

# UC Berkeley

## Newsletters

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**Policy Report****Crucial Issues in California Education 2000: The Schooling of English Learners**

An increasing number of students entering California's schools come from non-English speaking backgrounds. Between 1983-84 and 1998-99, the number of English learners increased almost five times faster than the overall student population (196 percent versus 43 percent). In 1983-84, one out of eight California students was an English learner—today it is one out of four. This proportion will increase since Latino enrollment (most of whom are English learners) in California's public schools is projected to increase three times as fast as overall enrollment over the next decade. Clearly, the success of California's students and schools will increasingly depend on the state's ability to successfully educate English learners.

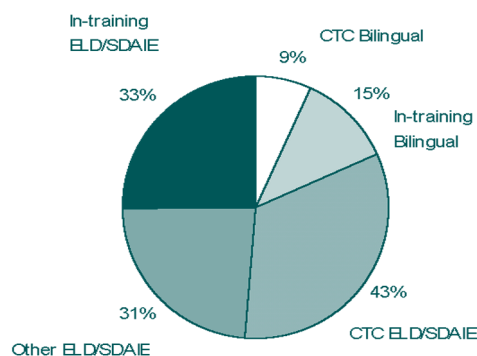
Yet the education of English learners has been highly politicized. Controversy centers around the use of native language instruction—whether it is better to first develop the native language literacy of English learners and provide initial academic content through bilingual education or to simply immerse them in English and provide initial academic content through simplified English instruction. While existing evidence generally supports the bilingual approach, the research is hotly debated and far from conclusive regarding which general approach makes more sense for which students and under what conditions.

In June 1998, California voters approved Proposition 227, an initiative that greatly restricted the use of bilingual education. A recent UC LMRI report found that the proportion of English learners in California receiving bilingual instruction changed substantially—from 29 percent in 1998 to 12 percent in 1999—as a result of Proposition 227 (see page 3). The study also found that the instruction of English learners has changed markedly in the state, both because of 227 and because of a host of other educational reforms, including class size reduction, high-stakes testing, and school accountability.

No matter what instructional approach is used, English learners require a specialized curriculum and properly trained teachers to support their development of English literacy and subject matter knowledge. Yet English learners are less likely to have teachers with full credentials compared to other students. Currently, about one out of every ten teachers in California is not fully credentialed. But

almost half of all teachers who instruct English learners are not fully credentialed (See Figure). Moreover, recent reform efforts have increased the disparities in the numbers of qualified teachers between schools with large concentrations of English learners and schools with small concentrations of English learners. A recent early evaluation of class-size reduction in California found that the percentage of teachers not fully credentialed in schools with the least number of English learners (less than 8 percent) only increased from .2 percent in 1995-96 to 4.2 percent in 1997-98. However, the percentage in schools with the greatest proportion of English learners (40 percent or more) increased from 1.8 percent to 22.3 percent over the same two-year period. As a result, schools with the most English learners

**Credentials of Teachers Providing Instruction for English Learners, 1999**



NOTE: CTC teachers are teachers who hold valid certificates for the designated type of instructional service from California Commission for Teacher Credentialing (CTC). ELD/SDAIE teachers hold certificates to teach English Language Development (ELD) or Specially Designed Academic Instruction in English (SDAIE). Other teachers hold an SB1969 certificate or CDE approved district certificate.  
SOURCE: California State Department of Education, *Language Census Summary Statistic, 1998-1999*

benefited the least from class-size reduction, at least in terms of access to fully credentialed teachers.

How are English learners in California doing in school? For many people inside and outside of the educational system, both in California and in the nation, achievement in school is best represented by one thing—scores on standardized tests. Yet scores on standardized tests are not necessarily the best way nor should they be the only way to gauge the educational achievement of students. This is especially true in the case of English learners because most existing national and state assessments are conducted in English. A recent report by the National Research Council on the use of testing for tracking, promotion, and graduation concludes that when students are not proficient in the language of assessment (English), their scores on a test given in English will not accurately reflect their knowledge of the subject being assessed, other than English. Nonetheless, California requires that all English learners who have been enrolled in a California school for at least twelve months to take the Standardized Testing and Reporting (STAR) program Stanford 9 achievement test and the STAR augmentation tests, which are given in English. Stanford 9 results for 1999 show that test scores for English learners are considerably lower than for English-only students, both in English and in other subject areas.

