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The Development of a Bilingual Program in the Heart of Iowa

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The Development of a Bilingual Program in the Heart of Iowa

Abstract

In the article, the author reviews the process of programmatic change as services for limited English proficient (LEP) students at Woodbury Elementary School in Marshalltown, Iowa progressed from a pull-out English as a Second Language (ESL) program to a transitional bilingual program, and ultimately to an inclusive bilingual model. The author recounts the early stages of the program, its growth and history, and the conditions which led to the change. The author also provides a detailed snapshot of the current program, including goals, various implementation issues and their resolutions, and a summary of student performance results. Continual evolution of the program as well as attempts to address current challenges is also discussed

The Development of a Bilingual Program in the Heart of Iowa

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By
Lisa Wymore
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Abstract

The Development of a Bilingual Program in the Heart of Iowa

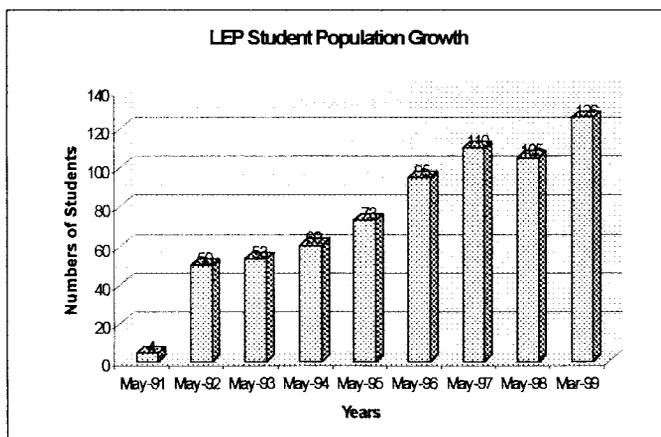
In the article, the author reviews the process of programmatic change as services for limited English proficient (LEP) students at Woodbury Elementary School in Marshalltown, Iowa progressed from a pull-out English as a Second Language (ESL) program to a transitional bilingual program, and ultimately to an inclusive bilingual model. The author recounts the early stages of the program, its growth and history, and the conditions which led to the change. The author also provides a detailed snapshot of the current program, including goals, various implementation issues and their resolutions, and a summary of student performance results. Continual evolution of the program as well as attempts to address current challenges is also discussed.

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In this article, the author will review the process of programmatic change as services for limited English proficient (LEP) students at Woodbury Elementary progressed from a pull-out English as a Second Language (ESL) program to an inclusive bilingual model. The author will recount the early stages of the program, its growth and history, and the subsequent impetus for change. Through this article, the author will also provide a detailed snapshot of the current program, including goals, various implementation issues and their resolutions, and a summary of student performance results. Continual evolution of the program as well as attempts to address current challenges will also be discussed.

Building Background:

Before embarking on this journey of exploration, it is imperative that the reader becomes acquainted with the school itself. Woodbury Elementary School is a K-5 Title I school-wide project building located in the northeast quadrant of Marshalltown – the oldest and poorest section of the city. The neighborhood is a mixture of single family dwellings, multiple family dwellings, and heavy and light industry. Many Woodbury parents work at the meat packing plant located about six blocks from the school.



Woodbury students and parents are some of the poorest in the State of Iowa with a free and reduced lunch rate of 88%. Woodbury Elementary also has the highest enrollment of Spanish-speaking students in the

state. (MCSD, 1998) It is one of six elementary schools in the district and enrolls just over 300 of the district's approximately 5,000 students. The Woodbury LEP population has increased significantly in the last eight years as illustrated by the population growth graph shown on the previous page. As of February 1999, 126 (39%) of 326 students are LEP and are native Spanish speakers. In addition to ESL/Bilingual, other services provided in the building include Title I reading, special education, Early Literacy Intervention, Accelerating Literacy, Soar to Success, Impact (TAG), Aggression Replacement Training/Character Education, conflict managers, DARE, after-school activities, mentor program, mental health, Well-Child Clinic, breakfast, and soup supper. Woodbury is also affiliated with a Headstart program, which due to lack of space must be housed at a neighboring church. Woodbury has formed school-business partnerships with a few local corporations and churches. Many on-site services listed above are provided through partnerships with community agencies. These alliances began with a grant from New Iowa Schools Development Corporation to develop Woodbury as a neighborhood/community resource center. The district has also been monitoring and comparing transition rates among its buildings. This study revealed that Woodbury's turnover rate was 30% in 1995, which was the highest in the district. (Gray, 1996)

