural Systemic Initiative/ Year (1995-2000)	1995-96	1996-97	1997-98	1998-99	1999-2000	Rural Challenge Initiative/ Year (1996-2000)
<b>Native Ways of Knowing/ Teaching</b>	Yup'ik Region	Inupiaq Region	Athabascan Region	Aleut/Alut. Region	Southeast Region	<b>ANCSA &amp; the Subsistence Econ.</b>
<b>Culturally Aligned Curriculum</b>	Southeast Region	Yup'ik Region	Inupiaq Region	Athabascan Region	Aleut/Alut. Region	<b>Language/Cultural Immersion Camps</b>
<b>Indigenous Science Knowledge Base</b>	Aleut/Alut. Region	Southeast Region	Yup'ik Region	Inupiaq Region	Athabascan Region	<b>Oral Tradition as Education</b>
<b>Elders and Cultural Camps</b>	Athabascan Region	Aleut/Alut. Region	Southeast Region	Yup'ik Region	Inupiaq Region	<b>Reclaiming Tribal Histories</b>
<b>Village Science Applications</b>	Inupiaq Region	Athabascan Region	Aleut/Alut. Region	Southeast Region	Yup'ik Region	<b>Living in Place</b>

**Table 3: Native and Western knowledge systems are integrated in the AKRSI**



fisheries, subsistence practices, food preservation, outdoor survival and the aurora.

Associations of Native educators were also formed in each cultural region to provide an avenue for sustaining the initiatives being implemented in the schools by the AKRSI. The regional associations sponsored curriculum development work, organized Academies of Elders and hosted regional and statewide conferences as vehicles for disseminating the information that was accumulated. Each cultural region engaged in an effort to distill core teaching/learning processes from the traditional forms of cultural transmission and to develop pedagogical practices in the schools that incorporated these processes (e.g., learning by doing/experiential learning, guided practice, detailed observation, intuitive analysis, cooperative/group learning, listening skills).

Native educators convened with Native Elders around local themes and in a deliberative process in which Elders shared their traditional knowledge and the Native educators sought ways to apply that knowledge to teaching various components of a culturally-based curriculum. The teachers then field-tested the curriculum ideas they had developed, brought that experience back to the Elders for verification, and then prepared a final set of curriculum units that were pulled together and shared with other educators.

A set of “Alaska Standards for Culturally Responsive Schools” were developed for students, teachers, curriculum, schools and communities that provided explicit guidelines for ways to integrate the local culture and environment into the formal education process so that students are able to achieve cultural well-being as a result of their schooling experience. In addition, three volumes of village oriented science and math curriculum resources were developed in collaboration with rural teachers for use in schools throughout Alaska (see Dick, 1997, 2012; Stevens, 2000). These resources serve as a supplement to existing curriculum materials to provide teachers with ideas on how to relate the teaching of basic science and math concepts to the surrounding environment.

K-12 chapters of the American Indian Science and Engineering Society (AISES) were formed in rural districts serving each cultural region. These chapters participated in AISES Science Camps and sponsored Native Science Fairs in which the projects are judged for their science content by experienced science teachers and for their cultural content by Native Elders. The winners of the regional fairs attend the Alaska State Science Fair in the spring.

The Alaska Native Science Education Coalition was formed with representatives from over 20 agencies, professional

organizations and other programs with an interest and role in science and math education in rural Alaska schools. The Coalition brought its vast array of curriculum and professional development resources into focus around the implementation of place-based and culturally-based science curriculum, including the incorporation of rural/cultural considerations in the Coalition members own materials and practices (e.g., Alaska Science Consortium workshops, Alaska Energy curriculum resources, Alaska Environmental Literacy Plan, Project Wild curriculum materials, National Park Service interpretive programs).

Finally, performance standards in the areas of math and science were developed to serve as benchmarks for the state assessment system in those content areas. Through AKRSI support, representation from rural/Native communities helped to incorporate the various cultural and geographic perspectives needed to provide equity in the assessment process.

