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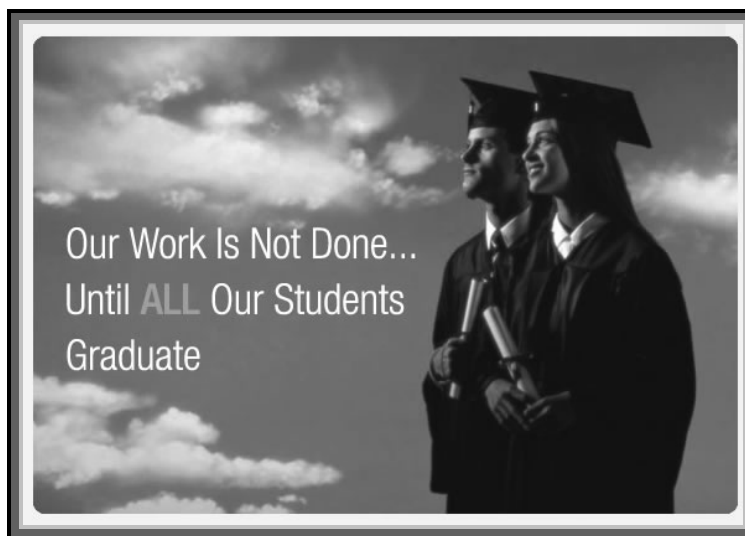


EL FUEGO NUEVO

ASSOCIATION OF
MEXICAN AMERICAN
EDUCATORS, INC.

JOURNAL 2007

<http://www.amae.org>



PRESIDENT'S MESSAGE

After a long hiatus, this year's AMAE leadership committed itself to bring the journal back because it had been missed by many in the educational community and by many among the AMAE membership. The AMAE journal offers AMAE members and the entire educational community a platform to present possible solutions to the academic difficulties that young Mexican American/Chicano students are facing in public education.

Based on government reports from recent data, the academic achievement gap between Latinos, as compared to their peers of European background, proves to be unacceptably wide. Between the wide achievement gap and the high drop out rate of Mexican American/Chicano students, it is evident that public education is failing the majority of our students. This inequity represents a significant call for action by the entire educational community and the political leadership in Sacramento and Washington to act speedily and responsibly to help those students perform better.

While there may be several options that the people in government and education could pursue to improve the situation, the AMAE leadership holds the position that more adequate funding in education will provide a long lasting solution. More funding is required to lower class size and address classroom overcrowding, particularly in districts of high need. Educators and parents know that in smaller classes, students can get more individual attention from their teachers. Also, in smaller classes, the classroom environment settles into a calmer, peaceful environment in which students can learn and teachers can teach more effectively.

Who benefits from a poorly educated population? Not democracy, that's for sure; and not the American society as a whole either. Entire generations of young Mexican/American/Chicano students are being left by the way side and left out of a prosperous America. If the people in government and education have accepted the wide achievement gap as a norm, for whatever reason, AMAE must not. It is the responsibility

of organizations like AMAE to keep vigil and to get involved in the decision making process to make sure that the funding for public education is adequate to provide the best education to all students the American system can deliver.

When AMAE was young, back in the mid 60's and early 70's, the number of Mexican American/Chicano educators in the California educational system was very small. Since then, the educational community has seen a small growth of Mexican American/Latino educators. Despite the increase in numbers, we are still not keeping up with the significant growth of the Latino population in the state of California. AMAE needs to continue being an adamant advocate for the recruitment and training of more Mexican American/Chicano educators at all levels, from Kindergarten to the University level. Compared to the early beginnings, however, many school districts now have a growing number of Mexican American/Chicano teachers, counselors, administrators, and board members. Therefore, the Mexican American/Chicano educational community can no longer just point fingers to others to solve the problems that our students face in public schools. Mexican American/Chicano educators are in positions to make decisions that can make a positive impact on the education of all students, preparing them well for an ever increasingly competitive world. If we fail to take action, then we are part of the problem instead of the solution.

Since the Mexican American/Chicano student population is one of the most negatively affected by the present conditions in public education, it is our duty to speak up loudly and to bring attention to the problem. It is up to us to stand up and take action in making demands for improvement, including lobbying our political representatives in Sacramento and Washington to adequately fund public education at all levels, especially in areas where the most need for improvement is evident, district by district, school by school, and child by child. It is time for ZERO tolerance for the high drop out rate of Mexican American/Chicano students, and ZERO tolerance for the wide academic, achievement gap.

Juntos logramos más.

Jairo Sanchez
State AMAE President
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EDITORS' MESSAGE: A Retrospective

"El que habla del camino es que lo tiene andado"

Twenty years ago, The Association of Mexican American Educators agreed to support a fledgling group of young professors in establishing the Journal of the Association of Mexican American Educators. The editorial board then consisted of Dr. Rene Merino, who was an Associate Professor of Teacher Education at Sacramento State University, Dr. Diane Cordero de Noriega, Associate Professor of Teacher Education at Sacramento State University, and Dr. Juan Flores, who was Assistant Professor of Elementary Education at CSU Northridge. Dr. Rene Merino was promoted to Full Professor and Department Chair, and has since retired and moved to Playas de Tijuana, Mexico. Dr. Diane Cordero de Noriega was appointed as Vice President of Academic Affairs at CSU Monterey and has since now retired. Dr. Juan Flores was promoted to full professor at CSU Stanislaus and served as Department Chair of Teacher Education.

Our board of reviewers was an impressive group of young professors who went on to accomplish great things. Dr. Dolores Escobar was Associate Dean of the School of Education at CSU Northridge and went on to distinguish herself as Dean of the School of Education at San Jose State University. Dr. Finian McGinn was pastor of Mount Carmel Church in Fresno and served as adjunct professor of Education at CSU Fresno. He is now a Franciscan priest assigned to the Vatican in Rome, Italy.

There are many other stories of scholarly distinction associated with the AMAE Journal. Most importantly, AMAE supported the importance of our involvement in scholarship on the education of Mexican American children, and our young scholars took this to heart and produced scholarship that was unrivaled in its focus on Mexican American Education.

AMAE produced almost a decade of scholarship, and then took a hiatus of a few years in producing the AMAE Journal. I now congratulate the AMAE executive Board for its decision to reinstate the AMAE Journal and return it to its rightful place as the arena for thoughtful research and analysis on the education of Mexican American children. It is my hope and expectation that the journal will continue beyond this returning edition and that more volumes will come, and that Mexican American scholars entering the higher education and the k-12 will continue to have a forum to address topics of importance to them and to the Mexican American community.

All Mexican American/Chicano Educators must be involved in research and analysis that affects the education of our children. Our community has one of the highest dropout rates, according to the research at the UCLA Civil Rights Project, and it also has the highest number of incarcerated inmates at the state and federal prisons. These heartbreaking statistics are indicative of a tremendous loss of human capital in our American society. I challenge you to support our Mexican American scholarship and to support this edition and future editions of the AMAE Journal by sharing its content with your colleagues, administrators and friends. I also encourage you to submit your own manuscripts for future editions of the AMAE journal.

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EDITOR'S PAGE

A renaissance in critical analysis of pedagogical practices in the education system in the state of California starts right here in the San Joaquin Valley with the new publishing of the AMAE Journal 2007. Moreover, we also include original, published and unpublished, literary work by writers and poets of the area making then this AMAE Journal 2007 a very unique edition. The editorial board hopes that our ideas will resonate in the valley, in the state and in the nation.

The four research essays in the first part are not only critical and informative but also show a way to improve the education of all students, from Elementary to University levels, calling for policy change in the recruiting and educating of future bilingual educators, and also in providing a path for university entering freshmen needing help by establishing a system of Mentors to last their entire college careers. Readers will also find suggestions in how to find effective bilingual materials for the classroom and an urgent call for teachers to become researchers and scholars to develop new pedagogies.

We have included creative work appropriate for the classroom. "El Peleonero" by Juan Flores is a charming short story that should elicit a good discussion in our schools. Drama and poetry for Cinco de Mayo, for Cesar Chavez' day, excellent short material for a historical lesson, a poem in memory of Daniel V. Hernandez and finally two poems that should take us from our present world experience into the future and beyond.

This AMAE Journal 2007 will touch the hearts and the minds of the readers in ways that, we hope, will encourage everyone to continue in the battle for the full recognition of our talent and our universality.

Alfonso C. Hernandez
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Chichen Itza, El Castillo, Mexico, Yucatan Peninsula.
Photo by: Jairo Sanchez

CCTC and the Process for Reauthorization of Bilingual Teacher Preparation Standards:

A Critical-Historical Perspective

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Dr. Margarita Berta-Avila, Sacramento State University

Dr. Juan Flores, California State University Stanislaus

Introduction and Background

California and the rest of the United States are undergoing significant challenges in providing educational opportunities for an increasingly diverse population. These challenges include inadequate literacy and numeracy skills among large segments of our student and adult populations; an ongoing shift in the demographic profile of our population, powered by the highest immigration rates in nearly a century, and the continuing evolution of the economy and the nation's job structure, requiring higher levels of skills from an increasing proportion of workers (Irwin Kirsch ETS, 2007). In the 1990's the California Commission on Teacher Credentialing (CCTC) responded to these challenges in a forward thinking manner in, through the development of the Cross-culture, Language and Academic Development (CLAD) and the Bilingual CLAD emphasis certificates. The purpose of these certifications was to ensure that every graduate of a credential/licensure program in California was prepared to provide for the educational needs of English learners, whether in an English language development program (via CLAD) or in a bilingual program (via BCLAD).

The CLAD and BCLAD authorizations changed in 1998 when the state of California passed Senate Bill

2042 (SB 2042). This bill required CCTC to restructure the CLAD emphasis certification that authorized teachers to provide instruction to English learners. The passage of SB 2042 led to greater emphasis on English acquisition and less on biliteracy and bilingual development. Though not intentional, the passage of SB 2042 coincided with the passage of Proposition 227, which required that English learners be taught in English unless families specifically requested that their children be in a bilingual program. Proposition 227 aimed to teach children English in one year and led to the dismantling of many bilingual programs in K-12 schools. 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). As a result, since programs were beginning to disappear, one underlying current with the reauthorization of CLAD and SB 2042 was that there would be less demand for bilingual teachers. It is clear that since Proposition 227 implied English only instruction as the norm, and bilingual education as an alternative model the

perception of the general public and policy makers was that there would be a decrease in bilingual programs. This further led to the assumption that there would be less demand or need for bilingually certified teachers. In reality, however, the demand for bilingual teachers did not change; in fact BCLAD certified teachers remain in high demand to teach in classrooms and schools with high English learner populations (Montaño, et al 2005).

Concurrently, Senate Bill 2042 was approved by the legislature with a comprehensive plan to revamp teacher credentialing in California. This bill was the product of an analysis of the preparation of teachers by a blue ribbon panel of educators. In 1998 the CCTC reauthorized K-12 credentials under Senate Bill (SB) 2042. One major component addressed in SB 2042 was how teacher candidates would be prepared to meet the language and academic needs of English learners. CCTC authorized that all teacher candidates would receive the English Language Authorization (ELA) previously known as the Cross-cultural, Language and Academic Development (CLAD) certificate. When CLAD was aligned with SB 2042, there were certain assumptions operating. The first occurred in the context of Proposition 227, that all bilingual programs would be eliminated. This was incorrect because Proposition 227 did not address teacher preparation and in fact permitted for parent selection of alternative options that included primary language instruction. The next assumption was that teacher certification in the era of Proposition 227 would emphasize mainstream and Structured English Immersion (SEI) for English Learners

(EL's), and that the need to address specific bilingual programs would decrease. As such, the final assumption would be that EL student needs would now be addressed solely through this new certification. Many of these assumptions have been proven wrong as our bilingual professionals and our bilingual communities worked with our schools in requesting alternatives to the one-size-fits-all Unz plan.

At the time of reauthorization of the CLAD under SB 2042, there was no mention of the BCLAD, or what the new requirements would be under SB-2042 for the preparation of bilingual teachers. Since 2002 the CCTC has maintained the BCLAD under the standards for the CLAD and bilingual competencies. But as Montaño et al. (2005) point out in their study of BCLAD University programs, even though 98% of BCLAD program leaders surveyed had a BCLAD program before and after SB2042, 56% reported removal or restructuring of courses and 44% saw a decrease in student enrollment. Alarmed by the change in perceived and actual status of bilingual teacher preparation, bilingual educators and community members voiced their concerns and reminded CCTC of the need to provide highly trained bilingual educators to work in primary language programs that were still allowed under the restrictions of Proposition 227 initiative.

In order to address the inequity of teacher preparation for bilingual candidates, the CCTC convened a Bilingual Work Group beginning in late 2005. The group was composed of 15 experts in the area of English language development and biliteracy. They represented K-12 public education,

higher education, and professional development organizations. The first author of this article was a member of this group. The Bilingual Work Group's task was to address four key policy questions that were designed to determine the need and processes for reauthorizing bilingual certification under 2042's guidelines.

The proposals were developed based on public input gathered via three sources:

- focus groups held across the state,
- an online bilingual survey sent to

teachers and administrators, and

- online forum questionnaires made available to those who could not attend public forums.

Input was gathered from more than 900 people from across the state. On the basis of the data gathered, the work group made specific recommendations that addressed each policy question. The details related to the policy questions and resulting recommendations will be considered later in this paper.