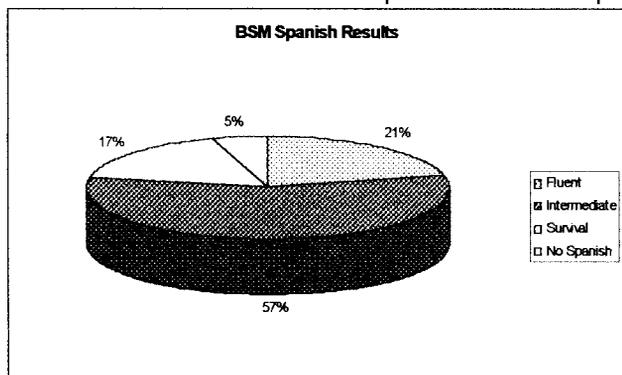
The level of poverty (as measured by free/reduced lunch) and transition rate, combined with other factors such as lack of transportation, lack of phone, inadequate clothing, food, and rest, number of times absent/tardy, number of homeless, and involvement in activities outside the school (as recorded by the Woodbury staff) indicate

that Woodbury students are at risk for low academic achievement. Such at-risk factors are even greater for our English language learners.

LEP Student Information:

Woodbury's LEP students come from a variety of locations with varied skills and diverse educational experiences. Of students enrolled during the 1998-99 school year, fifty-eight students were born outside of the country, and seventy-five were born in the United States. Approximately forty students entered Woodbury directly from Mexico, twenty-three students came from Mexico into another U.S. school, then to Woodbury, and seventy have attended Woodbury exclusively. Of those who have attended a school in the United States, 20% have had some literacy instruction in their first language while 80% have had little or no literacy instruction in their native language. Many students have had interrupted education frequently having missed two or more years of school. The diverse experiences of these students are reflected in their academic performances and in their widely varied levels of understanding, concept development, and skill mastery. Such differences are readily apparent across grade levels as well as within classrooms.

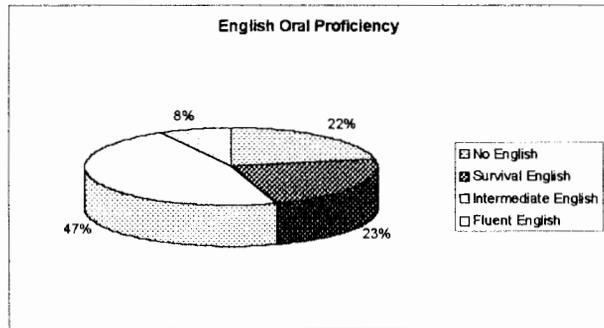
Examination and comparison of oral proficiency as measured by the Bilingual



Syntax Measure (BSM) reveals important information. Of all Woodbury LEP students, only 21% scored as fluent in Spanish, 57% scored at an intermediate level of proficiency, 17%

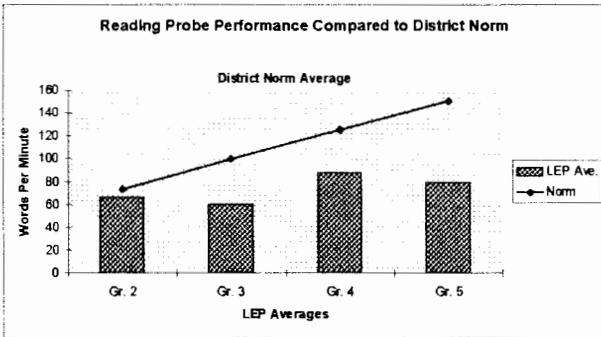
possess only survival Spanish fluency, and 5% score at a No Spanish level. In English,

only 7% of Woodbury LEP students have attained fluency, 52% scored at an intermediate level of fluency, 21% have only survival English fluency, with 20% having no English fluency at all.



