

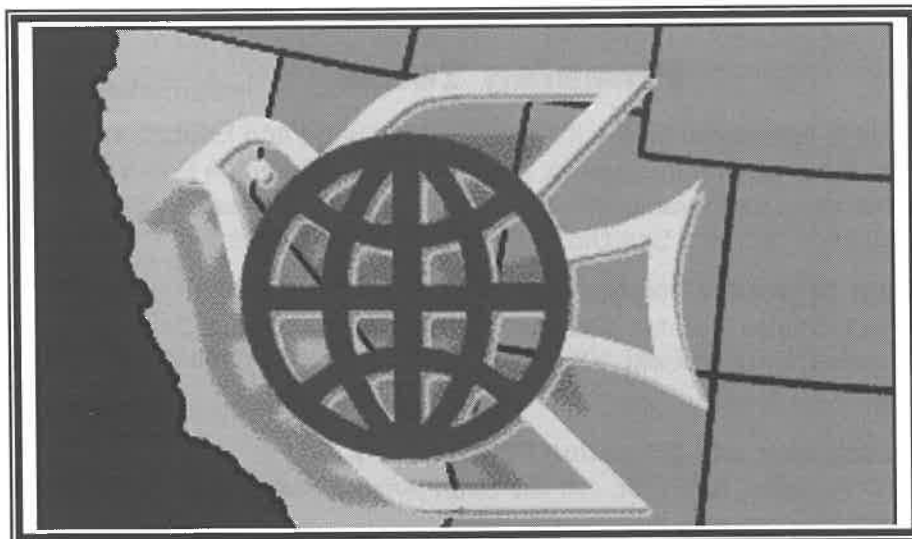
Proposition 227 and Beyond: Connecting Research, Policy and Practice



**North County Regional Education Center
San Diego County Office of Education
San Marcos, CA**

November 7-8, 2008

Proposition 227 and Beyond: Connecting Research, Policy and Practice



North County Regional Education Center
San Diego County Office of Education
San Marcos, CA

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Conference Goals

- To bring together teachers, administrators, English Language program coordinators, staff development coordinators, school board members, teacher educators, researchers, community members and policy advocates to engage in critical conversations about programs and policies for English Learners
- To disseminate research on best practices and instructional outcomes in the 10 years since Prop 227 (1998) was implemented in CA
- To connect best practices across federal, state and grassroots educational initiatives to close the achievement gap
- To formulate specific concrete steps and action plans to address the ongoing policy and practice needs for English Learners

Planning Team

This conference is sponsored by the Institute for Language and Education Policy (www.elladvocates.org). The Institute for Language and Education Policy is pleased to bring you this conference in partnership with the California State University, San Marcos and its College of Education, and the San Diego County Office of Education.

California State University San Marcos:

Dr. Grace McField; Charles Finn, MA (Oceanside Unified School District); Dr. John Halcon (ex officio); Dr. Jacque Thousand; David McField, MS, ABD; Gisella Giggiberger (Distinguished Teacher in Residence)

Institute for Language and Education Policy (ILEP):

James Crawford (President, ILEP), Dr. Jeff MacSwan (Arizona State University), Dr. Fay Shin (Cal State Long Beach)

San Diego County Office of Education:

Monica Nava, Senior Director, English Learner and Support Services; Antonio Mora, English Learner and Support Services; Brenda Hall, North County Professional Development Federation

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Keynote Speakers



James Crawford, President, Institute for Language and Education Policy

James Crawford is president of the Institute for Language and Education Policy. Over the past 20 years, he has specialized in issues affecting English language learners as an independent writer, lecturer, and consultant.

Crawford's latest book is *Advocating for English Learners: Selected Essays*. His other works include: *English Learners in American Classrooms: 101 Questions, 101 Answers* (coauthored with Stephen Krashen); *Educating English Learners: Language Diversity in the Classroom*, 5th ed.; *At War with Diversity: U.S. Language Policy in an Age of Anxiety*; and *Hold Your Tongue: Bilingualism and the Politics of 'English Only.'*

Previously, he served as Washington editor of *Education Week*, Capitol Hill correspondent for *Federal Times*, and executive director of the National Association for Bilingual Education.

He maintains an extensive Language Policy Web Site (<http://ourworld.compuserve.com/homepages/jwcrawford>) and also serves as webmaster for the Institute for Language and Education Policy (<http://www.elladvocates.org>).

Stephen Krashen, Professor Emeritus, University of Southern California

Dr. Stephen Krashen is best known for developing the first comprehensive theory of second language acquisition, introducing the concept of sheltered subject matter teaching, and as the co-inventor of the Natural Approach. He has contributed to theory and application in the areas of bilingual education, and reading. He was the 1977 Incline Bench Press champion of Venice Beach and holds a black belt in Tae Kwon Do. His current books are *Summer Reading: Program and Evidence* (with Fay Shin, published by Allyn and Bacon), *English Learners in American Classrooms* (with Jim Crawford, published by Scholastic), and *English Fever* (Crane Publishing Company, Taipei).

Rachel Moran, Raven Professor of Law, University of California, Berkeley

Dr. Rachel F. Moran is the Robert D. and Leslie-Kay Raven Professor of Law at Berkeley Law School as well as a Founding Faculty member at the University of California, Irvine School of Law. In 1995, she received a Distinguished Teaching Award from the Berkeley campus. From 1993-96, she served as Chair of the Chicano/Latino Policy Project, and from 2003-08, she was Director of the Institute for the Study of Social Change. In 2008, Moran became President-Elect of the Association of American Law Schools. She has published and lectured extensively on affirmative action, desegregation, and bilingual education. She is the author of *Interracial Intimacy* (2001), co-author of the fourth edition of *Educational Policy and the Law* (2002) (with Mark G. Yudof, David L. Kirp, and Betsy Levin), and co-editor of *Race Law Stories* (2008) (with Devon W. Carbado). Moran's recent publications on bilingual education include: "The Story of *Lau v. Nichols*: Breaking the Silence in Chinatown" in *Education Law Stories* (M. Olivas and R. Schneider eds. 2008), and "Undone by Law: The Uncertain Legacy of *Lau v. Nichols*," 16 Berkeley La Raza Law Journal 1 (2005).



Terrence Wiley, Arizona State University

Dr. Terrence G. Wiley is Professor of Education and Applied Linguistics at Arizona State University, where he is Director of the Division of Educational Leadership & Policy Studies. He received his Ph.D. in Education from the University of Southern California. His teaching and research have focused on educational and applied linguistics, concentrating on language policy, literacy and biliteracy, language and immigration, bilingual education and bilingualism, heritage and community language education, English and globalization, and English as a second and international language.