Theoretical Frame

As teacher educators in bilingual teacher preparation programs we see that our future teachers enter our programs with ability to communicate socially and academically in English and Spanish, and sometimes three or more languages. When they exit our programs they have the knowledge, skills and abilities to teach children language and academics in two languages. Further, these young professionals are best able to communicate with parents and community members who do not speak English. Once hired, bilingual teachers become the cultural brokers for their colleagues and peers, who are limited by only speaking English. It would seem that such skills will be highly valued and desired by policy makers. However, present policy not only makes it more difficult for these young men and women to enter the field of bilingual education, it sends the message often times that their language and community are not valued based on racist and white supremacist ideologies (hooks, 2003). Many of these individuals are first generation Latino college students, and they have a desire to return to their home

communities to teach. This is most critical when 85.4% (1,342,389) of the English learner population is Latino (California Department of Education, 2007). It is no coincidence then that we see a standardization movement within teacher education through NCLB with a focus of preparing teachers to meet the needs of English language learners, but this movement makes no statement or mention of the need for bilingual educators.

Macedo, Dendrinos, and Gounari (2003) believe that it is this conservative agenda towards bilingualism/bilingual education/bilingual teacher preparation that has promoted "the hegemony of English" as a way to maintain position of power. Thus, education has become one entity, among many, used to enforce this hegemony of language through a particular instructional delivery system in which the ultimate goal is to, as Macedo, Dendrinos, and Gounari describe, "...deny effective education to millions of immigrant children in their native language" (p. 9). This theoretical stance is hard to dispute, when the 2005-

2006 California state language census reports that there are only 181,006 teachers providing SDAIE, ELD, or primary language instruction to the total English learner population (1,570,424) and of these 181,006 teachers providing such services, only 6,767 are doing so through primary language instruction (CDE, 2007). According to Macedo et al. (2003), ultimately, the system is perpetuating “linguistic racism” (p. 12) in imposing the idea that the learning of English, in and of itself is education. This type of imposition is a form of neocolonialism that strips children of various ethnicities from their own identity, language, and culture (Macedo, et al 2003).

The current neoconservative agenda regarding bilingual education is an example of such a correlation. As Macedo, Dendrinos, and Gounari explain:

The real meaning of a language has to be understood through the assumptions that govern it and the social, political, and ideological relations to which it points. Generally speaking, the issues of effectiveness and validity often hide the true role of language in the maintenance of the values and interests of the dominant class. In other words, the issues of the effectiveness and validity of a subordinate language become a mask that obfuscates questions about the social, political, and ideological order within which the subordinate language exists (2003, p. 13).

The issue has never truly been the effectiveness of bilingual education or even the preparation of future bilingual

educators. That argument has been used as a “mask” to hide the “fear” and “threat of the other” felt by the hegemonic bloc. Bilingual education and bilingual teacher preparation programs are viewed as a threat to that romanticized yesteryear that excluded marginalized communities from equitable access.

What is evident now is that there exist two prevailing political views of bilingual education, which have a direct impact on how students are taught and how bilingual teachers are prepared. Brisk (1998) defines bilingual education as either “compensatory education” or “quality education”. For many bilingual advocates the goal is for students to not just learn English but become bilingual/biliterate through a rigorous academic program, thus emphasizing a quality education. A *quality education* policy focuses on a student’s right to a good education with the goal being “to educate students to their highest potential” where English is only a part of the educational goal. In a quality model, “bilingual learners access knowledge not only through English but through their native languages” (Brisk, 1998, p. xix); there is a recognition and value for their cultural experiences and knowledge. As a result, the teachers best prepared to meet the needs of students under a quality model are bilingual and most often from the same cultural or language group as the students for whom they are being prepared to teach.

For neoconservatives, the notion of providing a quality education let alone a “quality bilingual education program” is not the goal. A quality education model poses a threat at many levels, not only language, as previously mentioned.

What is advocated, according to Brisk, is a *compensatory education* policy that focuses on the choice of language, where the policy makers determine which language of instruction will be utilized. Within this model the overriding goal of education is to “teach students English as quickly as possible.” Since “English is viewed as the only means for acquisition of knowledge, students’ fluency in English is the essential condition to receiving an education” (Brisk, 1998, p. xviii). The irony that exists in this latter quote is the connection between English and success, for it does not take into account the English only speaking students who are not succeeding in school. In particular, African-American students who have had English as their primary language yet are still subjected to systemic inequities that eventually lead them to be “pushed out” of their education (Macedo, Denderinos, & Gounari, 2003).

The danger that lies with this compensatory view of bilingual education programs is that they are seen as the vehicle to assimilate students. Even in the context of bilingual education there has to be a word of caution, because compensatory programs promote an agenda of losing one’s language. Many who are advocates of bilingual education often fall into this belief system that they need to save their students from being identified as English language learners, therefore perpetuating the power status of English and devaluing the fact that these students are bilingual (Macedo, Denderinos, & Gounari, 2003). When considering the reauthorization of the BCLAD, it is imperative that future teachers be highly trained pedagogically but also politically critical with respect to their role and positionality in a bilingual classroom.

Reauthorization of the BCLAD

Starting in 2003, several educational organizations including California Association for Bilingual Education (CABE), California Association for Teachers of English to Speakers of Other Languages (CATESOL) and Californians Together, became concerned about the preparation of bilingual teachers and began to collaboratively examine policy and work with both the staff and state commissioners of the California Commission on Teacher Credentialing (CCTC). The purpose of this coalition was to make certain that CCTC adhered to the law and continued to support the issuance and authorization for bilingual instruction via the Bilingual, Cross-

cultural, Language and Academic Development (BCLAD) Certificate.

In the fall of 2005 and spring 2006, the CCTC initiated a series of community stakeholder hearings on B/CLAD with the purpose of realigning the credential with SB 2042.

Stakeholders were asked to address four policy questions:

- 1) Should the Commission explore alternatives to the current route to bilingual certification for already-credentialed teachers?
- 2) How shall the commission maintain a structure for bilingual certification for those candidates who are in the process of earning a credential?

3) Given the increased number of languages spoken by students in California classrooms, how can the Commission provide bilingual certification for more languages?
4) How should newer models of bilingual instruction be considered in the development of updated requirements for bilingual certification? The gathered responses would be forwarded to a bilingual workgroup organized by CCTC to address the BCLAD.

The CCTC authorized staff to establish a bilingual workgroup of selected stakeholder committee members representing, and in consultation with, a variety of professional educational organizations including the Association of California School Administrators, the California Teachers Association, California Association for Bilingual Education, California Association for Teachers of Speakers of other Languages, as well as elementary and secondary public school educators. The charge of the workgroup was to analyze the stakeholder responses to the four policy questions, and come forth with recommendations that would serve as a foundation towards the reauthorization of the bilingual credential.

Through the initial process outlined above, the coalition stayed diligent in overseeing and informing the CCTC workgroup process. Moreover, they worked to assure that there was substantial interaction with the field and community groups at the field focus sessions that the Commission was scheduling in various parts of California to gather community input. The workgroup and coalition worked together to get the word out regarding the public stakeholder field sessions in order to assure that there was substantial input from community stakeholders. Substantial input was gathered from these sessions to reflect the preferences and opinions of the bilingual community and professional constituents.

In addition to the various stakeholder field focus sessions, the bilingual workgroup via CCTC posted an online survey questionnaire to canvas the professional opinions of educators regarding the bilingual reauthorizations who were unable to attend a public meeting. This survey was disseminated with the assistance of CABA and CATESOL. The existence of this survey was announced at various professional meetings and conferences and the attending professionals were encouraged to respond to the questionnaire and share this information with their colleagues.

Results and Recommendations from Bilingual Workgroup

The following text is taken from the CCTC Agenda item (pages PSC 4E-12 –18). This public document was presented by CCTC Staff to the Commissioners at the May 31/June 1, 2006 Commission Meeting. The policy questions and recommendations listed

below were all approved unanimously at this meeting. To see the agenda document, that includes data from stakeholder meetings and on-line surveys, go to <http://www.ctc.ca.gov/commission/agen-das-2006.html>.

Policy Question 1: Should the Commission explore alternatives to the current route to bilingual certification for already credentialed teachers?

Teachers who hold a credential that does not authorize them to teach in a bilingual classroom may add a bilingual teaching authorization by passing the Bilingual Cross-cultural and Language and Academic Development (BCLAD) Examination. The work group considered whether an examination route should be the only route to earn a bilingual authorization for those teachers already credentialed (as is the current policy) or whether there should be additional routes to bilingual certification, such as completion of a program of coursework, or a combination of both coursework and passage of an examination.

Policy Question 1: Work Group Recommendations:

A: For currently credentialed teachers, BCAWG recommends that the current prerequisites to earning bilingual authorizations should continue for future bilingual authorizations issued by CCTC:

1. Candidates must possess a valid credential or permit as authorized in Title 5 Regulations, Section 80015.2(a)
2. Candidates must hold an English learner authorization (CLAD authorization or equivalent) as authorized in Title 5 Regulations, Section 80015.1.

B: The BCAWG recommends that a Certificate of Staff Development, as outlined in Education Code § 44253.10, should also be considered for partial fulfillment of the English learner authorization prerequisite outlined in A-2, above.*

C: The BCAWG recommends that the Commission revalidate the six domains currently specified in the Bilingual, Cross-cultural, Language and Academic Development examinations and authorizations as outlined in Education Code §44253.5(c). It should be noted that Domains 1 – 3 have been already revalidated through establishment of the

California Teachers of English Learners Examination (CTEL):

1. First- and second-language development and the structure of language,
 2. Methodology of English language development and specially designed content instruction in English.
 3. Culture and cultural diversity
 4. Methodology of content instruction in the pupil's primary language
 5. Knowledge of the culture associated with a specific language group
 6. Competence in a language other than English that is spoken by limited-English proficient pupils in California.
- All candidates wishing to pursue bilingual certification in California would satisfy these domains, once revalidated.

D: Requirements for Domain 4, “methodology of content instruction in the pupil's primary language”, could be met through examination, CCTC-accepted IHE coursework, or CCTC approved professional development.

1. It is recommended that the Commission review and revalidate the knowledge, skills and abilities (KSAs) of the current methodology component.

E: The requirements for Domain 5, “culture associated with a specific language group” could be met through examination, Commission-accepted IHE coursework, or Commission approved professional development:

1. It is recommended that the Commission review and revalidate the knowledge, skills and abilities (KSAs) of the current cultural component of the BCLAD Examination.

F: The requirements for Domain 6, “competence in a language other than English that is spoken by limited-English-proficient pupils in California” could be met in any of the following ways:

1. The candidate passes a CCTC-

approved examination (example, Test 6 of the current BCLAD Examination). This is currently authorized in Education Code Section 44253.6.

2. The candidate holds a California Single Subject or Standard Secondary Teaching Credential with a major in the language to be authorized. This is currently authorized in Title 5, Section 80015.1(4)(B).

3. The candidate has earned a higher education degree from a foreign institution in which the instruction is delivered in the language to be authorized. This is currently authorized in Title 5, Section 80015.1 (4)(A).

4. The candidate has passed the language portion of the CSET Language Other Than English (LOTE) examination.*

Policy Question 2: How shall the Commission maintain a structure for bilingual certification for those candidates who are in the process of earning a credential?

Under the Ryan Credential structure, program standards were developed specifically for BCLAD Emphasis programs so that teacher candidates could earn a bilingual authorization in addition to their Multiple Subject and Single Subject Teaching Credential. The work group considered whether teacher candidates should be able to continue to earn a bilingual authorization as part of their

credential program requirements within the SB 2042 credential structure, or whether candidates should earn bilingual authorization through a concurrent program. The Commission currently issues Multiple and Single Subject BCLAD Emphasis SB 2042 Credentials pending the update of bilingual certification pathways for new and experienced teachers.

Policy Question 2: Work Group Recommendations

A: The BCAWG recommends that the Commission develop bilingual teacher preparation program standards that align with SB 2042 Standards and include the following knowledge, skills and abilities (KSAs):

1. Current research and best practices related to pedagogy, first and second language development, linguistics, and

biliteracy.

2. Current legislation and policies pertaining to second language learners and teacher preparation.

3. Bilingual program models, (e.g., transitional, two-way/dual language immersion, foreign language, maintenance, etc.).

4. Other instructional program settings

for English Learners, including those that provide specialized English language development instruction for secondary students.

5. Social, economic and cultural contexts of the target community.

6. Student teaching or internship in bilingual instructional settings with English Learners in K-12 public schools.

B: Maintain existing multiple pathways to earn a bilingual credential that include the following:

1. Program coursework (e.g., university programs, blended programs, and internships)

2. CCTC-approved language competency, culture and pedagogy

examinations.

C: Develop a form of the teaching performance assessment (TPA) that is appropriate to measure teaching in a bilingual setting.

D: Develop induction support for bilingual teachers in the following ways:

1. Support will continue from the preliminary credential through induction to the professional clear credential,

2. Support will include assignment of a bilingual support provider when available,

3. Complete SB 2042 Induction Standard 19 in a bilingual educational context when available.

Policy Question 3: Given the increased number of languages spoken by students in California classrooms, how can the Commission provide bilingual certification for more languages?