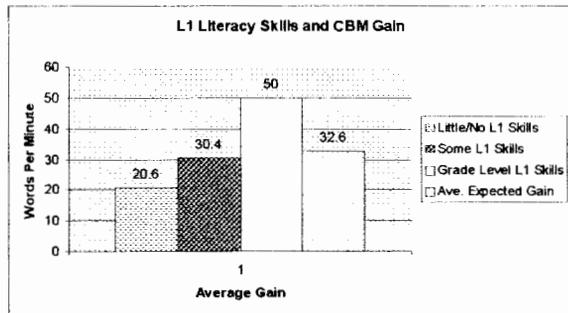
Closer examination of longitudinal BSM scores indicates some disturbing trends on language maintenance and shift. While forty-three percent of students increased their native language proficiency over time, forty-eight percent have maintained the same proficiency level, and nine percent have shown a loss. What is most disturbing, however, is the level at which most LEP students are maintaining their Spanish. Only thirty-three percent are maintaining a fluent level of proficiency. Fifty-seven percent continue at an intermediate proficiency level. Seven percent remain at a survival level of Spanish proficiency. During conferences, many parents comment on their children's decreased ability to understand spoken Spanish. They also talk of their children's inability to recall Spanish vocabulary when depended upon for translation as well as in typical family activities and discussions. Language attrition and maintenance at less than fluent levels are devastating to the family unit with regard to relationships and functions within the family. It also impedes the continued parent-supported cognitive development of children. (Collier & Thomas, 1997)

Review of scores from various assessments and tests within academic areas also produces results worth noting. On district normed reading probes of English reading fluency and accuracy, Woodbury LEP students in second grade through fifth grade performed as shown on the chart below. Spanish reading probes, similar to



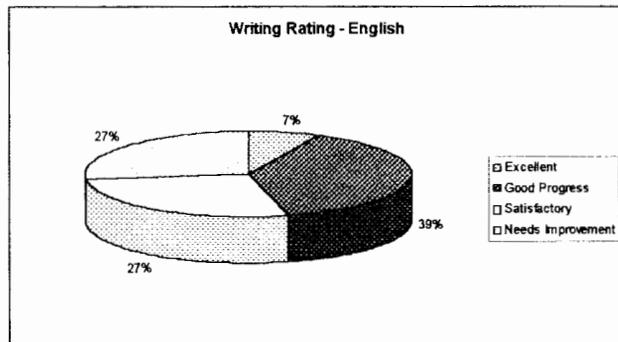
English probes, were administered to the same LEP students. Student performance on Spanish reading probes varies greatly and reflects the amount of L1 literacy instruction each student has

received. The students who have a firm grasp of literacy in the first language are out-performing those LEP students who lack such skills and are also catching up to, if not surpassing their Native-English

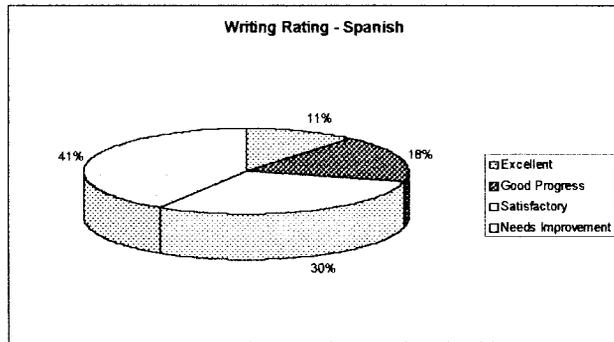


speaking peers. This has been documented with Woodbury LEP students through their word per minute gains as shown on the chart illustrating L1 Literacy Skills and CBM Gain. Although numerous students are making great gains, many LEP children are reading below grade level at a time when “reading to learn” is playing a bigger role in the classroom.

A holistic rating for writing in which district normed probes, writing sections of the reading tests, and writing samples were considered in combination yielded the results shown on the next two charts. Ratings are shown for writing in both languages. In writing, LEP performances on par with grade level expectations have decreased in number.