This chapter from the new PACE report, *Crucial Issues in California Education 2000: Are the Reform Pieces Fitting Together?*, provides an overview of the schooling of English learners in California. It examines: the nature and growth of the language minority population; the political context surrounding the instruction of English learners; the nature of the teaching force for English learners; the achievement of English learners; and several pending or emerging issues that will continue to affect the education of English learners into the foreseeable future.

—**Russell W. Rumberger and Patricia Gándara**

*Crucial Issues in California Education 2000: Are the Reform Pieces Fitting Together?* is available for \$20 per copy. Call Regina or Diana at PACE at (510) 642-7223 or visit URL: <http://pace.berkeley.edu>.

## DISSERTATION RESEARCH GRANT AWARD

The UC LMRI Faculty Steering Committee awarded one additional dissertation grant for 2000-2001:

### “Devils or Angels: Exploring the Visual Literacy Practices of Latino Adolescents”

PETER M. COWAN, UC BERKELEY

**M**y study considers how drawings created by Latino adolescents communicate cultural meanings. I will explore how social interactions with drawings constitute a culturally specific system of visual literacy, and the social effects these practices have on Latino adolescents. This research will benefit theorists working in The New Literacy Studies, (James Gee, 1990, *Social Linguistics and Literacies*), to define literacy as social practices of creating meaning; teachers by modeling how they can explore the cultural resources their students bring into their classrooms; teacher educators by helping them raise teachers’ awareness of the sociocultural context of the communities their students come from.

## UC LMRI 2000 ANNUAL CONFERENCE HIGHLIGHTS

**T**he 13<sup>th</sup> annual UC LMRI Conference was held May 12-13, 2000 at the Hyatt Regency Hotel in Irvine.

The conference drew 117 participants from across California and the United States. The conference staff—Valery Rivera and Nancy Siris-Rawls (UC LMRI)—helped insure a successful conference.

This year’s conference highlighted research that focused on the teaching of English Learners and school reform. The conference brought together university researchers along with K-12 teachers and representatives of school districts. Conference highlights included:

An opening address by **Walter Secada** (University of Wisconsin, Madison) on issues in developing 2-way bilingual education programs.

Presentations on the Implementation of Proposition 227 by 1) **Julie Maxwell-Jolly** (UC Davis); 2) **Julia Curry-Rodriguez** and **Laura Alamillo** (UC Berkeley) and **Celia Viramontes** (Center for Latino Research); 3) **Adalberto Aguirre** and **Mark Salinas** (UC Riverside); and 4) **Sharon Ulanoff** and **Lillian Vega-Castaneda** (CSU San Marcos).

Three presentations on Implementing ELD Standards and Instructional Services for English Learners: 1) **Shelly Spiegel-Coleman** (L.A. County Office of Education), **Tanina Barbagallo** (Covina Valley USD), **JoAnne Slater** (Montebello USD) and **Barbara Frarachi** (Hacienda-La Puente USD); 2) **Rita Payan Caldera** and **Delores Beltran** (Los Angeles USD); and 3) **Rosa Lee Patron**, **Pat Roehl** and **Suzanne Meek** (Fresno USD).

There were four presentations on Teaching and Assessing Writing: 1) **Anita Hernandez** (CSU San Luis Obispo); 2) **Rosa María Valdés** and **Lindsay Clare** (UCLA); 3) **Gene García**, **Mario Bravo**, **Alice Sun** and **Laurie Dickey** (UC Berkeley) and **Christina Velasco** (San Francisco Unified School District); and 4) **Donna Heath** and **Laurie Nesrala** (San Dieguito Union H.S.D.).