Currently, there are ten language authorizations available through the BCLAD Examination and a total of fourteen language authorizations available through BCLAD Emphasis programs yet over fifty different languages are spoken in California classrooms. In an attempt to address the regional needs for bilingual teachers to provide instruction in less commonly taught languages, the BCAWG

recommends that the Commission increase the number of authorizations from that currently issued for bilingual credential authorizations. In an attempt to address the needs of all English learners, the BCAWG explored ways that would allow the Commission to expand the number of language authorizations for bilingual certification, yet maintain rigor and flexibility for bilingual certification in Less Commonly Taught Languages (LCTLs).

Policy Question 3: Work Group Recommendations

A: The BCAWG recommends there would not be a limit to the number of languages for which the Commission could provide bilingual authorizations. Additionally, the work group advises that all recommendations outlined in Policy Questions 1 and 2 are also applicable to those candidates wishing to pursue a bilingual authorization in a

LCTL.

B: Candidates for the LCTLs must satisfy the requirements for the six domains currently outlined in Education Code §44253.5(c):

1. First- and second-language development and the structure of language,

2. Methodology of English language development and specially designed content instruction in English,
3. Culture and cultural diversity,
4. Methodology of content instruction in the pupil's primary language,
5. Knowledge of the culture associated with a specific language group, and
6. Competence in a language other than English that is spoken by limited English proficient pupils in California.

C Maintain language competency examinations in those languages that are currently offered in the BCLAD Examinations, maintaining rigor in the target language competency in accordance with CCTC approved standards. The exams should include listening, speaking, reading, writing, and translation ability, as well as communicative and academic language skills.

D: Maintain the current KSAs for language competence for the current BCLAD Examinations.

E: Currently, BCLAD examinations are only offered in LCTLs only one time per year.

BCAWG recommends that language competency examinations for less commonly taught languages (LCTLs) should be administered at least twice a year.

F: For language examinations not currently available through the CCTC-approved testing contractor and/or not administered at least twice a year: The CCTC could consider the establishment of language panels for the development of assessment criteria and test specifications for the LCT language competencies.*

G: Outside agencies (e.g., county offices of education, institutions of higher education) may develop one examination per target language, to be approved by CCTC for each of the less commonly taught languages, with the following considerations:

1. The CCTC would be responsible for initial and on-going review and revalidation of these examinations, and
2. CCTC approved language exams would be accepted by all institutions that offer teacher preparation programs as meeting the language proficiency requirement for bilingual certification.*

H: Outside agencies (e.g., ACTFL, Defense Language Institute) could develop and administer examinations for each of the less commonly taught languages. Passing scores on these examinations would fulfill Domain 6 requirements and would be accepted by all institutions offering bilingual certification in that target language.*

Policy Question 4: How should newer models of bilingual instruction be considered in the development of updated requirements for bilingual certification?

The knowledge, skills, and abilities required for the current BCLAD have not been updated since 1994. Since that time, two-way or dual immersion models of bilingual education instruction have become more predominant in

California bilingual education classrooms. Some experts report that higher degrees of language proficiency are required for these newer instructional models, and that other knowledge, skills, and abilities are required besides those

needed for traditional bilingual instruction models. The work group members considered whether two-way immersion models of instruction should

require a different kind of authorization and whether a specialist credential would be more appropriate for teaching in two-way immersion classrooms.

Policy Question 4: Work Group Recommendations

A: Bilingual certification should continue to authorize teachers to deliver instruction in all bilingual program models.

B: Review and revalidate guidelines and standards for the current Specialist Instruction Credential in Bilingual Cross-cultural Education, as authorized in Education Code §44265, based upon a current job analysis and changes in policies, program models and

methodologies in bilingual education. Guidelines for the new authorization could consider the structures of the Reading Certificate (Education Code §44254) and the Reading Specialist Credential (Education Code §44265).

C: Consider exemplary professional development models and experimental programs in the development of the bilingual specialist credentials.

Current Status of the Bilingual Authorization

The recommendations above were approved unanimously by the Commissioners and at this time CCTC approved a work plan to begin the next step of forming a Bilingual Design Team. The purpose of this group, which began meeting in October, 2006, is to update the knowledge, skills and abilities sections of the methodology and culture tests for the bilingual exam as well as to develop bilingual standards aligned with 2042 and current bilingual/biliteracy research. The membership of the bilingual workgroup became the new members of the bilingual design team, with the addition of some new members. The Bilingual Design team now has the charge of meeting through September

2007 to craft a set of bilingual standards in alignment with SB 2042. The CCTC staff will present the results of this work to the Commission in October of 2007. It is anticipated that the draft standards will be ready for review by the field prior to the October meeting.

We applaud the Commission for approving the recommendations and the commitment of the staff to work with the Bilingual Design Team. We also appreciate the commitment over the past year to work with academics and school personnel to move forward on this important work and are cautiously optimistic as to the outcomes that will follow.

Advocacy Grows:

Birth of the California Association for Bilingual Teacher Education

In addition to these discussions, professionals in bilingual teacher preparation initiated the establishment of an affiliate group to CABE, called the California Association for Bilingual Teacher Education (CABTE). They determined that there was a need for a professional organization that would oversee and champion the preparation of highly prepared bilingual educators. They proposed the goals of CABTE as follows:

- To unify the voice of higher education faculty in Bilingual Education and Dual Language Instruction in matters related to the education of minority and language minority children;
- To represent the voice of Bilingual Education and Dual Language Instruction faculty in higher education and other professionals involved in bilingual teacher preparation in

the area of minority and language minority education;

- To advocate on behalf of the education of minority and language minority children;
- To work for the improvement of Bilingual Education and Dual Language teacher preparation.

CABTE has coordinated its meetings to coincide with the CABE Conference, the National Two-Way CABE Conference, and the meetings of the California Council for Teacher Education (CCTE) to formalize its membership and is in the process of finalizing its affiliate membership with CABE and CCTE. CABTE has an interim board that was selected at the spring meeting of CCTE. They will carry on the work of CABTE until the membership is formalized and a new board is elected at the spring 2008 CABE Conference.

Conclusion

Bilingual education has had a long history in California, with ebbs and flows of support based on the current political environment. Unfortunately, these are times of political retrenchment, with reactionary elements crying out for immigration restrictions and a new iron curtain separating Mexico and the United States. But these are also times for activism and consciousness raising in our communities. These are the times to reactivate the allies for bilingual education and diversity. Ada and Campoy (2004) tell us that we are all oppressed whenever anyone is oppressed. "Any time we witness or

participate silently in the oppression of others, our own sense of humanity is diminished and our joyful, creative voice is silenced." (p. 15). 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. Social injustice cannot not be maintained for long if we are not all conditioned in various ways to accept it. We need to educate our partner immigrant communities and assist them in joining us in our struggle. We cannot rest. So to this end we continue to move forward in our advocacy.

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**Fulfilling the University Promise:
Enriching the Art of Mentoring
with
Counseling Methods and Empirical Evidence**

Albert Valencia, Ed. D.

Introduction

Over a quarter of a century ago the classic study by Astin (1975) reported that freshmen most likely to drop out of college were those with poor high school academic records, low aspirations, poor study habits, relatively uneducated parents, and small town origins. More recently, the national emergence of problems associated with immigration, substance abuse, poverty, and the migration of gang violence from urban to rural communities (Valencia, 2002) are impacting Astin's college drop out framework. Following the publication of the findings by Astin and endeavoring to learn from their own attrition experiences, many colleges and universities incorporated innovative approaches to better meet the diverse and growing needs of their students. One particular campus of the California State University system is a comprehensive metropolitan university located in the center of California's agricultural heartland. This campus is one of many universities incorporating approaches to better address the needs of their students and serves as the focus of this paper. Throughout the paper the campus will be identified as the University.

With a 2006 enrollment of 22,098 students, the University student body reflects the demographic diversity of the region. Of the total enrollment, 95% of

the students were from California (IRAP, p.44). Reviewing the 2,602 first-time freshmen it was found that 35.7% of their parents had no college education (IRAP, Table 47, p. 48), and 28.5% of all students came from households with less than \$24,000 annual family income (IRAP, Table 48, p.48). Of the total students enrolled at the University 49.8% are ethnic minorities as compared to 38% of the students who are self identified as White (IRAP, p. viii).

Typically, students arrive at the University with varying levels of academic preparation, speaking native languages other than English, with entry-level agricultural labor backgrounds, and who focus on cultural traditions that honor family responsibilities above all else. As an example of the varying levels of academic preparation, in a recent report of California's Academic Performance Index (API) rankings, two-thirds of the K-12 schools located in the six counties of the California Central Valley scored in the bottom half of statewide rankings (Fresno Bee, March 22, 2006, p. A1). Specifically, in Fresno County 66% of the schools fell in the bottom half of statewide schools, with 60% in Madera County, 83% in Tulare County, and 79% in Kings County.

It is not unusual to find students at the University being gainfully employed with family responsibilities and sharing many if not all of the characteristics reported by Austin (1975). Also, because of where they live and the circumstances surrounding their lives, students may also face the vast and complicating issues of immigration, substance abuse, poverty, and gang violence.

In response to Astin's drop out characteristics and cognizant of the expanded issues of immigration, substance abuse, poverty, and gang violence, efforts spanning three decades to promote freshmen student success were developed and instituted at the University. The efforts promoting student success included programs such as Educational Opportunity Program, College Assistance Migrant Program, the McNair Program, Freshmen Seminar, and, the Mentoring Institute. These programs focused on improving freshmen retention rates, and helping students to believe that they can persist throughout their undergraduate career, and ultimately, to graduate. Particularly, since its inception in 2005, the Mentoring Institute has recruited and trained 270 faculty and staff to act as mentors to first year freshmen of which 30.4% are Latinos (IRAP, Table 36, p. 34) with approximately one third (IRAP, Table 47, p. 48) arriving to campus as first generation college students.

At the University, with 49.8% of its student population being of Latino and other ethnic minority groups (IRAP, p. viii), the importance of academic support programs such as mentoring cannot be overstated. Mentoring at the University focuses on building

relationships based on trust and integrity. In ethnic minority lifestyles, and particularly in Latino lifestyles, relationships within the family and in the community are easily among the most important elements that define the quality of life. Relationships that are honest, direct, and supportive are highly valued. Mentors at the University receive formalized Mentor Training Workshops (Valencia, 2007, Mentor Training Handbook) that encourages them to build relationships with their mentees based on trust and integrity. These mentoring relationships allow students to learn that what is important in their families and in their communities is also important on campus. Mentoring serves a vital role by contributing to student's sense of belonging, self worth, persistence, and ultimately to the concluding act of graduating (Light, 2001).

As the population of Latino students at the University and in the state of California increases, it is imperative that the graduation rates of Latinos keep pace. Otherwise, California faces the prospect of soon having a majority population that is not adequately prepared to participate and flourish in the mainstream labor market. This under preparation of Latino students is characterized as an economic time bomb (Valencia, 2002) where members of a majority population not possessing the skills to share and compete in a global market place inherit the lowest rungs on the socio economic ladder.

For Latinos, the short-term consequences of educational under-preparation will include a diminished array of career options and fewer choices in quality of life issues. The long-term

consequences of the under preparation of Latinos will be passed on to the next generation of children who will find themselves in dire economic circumstances. The University is committed to increase options for the

next generation of children by using culturally appropriate and linguistically sensitive models to mentor students and assist them to persist in school and to graduate.

The Problem

When a student drops out of a college or university the impact is significant both personally and financially. According to Murphy and Welch (1993) attaining a college or university degree increases a persons earning power by 50 percent when compared with the earning power of non-graduates. Yet, a significant number of students leave the university before earning a degree, and, do not return. At the University an experience known as the “sophomore slump” manifests itself as students leave after they complete their first year. This slump also includes community college transfer students who enroll at the University and stop attending after their first year. While some students stop out and then return, this paper addresses the need to encourage students enrolled in our university to remain, to persist, and ultimately to graduate.

Depending on the source, university attrition rates (i.e., drop out rates) vary. According to American College Testing (1998) 32% of university entrants will drop out by the second year. Muraskin (1998) estimates a 50% university attrition rate while Tinto (1993) reports that 26.8 percent of students entering a four-year college and 44 percent of students entering a two-year college will not graduate. If the consequences of not graduating from

college are so costly, why do students choose to leave before graduating?

There are many reasons for university attrition. For example Gerdes and Mallinckrodt (1994) report that students leave the university for a combination of problems relating to emotional, social, and academic factors. In a second study, Tinto (1993) points out that while many students successfully adjust to their environmental changes, a significant number have difficulty in acclimating to the unfamiliar social and academic demands of college. From a third study, Weissman, Bulkowski, and Jumisko (1998) report that first year students experience confusion relating to the enrollment process, have concerns about finances and also about the need to balance their new college lives.

Attrition is related to a host of factors, At the University, factors that impact access, admission, academic progress, retention, and persistence have been well documented and are highlighted in the following section.