Reading and writing are areas of concern for those who work with Woodbury's LEP students. Scores from the Iowa Test of Basic Skills also indicate very low levels of



achievement for the LEP students who were able to take the test.

The Push to Change:

Changes to the ESL program began initially with a Title VII Program Implementation grant in the fall of 1991. With those funds, a Transitional Bilingual Education program was put into place and a bilingual teacher was hired to serve all students at Woodbury. In 1995, the initial grant expired and attempts to write a Title VII Enhancement grant were unsuccessful. Regardless of funding, numbers and needs continued to grow. After maintaining and reviewing LEP student achievement data over time, it became increasingly apparent that those LEP students who were able to read and write in Spanish were outperforming other LEP students – even those who had been in the United States for a longer period of time! Concerns began to mount as bright LEP students continued to struggle with literacy skills in English. Study and discussion of research in bilingual education coupled with actual Woodbury LEP student performance data helped add a few more pieces to the puzzle and led to increased efforts to support the development of first language literacy skills for LEP students.

The next major change, the change to an inclusion rather than a pull-out model, was driven by multiple factors including space, scheduling, student perceptions of LEP students, racial issues, the desire to create a natural environment to foster second

language acquisition, and the desire to speak in that second language. With higher numbers of LEP students, space became a greater issue with the ESL/Bilingual room “moving up” to slightly larger accommodations three times in three years. Ultimately, larger rooms were not available, and there were far too many students to maintain a pull-out program in the ESL/Bilingual classroom. Scheduling had always been a challenge, but for once, it provided a unique opportunity to experiment with teaming.

The teaming experiment was successful beyond expectations. All students enjoyed unexpected benefits. LEP students seemed to feel better about themselves and felt more involved in their homeroom. “Regular education” students came to view the LEP students as classmates as opposed to “those students” who leave for extra help. The change in perceptions also played a role in the new “look” of recess. It became more common to see mixed groups of children playing together rather than play groups organized primarily by the color of students’ skin. Among other things, the use of heterogeneous groups and cooperative learning in the teaming classrooms resulted in the emergence of a natural desire for LEP students to communicate in English and for native English speakers to learn and use some Spanish. Those involved felt the “experiment” of teaming was beneficial and enriching for all students and fostered professional growth for the teachers. On that basis, the “experiment” expanded one teacher at a time, eventually encompassing all grade levels. The “experiment” of teaming has come to be the “norm.” While adjustments and improvements are constantly made, team teaching is the foundation from which the current Woodbury Bilingual Inclusion program has developed and continues to grow.

Program Goals and Model:

At the district level, there are three main goals of the program. The first goal is for students to acquire the English proficiency needed to effectively communicate orally as well as through written language. Second, students will acquire academic skills and knowledge. A third goal of the program is for all students to graduate well prepared to pursue post-secondary education. In order to meet these goals, many steps are taken at the elementary level to lay the foundation for the students' future success.

Within the classroom, teachers initially assess students' educational experiences, background knowledge, strengths, and weaknesses. If and when gaps in requisite knowledge are found, a plan is implemented to fill the learning gap. Much effort is put into providing meaningful, hands-on activities to encourage curiosity, discovery, logical thinking, and a desire to learn and explore in each student. Lessons and activities are designed to provide input through a variety of channels. Modifications are made when necessary in order to provide the best learning environment possible for each student. Multicultural awareness and acceptance of diversity are fully integrated – just part of the classroom routine. The continuous development of both the native and second language is encouraged and supported as much as possible. The use of and proficiency in two languages are viewed as valuable learning tools and needed life skills. Parent involvement is sought and encouraged as parents are considered by staff to be “team members” and valued resources.

The program model used does not fall neatly into any one category of the various program models described by Colin Baker in his book (Baker, 1996) or in research done by Collier and Thomas (Collier & Thomas, 1997). The program is not an early-exit

bilingual program, yet not a maintenance or two-way program either. It is neither English immersion nor strictly an ESL program. Bilingual education is delivered through heterogeneous groups within the regular classroom using a mixture of mainstream materials and as many Spanish and bilingual materials as available. Bilingual teachers go into the regular classroom to team-teach with the homeroom teacher with minimal, if any pull-out classes. ESL instruction is done through content area material. Spanish is used, though the amount used varies with the class, content, and needs of the individual students. Spanish literacy and English reading/language arts are taught to Spanish speaking LEP students. Through language allocation practices, conscious effort is made to avoid slipping into a translation mode.