Professor Wiley's scholarly productivity includes approximately 100 publications, including *The Education of Language Minority Immigrants in the United States* (co-editor, in press, *Multilingual Matters*), *Literacy and Language Diversity in the United States* (author, 2005, Center for Applied Linguistics) and *Ebonics in the Urban Education Debate, 2nd Ed.* (co-editor, 2005). He is founding co-editor of the *Journal of Language, Identity, and Education* and *International Multilingual Research Journal*.

Events

Book Signings by James Crawford and Stephen Krashen

Lobby Area, Friday @ 12:10 – 12:30 p.m. and Saturday 12:10 – 12:30 p.m.

Book Raffle

Saturday, November 8, 2008 at Session 3 (for Friday attendees) and Saturday
November 8, 2008 at 4:45 p.m. (for Saturday attendees)

To enter the book raffle, please complete a survey with your feedback about the conference at the end of each day. You will receive a raffle ticket upon submission of the survey.

Institute of Language and Education Policy California Chapter Gathering – Open Meeting

New Members Welcome – Friday, November 7, 2008 from 5:30 p.m. – 6:30 p.m.

Cocina del Charro, 1020 San Marcos Blvd, San Marcos, CA 92078 (760) 471-6644

Followup Meeting – New Members Welcome – Saturday, November 8, 2008 from
10:15 a.m. – 11:35 a.m. Session 2D in (2F) Classrooms A & B

Vendors

Multilingual Matters

Featuring *Advocating for English Learners: Selected Essays by James Crawford (2008)* and
English Learners Left Behind: Standardized Testing As Language Policy by Kate Menken (2008).

Scholastic

Featuring *English Learners in American Classrooms: 101 Questions, 101 Answers* by James
Crawford and Stephen Krashen.

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Usborne Books

We are pleased to feature Usborne books, publisher of excellent children's literature and trade books. Ask about opportunities to have Usborne do a fundraiser or book party for schools, libraries, homes, and educational organizations! A portion of the proceeds for Usborne purchases at this conference will be used to donate books to local schools and students!

If you miss an opportunity to purchase Usborne books at the conference, be sure to look up the book fair for the 2008 Institute for Language and Education Policy conference at www.ubah.com/BF27030.

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Conference Overview

Friday, November 7, 2008

8:20 – 9:00 – Registration and Breakfast
Main Lobby / Patio

9:00 – 9:20 (1F) Communication Labs 1-4

Welcoming Remarks

Provost Emily Cutrer College of Education, California State University San Marcos

Mark Baldwin, Dean, College of Education, California State University San Marcos

James Crawford, President, Institute for Language and Education Policy

9:20 - 10:00 (1F) Communication Labs 1-4

Keynote – Let's Reverse 227!!!

**Dr. Stephen Krashen, Professor Emeritus,
University of Southern California**

10:00 – 10:35** (1F) Communication Labs 1-4

Research - General Session

10:50 – 11:40 **Research - Breakout Sessions**

11:50 – 12:30 Patio / Adjacent Area - *Lunch*

12:10 – 12:30 - Lobby – **Book Signings by Dr. Stephen Krashen and James Crawford**

12:30 – 1:15** (1F) Communication Labs 1-4

Keynote – With Liberty and Justice for All: Language, Culture, and the Promise of Democratic Education

**Raven Professor of Law Dr. Rachel Moran,
University of California, Berkeley**

1:30 – 2:45** **Policy – Breakout Sessions**

2:30 – 3:00 Lobby – **Dedicated Exhibit Table Time**

3:00 – 4:30 **Legal Advocacy – General Session**

Submit your completed evaluation form for Friday, November 7th and receive a ticket for a book raffle. Raffle will be held at lunch on Saturday, November 8th. You need not be present to win. Be sure to write your name and email on the raffle ticket.

5:30 – 6:30 **Institute for Language and Education Policy Gathering** – New members welcome!

Cocina del Charro restaurant, 1020 San Marcos Blvd, San Marcos, CA 760-471-6644.

****Note:** Please be mindful that the Communication Labs 1-4 need to be vacated quickly and chairs set up for the next breakout or general sessions so that presentations can stay on schedule. Thank you!

Saturday, November 8, 2008

8:30 – 9:00 – Registration and Breakfast
Main Lobby / Patio

9:00 – 9:20 (1F) Communication Labs 1-4

Welcoming Remarks

Dr. Patricia Prado-Olmos, Associate Dean, College of Education California State University, San Marcos

Monica Nava, Senior Director, English Learner and Support Services, San Diego County Office of Education

9:20 – 10:00** (1F) Communication Labs 1-4

Keynote – An Equity Agenda for English Learners: Beyond Proposition 227 and No Child Left Behind

James Crawford, President, Institute for Language and Education Policy

10:20 – 11:40

Practice – Best Practices - Breakout Sessions
and

ILEP CA Meeting (2F) Classrooms A & B
New members welcome!

11:50 – 12:30 - Patio / Adjacent Area
Lunch

12:10 – 12:30 - Lobby – **Book Signings by Dr. Stephen Krashen and James Crawford**

12:30 – 1:15 – (1F) Communication Labs 1-4

Book Raffle for Friday, November 7th Participants
and

Keynote -- What We are Learning From Language Minority Communities in the Post 227 Context

Dr. Terrence Wiley, Arizona State University

1:15 – 2:00** -- (1F) Communication Labs 1-4

Q & A with Dr. Stephen Krashen

2:00 – 2:25 Lobby – **Dedicated Exhibit Table Time**

2:25 – 3:25 **Assessment - Breakout Sessions**

3:35 – 4:30 **Parent/Community – Breakout Sessions**

Submit your completed evaluation form for Saturday, November 8th and receive a ticket good for a book raffle. The raffle will be held at the end of the day on Saturday, November 8th. You need not be present to win the raffle. Be sure to write your name and email on the raffle ticket.

Presentations

Friday, November 7, 2008

**8:20 – 9:00 – Main Lobby / Patio
Registration and Breakfast**

9:00 – 9:20 (1F) Communication Labs 1-4

Welcoming Remarks - Moderator – Dr. John Halcon

Provost Emily Cutrer College of Education, California State University San Marcos
Mark Baldwin, Dean, College of Education, California State University San Marcos
James Crawford, President, Institute for Language and Education Policy

9:20 - 10:00 - (1F) Communication Labs 1-4

Session 1 – Keynote

Let's Reverse 227!!! – Dr. Stephen Krashen, Professor Emeritus, University of Southern California

10:00 – 10:40– (1F) Communication Labs 1-4

Session 2 - Research – General Session

Structured English Immersion: History and Practice

Dr. Grace McField, California State University, San Marcos

The language of instruction for immigrant children has been contested ground since at least 1968, which marked the passage of the federal Bilingual Education Act. Just three decades later in 1998, Proposition 227 was passed in California by 61% of the voters. Of Hispanic voters, 63% voted against this initiative. Statewide, only the Bay Area's Alameda County (55%) opposed this measure. Currently, the ten-year-old proposition continues to regulate programs and policies for over 1.5 million English Learners in the state of California, with schools emphasizing English-only instructional approaches in the education of English learners (ELs). This presentation will highlight several key aspects related to the implementation of the mandated structured English immersion (SEI) program under 227: the history of SEI in the research literature, how schools have implemented SEI, and research findings of SEI and bilingual education programs.