Friday afternoon’s presentations ended with two on Teacher Recruitment and Support: 1) **Steve Brandick**, **Delores Manrique** and **Judy Hackett** (Los Angeles USD); and 2) **Esteban Díaz** (CSU San Bernardino), **Teresa Marquez-Lopez** (UC Riverside) and **Rocio Moss** (Riverside County Office of Ed.).

Friday ended with a reception for all conference attendees and a dinner for Bilingual Fellowship Graduate Students and their advisors from three UC Campuses (UC Davis, UCLA and UC Santa Barbara).

Saturday began with two sessions of presentations. There were four presentations on Teaching and Assessing English Learners: 1) **David Moguel** (UCLA); 2) **Patrick Manyak** (USC); 3) **Richard Durán** (UC Santa Barbara), **Chris Carrera** (Goleta Union School District) and **Loret Peterson** (San Francisco USD); and 4) **Jamal Abedi** (UCLA).

The second morning session consisted of three presentations, ELD Standard, CLAD & Training Teachers for English Language Learners: Perspectives From a College Teaching Credential Program, by: 1) **Xioqin Sun Irminger** and **Karen Ensor** (Patten College); 2)



**Catherine Snow**

**Lynne Díaz-Rico** (CSU San Bernardino); and 3) **Olga Rubio** and **John Atinasi** (CSULB)

A general session followed with three presentations of UC LMRI-sponsored research by: 1) **Catherine Cooper** (UC Santa Cruz); 2) **Ron Gallimore** and **Leslie Reese** (UCLA) and **Claude Goldenberg** (CSULB); and finally 3) **Bud Mehan** (UC San Diego).

Lunch followed with a keynote address by **Catherine Snow** (Harvard University) on “Learning to Read in a Second Language: Why Is It So Hard?”

The final group of presentations followed in the afternoon beginning with two presentations on Collaborative Efforts to Improve the Achievement of English Learners: 1) **Moises Torres** (UC Irvine); and 2) **Olga Rubio** (CSULB) and **Leslie Reese** (UCLA).

The other session of three presentations, Historical and Ideological Analyses of School Reforms and English Learners, included: 1) **Jolynn Asato** and **Anastasia Amabisca** (UCLA); 2) **Mario Ruiz** (Cal Poly Pomona University); and 3) **Jose Prado** (USC).

## Announcements

**T**he Center for the Study of Books in Spanish for Children and Adolescents at California State University San Marcos announces three, three-day workshops:

- June 26-28 - Books and Reading Strategies for English Language Learners in Grades K-8.
- July 10-12 - Current Issues: Books in Spanish for Young Readers.
- July 31-August 2 - Literature in Spanish for Children and Adolescents/La Literatura en Español Dirigida a los Lectores Infantiles y Juveniles.

For further information, contact: Website: [http://www.csusm.edu/campus\\_centers/csb/](http://www.csusm.edu/campus_centers/csb/).

**T**he California Policy Research Center (CPRC) of the University of California. CPRC is seeking proposals under its Policy Research Program from UC faculty to conduct research on significant policy issues facing California. A broad range of topical areas will be considered; successful proposals will examine current and anticipated state policy concerns, aid in developing policy approaches, and/or evaluate policy implementation. A minimum of \$250,000 will be awarded in this funding cycle (July 1, 2001-June 30, 2002), with the possibility of additional funds becoming available. Typically, 6-8 research proposals are funded, with a 12-month project time frame. Proposals are due October 13, 2000. Prior to submission, CPRC requests that interested applicants submit a short letter of intent by August 14, 2000. Refer to the RFP for further details at <http://www.ucop.edu/cprc/cprecall2001>.

## **CORRECTION**

In the Winter 2000 newsletter, under the story, “UC LMRI Awards 2000 Research Grants,”—Small Research Grants—the Co-PIs are Lucinda Pease-Alvarez **AND** Cathy Angelillo.