Factors Impacting Access, Admission, Retention, Persistence, and Graduation

According to information from the University's Office of Grants and Research and from the Office of Institutional Research, Assessment, and Planning (IRAP) many factors served to impact student access, admission, academic progress, retention, and persistence. For the following review, nine factors are included. First, in 2006-2007, the University served 22,098 students in central California's San Joaquin Valley (IRAP, viii). Second, until the opening of University of California Merced in fall 2005, the University was the only public, 4-year, degree granting institution in a service area of 18,000 square miles. Third, over half of the school-aged children in the region live in rural, geographically isolated communities. Fourth, more than 80% of the students attending the rural schools are Hispanic. Fifth, over 70% of the students are from low-income seasonal farm labor families who are 1st and 2nd generation immigrants. Sixth, average round trip commuting distance to Fresno State is 80 miles.

Seventh, severely limited K-12 school resources in dozens of relatively small school districts that are located in 6 central valley counties contribute to low scores on the Academic Performance Index that are ranked in the bottom half of all California public schools (Fresno Bee, March 22, 2006, A1). Eight, low levels of formal education among parents contributes to

low levels of participation in formal education by their children. Nine, considering that Hispanics are the fastest growing segment of the population in the central valley (Fresno Bee, August 9, 2007), other socioeconomic and cultural factors combine and contribute to the central valley having the lowest college going rate in California.

In summary, the data suggest that students who typically arrive at the University represent a diverse population of first generation university students many of whom have lived their lives in rural, geographically isolated communities. Seventy percent of our students, notably Hispanic, arrive with varying levels of academic preparation, speak native languages other than English, and attended K-12 schools having severely limited resources while also reporting some of the lowest scores on the California Academic Performance Index (API). A majority of students are from families with farm worker labor backgrounds who take great pride in cultural traditions that honor family traditions and responsibilities above all else.

The following section will present a review of the predictors of attrition among college students found in the literature. It is not surprising to note that many of the predictors are relatively common among first year students at the University.

Predictors of College Student Attrition

Offered in various combinations, the literature reports eight distinct factors that may serve as predictors of student attrition. The first factor that serves as a predictor of student attrition is the lack of academic confidence and the second factor is being a part-time student (Muraskin, 1998). The third and fourth factors are inadequate prior education and high school GPA (grade point average). The fifth factor is ACT scores (American College Testing Program) (McDaniel & Graham, 2001). The sixth factor is first generation college student status (Furr & Elling, 2002; Duggan, 2001; Hoyt, 1999; Weissman, Bulkowski, & Jumisko,

1998), the seventh factor is the need for remedial classes (Hoyt, 1999); and, the eighth factor that can serve as a predictor of student attrition is low socio-economic background (Furr & Elling, 2002).

For many first year students at the University the eight predictors of college student attrition are a common reality. Yet, for students who persist and graduate, there are also distinct factors that can serve as predictors for college student retention. The following section highlights factors that may serve to keep university students in school.

Predictors of College Student Retention

The literature reports eight factors that may serve as predictors of college student retention. The first factor reported as a predictor of student retention is academic self-efficacy and optimism (Chemers, Hu, & Garcia, 2001). The second factor is the degree or level of student commitment (Tinto, 1993). The third predictive factor related to student retention is the student's involvement in extra curricular activities (DeNeui, 2003; Furr & Elling, 2002). The fourth factor is having parents who have earned college degrees. The fifth predictive factor is that the family unit is financially stable (Hoyt, 1999). The sixth factor related to student retention is that students live on campus (DeNeui, 2003; Hoyt, 1999). The seventh factor is the degree or level to which the student feels a psychological sense of community (DeNeui, 2003), and, the eighth factor related to student retention is

involvement by students with peers and faculty in the college environment (Windschitl, 1998).

Before they arrive, university campuses typically have little to no control over the personal circumstances surrounding first year students. However, of the eight factors related to the prediction of college student retention, campuses can offer dynamic and innovative programs that leverage existing resources. For example, the University created summer residential settings like Summer Bridge, a Mentoring Institute, and a first year seminar. Collectively these programs, among others, serve to encourage and support students and are designed to build on the student's academic self-efficacy and optimism. In an effort to arrive at the "best practices" that contribute to increasing college student

retention and persistence, the following

review of the literature is offered.

Best Practices to Increase College Student Retention and Persistence

According to the literature, there are many “best practices” to increase college student retention and persistence. The following groups of best practices were most commonly reported in the professional literature. Mentoring is item #14.

The set of best practices are as follows: First, enriching the first year experience (Ting, Grant, & Plenert, 2000; Sidle & McReynolds, 1999; Erikson, 1998; Windschitl, 1998; Berger, 1997; Pike, Schroeder, & Berry, 1997; Tinto, 1993). Second, intrusive advising (Weissman, Bulkowski, & Jumisko, 1998; Hurd, 2000; Baxton, Milem, & Sullivan, 2002; Furr & Elling, 2002; Windschitl, 1998). Third, involvement in extra curricular activities (DeNeui, 2003; Summers, 2003; Furr & Elling, 2002; Zheng, Saunders, Shelly, & Whalen, 2002; Weissman, Bulkowski, & Jumisko, 1998; Tinto, 1993). Fourth, early entry-level assessment (Saunders, 2000). Fifth, remediation courses (Hoyt, 1999). Sixth, student-faculty interaction (Furr & Elling, 2002; Sidle & McReynolds, 1999; Tinto, 1993).

The seventh factor mentioned in the literature to increase college student retention and persistence is effective teaching practices (Baxton, Milem, & Sullivan, 2002). The eighth factor related to retention and persistence were students living in residential learning communities (Edwards & McKelfresh, 2002; Berger, 1997; Pike, Schroeder, & Berry, 1997). The ninth factor was learning communities as a concept (Summers, 2003; Zheng, Saunders,

Shelly, & Whalen, 2002; Muraskin, 1998; Weissman, Bulkowski, & Jumisko, 1998; Dunwoody & Frank, 1995). The tenth factor was cooperative/active learning (Baxton, Milem, & Sullivan, 2002; Thompson & Geren, 2002; Weissman, Bulkowski, & Jumisko, 1998). The eleventh factor related to retention and persistence is the freshmen year experience course (Furr & Elling, 2002; Sidle & McReynolds, 1999). The twelfth factor is holistic, multi-dimensional components (Fields, 2002; Furr & Elling, 2002; Muraskin, 1998). The thirteenth factor is first-semester freshmen year student orientation and bonding experiences with the institution (Woolsley, 2003; Fenzel, 2001; Weissman, Bulkowski, & Jumisko, 1998; Muraskin, 1998; Pascarella & Terenzini, 1992). Last, the fourteenth factor related to retention and persistence is support programs such as mentoring (Furr & Elling, 2002; Fields, 2002).

At the University, as on many of the California State University campuses, the reported best practices to increase retention and persistence are spread throughout an assortment of program endeavors in Academic Affairs and Student Services. At the University the presence of best practices can be characterized as a series of programs, many times isolated, that are encouraged to integrate into a unified, clearly articulated set of strategies. At the University, in 2005, to better articulate and unify strategies to assist in the retention and persistence of students the Mentoring Institute (MI) was created.

The Mentoring Institute is the first of its kind in the nation and is driven by the long-range goal of offering a mentor to new students and to evaluate the effectiveness of this endeavor. The responsibility of recruiting and training

campus mentors, and evaluating the effort is under the auspices of the University Mentoring Institute. The Office of the Provost and Vice President for Academic Affairs provides program funding.

The Purpose of Mentor Training

According to Light (2001) university student success is enhanced by matching new students with an informed and caring mentor. The immediate purpose of the Mentoring Institute at the University is to offer selected first year students a mentor who is recruited and trained from the ranks of the faculty, staff, and academically successful students. The guiding principle is that culturally sensitive and linguistically appropriate mentoring will serve to assist all students, particularly historically underrepresented student populations such as Latino, Asian, and African American, to persist and to graduate.

The long-range purpose of the Mentoring Institute is to engage university faculty, administration, student service professionals, first year students, new, transfer and reentry students, and the University Mentoring Institute in a strategic program of culturally competent mentoring to improve rates of postsecondary participation, retention, persistence, and graduation. This project leverages existing collaborative arrangements with the Office of Student Success Services, Digital Campus, and other significant student service resources and funds in efforts to reduce university drop out rates, improve academic achievement, and increase the ability of university students to experience academic success.

Mentor Training: Integrating Counseling Methods with Mentoring

Since April 2005, Mentor Training Workshops have been delivered to 270 faculty, staff, and student participants. After successfully completing the Mentor Training Workshops participants are typically assigned 1-to-3 first-year students. Initially, the majority of the students were recruited from our freshman seminar course, University One, a 3-unit elective course. Students were invited to participate in the program and received a letter of invitation from the Provost. Later, in 2006-2007, the focus shifted to include 256 “at-risk” first year students who had grade point averages of 2.5 or below, scored less

than 950 on their SAT, were “low income”, parents having no college background, and, were not involved in any other campus support service.

The Director of the Mentoring Institute prepares, delivers, and facilitates the Mentor Training Workshops at the University. The Director is Associate Professor, Department of Counseling, Special Education, and Rehabilitation, and was recruited for special assignment by the Provost and Vice President for Academic Affairs. The mentor training information is divided into three sections, and is offered in one 90-minute training session.

The first section of the Mentor Training Workshop is titled, “Introduction” and offers information regarding the cultural and historical traditions of mentoring, the role and expectations of mentors, and a discussion regarding ethical and legal boundaries. The first section concludes with a discussion focusing on the legacy and importance of mentoring.

The second section of the Mentor Training Workshop is titled, “From First Year Trauma to First Year Success”. The initial part of this section speaks to the many issues that a first year student will confront including self-identity, social, family, and academic expectations, as well as time management, financial management, library competence, alcohol and drug abuse, and relationships. The second part of this section speaks to the many ways a trained mentor can assist first year students to navigate the labyrinth of university life.

The third section of the Mentor Training Workshop is titled, “Mentoring Skills”. Incorporating themes from the counseling literature this section focuses on three areas. The first area encourages the mentor to become a skilled listener; the second area focuses on learning two techniques: “scaling questions” and the “miracle” question; and, the third area features the practice of interview skills using role-playing vignettes. The section begins with a discussion about mentoring as a Mentee-Centered relationship and concludes with the concept of unconditional positive regard. Participants at the mentor training workshops receive a copy of the Mentor Training Handbook, a list of campus resources and programs, and actual practice in interviewing skills. The

interviewing skills are practiced with one participant playing the role of mentor and a second participant playing the role of student mentee. After the interview practice sessions the participants are encouraged to discuss what they observed, what they heard, and what they felt. Participants have commented that the practice interviews have been most helpful and worthwhile. At the end of the training sessions, the name of each successful participant is added to the list of eligible mentors. Much of the written information offered in the Mentor Training Workshop is posted on a web site along with a variety of academic and student service related links.

The Mentor Training Workshops emphasize that mentors aspire to become culturally competent, self aware, and respectful of the similarities and differences among and across our students and colleagues (see: Mentor Training Handbook, Valencia, 2005). The Mentor Training Workshops include direct examples and metaphors that are intended to assist in building respect and understanding between our diverse first year students and the mentors who wish to serve them.

In the fall and spring semesters, “Meet Your Mentor” events enable students to meet their mentors in an open, public place. Perhaps because we serve food at these events, the attendance is generally strong on the part of students. Of greater significance is the feedback that we receive from students, primarily females, who report that meeting a mentor, especially male, in an open, public place is more congruent with their cultural values. That is to say that it may be unrealistic

to expect a female student to initiate a meeting with an unknown male mentor in a private office. For students who have been raised in sheltered, loving, home environments, it appears from our

anecdotal information that providing an open, public meeting place is a good first step in building trusting mentoring relationships.

The Benefits of Mentoring to the Mentor

In the spring of 2006, to determine the costs and benefits of mentoring, a confidential email survey was administered to 120 university mentors. The mentors were faculty, staff, and academically successful students at the University who were recruited and trained to mentor selected freshmen students many of whom arrived to campus under prepared by their K-12 experience. Sixty-two surveys were returned for a 51% response rate. The purpose of the survey was to learn about the personal benefits, costs, and motivation to become a mentor.

The survey was a 10-item questionnaire that included both

quantitative questions (forced choice) and qualitative questions (open-ended). Quantitative assessments utilizing a Likert response scale (1 = strongly disagree to 7 = strongly agree), were made of mentor perceptions of the mentoring experience including cost/benefits, desire to help underrepresented or first generation students, effectiveness with students that share ethnic/cultural background, and value of university recognition. Open-ended questions allowed mentors to elaborate on personal benefits, costs, and motivation to become a mentor. Notably, a majority of mentors made qualitative comments.

Results

Descriptive analyses were conducted using SPSS (frequency counts, means, and standard deviations). In addition, graphics for each quantitative item were created and are available upon request (Executive Summary, Zelezny, 2006). Major quantitative findings:

- Mentors strongly agreed (6.25/7.00) that the benefits of mentoring outweigh the costs.
- Mentors have a strong desire (6.21/7.00) to help underrepresented or first generation students move toward educational success.
- Mentors did not agree (3.18/7.00) that they were more

effective with students that shared their ethnic/cultural background.

- Mentors did not (3.36/7.00) value university recognition for mentoring.

Qualitative analyses revealed several important themes.

- Mentors most often reported they gained the most satisfaction from helping others and enjoyed working with students
- Mentors most often reported the greatest cost was time; however many viewed this as an investment not a cost. Some mentors reported that frustration,

disappointment, and emotional energy as a cost.