For the past five years, one bilingual teacher has served kindergarten and first grade; another served second through fifth grade. The native language specialist helped fill as many gaps in service as possible. Grant funds have allowed the hiring of two additional bilingual teachers. There are now four full-time bilingual teachers and one full-time native language specialist placed at Woodbury. Kindergarten and first grade each have one full-time bilingual teacher. One bilingual teacher is split between the second and third grade classrooms, and another bilingual teacher is responsible for the fourth and fifth grades. Bilingual teachers focus first on reading/language arts and math, teaming for other content areas whenever possible. The native language specialist is scheduled into rooms of highest need at times when a bilingual teacher is not available for those students.

The Details: How Does This Work?

Coordinating the program has been a challenge with many issues and logistics to work through – it has been a team effort from beginning to end. Some struggles and stumbling blocks have included scheduling, planning, teaming, serving numbers of students, meeting individual needs, testing, and conferences.

Scheduling seems to be an ever-present challenge. To work around this, staff in second through fifth grades created unofficial reading blocks and maintained these same time periods year after year. This enabled the bilingual teacher to team with three grade levels for reading classes and through some cross-age grouping, meet the needs of LEP students in these grade levels. This was successful and eventually became a building-wide policy, which enabled not only bilingual teachers, but Title I, resource, and special education teachers to expand teaming efforts also.

Planning and teaming go hand-in-hand. In order to be an effective teaching team, the members must have regularly scheduled time to plan together. This was accomplished through common planning times as well as periodic release times. Common planning time was created through scheduling reading blocks and special classes such as art, music, and physical education so that the two grade level sections would have special classes at the same time. This creates a block of forty-five to sixty minutes for planning at least once in a six-day cycle. Although this method provides the grade level classroom teachers time to meet, it does not address the bilingual teacher's schedule. In order to participate, the bilingual teacher drops out of class once during the six-day cycle to plan with the regular classroom teachers during their common planning time. In the end, each regular classroom teaching partner teaches a class without the bilingual teacher one time in the cycle. Planning, although very important,

does not in and of itself make a strong team. Members of the teaching team must be flexible, open to ideas of others, and have a willingness to make the partnership work. Both teachers must feel ownership of the students and their academic progress. A “teacher” and “helper” attitude will not work, just as a “my kids – your kids” philosophy is doomed to fail. A smooth teaming situation takes time and effort to develop. Two people who have been previously used to “running the show” must get used to sharing the leadership and all roles and responsibilities involved. At Woodbury, the most successful teams share everything from accountability for student learning to teaching and paperwork. A positive teaming situation not only reduces the student-teacher ratio; it also provides more flexibility, opportunities for meeting individual needs, allows teachers to learn from each other, and provides students with a wonderful model of two adults working cooperatively and solving problems together.

With the growing number of LEP students at each grade level, there were some concerns about how to best serve all the students and meet individual needs efficiently. For Woodbury, one solution has been to trade students at certain times of the day. The LEP students needing assistance come to the classroom where the bilingual teacher team-teaches. Students from that room needing Title I help go to the room where that teacher teams. Many LEP students enter Woodbury not only lacking English proficiency, but also lacking many academic concepts and skills. Many different strategies are used to help these students catch up to their grade level peers. Some such strategies include the use of peer tutoring, cross-age tutoring, volunteers, computer-assisted instruction, and extra help/tutoring from teachers and paraeducators. Regular grade level materials and assignments are often modified and supplemented

with materials and activities designed to reach the child at his/her current level of proficiency. Testing is another area in which many modifications are made. In an effort to hold schools and programs accountable for student learning and achievement to high standards, many more tests and assessments are being put into place. There are numerous measures required by both the regular education as well as the bilingual curriculum. Teaching teams must be organized and flexible in order to work in all assessments with minimal loss of instructional time and maximum accuracy of the measure. Scheduling in advance and being flexible when things do not work out as planned are key items. Some testing situations involve providing different levels of support such as reading or translating the test to a group of students. To minimize the amount of instructional time used for testing, at times, one teacher drops out of class for testing while the other teaching partner continues with instruction. Also, paraeducators and a core group of volunteers administer certain tests. Woodbury bilingual teachers have trained these people on administration procedures. Paraeducators or volunteers record student responses. Bilingual teachers review and score assessments at another time.