**Has the AKRSI made a difference?**

After ten years, data gathered from the 20 rural school districts involved with the AKRSI (compared to 24 other rural Alaskan districts) indicated that its educational reform strategy fostering interconnectivity and complementarity between the formal education system and the indigenous communities being served in rural Alaska had produced an increase in student achievement scores, a decrease in the dropout rate, an increase in the number of rural students attending college, and an increase in the number of Native students choosing to pursue studies in STEM (science, technology, engineering and math) fields.

The initiatives listed above demonstrated the viability of introducing strategically placed innovations that can serve as catalysts around which a new, self-organizing, functionally-integrated educational system can emerge which shows signs of producing the quality of learning opportunity that has eluded schools in Native communities for over a century. The substantial realignments are evident in the increased interest and involvement of Native people in education in rural communities throughout Alaska point to the efficacy of a systemic approach in shaping reform in educational systems.

# We capitalized on a broadly supportive climate to introduce changes that have *benefited* not only rural schools serving Native students, but have been instructive for *all schools* and *all students*.

While the original NSF funding of the AKRSI served as the catalyst for the core reform strategy, we were fortunate to acquire substantial supplementary funding to address areas for which its funds were not suitable, such as indigenous curriculum materials development (from the NSF Division of Instructional Materials Development), and implementing comparable initiatives to those of the AKRSI in the areas of social studies, fine arts and language arts (from the ARC). All of these funds were combined to provide an opportunity to address the issues facing schools in Native communities throughout rural Alaska in a truly comprehensive and systemic fashion.

As a means to help document the process of systemic reform in rural schools, we joined in two projects that produced comprehensive case studies of educational practices and reform efforts in nine rural communities/schools in Alaska. Seven of the case studies were funded through the Northwest Regional Educational Laboratory by a field-initiated grant from the National Institute for At-Risk Youth under USDOE, and the other two were administered by Harvard University through a grant from the Annenberg Foundation. Since all of the communities were in school districts associated with the Alaska Rural Systemic Initiative, we were able to obtain a good

cross-section of in-depth data on the impact of the AKRSI reform effort over the ten years of its existence.

Throughout these initiatives we were mindful of the responsibilities associated with taking on long-standing, intractable problems that have plagued schools in indigenous settings throughout the world for most of the past century, and we made an effort to be cautious about raising community expectations beyond what we could realistically expect to accomplish. We were also mindful of the larger context in which the AKRSI was situated and the expectations of the funding agencies with mandates to support initiatives that can contribute to a larger national agenda. Our experience was such that we were confident in the route we chose to initiate substantive reforms in rural schools serving Alaska's Native communities, and while we expected to encounter plenty of problems and challenges along the way, we capitalized on a broadly supportive climate to introduce changes that have benefited not only rural schools serving Native students, but have been instructive for all schools and all students. We continue to explore these ideas and find ways to strengthen and renew the educational systems serving people and communities throughout our society.

## Note:

This column is adapted from Dr. Barnhardt's keynote speech at the Third Annual American Indian Teacher Education Conference given on July 14, 2012 in Flagstaff, Arizona.