- Mentors were most often motivated because they wanted to help students. Many mentors

reported having a mentor in their own educational experience.

Other comments to evaluate:

- Mentors reported frustration with mentees that did not return calls or missed appointments.

Recommendations

Based on the Zelezny (2006) survey results the following recommendations were offered:

1. Focus on the greater benefits versus the costs; use the data as a public relations theme to recruit new mentors.
2. Facilitate veteran mentors to recruit new mentors. Capitalize on the power of person-to-person recruitment and referrals in the recruitment of new mentors.
3. Develop strategies to communicate with and support mentors who are frustrated by mentee no-shows.
4. Pairing a student mentee with a mentor who is ethnically and/or culturally different does not appear to be an important factor.
5. Because mentors report a desire to help underrepresented and or first generation students to move toward educational success, train mentors to be intentional, deliberate, and direct advisors.

Conclusion

One way for the University to fulfill its educational promise to the large, diverse Latino population living in its service area is to continue in its efforts to assist students to succeed and to graduate. In this regard this essay has attempted to outline the implementation of an idea whose time has come. Mentoring is a culturally appropriate method for first year students to learn how to navigate the complicated maze called university life. Mentoring gives back to the community and honors people who take time and energy from their life to mentor others. Data indicates that mentoring is beneficial to the student mentee as well as to the university-trained mentor. Lastly, the integration of counseling methods into mentoring allows mentors to understand that a student mentee who has missed scheduled meetings and has not answered emails and therefore does not deserve our compassion is someone who probably needs it the most.

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Selecting Chicano Children's Literature in a Bilingual Classroom: Investigating Issues of Cultural Authenticity and Avoiding Stereotypes

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Before the Civil Rights movement, the lack of accurate representations of people of color was evident. Children's literature did not present accurate depictions of Mexican-Americans in the text. Sarapes, sombreros and fiestas were typical symbols used to identify Mexican culture and traditions. The Civil Rights Movement sparked a change for accuracy and culturally conscious children's literature in order to provide equity in a diverse classroom. The field of children's literature has made great strides in this area making choices easier for teachers looking to integrate Chicano children's literature in their classroom. Do teachers know how to make informed decisions regarding what is an accurate or authentic depiction of Mexican-American/Chicano culture? What is informing these decisions and why must teachers make educated decisions in literature selection? In making these decisions, teachers are looking at cultural and linguistic authenticity in specifically bilingual

children's literature. These must be informed decisions based on several factors: insider-outsider perspective, overall theme of book, and overall authenticity of the themes presented. In this article, criteria and questions are presented in order to provide assistance for teachers who are making these curricular decisions in their classroom.

For schools that provide access to authentic Chicano children's books, selection criteria can be useful in identifying literature reflecting their student's lives. Readers of this article must also keep in mind that there are many experiences represented in one culture and community. In this essay, criteria does not mean that there is one experience or that the culture is homogenous, instead, it provides a context and questions for understanding certain distinct qualities allowing a critical analysis of text in order to identify stereotypes and misrepresentations of Mexican-Americans.

Chicano Children's Literature

The need to distinguish Chicano Children's Literature from Latino children's literature can be helpful for researchers, educators and parents. There is a growing move for Chicano/a writers to transition from adult poetry/novels to children's literature, often addressing similar topics but adjusting the tone, style and themes for a younger audience, appealing to

bilingual, Chicano/a young children. Many of these books tend to follow within the contemporary genre area of children's literature. Writers like Gloria Anzaldua, Sandra Cisneros and Juan Felipe Herrera, to name a few, have published literary acclaimed children's books relating to experiences of being Chicano living in the United States. Some of the children's books considered

culturally authentic have been recognized by the Tomas Rivera Book Award and the Pura Belpre Award. These awards look at stories with authentic and accurate depictions. Because these books tend to fall under the contemporary issues genre of children's literature, they tend to be more relevant to the everyday lives of children living in the United States.

I also used Rudine Sims Bishop classifications of culturally conscious African-American literature (Sims-Bishop, 1982). Because both types of literature came out of the Civil Rights Movement, I felt that her criteria would be useful to identify and describe Chicano children's literature. I found similar themes within African-American

children's literature and Chicano children's literature. They will be discussed later.

What is considered a culturally authentic Chicano children's book? Would a cultural outsider be able to write an authentic piece of literature? This issue is debated in a recent publication on cultural authenticity and children's literature. In that book, Rosalinda Barrera and Ruth Quiroa (2003, p.249) stated, "the use of Spanish words and phrases holds considerable potential for enhancing the cultural authenticity of English-based text." In order for this to occur, the words must be strategically and skillfully placed. Language is an important indicator for an authentic text.

Criteria

When examining Chicano children's literature I looked specifically at certain elements Sims-Bishop (1982) found to be crucial when identifying culturally conscious books, those which came closest to depicting the social and cultural circumstances associated with growing up Black in the United States (Sims-Bishop).

The label culturally conscious suggests that elements in the text, not just the pictures, make it clear that the book consciously seeks to depict a fictional Afro-American life experiences. At minimum this means that the major characters are Afro-Americans, the story is told from their

perspective, the setting is an Afro-American community or home, and the text includes some means of identifying the characters as Black-physical descriptions, language, cultural traditions and so forth. (p.49)

I found commonalities between Chicano children's literature and the underlying themes in culturally conscious African-American literature. For example, Chicano children's books, as African-American literature, allow children to become in touch with history, traditions and cultural values. Even though the Chicano stories took place in the United States, characters in the book referred back to Mexico or their parents' experiences living in Mexico. The past

seemed to influence the current situation emotionally and physically. In *My Diary From Here to There* (Perez, 2002), Amanda the main character writes in her diary as she travels across the U.S.-Mexican border and longs to return home to see her friends. Amanda has a friend in Mexico whom she frequently writes expressing her frustrations and concerns traveling without her father. The theme of **family relationships** is present throughout the book.

The theme of **border crossing** runs throughout many Chicano children's books. The U.S.-Mexican border is a common setting for stories to take place. The stories take place crossing the border to the United States or living on the border. In *My Diary From Here To There*, the main character remembers friends from Mexico as her father is driving through Mexico and eventually across the border. In *Friends From the Other Side*, Prietita meets a friend from Mexico who crosses the border to the U.S. side, her backyard (Anzaldua, 1995).

Heritage and tradition are valid criteria when investigating the representation of a romanticized notion of Latino traditions, Barrera (1997). There is a common stereotype of traditional foods such as enchiladas, tacos and other stereotypical foods that are commonly associated with being "Latino." This notion become the norm and is often romanticized. I look critically for what types of foods and traditions are presented. Are they authentic? How often are these symbols used throughout the book and in what context? Were they placed for a strategically or "tokenly" included?

Sims-Bishop describes "**living in the city**" as another relevant criterion. This is useful when reviewing Chicano children's literature because Chicano experiences do not only take place in rural Mexico or in an urban city. The experiences that come with living in an urban neighborhood are important to distinguish from living in a rural town. This is a sensitive area because literature that only represents these realities may perpetuate stereotypes (Barrera, 2003). There should be an even, accurate balance between these portrayals.

I also found the **family relationships** criterion as useful in describing themes within Chicano children's literature. The family is often the central unit and/or theme to a story. I consider this as an important theme due to the frequent mention of family in Chicano children's books. Most of the books center around family units or how the characters actions affected the family unit or an individual family member. For example, in *My Diary From Here to There*, the father's decision to leave Mexico affected Amada and her family. The brothers were excited to leave but Amada was emotionally distraught. This sense of family is a strong theme running across the literature.

Language is a central issue in the literature. In *Chato's Kitchen*, Gary Soto uses code switching throughout the text. I questioned that text. Are Spanish words strategically placed? Is the book translated from English to Spanish? Is the language authentic to the time and setting of the story? I considered all of these aspects of the language factor when reviewing literature. Barrera's study, discussed in

Stories Matter (2003), focused on the frequent use of certain words in Latino children's books. Barrera's work provided a guide to look for these characteristics.

Sims-Bishop describes Black English as the most easily distinguishable feature identifying a book that attempts to reflect an African-American experience. Spanish, Chicano Spanish and Chicano English are therefore distinguishable factors when identifying Chicano literature. The language must be strategically placed, authentic and sensitive. It should not be confused with what Sims-Bishop describes as, "street talk" or "slang." Would Chicano children be able to identify with Castilian Spanish? Does the language reflect the language(s) spoken in the classroom? These are questions teachers should consider when choosing literature.

Barrera and de Cortes (2004) in their in-depth study of books considered Mexican-American children's literature also reported that the language used was the standard and/or academic form of Spanish. The implications of using the standard or more traditional form of Spanish with Chicano/a children needs to be considered in the context of children's language identities. The diversity of languages within the Mexican community includes representing Chicano/a Spanish, English and Caló but this diversity is rarely addressed in children's literature.

The linguistic diversification has been characterized as problematic by the "language police" on both sides of the border: English speaking extremist groups,

such as the advocates of U.S. English, and those self-appointed members of the Academic Real de La Lengua who are dedicated to the preservation of the "mother tongue" have very narrow views as to what constitutes high status Spanish and standard (high status) English. (Mercado, 2001)

Mercado argues that educators do not address how the history of the Mexican people is reflected in the language(s) spoken at home and school.

The use of Chicano Spanish or Castilian Spanish is not relevant in teaching Spanish to children. There is little research available to show how these variations of Spanish serve as linguistic input. It can be problematic if children are only being exposed to one perspective of the language and diverse voices are not represented in the classroom. Rudolfo Anaya, a legendary Chicano adult and children's writer, poses questions to schools and publishers of children's books. He states: "What literature are we teaching in the classroom? Who writes it? What social reality does it present? Who packaged it for us? How much choice do we have as teachers to step outside the mainstream packaging and choose books?" Anaya (1992) presents critical questions educators must ask themselves when selecting children's literature.

Sims-Bishop review of African-American children's literature found that when language is poorly depicted, the literature will reduce characters to caricatures. When language is poorly

depicted in Chicano children's literature, children are not only exposed to inaccurate, unauthentic language, they are also seeing stereotypes of Mexican-American people. Barrera and Quiroa (2003) question these stereotypical or token bilingual language representations. This aspect of language should also be considered in selecting Chicano books as well as in evaluating books used in the classroom.

In addition there are other key issues, for example, the illustrations depicted in the literature. What skin colors are represented? When was the book published? Sims-Bishop argues that books written before the 1960's must be questioned. Post-civil rights, schools, libraries and publishing companies were required to make and supply culturally conscious books. In addition, looking at allows teachers to identify insider/outsider perspective. Who wrote the book? What are their cultural experiences? Do they offer an insider or outsider perspective? When evaluating literature ethnic background, cultural and language experiences of the author help determine accuracy in the literature. Authors who do not talk about their invested interest may present inaccurate portrayals.

Researchers in this field (Sims-Bishop, 1997; Barrera, 1997; Nieto, 1997 1992) have concluded that an author's ethnic background plays a role in what themes an author chooses to write on and how they portray language and culture in the text. Their cultural experiences influence the language they use, contribute to how they represent the characters in the book, and ultimately play a role in determining if the book is

authentic. These are all factors to consider when choosing literature.

The push towards English Immersion in California is affecting the literature used in the classroom. Schools push for English only limits the use of the first language in the classroom. Even though schools may not provide bilingual education, Chicano/a children's literature is a potential outlet for children who are not seeing their first language in the classroom. Chicano/a children are provided with another option to see themselves, their language, culture and bicultural identities. Chicano/a children's literature provides a space for both languages to be used together. Selecting the literature can be difficult for teachers who do not have these lived experiences.

When selecting Chicano children's literature there are many issues to consider. First and foremost, teachers should aim for accurate depictions in the literature. Stereotypes represented in culture and language should be avoided. The selection of literature should be informed by investigation and research. Also, knowing of publishers who aim for cultural authenticity is an effective way to research and select children's literature. There are publishers who aim for accuracy and authenticity. Publishing firms and non-profits such as Children's Book Press, Lee and Low Books and Piñata publications place cultural and language authenticity as a priority when publishing multicultural children's literature. Teachers can begin with these publishers. Also, looking at the Tomas Rivera Award for awarded children's literature provides a starting point as well. In order to present authentic

views of the Mexican American/Chicano community, children must be presented with authentic views in the classroom. Literature makes a long lasting impression on children and teachers

need to be aware of this impact. By using the criteria presented in this article, teachers can make informed decisions on the images they present in their bilingual classrooms.

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Case Studies of Minority Students in a Transitional Bilingual Education Program

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The educational system in many of our schools fails to meet the academic needs of minority students. The dramatic shifts in student demographics are demanding changes in the ways we are teaching them. It is essential to understand the long term effects of our past educational practices and bilingual programs. Research indicates that there are many academic, historical, socioeconomic and language factors that can contribute to minority students' success in schools. This research looked into the factors that have influenced the academic success or failure of native Spanish speaking students who were placed in monolingual English instruction programs in their early schooling. The project presents five case

studies of these students over thirteen years in one district. The students' case histories reflect many of the same academic and social problems encountered by minority students in our school system. The parents' lack of formal educational experiences provided limited home support for the students. The families' and students' language and cultural backgrounds were in conflict with the school district's focused method of delivering academic instruction. The students' academic history showed the limited academic skills learned through their English instruction. Test scores did not show a steady upward growth of skills and students never reached parity with their English speaking peers.