10:50 – 11:40

Research - Breakout Sessions 3A, 3B, 3C, 3D

Session 3A – Individual Presentation – (1F) Communication Lab 1

Proposition 227 in California: A Long-Term Appraisal of its Impact on Language Minority Student Achievement

Laura McCloskey, Karen Thompson, and Dr. Kenji Hakuta, Stanford University;
Nathan Pellegrin, Pellegrin and Associates

This study examines the impact of Proposition 227 on educational outcomes for California's 1.5 million English learners. Building on prior research (Parrish et al., 2006), we compare English learner and English-only student achievement by grade level, using data from the California Standards Test from 2003 to 2007. While both ELs and EOs show a positive trend in CST scores over time, there were differences between the slopes for the two groups in Grades 6, 7, and 8. Specifically, the 8th grade test score trend line for English learners shows a less positive slope than the test score trend line for English-only students, suggesting evidence of negative impact for ELs relative to EOs. However, the 6th grade test score trend line for ELs shows a more positive slope than the test score trend line for EOs, suggesting the ELs showed more relative progress over time than EOs. This pattern suggests that Prop 227 had a localized negative impact that was especially observable in the 8th grade data. However, in the subsequent 2 years of implementation, as detected in the 6th and even in the 7th grade data, the EL achievement seems to have increased relative to EO achievement. Further analysis comparing school districts in which ELs were performing especially better or worse over time relative to EO students found no statistically significant differences in instructional programs for English learners or in demographics across these two types of districts. However, limitations of the state data system, specifically the lack of student-level data about instructional services, as well as the lack of longitudinal data at the student level, limit the explanatory power of this analysis.

Session 3B- Panel Presentation – (1F) Communication Lab 2

Ground Zero: Proposition 227 Began in LAUSD - A Ten-Year Retrospective

Dr. Jesus Salazar, Los Angeles Unified School District

This presentation shares the outcomes for English learner cohorts who receive their entire K-5 instruction in either the transitional Bilingual Program or English Immersion Program at LAUSD. Additional outcomes are presented for students in LAUSD's dual language programs. Outcomes include CST achievement, percentage of students reclassified, and students in special education.

The Definition and Impact of SEI in One Southern California School District

Dr. Kathy Hayes, Los Angeles Unified School District

Proposition 227, a California ballot initiative passed in June 1998, required that "all children in California public schools shall be taught English by being taught in English." The proposition called for nearly all classroom instruction to be in English with the curriculum designed for children who are learning the language. This article defines Structured English Immersion (SEI) and explores the extent to which it has been implemented in primary classrooms in one California school district over the past five years.

Over the five years of the study, teachers grew to tolerate SEI more than they originally had due to their increased comfort with the scripted reading curriculum, their view that the 'rules' about primary language use in the classroom had been somewhat relaxed, their perceptions of increased support in professional development and curriculum materials, and, most important, teachers' views that English learners learned more English than they had prior to SEI, and were, thus, better prepared for core curriculum. However, few sample teachers actually taught English Language Development (ELD), used sheltered English, or provided primary language support, three essential elements of SEI. Furthermore, we saw significant decreases in activities related to oral language development in our sample classrooms.

Session 3C – Individual Presentation – (1F) Communication Lab 4

Latino Parent Agency Within the Restrictionist Language Policy Environment of California's Proposition 227

Dr. Peter Farruggio, University of Texas-Pan American

Latino immigrant parents in a Northern California school district were interviewed for demographic and background characteristics and attitudes about native language (L1) instruction in their children's schools following passage of Proposition 227. A cultural psychological analysis suggests possible influences on parents' consciousness exerted by the state's restrictionist language policies and local community support for bilingual education. Parents' educational levels, their experiences with bilingual education, and their ties to the home country were additional factors that may have shaped their agency toward L1 instruction. Beliefs in the importance of more English teaching appeared to derive from hegemonic language education policy mandates. Policy implications are that parent education about L1 instruction and positive experiences with bilingual education are necessary to support informed parent agency in a language restrictionist context.

Session 3D – Panel Presentation – (2F) Classrooms A and B

Chair and Discussant - Dr. Jeff MacSwan, Arizona State University

From California to Arizona: Differing Interpretations and Implementations of English for the Children

Dr. Wayne E. Wright, University of Texas, San Antonio

This presentation provides a comparison of the English for the Children initiatives passed in California (Prop. 227) and in Arizona (Prop. 203). The presenter was a teacher in a unique bilingual education program for Khmer (Cambodian) speaking students in the Long Beach Unified School District before, during, and after the passage of Proposition 227. He left California in 2000 to pursue doctoral studies at Arizona State University, where he had the unfortunate opportunity to experience yet another English for the Children initiative. Drawing from research conducted by the presenter in both California and Arizona, this presentation will describe the impact of Proposition 227 on the Khmer bilingual program and other heritage language programs in California, but will also show that the interpretation and implementation of Proposition 203 in Arizona has been much narrower and more rigidly enforced by state education leaders than in California. Finally, it will be shown that due to a combination of other state-wide policy factors at play in Arizona, school districts in Arizona have much less flexibility in providing the types of quality language education programs needed for English language learning students than in California.

Learning in the Third Space: Pedagogies of Hope and Resistance in a Kindergarten Structured English Immersion Classroom

Dr. Mary Carol Combs, University of Arizona

It has been almost eight years since Structured English Immersion became the “default” program for immigrant, refugee, and indigenous students in public schools in Arizona. All English language learners are automatically placed in SEI classrooms unless they meet difficult waiver requirements. To date, no study about the effect of SEI on children and schools has indicated a positive outcome. Combs, et al (2005) in a study of the effect of Proposition 203 on the teachers, students and staff at a large elementary school in Southern Arizona (60% ELLs), indicated that teachers were not well trained and some young ELLs were seriously traumatized in SEI classrooms. Wright and Pu (2005) found that despite state claims that ELL test scores had risen since SEI was implemented, standardized test scores actually declined. Parra, et al (in process) found that placement in SEI classrooms for some monolingual ELLs interfered with the formation of trusting relationships with teachers, and negatively affected their self esteem. Most recently Rabin, Combs and González (2008) found that schools with large numbers of English learners are contradictory and contentious sites in which the debate about the education of immigrant students plays out.