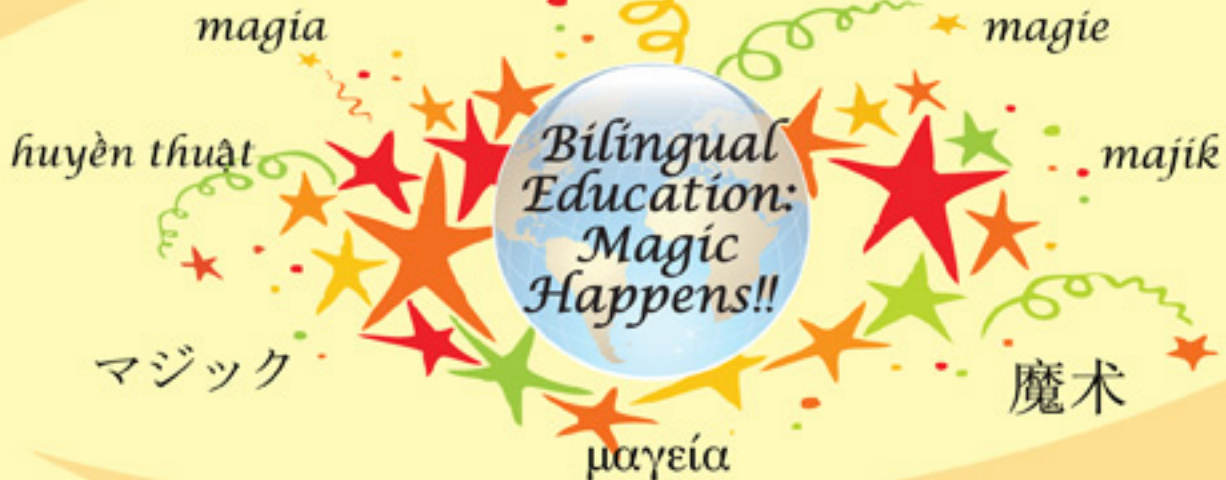
## References

- Barnhardt, R. (2006). "Culture, Community and Place in Alaska Native Education." *Democracy and Education*, 16(2): 44-51
- Barnhardt, R. (2007). *Creating a Place for Indigenous Knowledge in Education: The Alaska Native Knowledge Network*. In G. Smith & D. A. Gruenewald. (Eds.), *Place-Based Education in the Global Age: Local Diversity*. Hillsdale, NJ, Lawrence Erlbaum Associates.
- Barnhardt, R. (2009). *Culturally Responsive Schools for Alaska Native Students: A Model for Social Justice, Peace and Environmental Education*. In J. Andrezejewski, M. Baltadano & L. Symcox (Eds.), *Social Justice, Peace and Environmental Education: Transformative Standards*. New York, Routledge.
- Barnhardt, R. & Kawagley, A.O. (Eds.). (2011). *Sharing Our Pathways: Native Perspective on Education in Alaska*. Fairbanks, AK: Alaska Native Knowledge Network, University of Alaska.
- Dick, A. (2012). *Village math*. Fairbanks, AK: Alaska Native Knowledge Network, University of Alaska.
- Dick, A. (1997). *Village science*. Fairbanks, AK: Alaska Native Knowledge Network, University of Alaska.
- Hopson, E. (1977). Inupiaq education. In R. Barnhardt (Ed.), *Cross-cultural issues in Alaskan education* (pp. 3-6). Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska Fairbanks.
- Stephens, S. (2000). *Handbook for culturally responsive science curriculum*. Fairbanks, AK: Alaska Native Knowledge Network, University of Alaska.



## NABE 2013

# Join us for the 42nd Annual National Association for Bilingual Education Conference



### MARK YOUR CALENDARS!

Thursday February 7th to Saturday February 9th, 2013  
 Disney's Coronado Springs Resort Lake Buena Vista, Florida

#### KEYNOTE SPEAKERS

Dr. Alberto Carvalho • Superintendent, Dade County Public Schools  
 Dr. Kenji Hakuta • Professor, Stanford University  
 Dr. Ofelia Garcia • The Graduate Center City University of New York  
 Dr. Andrew Cohen • University of Minnesota

#### FEATURED SPEAKERS

Dr. Catherine Snow • Professor, Harvard University  
 Dr. Laurie Olsen • Director of the Sobrato Early Academic Literacy Program  
 Shelly Spiegel-Coleman • Executive Director, Californians Together  
 Dr. Jim Cummins • Ontario Institute of Education  
 Tony Miller • Deputy Secretary, DOE  
 Okhee Lee Salwen • NYUSteinhardt, New York  
 Miriam Eisenstein Ebsworth • NYUSteinhardt, New York  
 Lixing (Frank) Tang • NYUSteinhardt, New York

Please visit the NABE Website to download:  
 Call for Papers • Registration • Exhibitor Registration  
[www.nabe.org](http://www.nabe.org)

Dr. Tomasita Ortiz, Conference Chair • Nilda M. Aguirre, Conference Coordinator  
 (225) 209-0224 • [nildaaguirre.nabe2013@gmail.com](mailto:nildaaguirre.nabe2013@gmail.com)