Chapter 1

Bilingual Education in the Classroom

My First Class

On August 24, 1988, I began a career in education assigned to a transitional bilingual first grade classroom at Vandalia Elementary School. The enrollment was seven hundred and twenty-five students and the school year was on a traditional schedule, (Sept.-June), with a teaching staff of twenty-seven teachers, as well as fifteen support staff personnel. The growing number of both main stream

and language minority students required the district to make changes in the housing and educational program for the students. The school, located directly across the street from the local community college and along side a middle-school campus, had an ethnic population consisting of Hispanic, Hmong, Lao, Native America Indians and White students. In 1988 California was experiencing an increase of limited

English proficient students. The reported number of LEP students in 1987 was at 613,224 students in California public schools. In kindergarten through third grades there were 291,719 students (Loide, 1991).

With a background in bilingual education I understood the difference among programs such as, immersion, early-exit, late-exit transitional bilingual and the academic success of bilingual students in such programs. During this first year, I had to draw from my previous preschool work experiences as well as from my academic training in bilingual education at California State University, Chico.

My class that year began with twenty-nine students, but by the end of the school year, a total of forty-two students had been enrolled in the class during the year. There were two months when the class enrollment had increased to thirty students. Twenty-five students were in the classroom the entire school year. Fourteen students had stayed from a few days to a month; then they were either moved to other schools or their families moved out of the district. The initial make-up of the class consisted of eleven English learners, nine bilingual speakers and nine monolingual English speakers. Ten of the students had been together in a bilingual kindergarten and then moved into the bilingual first grade. Six additional students had been at Vandalia's other kindergarten classes but although they were English speakers, they were moved into the bilingual setting in first grade by parent request. The parents' expectations were that their children would read in English but would learn to speak Spanish in this bilingual setting. The thirteen remaining

students were a combination of new students or transfer students from neighboring schools which lacked space in their school campus during the enrollment period. These transfer students were placed on a waiting list and the parents could move students back to their neighborhood schools when there was an opening in first grade at that site.

In my classroom, I had a bilingual assistant for one hour and an English speaking assistant for three and a half hours in the mornings. In the area of curriculum, the district had bilingual text books for the math and reading programs but lacked Spanish primary language text books in the areas of science and social studies. There were virtually no primary language library books in either the library or the classrooms. Staff development for the year consisted of a grade level expectancies booklet and six hours of training in writing lesson plans following the district's policy. The district had just adopted its Spanish reading program so the certificated bilingual teachers received two hours of training on the use of the program. All other support related to curriculum needs came from teachers helping each other on the campus.

I had started the school year expecting to apply my background experience to this bilingual transitional program setting. The school was following the district's policy to move students into main-stream English classrooms by the third school year. The district's plan on paper sounded easy but in application it had many problems. This policy was in direct conflict with the needs of the minority students who

needed academic instruction in their primary language beyond the second grade in school.

By December of that first school year, our school staff was informed that we were going to a year-round calendar in July of 1989. The changes, using the existing classrooms and adding six teachers to the staff, would allow Vandalia School to house a total of one thousand students. This information required changes in my approach to teaching the academic areas and using the minority students' primary language for instruction. The problem was complicated by the year-round calendar and its tracking of students by the academic calendar chosen by their parents at the time of enrollment at the school. District-wide English speaking students would be allowed to change into any of four calendar tracks.

At Vandalia School English learners were directed to the Red Track where the only two bilingual teachers had been assigned. Therefore, I began to look at the students' future academic needs. It was clear that the English speaking students were not going to stay in the bilingual track where they were allowed more time to develop their English reading while they acquired the Spanish language. Many would be moving into the monolingual English tracks starting in second grade. It was important to assure that fluent English speakers be at the same exiting level in English reading as their counterparts in other first grade classes. Lacking the program training on the district's adopted English reading series, I found it necessary to talk to and observe school site teachers in the first and second

grades to learn the reading program for both grade levels.

The academic needs of the English learners in second grade were of great concern to me because there were no other bilingual teachers beyond first grade assigned to the bilingual track. Teachers were told that students needing further primary instruction could be transferred to the other school sites in the district; Olive Street and Doyle School. It seemed necessary to visit the bilingual schools that would be receiving my students as second graders.

Although the two schools approached the publishers' goals differently, at the same time, they had many of the same concerns regarding the needs of students. The bilingual teachers found that the material presented was beyond their students' comprehension levels. They were also in great need of primary language literacy materials that would support first and second language literacy development (Freeman and Freeman, 1997). In addition, there was a lack of qualified bilingual staff to fill each grade level. Placement of teaching staff had been according to the calendar track that the teachers' chose to teach during the year-round adoption phase at each site. The needs of the students were a second consideration and students were placed on a track where most of the bilingual staff was assigned to Red or Blue Tracks. Because of all these complications, some of the students could be placed with a bilingual Spanish speaking teacher in first grade, then have a monolingual English speaking teacher in the second grade, then find themselves in a bilingual setting again in the third grade.

In July of 1989, the school year was opened with the Red Track designated as the bilingual track. There were bilingual teachers in kindergarten and first grade with monolingual English teachers in second through sixth grades. My twenty-seven first graders moved into second grade in the following tracks. Thirteen of the English learners

were placed with Miss Morgan, a French and English speaking teacher on Red track. Five of the monolingual English speakers were moved into the other three tracks. Six of the advanced bilingual speaking students also moved out of bilingual Red track. Three students were moved to other schools in the district.

Going Beyond the First Grade

In the second year of our program a second grade teacher with four years of bilingual teaching experience was hired. The two of us developed a personal and professional team effort in order to help both sets of first graders and second graders in our bilingual classrooms. We spent time discussing the first graders progress in my class and the strengths and weaknesses bilingual students demonstrated entering the second grade. Her professional opinion was important in order to make changes to my approach to working with the minority students. I found that this helped to improve my teaching strategies, and it reaffirmed my belief in giving students academic instruction using their primary language.

I wanted this year to be a positive experience for all my students. English speakers were learning basic communication skills and academic terms in Spanish. English learners were hearing academic English and practicing oral English communication skills with their classmates. All the students were expected to meet District's grade level expectancies. Academic content was presented in both languages in order to meet the learning needs of the students. Students were comfortable working and

learning from each other in the classroom and on the play ground.

As the school year progressed, I wondered if the academic growth in both classes would continue when students entered the third grade. There was no bilingual teacher assigned to the third grade. The problem was that the bilingual students in the Red track were going into classrooms with English speaking teachers and classrooms lacked curriculum materials in their primary language. After second grade, these students were not receiving comprehensible instruction. Meeting the recent arriving English learners academic needs was not seen as a problem beyond the second grade. Krashen's theory "draws a distinction between language acquisition and language learning". "We acquire language when we understand it" (p. 101). "The key factor is comprehensible input: messages in the second language that makes sense" (Crawford, 1991, p. 101-102). The older English learners in Vandalia's school were not acquiring English because they could not understand the instruction.

Statement of the Problem

In each of the following years, the makeup of my class was changing to include more Spanish speakers to the point that it created a monolingual Spanish classroom with students at different levels of English learning. Changes in the educational system came very slowly and without the school wide support; it was hard to implement teaching methods that best support the academic progress of language minority students.

The educational system in many of our schools failed to meet the academic needs of language minority students. The past practice that the educational system had in place was a transitional bilingual model with the primary goal of having the students learn English in three years. Many educators, those outside of bilingual education, fail to understand “the relationship between language proficiency and bilingual students’ academic progress” (Cummins, 1996, p. 55). Cummins’ work and that of other investigators clarify the “distinction between contextualized and decontextualized language as fundamental to understanding the nature of children’s language and literacy development” (Skutnabb-Kangas and Toukomaa, 1976; Bruner, 1975; Olson, 1977; Donaldson, 1978, as cited in Cummins 1996, p. 56). Bilingual students require more than three years to develop first language proficiency and the academic language of English. Studies by Collier (1987, 1989) have shown that immigrant students require five to seven years to reach national norms in reading, social studies and science. By reviewing the different bilingual models, I intend to use the

information to explain the failure or success of students that have spent the twelve years in our educational system. This information is important to help adopt appropriate curriculum approaches to use in the classroom.

There are many factors that influence the degree of academic success of bilingual students. These factors are not limited to the school system; but also reflect social attitudes in the community and family structure as influences on minority student success in the schools. Cortes’s (1986) contextual interaction model suggests that failure of students is the result of an interaction of social, educational, and psychological factors that influence individuals as they live in the community, the school, and their homes. Cultures are dynamic, always changing, so they interact with each other rather than match or mismatch. Ogbu and Matute-Bianchi (1986) note that some minority groups do better than others in the school setting. They attempt to account for these differences by differentiating minorities groups as “immigrant, caste-like, and autonomous minorities”. It is with these constructs in mind that I have chosen to research the twelve years of academic progress of students in my first bilingual class.

It is essential to understand the long term effect of our past transitional bilingual program at my school site. The purpose of this research is to take an in depth look at the factors that have influenced the academic success of minority students who are placed in transitional bilingual programs. In this thesis I will answer the question: To what degree did the academic instruction

in primary language support the

academic growth of students?

Historical Factors

In the United States, as well as in California, the educational institutions have not been structured to accommodate minority students. They are organized to meet the industrial and economic needs of the country and the state. This economic focus has caused the continuing separation and inequality of education programs. It has instilled in all phases of our American culture the existence of social classes based on racial and religious differences. The dominant social attitude has been that minority students did not have the intelligence, attitude or economic need to be educated (Spring, 1994, 1997). Social attitudes and educational focus are in the power and control of the policy-makers who finance schools at the state and national levels of government. Decisions made in the political arena are not meant to meet the needs of all students, thus creating our educational class system.

Bond (1981) presents his general explanations of the poor academic achievement by non-mainstream children dividing explanations into three categories “(1) the genetic argument, (2) the cultural argument, and (3) the class analysis argument” (p. 16). As the educational system has failed to meet the needs of minority students, the public as well as the educational institution have shifted the blame to the family’s lack of

support and the students’ lack of the English language when they entered school. In order to understand the complex reasons why minority students are academically failing, one needs to understand the history of education including the history of equality. (Bond as cited in Valdéz, 1996).

The struggle for equality has focused on the civil rights of women and minority groups. Educational and employment opportunities continue to be closed for many in these two groups. Educational rights have had to be won in both the political and social arenas; “Both groups struggle for equal political power, equal access to economic opportunities, equal treatment and access to social institutions, and equality of educational opportunity” (Spring, 1994, p.110). It is easy to see how the ruling majority has had the opportunity to gain control over the lives of women and minorities through the educational setting. Changes required improving the educational programs for women and minority students have been enforced only after court ruling.

Present Setting of Bilingual Students

The dramatic shifts in student demographics are demanding changes in the ways we are teaching language minority students. These changes have resulted in a stronger political effort to take away the educational gains made in the education of minority students in the California's educational system. The education of minority students is seen as a political and economic threat to those who are dependent on the cheap labor force that has existed in the past. The economic slavery of minority groups had been fixed by the education system. Society has managed to blame minority students and their families for their failure in our present educational system. Second language learners learning English but struggling academically are blamed for their lack of success. Cummins explains that the school system follows this line of reasoning. Because bilingual students are fluent in English, their poor academic performance and/or test scores cannot be attributed to the lack of proficiency in English. Therefore, these students must either have deficient cognitive abilities or be poorly motivated (Cummins, 1996, p. 55).

At my school site, there are now bilingual teachers on Red Track and support staff throughout our kindergarten through sixth grade

classrooms. However, it is necessary to review our past teaching strategies to evaluate what we should do next. We cannot teach effectively utilizing the past teaching methods that have failed to meet the learning styles of minority students. Further staff development and training is necessary to insure that the most effective teaching methods implemented are based on current and sound research data.

Today's classroom teacher should be a researcher and scholar. This concept refers to the "action research" by teachers into their own classroom practices (Freeman and Freeman, 1994). The teacher as researcher model assumes that part of the satisfaction of teaching is the active participation in the development of new methods of instruction and the creation of new classroom materials. "Teachers assume the responsibility of judging their teaching methods, experimenting with and evaluating new methods, and actively exploring new methods of instruction by working with other teachers and seeking advice from university researchers and scholarly publications" (p. 57). Classroom teachers are the best source of information about teaching and that their share experiences provide a method of improving instruction (Spring, 1994).

Mona Romandia's Masters Thesis presents extensive research on the progress of five students over a period of thirteen years. We will continue publishing Mona's research in future Journal editions. Mona is a veteran teacher in the Porterville School District in Tulare County.
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El Peleonero

Juan M. Flores, Ph. D.

Alan McMann was a tough white kid at Sharp Elementary School in Pacoima, California in the late 50's. Pacoima then was a poor, mostly white working class neighborhood in the Northeast portion of the San Fernando Valley. I was frightened by Alan. He was a freckled white kid who had a loud, aggressive way about him that intimidated me. He wore dirty, blue jean pants and a worn blue jean cowboy jacket that fastened with brass buttons at the waist. My mother warned me about kids like Alan.

"M'hijo, ten cuidado con los Okis. Son muy cochinos y peleoneros."