This depressing circumstance led our University of Arizona based research team to wonder whether anything hopeful or positive was happening in Structured English Immersion classrooms. Because it is unlikely that state courts will enjoin or overturn the SEI law anytime soon, researchers set out to discover how English language learners in SEI classrooms were coping, and what they were actually learning. Drawing from sociocultural theories of learning and literacy development, and in particular the metaphor of the “third space,” this presentation explores the ways in which Spanish dominant Mexican immigrant kindergarteners “discover” and interact with English language texts and with one another in an SEI classroom. We will also explore how SEI teachers – under the right circumstances – can create a positive educational environment in which powerful learning can take place.

11:50 – 12:30 - Patio/ Adjacent Area
Lunch

12:10 – 12:30 - Lobby
Book Signings by Dr. Stephen Krashen and James Crawford

12:30 – 1:15 (1F) Communication Labs 1-4 - Moderator – Grace McField

Session 4 – Keynote

With Liberty and Justice for All: Language, Culture, and the Promise of Democratic Education

Raven Professor of Law Dr. Rachel Moran, University of California Berkeley

Structured immersion initiatives have raised troubling questions about the adequacy of traditional non-discrimination law to deal with language rights. The current legal framework, based on the United States Supreme Court’s landmark decision in *Lau v. Nichols*, treats language as a proxy for race, ethnicity, and national origin. Federal courts intervene to protect English language learners only when a school’s programs prevent these students from gaining meaningful access to the curriculum. This principle of access is not in fact a norm of true equality, but instead one that prevents the indignity of a deprivation of education.

Federal law has focused on the stigma of a denial of access because it most closely resembles the dehumanizing effects of forced racial segregation. Since *Lau* was decided in the mid-1970s, the Supreme Court has increasingly adopted a rhetoric of colorblindness, that is, race should be irrelevant to government decision-making. To the extent that language is treated as equivalent to race, the Court is implicitly suggesting that language too should be immaterial to official actions. Yet, it is impossible for government to be neutral with respect to language because public affairs must be conducted in a designated language or languages. In making this choice, officials necessarily privilege some speakers over others, and the real question is what justice requires under these circumstances. The structured immersion initiatives raise these matters of equity in a pointed way and, in the process, reveal the limits of traditional anti-discrimination law.

1:30 – 2:45 Policy – Breakout Sessions 5A, 5B, 5C

Session 5A – Panel Presentation – (1F) Communications Lab 1

Chair - Monica Nava, Senior Director, English Learner and Support Services, San Diego County Office of Education

How Do Districts Select and Support Programs and Approaches to Promote English Language Development Among English Learners?

Dr. Rhoda Coleman, California State University Long Beach

The district office is being called upon to play an active role in interpreting and mediating school responses to state and federal policy interventions. Districts are playing an increasing role in promoting coherence of instruction through the

adoption of district-wide programs. The goal of this study was to document and analyze how three districts made decisions about selecting ELD programs post-227 and the actions they took to support these decisions district-wide. It explores the relationship between district support and effective implementation as perceived by teachers, principals and district administrators.

Power and Resistance: Implementation of Post-Proposition 227 Language Policies in a Majority Latino District
Dr. Tamara Collins-Parks, San Diego State University

This presentation takes a political theory perspective on 227 with a focus on the micro-politics of policy implementation (Palumbo & Calista). The contest of the study is a majority Latino district in Southern California that implemented a strict English-only policy in response to 227. The author examines sources of power and categories of resistance (drawing on seminal work by French & Raven, 1983 & Scott, 1990) with a particular focus on the types of power accessible to different stakeholders in the district, how they were used, and their connections to the forms of resistance that manifested in response to the exercise of that power.

Beyond 227: Taking Action To Educate Every English Learner Well
Dr. Francisca Sanchez, Associate Superintendent, Academics
and Professional Development, San Francisco Unified School District

The Definition and Impact of SEI in One Southern California School District
Dr. Kathy Hayes, Los Angeles Unified School District

San Diego's Implementation of 227
Stacey Larson-Everson, Fallbrook Union Elementary School District
Oscar Medina, Sweetwater Union Unified School District

Session 5B – Joint Presentation – (2F) Classrooms A and B
Bilingual Teacher Certification - Post 227 - Challenges and Possibilities
Dr. Karen Cadiero-Kaplan, San Diego State University
Dr. Magaly Lavadenz, Loyola Marymount University

**SESSION MOVED TO
SATURDAY SESSION 2C –
10:20 a.m. – 11:40 a.m. **

Session 5C – Joint Presentation - (1F) Communication Lab 2
The PROMISE Initiative: Making Real Change Happen for English Learners
Jan Gustafson, PROMISE Initiative Regional Director
Jennifer Rasmussen, PROMISE Facilitator, Escondido Union High School

The PROMISE Initiative is a collaboration in Southern California where six county offices, six districts, and fifteen schools have joined together in a bold partnership for English Learner success. PROMISE is a three year pilot study that focuses on systemic response and transformation for EL success. The ultimate goal of PROMISE is to ensure that English Learners achieve and sustain high levels of academic, linguistic, and multicultural competency and are successfully prepared for the 21st century with a vision of biliteracy, bilingualism, and multiculturalism. In this institute, participants will get an in-depth look at the eight core principles that provide the framework for and will receive information on the infrastructure and actual work being done in the schools to advance the vision of PROMISE. Escondido UHSD, a San Diego County school district, will be highlighted for their work and participation in PROMISE.

2:30 – 3:00 Lobby
Dedicated Exhibit Table Time

3:00 – 4:30 - Panel Presentation – (1F) Communication Labs 1 – 4
Session 6 - Legal Advocacy – General Session
Chair and Discussant – James Crawford, President, Institute for Language and Education Policy

Note: Portions of this panel comprise the chapters of the forthcoming book on Structured English Immersion mandate in California, Arizona, and Massachusetts from Multilingual Matters (McField, Ed.).

An Overview of Major Legal Cases Following Prop 227 and Implications for Advocacy
Dr. Grace McField, California State University, San Marcos

This presentation provides an overview of the three legal cases that have been addressed in the courts since the passage of Proposition 227 in California in 1997 and mandated Structured English Immersion (SEI) to be the default program for English Language Learners (ELLs). After Proposition 227 became law (California Education Codes §§300-340), various aspects of schooling for ELLs have been considered in the courts at the state and federal levels in

McLaughlin v. State Board of Education (1999), California Teachers Association v. Davis (1999), and Valeria v. Davis (1998 and 2002).