## Publications

### **The Initial Impact of Proposition 227 on the Instruction of English Learners (May 2000)**

**Patricia Gándara, Julie Maxwell-Jolly, UC Davis; EUGENE GARCÍA, TOM STRITIKUS, JULIA CURRY, UC Berkeley; and KRIS GUTIÉRREZ, JOLYNN ASATO, UCLA** — In June 1998, California voters passed Proposition 227, which severely restricted the use of primary language for instructing English learners, and instead called for a transitional program of “structured English immersion” that was not normally to last more than one year. What has been the impact of Proposition 227?

Shortly after its passage, a team of University of California researchers began a series of studies to examine the effects of Proposition 227 in 16 districts and 22 schools throughout the state. Although the studies are ongoing, they have thus far yielded several important insights into the initial impact of Proposition 227 during its first year of implementation. The most important finding that has emerged from these studies is that schools and teachers were, indeed, undergoing profound changes teaching English learners even when schools and districts contended that their programs had changed little. These changes were spurred by a host of other reform efforts, not just Proposition 227. For example, the movement toward English-testing is causing teachers to leapfrog much of the normal literacy instruction to go directly to English word recognition or phonics bereft of meaning or context in order to raise English test scores. It remains to be seen how such responses will ultimately impact the learning and achievement of English learners. The paper can be found on our web site at: <http://lmrinet.ucsb.edu>.

### **Preparing Teachers for Diversity: A Dilemma of Quality and Quantity (2000)**

**PATRICIA GÁNDARA and JULIE MAXWELL-JOLLY, UC Davis** — For the most of the last two decades there has been a protracted national debate over the status of education of our youth. The conclusion reached by many is that American students are ill-prepared for the educational and economic challenges of a post-industrial society. This conclusion has been mirrored in the public debate in California and has led to a series of reform efforts aimed at stemming the decline in test scores, re-examining the skills that our schools should be teaching, and increasing overall achievement of students.

The dizzying number of reforms would be challenge enough under more static circumstances. However, they have been accompanied by an unprecedented shift in the state’s population: a tremendous growth in the number of school-age children from minority backgrounds, particularly Latinos. These demographic conditions call into serious question the ability of any institution to respond effectively, let alone one as complex and under-resourced as the public schools.

In this context, the conspicuous absence of attention among these myriad reforms to the issues of preparing teachers to work with culturally and linguistically diverse students is particularly troubling. This paper documents the characteristics of California’s existing students and teacher population, explores research on the effect on students of having teachers who are from minority groups and/or teachers who earn credentials from programs that focus on diversity issues, identifies barriers to increasing the number of teachers with diverse backgrounds in the workforce, and makes recommendations to increase the pool of minority teachers and to improve the

preparation of teachers to perform effectively with diverse students. This paper can be obtained by contacting The Center for the Future of Teaching and Learning at <http://www.cftl.org>.

### UC LMRI People in the News

Three members of the UC LMRI Faculty Steering Committee, **Kris Gutiérrez** (UCLA), **Bud Mehan** (UCSD), and **Russ Rumberger** (UCSB) have been appointed to the editorial board of the *American Educational Research Journal* (AERJ), Social and Institutional Analysis Section.

### UC LMRI Appointments

The UC Linguistic Minority Research Institute would like to welcome **Nancy Siris-Rawls** as the new Publications Editor/Administrative Assistant. Nancy is originally from Long Beach, California where she received her B.A. in Comparative Literature with a minor in Asian Studies from CSULB. She traveled extensively through India before doing her graduate work at UCLA where she received a Master's degree in Folklore & Mythology. Nancy worked for many years in administrative, editorial and graphic design positions at UCLA before relocating to Santa Barbara in 1996.



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University of California  
Linguistic Minority Research Institute  
South Hall, Room 4722  
Santa Barbara, CA 93106-3220

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### IN THIS ISSUE

- The Schooling of English Learners
- 2000 Conference Highlights
- Report on Proposition 227