Sometimes when I was not cleaning our yard as I was supposed to, mom would say that people would think that our house was "una casa de Okis." Or sometimes I came home dirty after having played in the empty field next door. My mother scolded me, telling me with disappointment that I looked like I was from "una casa de Okis."

Alan was smaller than I was, but when he walked around he seemed bigger. He was like a little game rooster, walking around, waiting for somebody to look at him the wrong way, and ready to jump into any fight, no matter who started it. Alan struck fear in me and in other kids that were not popular or athletic. I avoided Alan and did not feel safe when he was around. Alan was a little bully.

I was very dark and small compared to the white kids in my school, whose pink, freckled skin seemed to turn red in the hot sun of the San Fernando Valley. My hair was thick, black and stood up on end despite my efforts to grease it down with gobs of pungent Three Flowers pomade. The sweet scent was overpowering and the pomade seemed to melt and make my neck glisten in the hot summer sun. I tried to flatten my hair down by wearing on my head an old pair of women's nylons that had been cut and tied to the size of a skull cap. I wore the nylon cap over my head as I slept every night. In the morning my hair was flattened down against my scalp, but it was still thick and straight. I made my hair lie flat against my scalp, but it had not lost its straightness and it appeared like sharpened, pointed cactus thorns, treacherously waiting to stick and prick unsuspecting hands. I combed my hair straight back, and some of the kids called me wolf man because of the way my hair looked.

The surfer look was big in Southern California, and all of the white kids wanted this look, with their tight white Levi pants, short sleeve paisley shirts, and slightly long blond or bleached hair that was combed to the right and slightly over their faces, carelessly covering their eyes. This was the look that you needed to belong to the "in crowd." I had the tight white Levi pants and the short sleeve paisley shirts, but I could not have the slightly long blond or bleached hair. The next best thing for me to do was to comb my own thick, severely straight black hair to the side, as I tried to have "the look."

After being picked by Alan once again, I sent for a self-defense kit by mail order with

money that my dad had paid me for helping him cut the plastic cover off the copper wires he brought home from work and later sold the metal recyclers. The ad for the self defense kit was in the Superman Marvel comic books and guaranteed that whoever used this kit would never be bullied again. I ordered this Judo kit with the order form I tore off the comic book cover.

Every day I checked the mailbox and was disappointed at seeing an empty mailbox without the long awaited kit. But I eagerly wanted this wonderful kit that would one day free me from being bullied by Alan, and I dreamed of the strong person that I would become with the help of this kit.

The kit finally arrived after a month of waiting, and I eagerly read through all of the instructions and the descriptions of the possible self-defense situations and the moves that would help me become a confident and self-assured he-man.

My younger brother, Ramon, served as my assistant and "dummy" who faithfully and cheerfully responded to my instructions and put me in the necessary choke holds and waist-level bear hug positions described in the book. He allowed me to flip him over or trip him as I imagined doing to the Alan McMann if he one day tried to do these same things to me.

Ramon's little body landed on our front yard with a loud thud again and again. He raised himself each time, dusted the dirt and dry grass off his white, now soiled, T-shirt, and eagerly agreed to my next request to try another choke hold, or this time to grab me from behind, maybe a chest level hold this time so that I could try an overhead flip. At last I felt that I was ready to defend my honor on the Sharp Avenue School playground and once and for all declare my freedom from Alan McMann and all bullies like him forever.

The day came, and I was standing by the jungle gym in the sandbox at school by the library. Alan walked over to the sandbox and yelled out to me "Hey 'Wan' com'ere!" expecting that I would do as he said right away. But I had already decided that I was not going to do what he said. When I didn't come over, he got a twisted look on his face and walked over to me, quickly wrapping his arms around me in the position described in my self-defense book on page twelve, illustration number 32. Alan was behind me and his arms were wrapped around my waist in an arm lock as Ramon and I had practiced so many times in our front yard. In my mind I quickly went step by step through the overhead throw release. Alan's little bully body flew over my head and he landed with the familiar thud that I had already heard so many different times in the front yard at home, and his astonished freckled face looked up at me, wondering what had happened. I also was surprised at what I had done. My look of surprise slowly revealed a little bit of fear of what Alan might do to me now. Alan saw this look in my face and slowly got up, telling me "Hey Wan, don't do that again!"

Alan dusted the sand from his Levi pants, and walked away. My fear turned into a feeling of relief that Alan did not try to hurt me.

Then he turned around and said, "Wan, how did you do that?" "Can you show me?"

"Sure, Alan. Put your arms around me like you did and I will show you how I flipped you." Just don't pick on me any more, OK?

"OK," Alan said. "I'm sorry that I have been mean to you. "Now show me how to do that."

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**2007 AMAE, Dia del Maestro: "Harvest of Dreams"
Art by: Fernando Rubio**

Cinco de Mayo- A pre-K Play

Ana Maria Garcia-Gomez, MA



CINCO DE MAYO—A PRE-K PLAY (Outdoors or Indoors)

Cast: General Zaragoza and 5-15 Mexicanos/as in sombreros: “Napoleon III” with same number of “French Soldiers” in fancy uniforms and Triangle hats. Flag holders may dress as Benito Juarez, Maximiliano and Carlota.

Scene: The battlefield (anywhere), the Mexicanos and the French facing each other in two rows about 6 feet apart, the narrator (proud teacher) holds the microphone in front with 2 (shy or quiet) students on either side, holding an American flag and a Mexican Flag. (a third student can hold a French flag)

Narrator: *On Cinco de mayo, 1862, a long, long time ago, the French went to Puebla México to take over the land. The French thought that since everyone in Europe said they were one of the best with their fancy hats and fancy uniforms, that the Mexican people would be happy to have the French rule them. Do you think the Mexicanos wanted the French to be their boss? (Wait for the crowd to respond No!) This is what happened...These are the French in their pretty uniforms. These are the Mexicanos in their work clothes. They were tending their crops when the French came. (Mexicanos are bent as though they are planting; French take two steps closer to the Mexicano row.)*

A Mexicano and a French Officer, by pairs, step up to the narrator to say their lines. After, they pass by their respective rows and rotate to the end of the line.

1st. French Officer (dressed as Napoleon III): *We came to rule you.*

1st. Mexicano dressed as Zaragoza: *¡No, nos puede gobernar!*

2nd. French soldier: *Give me your land.*

2nd. Mexicano: *¡No te doy mi tierra!*

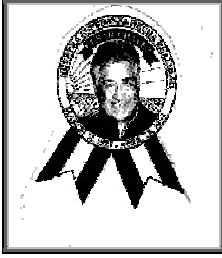
3rd. French soldier: *Give me your money.*

3rd. Mexicano: *¡No te doy mi dinero!*

4th. Pair and so on: *Give me your... house, farm animals, wife/husband, children, girl/boyfriend (for a chuckle), toys, clothes etc.* (Students may compose their own lines).

1st. Officer (Napoleon III) and Zaragoza come back to the Narrator, Officer: *If you don't give us your land then we'll fight!* Zaragoza: *Entonces, vamos a pelear...* (Both lines pretend to fight without touching; the French fall down, the Mexicanos march around proudly waving their arms).

Narrator: *The Mexicanos won! They showed others that you can't just take things! ¡Viva México! Later, the French came back and did take México but once again they were driven away. After that, they made friends with México.* (French stand up and shake hands with the Mexicanos). *Then, they had a celebration!* (all may join in dancing *La Raspa/La Molina*; students march off hand in hand). *The end.*



CORRIDO A CÉSAR CHÁVEZ

Cuando me dicen -- ¡Viva la Causa!
Yo les contesto--¡Viva César Chávez!
Y cuando la causa llega a la lucha
Yo les recuerdo--¡Viva también Dolores!

Cuando la lucha es pesada y es largo el camino,
Podemos mirar las flores,
Gracias a César, los campesinos,
y no se olviden de los trabajadores.