In *McLaughlin v. State Board of Education* (1999), the court addressed the issue of who makes decisions concerning instructional programs for ELLs, schools or parents. Although the decision appears to uphold parental rights, in fact, given the politically disenfranchised status of the majority of parents of ELLs and the fact that many said parents could not vote in the election that featured Proposition 227, the courts' ruling effectively supported the decisionmaking power for programs being in the hands of the voters. The courts' ruling further entrenched the program selection process into the education codes, further alienating minority parents from the schooling of their children.

In *California Teachers Association v. Davis* (1999), the plaintiffs asserted that the requirement for educators to provide an "English language educational option" was not measurable and subject to vague enforcement. Specifically, plaintiffs asserted that the phrases "nearly all" and "overwhelmingly" were vague as to when teachers are required to speak in English and subject them to liability. The district court ruled that the parental provisions in Proposition 227, California Education Codes §§ 300-340, was not unconstitutionally vague, in that the codes sufficiently specify that "English language instructional curriculum" should be provided, and that violation occurs when teachers "willfully and repeatedly" refuse to provide English instruction. The decision in this case ignored federal cases that have broadly interpreted "instruction" and "curriculum" to include noninstructional time, and further ignored the wide variation in SEI program implementation by districts across the state (depending on the school, anywhere between 60 to 90 percent instruction in English is included in SEI, as noted by the dissent opinion).

In *Valeria v. Davis* (1998 and 2002) the courts considered the issue of discriminatory intent and actual effect of seemingly neutral laws. The courts sided with the need for cases to demonstrate discriminatory purpose over demonstrating exclusionary impact, thereby placing a heavy burden of proof on advocates of ELLs who cite the need to use best practices and research-based program models (see Krashen & McField, 2005; McField, 2006; McField, 2007a; McField, 2007b) as the grounds for repealing or amending SEI. Also raised in this case is the issue of state vs. federal power.

The presentation concludes with a consideration of how the foregoing issues interface with and settle with the role of appropriate action, parental choice, expert witnesses, and fringe vs. mainstream or sound theories as raised in *Lau v. Nichols* (1974), *Castaneda v. Pickard* (1981) and *Daubert* (1995).

Proposition 227 and the Rights of ELLs: Can We Make Educational Lemonade from Legal Lemons?

Dr. Eric Haas, Senior Research Associate, WestEd

Dr. Haas will describe the current state of the legal rights of English language learners, relating declines in ELL rights under federal law to English-only state legislation, specifically Title VI and the 14th Amendment to Proposition 227 (CA), Proposition 203 (AZ), and Question 2 (MA). He will also describe a ray of hope. Nearly a decade of failure in English-only language support programs may provide ELLs the opportunity to reassert their federal legal rights and require states to implement effective ones.

Making the Promise of Equal Liberty Real

Raven Professor of Law Dr. Rachel Moran, University of California Berkeley

Federal anti-discrimination law has not proven an effective weapon in challenging structured immersion initiatives. Civil rights statutes have been most powerful in addressing egregious abuses by school districts but less impressive in dealing with debates over pedagogical methods. Structured immersion mandates have revealed this weakness, as federal courts have concluded that there is at least some authority for the view that this technique affords English language learners meaningful access to the curriculum. To better address the particular burdens that structured immersion provisions impose, obligations of equality need to be supplemented with norms of liberty. Immersion initiatives often impose unprecedented restrictions on the freedom of teachers, administrators, parents, students, and local communities to shape the public educational process. These unequal burdens on the opportunity to participate in pedagogical decision-making should be the subject of scrutiny, particularly in light of the history of disadvantage and discrimination that English language learners and their families have faced.

Language Rights and Minority Status in the USA

Dr. Terrence Wiley, Arizona State University

5:30 – 6:30 – Institute for Language and Education Policy Gathering – New members welcome!

Location: *Cocina del Charro restaurant, 1020 San Marcos Blvd, San Marcos, CA 760-471-6644.*

Please stop by the registration or ILEP table or speak with Grace McField if you have any questions.

Saturday, November 8, 2008

8:30 – 9:00 – Main Lobby / Patio
Registration and Breakfast

9:00 – 9:20 (1F) – Communication Labs 1 – 4

Welcoming Remarks Moderator – Charles Finn

Dr. Patricia Prado-Olmos, Associate Dean, College of Education California State University, San Marcos
Monica Nava, Senior Director, English Learner and Support Services, San Diego County Office of Education

9:20 – 10:00 – (1F) – Communication Labs 1 - 4

Session 1 – Keynote

An Equity Agenda for English Learners: Beyond Proposition 227 and No Child Left Behind
James Crawford, President, Institute for Language and Education Policy

10:20 – 11:40

Practice - Breakout Sessions 2A, 2B, 2C, 2D

Session 2A - Panel Presentation – (1F) Communication Lab 1

Chair - Charles Finn, Oceanside Unified School District

Best Practices in Elementary and Secondary ELD/Sheltered Instruction

READ 180 vs. Houghton Mifflin Reading: A Comparison of Two Programs

Traci Galloway, Oceanside Unified School District

Traci L. Galloway, M.S., has served as an elementary and high school teacher and as a School Based Resource Teacher (SBRT) for the Oceanside Unified School District. She is a member of the Association for Supervision and Curriculum Development and the Association of California School Administrators. As SBRT, she has coordinated the various intervention programs at the elementary school, and as a result, focused her research on the Scholastic READ 180 program. Her thesis, READ 180 vs. Houghton Mifflin Reading: A Comparison of Two Programs, compared the two state-adopted reading programs and their effects on the English learners' progress at her school. Ms. Galloway offers personal experience with both programs and compelling evidence in support of a program to assist our English learners.

Best Practices in Improving EL Programs at the Secondary Level

Oscar Medina, Director

Language Acquisition & Academic Support Programs

Sweetwater Union High School District and

President-Elect, California Association for Bilingual Education

This session will cover how a school district can improve programs and services for English learners. Topics include: ELD formative & summative assessments, how to differentiate core content based on English proficiency levels and language domain, planning and providing professional development, providing on-going coaching support in the classroom, effective program design and monitoring, and program evaluation. Handouts include: program evaluation tool, classroom observation tools, monitoring template, etc. Examples provided will be from a secondary school setting but are applicable to elementary as well.

Confronting Institutional Racism In The Post-227 World Of No

Child Left Behind: A Personal And Professional Journey

Charles Finn, Oceanside Unified School District

Charles Finn, a veteran bilingual school teacher, will discuss how he created a program to bring equity and social justice to English learners at his elementary school and throughout his school district by recognizing students' academic achievement in English Language Development classes. The presentation also raises questions about continuing bias against English learners that undermines student participation and achievement in the post-227 classroom, and the effects of No Child Left Behind on students, teachers, and educational programs.

10:20 – 11:40

Practice - Breakout Sessions 2A, 2B, 2C, 2D

Session 2B - Panel Presentation – (1F) Communication Lab 2

Focus on Professional Development in ELD and Writing

Chair/Discussant – Dr. John Halcon, California State University, San Marcos

The WRITE Institute: A National Model for Professional Development in Academic Writing

Laurie Nesrala, San Diego County Office of Education

The WRITE Institute of the San Diego County Office of Education is a national professional development model for teachers in grades K-12. Participants will learn how WRITE: **1)** assists with state and federal accountability requirements **2)** prepares trainers to conduct professional development on standards-based instruction and assessment, **3)** links effective teaching strategies to state standards and assessments in order to close the achievement gap, **4)** integrates research-driven best practices in academic writing to meet the needs of English learners and struggling writers, **5)** fosters biliteracy and transferability of skills, and **6)** has successfully replicated its practice through sustained partnerships with schools, districts, county offices of education and universities in California and two other states.

An Evaluation of Standards-Based Differentiated ELD Instruction

Dr. Rhoda Coleman, California State University Long Beach

Dr. Claude Goldenberg, Stanford University

Dr. Anastasia Amabisca, California State University Long Beach

An evaluation of the Center for Language Minority Education and Research (CLMER) professional development program, "Standards-Based Differentiated ELD Instruction" is currently underway, under a grant from the U.S. Department of Education's Institute for Education Sciences. The goal of this program is to enable teachers to differentiate instruction at students' assessed language proficiency levels. The expectation is that such instructional practices will result in improved academic and language outcomes for ELLs.

In addition to conducting interviews and analyzing surveys, the research team developed an observation protocol, used to record the prominence of differentiated instructional strategies. All data confirm increased instructional differentiation and targeted instruction in classrooms of CLMER-trained teachers.

Additional video support for the protocol visually demonstrates each of the protocol's components so it may be used as a learning tool for teachers, coaches and administrators.

Session 2C – Panel Presentation – (2F) Classroom A and B

Partnerships in Biliteracy Development

Chair/Discussant – Dr. María de la Luz Reyes, Ph.D., Professor Emerita, University of Colorado-Boulder

The Central Valley Dual Language Consortium: A University/Dual Language School Collaborative For Educational Excellence in the Post 227 Era

Dr. Juan M. Flores, California State University, Stanislaus

Dr. Ramón Vega de Jesús, California State University, Stanislaus

The bilingual education faculty at CSU Stanislaus and our service area dual language schools formed The Central Valley Dual Language Consortium four years ago with the goals of supporting local districts in developing exemplary dual language programs in times of intense English only scrutiny brought about by Proposition 227. Our additional goals were to work collaboratively with our consortium members to improve the preparation of bilingual/ dual language teachers at the credential and graduate levels, and to raise the awareness of parents regarding the effectiveness of dual language program. The Consortium consists of nine dual language schools in our university service area, as well as bilingual/ELL coordinators in the school districts and county offices of education.

The Central Valley Dual Language Consortium, a collaborative of bilingual education faculty at CSU Stanislaus and dual language schools, have been operating in a consortium with the following goals:

1. To conduct research for the improvement of dual language education.
2. To share University bilingual faculty expertise related to developing dual language programs.
3. To share information with students and community regarding Dual Language Schools and to facilitate access to any student interested in becoming familiar with these instructional models,
4. To support the development of student MA theses and projects focusing on the research and program needs of area Dual Language Programs

5. To support and facilitate the Annual Central Valley Dual Language Conference;
6. To support and facilitate the Annual Central Valley Dual Language Parent Conference.
7. To support and facilitate the Annual Central Valley Dual Language Program Assessment Institute.
8. To support the improvement of the preparation of in-service dual language educators.
9. To increasing the quantity and quality of Bilingual/Dual Language student teaching placements in Dual Language Schools;
10. To improve the preparation of Bilingual/Dual Language pre-service teachers.
11. To increase the recruitment of Bilingual/Dual Language credential students.
12. To support primary language reading instruction field experiences at Dual Language schools.
13. To seek external funding to develop our University service area dual language programs.

The Central Valley Dual Language Consortium meets on a monthly basis to work on these agreed upon goals.

Aulas Entre Fronteras – Classrooms Across Border: Binational Language Arts and History Curriculum Alignment and Development

Martha Lopez-Solis and Francisco Solis, Chula Vista Elementary charter school, and
MA Candidates, California State University, San Marcos

This presentation will share the experiences between classrooms in San Diego and Tijuana. It will demonstrate examples of student work, photographs, and video that document teachers' intent of aligning language arts and history curriculum through the use of literature. The workshop will explain the importance of comparing the educational systems of each country and implications for future bilingual programs and meeting migrant student needs.

Bilingual Teacher Certification - Post 227 - Challenges and Possibilities

Dr. Karen Cadiero-Kaplan, San Diego State University
Dr. Magaly Lavadenz, Loyola Marymount University

**** SESSION MOVED FROM
FRIDAY SESSION 5B –
1:30 p.m. – 2:45 p.m. ****

This session will highlight the struggle to maintain certification of bilingual teachers in California post 227 and post AB 2042 (the bill that revised standards and processes for Multiple and Single Subject teacher certification). Presenters will share the historical context of these changes and the processes utilized to ensure the continuance of pathways to develop highly qualified bilingual teachers in California.

Session 2D – Classrooms A and B

Institute of Language and Education Policy (ILEP) California Meeting – New members welcome!

**11:50 – 12:30 - Patio / Adjacent Area
Lunch**

12:10 – 12:30 - Lobby

Book Signings by Dr. Stephen Krashen and James Crawford

12:30 – 1:15 – General Session - (1F) Communication Labs 1 – 4 - Moderator – Dr. Jacque Thousand

Book Raffle for Friday, November 7th Participants

Session 3 - Keynote

What We are Learning from Language Minority Communities in the Post-227 Context

Dr. Terrence Wiley, Arizona State University

1:15 – 2:00 - (1F) Communication Labs 1 - 4

Session 4 – General Session

Q & A with Dr. Stephen Krashen

2:00 – 2:25 – Lobby

Dedicated Exhibit Table Time

2:25 – 3:25

Assessment - Breakout Sessions 5A, 5B, 5C**Session 5A – Individual Presentation – (2F) Classrooms A and B****Educating English Learners: What Reviewers in California’s Categorical Program Monitoring (CPM) Process are Finding**

Shireen Miles

**** SESSION CANCELLED ****

Education Programs Consultant

English Learner Support Division

California Department of Education

Every four years, as a part of the Categorical Program Monitoring (CPM) review process conducted by the California Department of Education (CDE), English learner programs throughout the state are reviewed for their compliance with state and federal laws. The primary goal of English learner programs in CA is to help English learners acquire the English language proficiency necessary to reach or exceed grade level standards for academic achievement. Districts are held responsible to identify all English learners, assess their proficiency using the California English Language Development Test (CELDT) and then to provide systematic, direct and targeted instruction in English language development, along with any needed support to help ELs master other core content while they are learning English. These efforts must continue until students are eligible to be reclassified as English proficient, and for two years afterwards, during which time, the progress of former ELs is monitored so that any needed interventions may be provided. Beyond that, state and federal law reinforces the rights of THE PARENTS OF English learners to be informed and invited to become active participants in the education of their children. Parents have the legal right to request that their children be enrolled in an alternative or bilingual program, a process which is also monitored by CDE through the CPM process. An English learner program reviewer will explain the “ins” and “outs” of categorical program monitoring, and California’s current efforts to meet the needs of English learners.