1927 nació el Santo en que tanto confiamos,
1965 fue la marcha que en Delano reconquistamos.
Es una lucha de justicia, que une a la gente de todas las razas y edades
Gracias a César--¡Viva la Causa! ¡Seguirás en los corazones!

~~~~~

### **BALLAD TO CÉSAR CHÁVEZ**

“Long live the Cause!” is the shout I hear,  
Reminding me of my César dear, the Great César Chávez!  
And when the cause gets rough, we’re tough enough  
Because we still have our Dolores.

Though the road winds on for hours, we can still see the flowers,  
Thanks to César and those who work the soil.  
The struggle is hard but the cause is just and very much worth our toil.

1927 he was born, but not so forlorn, for this man he won our trust.  
1965 we marched and although the road was parched,  
Our boycott they couldn’t bust!

The Cause is right so we’ll show our might  
All ages and races united.  
Thanks to Cesar and us, who ban poisonous dust,  
Together we can’t be divided!

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**Both pieces, Cinco de Mayo- A pre-K Play and Corrido a Cesar Chavez were submitted by Ana Maria Garcia-Gomez. Ana Maria Garcia-Gomez is now a retired teacher, after working for Head Start and LAUSD as a teacher for many years. Throughout her career as a teacher, Ana Maria completed an MA degree in Urban Education-Bilingual and got her National Board Certification as a teacher of English as a New Language and Early Childhood. Ana Maria has also been an active member of AMAE for many years and an active member of the East LA community.**

## **Mi General - Daniel Hernandez**

(In Loving Memory)

*Juan García-Castañón, Ph.D.*

I always wanted to see you again  
And thank you for being my older  
Brother.

When I needed it the most  
When I was a young man,  
Just left from the nest.

I can't even remember how we met  
Through Armando or Romano or  
through our mutual quest for what was just.

You were the leader and led  
Us into battle against the  
Institutions and their reps.  
It was fun to battle cry and  
Provoke the so called leaders of  
Academe, and fairness for all.

You were the visionary. I knew you had talked to  
Armando and  
With that I would follow you or say  
The things you didn't so that you  
Could negotiate; what a brother.

So many things that we did in such a short amount of time,  
as I look back the span of 35 years or so.  
We were just kids and best friends  
Even though you were the older by 2 or 3 or 5 years, I forget.  
We went to Fresno to rally the other Chicano students; to  
LA and Berkeley, and Oakland, El  
Paso and San Antone, too.  
To talk about and initiate Chicano Student power,  
politics in the halls of  
Learning 1000 miles an hour.

The daily little "empujos"  
The reassurance we were right  
The confidence I felt in you  
To push a little harder and work and plan deep into the night.  
The circle of fellow "soldados", Benja, Armando, Tomas, Eduardo,  
Sonny the lowrider, and the batos from Oakland,

Victor, Manuel and who could ever forget Frank Rivas.  
Itz\* all coming back to me now. (\* It's)

The house on 10<sup>th</sup> street where it all took place; where we planned  
it all; who would go to which meeting,  
Who would say what; who would  
Write it up and Who would stand  
up first to interrupt?

You were our leader our mentor our brother. Who would have ever  
Thought that you would go first.  
Daniel UR\* our brother; we will follow you, (\*you are)  
one step after another; one breath after another,  
after the last, to one another.  
God took you and you rest my big brother.

RIP

---

**This poem was written in memory of Daniel Villanueva Hernandez who died quite unexpectedly in San Jose in June 2003. He was a community activist in San Jose and the Bay Area for nearly 40 years, having been involved in Chicano community activities from student initiatives to farm worker and labor issues, housing, health, and police monitoring. As a lawyer he took up many causes over the years in civil, criminal, and family law. He was a great friend, family man, father, brother, husband, and most of all a mentor to young people.**



**Catedral de Ocotlan, Tlaxcala, Mexico.  
Photo by: Veronica Sanchez**

## MANY LANGUAGES: ONE TONGUE

*Alfonso C. Hernandez*

In Chinese pain is pain in English  
Both new born cry the exactly same cry  
In either tongue  
When torn out from their mother  
The horror of this Earth appears in either language  
In England and in China new born souls would prefer  
To return to the Cosmos whence they came from.

Love is in Swahili as in French is Love  
Both hearts always beat  
At the exactly same rhythm  
The same measure of blood  
Bursts out from either heart  
Equal, the horror of the Absence  
When the loved ones just die  
In Black Africa and in France  
The Essence of Love is equal in aroma.

Singing in Nahuatl is in Italian Singing  
Lyrics signify the exact longing nostalgia  
The glorious past forgone  
But still pure landscapes  
Both hearts keep on bleeding  
The present in the instantaneous Void  
And the bacchanalia Void in the future  
The melody, the harmony and the lyrics  
In Italy and in Mexico  
Burst out from the exactly same fountain  
And the depths of the source  
Are as crystalline in each language.

In Japan, metaphors are ceremonies  
As ceremonies metaphors in Araby  
Marriage, Family, Work: three themes  
In either tongue ring one single bell  
In Arabic "I do" rings exactly the same Temple bells  
As "I do" reverberates in Minarets in Japanese  
On these lands, Fate has absolutely no power  
In the care and the rearing of children  
Valued more than the pearls from the Sea of Japan  
Valued more than the Black Gold from the Sands of the Desert

And the exactly same sweat is now raining out  
From the labor in factories and the work in oil fields.

In Hindi, Death has exactly the same meaning  
As the meaning of Death in Spanish  
In Mexico and in India both scythes cut just as sharp  
Death is a liberation from misery and cast  
A return to the immaterial Void  
The maternal, the ethereal Cosmic Light  
Where Love, Harmony and Spirit  
Emanate from the exact same Center and Mass.

All the languages of the world  
Speak in only one soul  
Russian, Urdu, German, Wolof  
So many, many languages  
To name one single emotion  
The magic of Poetry and Prayer  
In exactly the same wavelength  
Love, Agony, Pain and Joy  
All our enduring struggles for perfection  
Clamors resounding in the waves of the wind  
From the Sea to the Sun and Beyond  
Like the Wheel of our Fortune  
Like the pull of the moon on the ocean  
Our inalterable seesaw of existence  
From our Earth to the Galaxies  
To begin once again and Again  
Our endless Karmic, Cosmic Cycle.

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**Alfonso C. Hernandez is a teacher of French in the Porterville School District, Tulare County.**  
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## MANIFESTO II: Education

*Alfonso C. Hernandez*

|                                                                                                                                                                                                     |                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All education<br>Must be free<br>Including graduate school<br>For all the real students                                                                                                             | Then<br>OUR AMERICAN SYSTEM OF<br>EDUCATION<br>Will make us proud                                                                                                                                                                           |
| Many children<br>Are not able to learn<br>For lack of intelligence<br>For being born impaired<br>But they are trainable                                                                             | All administrators<br>Should be in the classroom<br>At least one period a day<br>And should be paid<br>On the same salary scale<br>As teachers                                                                                              |
| Children should pass<br>From one grade to another<br>Only when they are at grade level<br>In their achievement<br>Regardless of chronological age                                                   | All teachers<br>Should teach<br>Only ten years<br>At each level<br>Starting at elementary school<br>Those teachers wishing to progress<br>Must follow a course of study<br>To move up to Jr. High,<br>High School<br>College and University |
| Since only children<br>Who are wanted<br>Are born<br>Having love<br>And discipline at home<br>They learn the benefits<br>Of knowledge and wisdom<br>In a healthy home                               | Then<br>All levels<br>Will be prepared<br>With methodology and content<br>Teachers should have<br>The option<br>Of remaining<br>At a particular level                                                                                       |
| ...                                                                                                                                                                                                 |                                                                                                                                                                                                                                             |
| All children<br>Should be tested<br>In grades 4, 8, 12 only<br>And if they do not pass<br>A truly comprehensive test<br>They must repeat one<br>Two years or more<br>Until they are truly prepared. | Money should not be<br>The incentive<br>Equal pay<br>At all levels<br><br>Only experience<br>Education<br>And seniority<br>Will be the basis<br>For progress.                                                                               |



**SCHOLARSHIP**  
**ON**  
**MEXICAN AMERICAN/CHICANO ISSUES**

Books recommended by Estella Acuña , Chicano Student Programs, University of California, Riverside.

**1. The Daughters of Juarez: A True Story of Serial Murder South of the Border**

by Teresa Rodriguez, Diana Montane, Lisa Pulitzer

Publisher: Pocket Books

**2. 500 Years of Chicana Women's History**

by: Elizabeth (Betita) Martínez

Publisher: Atria

**3. MEChA Leadership Manual: History, Philosophy, & Organizational Strategy.**

by Roberto Tijerina

Publisher: Coatzacoalco Publications

The MEChA Manual provides a history, organizational understanding, and practical guidelines for Chicano activists from High School, Community College and University levels on the meaning of Chicano, Chicano Nationalism, the organizational and leadership functions of MEChA, and guidelines for understanding everything from starting a MEChA Chapter, conducting meetings, planning yearly events and conferences, to understanding the founding documents for MEChA.



**Teotihuacan, Gran Piramide del Sol, al norte de la Ciudad de Mexico.**

**Photo by: Cesar Sanchez**

**Journal of the Association of Mexican American Educators**  
**Rubric for Evaluation of Articles**

The following is the rubric that the Journal editorial board utilized in evaluating the submitted manuscripts. We hope that it gives you some guidance in the preparation of your manuscript and gives you a sense of how it will be evaluated.

Reviewer/Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Article \_\_\_\_\_

|                                                                                     |   |   |   |   |   |
|-------------------------------------------------------------------------------------|---|---|---|---|---|
| Article is identifiable                                                             | 1 | 2 | 3 | 4 | 5 |
| Article is readable and presentable                                                 | 1 | 2 | 3 | 4 | 5 |
| Article follows APA format                                                          | 1 | 2 | 3 | 4 | 5 |
| Article is well focused, concise<br>and has few or no deviations                    | 1 | 2 | 3 | 4 | 5 |
| Article addresses an important educational issue<br>and proposes possible solutions | 1 | 2 | 3 | 4 | 5 |
| Article is relevant to issues of Mexican<br>American/Latino students                | 1 | 2 | 3 | 4 | 5 |

Do you recommend inclusion of article in upcoming journal? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments/ suggestions relative to the article:

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## Association of Mexican American Educators, Inc.

1630 Van Ness Ave  
Fresno, CA 93721  
(559)266-AMAE

<http://www.amae.org>

### CALL FOR ARTICLES FOR THE 2008 JOURNAL

The AMAE Journal Editorial Board is inviting all AMAE members and other educators to submit educational articles, poems, short stories, essays, reviews of current books and thesis/research work that:

1. Address issues in the education of Mexican American/Chicano/Latino students.
2. Inspire students and educators to achieve more through education.
3. Offer solutions to the academic "achievement gap" and other educational issues that affect Latinos.

Articles must deal with issues from educational, social, political, cultural, or psychological perspectives; the status of the Mexican American/Chicano/Latino educator in an increasingly diverse society; special programs and efforts related to the issues and experiences of diversity.

It is the intent of the AMAE leadership to publish the AMAE journal on an annual basis.

#### The selection of manuscripts will be conducted as follows:

1. Manuscripts will be judged on merit and relevance to current educational and cultural issues.
2. Manuscripts should not have been previously published in another journal, nor should they be under consideration by another journal at the time of submission.
3. Each manuscript will be subjected to a blind review by a review panel with expertise in academia. The members of such panel will make their recommendation to the editorial board. The editorial board will make the final selections.

#### Manuscripts should be submitted as follows:

1. Submit an electronic (CD) copy of the article in Microsoft Word or email it to [acamacho1950@sbcglobal.net](mailto:acamacho1950@sbcglobal.net), [jairosan02@comcast.net](mailto:jairosan02@comcast.net), [alfonsochernandez@hotmail.com](mailto:alfonsochernandez@hotmail.com), [jflores@csustan.edu](mailto:jflores@csustan.edu). All illustrations, charts, and graphs should be included on the submitted copies of the CD or the email. CD's will be returned only if requested and accompanied by a self-addressed, stamped envelope.
2. Manuscripts should be no longer than 3000 words, although, if absolutely necessary, longer manuscripts may be considered. Manuscripts may also be submitted in Spanish. The standard format of the American Psychological Association (APA) should be followed.

Submissions sent by US mail should be sent to the State AMAE office: **1630 Van Ness Ave, Fresno, CA 93721**. Preferably submit your manuscript by email: [acamacho1950@sbcglobal.net](mailto:acamacho1950@sbcglobal.net), [jairosan02@comcast.net](mailto:jairosan02@comcast.net), [alfonsochernandez@hotmail.com](mailto:alfonsochernandez@hotmail.com), [jflores@csustan.edu](mailto:jflores@csustan.edu).

**Deadline for journal submissions is March 30th, 2008.** With submissions, please submit a brief curriculum vitae.

Yes, I am submitting a Essay: ☐ Poem: ☐ Short Story: ☐ Thesis/Research work: ☐ Book Reviews: ☐ Art: ☐ Other: ☐  
Yes, I want to sponsor the journal because it will offer a voice to the Mexican American/Chicano, educational community, \$ \_\_\_\_\_  
Yes, I want to buy an ad for my business: Full page (\$600) ☐ Half page (\$450) ☐ Qtr. Page (\$300) ☐ Back cover (\$1000) ☐

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_



## JOIN AMAE

Association of Mexican American Educators, Inc.  
 State of California  
 1630 Van Ness Ave, Fresno, CA 93721  
 (559) 266-AMAE (2623)  
<http://www.amae.org>

### APPLICATION FOR MEMBERSHIP

#### Local Chapter: (Check One)

- |                                                                                                                           |                                                        |                                    |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------|
| <input type="checkbox"/> Central Coast(Santa Maria)                                                                       | <input type="checkbox"/> Central LA                    | <input type="checkbox"/> East LA   |
| <input type="checkbox"/> Fresno                                                                                           | <input type="checkbox"/> Inland Empire(San Bernardino) | <input type="checkbox"/> LA Harbor |
| <input type="checkbox"/> Madera                                                                                           | <input type="checkbox"/> Oxnard                        | <input type="checkbox"/> Parlier   |
| <input type="checkbox"/> Pajaro Valley( Watsonville)                                                                      | <input type="checkbox"/> Porterville                   |                                    |
| <input type="checkbox"/> San Fernando Valley                                                                              | <input type="checkbox"/> South Central LA              |                                    |
| <input type="checkbox"/> South Central Valley (Patterson)                                                                 | <input type="checkbox"/> Santa Monica/W. Side LA       | <input type="checkbox"/> Visalia   |
| <input type="checkbox"/> I'm not sure. Place me.                                                                          |                                                        |                                    |
| <input type="checkbox"/> I'm too far from any existing chapter. I'm interested in starting a chapter in my area. Call me. |                                                        |                                    |

Date \_\_\_\_\_ New Member \_\_\_\_\_ Renewal \_\_\_\_\_

Name \_\_\_\_\_

Email Address \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Place of Employment: District \_\_\_\_\_ School \_\_\_\_\_ Position \_\_\_\_\_

Dues cover a period of **one year** from the date of receipt. Local chapters have additional dues to support local activities (Check with the local leadership). For the moment, you may register with State AMAE, and your information will be forwarded to the AMAE Chapter closest to you.

| Type of Membership                                                                                                                               | State Dues | Chapter Dues (if known) | Fill in Total |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------|---------------|
| <b>REGULAR:</b> open to all certificated/Credentialed personnel (Teachers, Counselors, Principals, Vice- principals, Learning directors, etc.)   | \$50       |                         |               |
| <b>RETIRED:</b> open to retired, "regular" AMAE members (See above).                                                                             | \$25       |                         |               |
| <b>PARAPROFESSIONAL/ASSOCIATE:</b> open to non-certificated (classified) personnel and Community people, not in education, supporting our goals. | \$10       |                         |               |
| <b>STUDENT:</b> open to full time students in the field of education (18 yrs. +).                                                                | \$5        |                         |               |
| <b>INSTITUTIONAL:</b> open to institutions (businesses, schools, school districts).                                                              | \$500      |                         |               |
| Donation for <b>Scholarship Fund.</b>                                                                                                            |            |                         |               |
| Add up total due                                                                                                                                 |            |                         | \$            |
| AMOUNT OF CHECK ENCLOSED                                                                                                                         |            |                         | \$            |

Mail this form with your check or money order to the address listed above. **Welcome to AMAE.**

To expedite the registration process, you may register and pay online. Visit our web page: <http://www.amae.org>.

\$5 of state dues shall be credited to AMAE-PAC unless you check no \_\_\_\_\_

**AMAE is a 501c(3) organization**

## Call for Lesson Plans Rich in Mexican American/Chicano Culture

This year AMAE is setting up a Cyber library on its webpage. Among the contents of the Cyber library we would like to include teacher created lessons that reflect and enrich Mexican American/Chicano culture and history.

Educators can submit their lesson(s) to the state Secretary or President as listed on. <http://www.amae.org>. Currently, educators can submit their work to: [johnnyb101@comcast.net](mailto:johnnyb101@comcast.net), [acamacho1950@sbcglobal.net](mailto:acamacho1950@sbcglobal.net), or [jairosan02@comcast.net](mailto:jairosan02@comcast.net).

Lessons should be complete and ready for use with minimal changes. It is recommended that copies of all required ditto sheets be included. Please organize the lessons as follows.

1. Title of the Lesson
2. Appropriate Grade Level(s): \_\_\_\_\_
3. Overview: Brief description/history that leads to the lesson
4. Purpose: Brief description about what the lesson is trying to do.
5. Objective(s): Students will be able to:
6. Activities:
7. Resources/Materials Needed:
8. Ideas on how to tie it all Together. (Displays, murals, dance performances, etc.)

After the lesson is submitted to one of the emails above, a committee will review it and make recommendations. The chair of the committee will notify the sender about the committee's decision. Those lessons approved will be uploaded to the AMAE.org webpage. Allow 6 to 8 weeks for response time.

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The major point of these lessons is to help teachers connect with students of Mexican American/Chicano heritage. The lessons and activities should help students show pride of who they are and connect with their Mexican roots. Also, by presenting lessons in the classroom that show the Mexican culture in a positive light, students should feel more welcomed in school. The ultimate goal is to contribute to the retention of students of Mexican American background in school until graduation from high school and beyond.

## **MISSION**

**of the**

### **Association of Mexican American Educators**

To ensure equal access to a quality education at all levels for the Mexican American/Latino students where cultural and linguistic diversity is recognized and respected.

To advise state boards, local boards, legislators, administrators and faculty, and work in partnership with the community and parents for the benefit of our students.

To advocate the immediate recruitment, training, support and professional development of Mexican American/Latino educators and others committed to the education of our students.



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