Session 5B – Individual Presentation – (1F) Communication Lab 1**Classroom Assessment for Learning**

Keith Nuthall, Director of Assessment, San Diego County Office of Education

This session will deepen participants’ understanding of purposeful classroom assessment, and help them to continue to effectively balance assessment FOR learning and assessment OF learning practices to inform instructional decisions, monitor student progress, personalize learning, and motivate students to learn.

Session 5C – Individual Presentation – Communication Lab 2**Speech and Language Assessment with English Language Learners: From Science to Practice**

Jacqueline Kreiter Kotas, M.A., CCC-SLP

Clinical Coordinator of Bilingual Pediatric Programs at the SDSU Speech

Language and Hearing Science Clinic

San Diego State University

This session will provide a brief overview of current research regarding speech and language acquisition of English Language Learners (ELL) with typical and atypical development across the school-age population. Assessment procedures and methodologies in light of proposition 227 and the No Child Left Behind act will be discussed. Suggestions for implementing Evidence based Practice assessment and intervention techniques with all learners of English, including those with and without speech and language learning problems, will be shared.

3:35 – 4:30

Parent/Community – Breakout Sessions 6A, 6B**Session 6A – Panel Presentation – (1F) Communication Lab 1**

Chair/Discussant – *Dr. Sharon Adelman Reyes, Executive Director, Department of Teaching and Learning - Multilingual/Multicultural, Woodburn School District, Oregon*

Latino Immigrant Parents’ Views of Bilingual Education as a Vehicle for Heritage Preservation

Dr. Peter Farruggio, University of Texas, Pan-American

Fifty-eight Latino immigrant parents of English Learners were interviewed in an urban Northern California school district with a popular bilingual program. Approximately half had children in bilingual classes, the others in English Only

classes. Background data was gathered, including parents' experiences with bilingual education, and they were asked to comment on various topics related to their children's schooling. Heritage preservation emerged as a topic in the analysis. Two groups were identified: those who explicitly favored Spanish maintenance and Latino heritage preservation for their children, and those who did not. Interpretative analysis, derived from sociohistorical cultural psychology, explored the connections between parents' background factors and heritage-related iterations. Quantitative and qualitative analyses found support for heritage preservation was positively associated with both greater hispanicization of the local schools and parents' exposure to additive bilingual programs.

Empowering Urban Parents and Urban Schools in the Post-227 Era

Dr. Anthony Collatos, Assistant Professor of Education, Pepperdine University
Mary Johnson, President, Parent U-Turn Chairperson, Los Angeles Unified School District

This presentation will provide an overview of how Proposition 227 impacted the ability of schools and communities to empower urban parents and students. Using several case studies, the panelists will discuss: 1) how post-227 policies and practices marginalized multiple student groups and 2) effective strategies used by grass-roots parent organizers and school site representatives to advocate on behalf of English language learners. In addition, we will describe how more recent legislation such as No Child Left Behind and the inclusion of school-based councils influences urban schools. This panel will inform advocates, educators, administrators, policy-makers, and researchers about alternative strategies to create equitable educational opportunities for all students.

Dr. Collatos' is a research associate with UCLA's Institute for Democracy, Education, and Access and the University of California All Campus Consortium on Racial Diversity (UC/ACCORD). His research involves the Futures Project, an eight-year longitudinal study that looked at creating alternative pathways for first-generation urban youth to more effectively navigate the k-16 educational pipeline. He has also published several articles and book chapters about his work. He currently teaches courses in social and cultural foundations, multi-cultural education, and action research. Before becoming a university teacher educator, Dr. Collatos taught as a secondary social studies instructor, coached, and worked as a college access advisor for low-income youth.

Mary Johnson is the President of Parent U-Turn, a grass roots non-profit organization, committed to improving schools and the rights of urban families in Los Angeles. She is also a co-teacher in the Urban Parent Teacher Education Collaborative within Pepperdine University's Graduate School of Education and Psychology. For the past five years, Johnson has worked as a research associate within UCLA's Institute for Democracy and Access (IDEA) and was most recently elected as the chairperson of the Los Angeles Unified School District (LAUSD) Parent Collaborative and represents all families in the nation's second largest school district. Mary Johnson's most recent program, Recasting Parent Involvement for the 21st Century is being adopted by numerous state and national level organizations. She continues to serve on several local school site councils and regularly advocates for students with learning disabilities and English language learners.

Session 6B – Panel Presentation – (1F) Communication Lab 2

Nell Soto Home Visit State Grant and Monthly Academic Parental Workshops

Martha Lopez-Solis and Francisco Solis, Chula Vista Elementary charter school, and
MA Candidates, California State University, San Marcos

This presentation will share experiences of initialing monthly parental workshops geared at educating the parents on how to implement instructional strategies at home. It will demonstrate how the parental workshops were facilitated through the use of the Nell Soto home visitation grant. The workshop will also delve into the experiences had by the participating teacher(s) and implications home visitations have on students' motivation, academic achievement, and relationship to school and teachers.

The PROMISE Initiative / The Parent Ambassadors Program at Escondido Union High School

Jennifer Rasmussen, PROMISE Facilitator, Escondido Union High School

The Escondido Union High School Parent Ambassador Program trains parents on the specifics of what is needed to understand the high school system, academic programs, and community recourses available to them. The program values the family as a whole, creating a link between family, school and community. Through this program parents receive training on how to effectively communicate the information they have received, while agreeing to share that information, and become involved in their student's school through a formal contract. Parents act as Ambassadors to new Spanish speaking families, sharing with them the information they have learned at the formal Parent Ambassador Training and helping them feel part of their new community and school. In this workshop you will receive the information and documents that you need to start your own Parent Ambassador Program as well as learn from the effective changes and modifications made to the program in its second year.

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ILEP

Institute for Language
and Education Policy



SAN DIEGO COUNTY
OFFICE OF EDUCATION



California State University
SAN MARCOS

Conference Program Addenda

There are four addenda to session descriptions, all on Friday, November 7, 2008.

Addendum 1 ~ Laurie Nesrala is added to the following talk as follows.

1:30-2:45 Session 2C – Joint Presentation – (2F) Communication Lab 2

The PROMISE Initiative: Making Real Change Happen for English Learners

Jan Gustafson, PROMISE Initiative Regional Director; Jennifer Rasmussen, PROMISE Facilitator, Escondido Union HS; Laurie Nesrala, PROMISE Representative/San Diego region and San Diego County Office of Education

Addendum 2 ~ The full description of Dr. Tamara Collins-Parks' talk is as follows.

1:30 – 2:45 Policy – Breakout Sessions 5A, 5B, 5C

Session 5A – Panel Presentation – (1F) Communications Lab 1

Chair - Monica Nava, Senior Director, English Learner and Support Services, San Diego County Office of Education

Power and Resistance: Implementation of Post-Proposition 227 Language Policies in a Majority Latino District

Dr. Tamara Collins-Parks, San Diego State University

This presentation takes a political theory perspective on 227 with a focus on the micro-politics of policy implementation (Palumbo & Calista). The contest of the study is a majority Latino district in Southern California that implemented a strict English-only policy in response to 227. The author examines sources of power and categories of resistance (drawing on seminal work by French & Raven, 1983 & Scott, 1990) with a particular focus on the types of power accessible to different stakeholders in the district, how they were used, and their connections to the forms of resistance that manifested in response to the exercise of that power.

Addendum 3 ~ Session 5B has been replaced with the following.

The Status of English Learners in Imperial County

Fabiola Gastelum, Researcher
National Latino Research Center
California State University, San Marcos

This presentation will highlight demographic data of students in Imperial County. Specifically, it will address the academic performance of English learners in schools. In addition, it will provide an overview of the school districts within the county and suggest recommendations for improving the educational outcomes of English learners.

Addendum 4 ~ In Session 6, the full description of Dr. Terrence Wiley's talk is as follows.

3:00 – 4:30 - Panel Presentation – (1F) Communication Labs 1 – 4

Session 6 - Legal Advocacy – General Session

Chair and Discussant – James Crawford, President, Institute for Language and Education Policy

Language Rights and Minority Status in the USA

Dr. Terrence Wiley, Arizona State University

This discussion is divided into two major parts: The first part provides a brief overview of the historical, demographic, and policy background of language diversity in the U.S., and it notes and evaluates several important U.S. Supreme Court decisions related to language rights. Next, it focuses on the contemporary situation of educational language rights within the current context of anti-immigrant politics and restrictive English-Only requirements that have been imposed to limit bilingual education in several key states. Then, it looks at the mismatch between those languages that are taught versus those that are spoken in the larger society and calls attention to national and local challenges and opportunities to promoting community and heritage languages amidst this conflicted policy context. It points to the need for greater focus on "bottom up" efforts to promote community and heritage languages are provided, and the resilience of some ethno-linguistic communities in attempting to maintain their languages is noted.

**Proposition 227 and Beyond:
Connecting Research, Policy, and Practice
Friday, November 7th Evaluation**

Morning Sessions and Speakers

1. Keynote- *Let's Reverse 227!!!* – Dr. Stephen Krashen, Professor Emeritus, USC

1a. The content of the keynote was of professional and/or personal value to me.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

1b. The presentation style was informative and motivational.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

2. Which morning session(s) did you attend?

A) Proposition 227 in California: A Long-Term Appraisal of its Impact on Language Minority Student Achievement (McCloskey, Thompson, Dr. Hakuta, and Pellegrin)

B) Ground Zero: Proposition 227 Began in LAUSD - A Ten-Year Retrospective (Dr. Salazar)

C) Latino Parent Agency Within the Restrictionist Language Policy Environment of California's Proposition 227 (Dr. Farruggio)

D) From California to Arizona: Differing Interpretations and Implementations of English for the Children (Dr. Wright)

E) Learning in the Third Space: Pedagogies of Hope and Resistance in a Kindergarten Structured English Immersion Classroom (Dr. Combs)

Please write the letter (above) to indicate the first presentation you attended: _____

The content of the session(s) was of professional and/or personal value to me.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

The presentation style was informative and motivational.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

Please write the letter (above) to indicate the second presentation you attended: _____

The content of the session(s) was of professional and/or personal value to me.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

The presentation style was informative and motivational.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

Continued on reverse page

**Proposition 227 and Beyond:
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Afternoon Sessions and Speakers

3. Keynote - *With Liberty and Justice for All: Language, Culture, and the Promise of Democratic Education* - Raven Professor of Law Rachel Moran, UC Berkeley

3a. The content of the keynote was of professional and/or personal value to me.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

3b. The presentation style was informative and motivational.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

4. Which afternoon session(s) did you attend?

- A) How Do Districts Select and Support Programs and Approaches to Promote English Language Development Among English Learners? (Dr. Coleman)
- B) Power and Resistance: Implementation of Post-Proposition 227 Language Policies in a Majority Latino District (Dr. Collins-Parks)
- C) Beyond 227: Taking Action To Educate Every English Learner Well (Dr. Sanchez)
- D) San Diego's Implementation of 227 (Larson-Everson, Medina and de Leyva)
- E) Bilingual Teacher Certification - Post 227 - Challenges and Possibilities (Dr. Cadiero-Kaplan and Dr. Lavandez)
- F) The PROMISE Initiative: Making Real Change Happen for English Learners (Gustafson and Rasmussen)
- G) Overview of Major Legal Cases Following Prop 227 and Implications for Advocacy (Dr. McField)
- H) Proposition 227 and the Rights of ELLs: Can We Make Educational Lemonade from Legal Lemons? (Dr. Haas)
- I) Making the Promise of Equal Liberty Real (Dr. Moran)
- J) Language Status in the USA (Dr. Wiley)

Please write the letter (above) to indicate the first presentation you attended: _____

The content of the session(s) was of professional and/or personal value to me.

4a. The content of the session(s) was of professional and/or personal value to me.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

4b. The presentation style was informative and motivational.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

Please write the letter (above) to indicate the first presentation you attended: _____

The content of the session(s) was of professional and/or personal value to me.

5a. The content of the session(s) was of professional and/or personal value to me.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

5b. The presentation style was informative and motivational.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

**Proposition 227 and Beyond:
Connecting Research, Policy, and Practice
Friday, November 7th Evaluation**

6. How did you hear about this conference?

A) Internet

B) Employer:

C) Paper mailing

D) Word of mouth

___Principal

___Director

___Professor

_____Other

(Please specify)

7. Please add any other comments or suggestions about the conference here.

Thank you for your attendance and participation!

Note: Upon submission of this evaluation, you will receive a ticket for a book raffle. Drawings will take place at lunch on Saturday, November 8th.