Conferences are always hectic, crazy, and rewarding at the same time. This is a time when many obstacles come together to create one large challenge – getting everyone together in one room to talk. Some parents are unable to read English and are also illiterate in Spanish, making written communication difficult. Some families do not have phones. Others have troubles with childcare and/or transportation – with weather that sometimes makes walking to school with little ones out of the question. There are also work schedules that do not fit well with the conference schedule. In

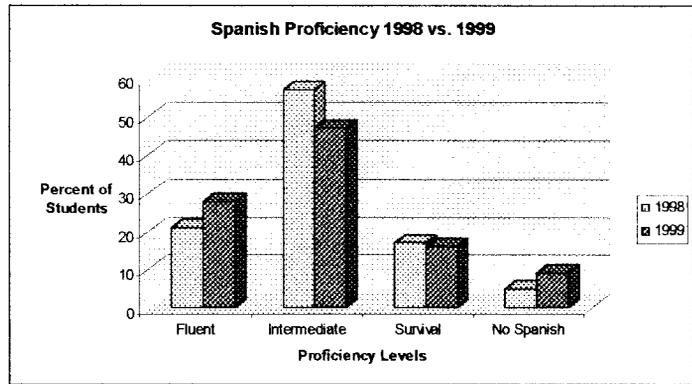
addition to these obstacles, there are different role expectations of home and school for each culture, not to mention fear and unfamiliarity with school.

Woodbury has tried very hard to lessen the effects of these obstacles and to make conferences successful and a pleasant experience for families. To help accommodate work schedules, bilingual teachers are provided additional time for conferencing – usually two full days in addition to regular classroom schedule of two evenings. Teachers talk to students about what happens during a conference and what to expect. Students are encouraged to attend also, and in many cases participate as well. Teachers are flexible for parents who come at a different time or day than what was scheduled. Two roving substitute teachers are hired for conference days to enable regular classroom teachers to step out of class to attend LEP students' conferences. Many attempts are made to reschedule, make a home visit, or do conferences over the phone if necessary. Paper, crayons, and books are always on hand to help entertain little ones. Everyone who comes to the conference is welcomed. In the early years, conference attendance was rather poor. Over time, however, it has improved as parents have become more accustomed to the purpose and expectations associated with conferences. Early on, conferences were done "family style" with the parents coming to the bilingual teacher's room and the various teachers coming and going for their parts with the bilingual teacher also acting as interpreter. As bilingual students and staff numbers have increased, doing all conferences in one room has become impossible. Parents are still notified of scheduled conference times in one note, but the bilingual teachers direct parents to the following room for the next child's conference.

Results:

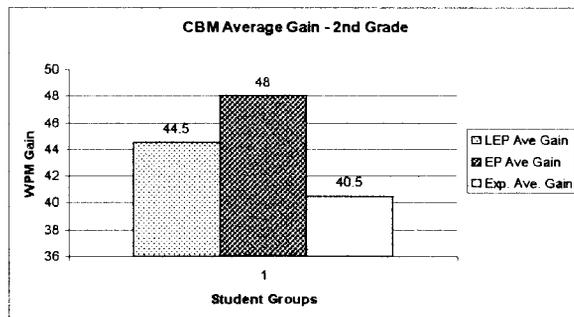
In order to gauge the effectiveness of the program, building and district personnel examine progress in the areas of language proficiency, reading, writing, math, ITBS scores, student attitudes, and parent feedback. When reviewing the student performance data, it should be noted that there are a significant number of third grade LEP students (5 of 17) who are also entered in the special education program.

In the area of language proficiency, students continue to show growth in English oral language proficiency with 55% of students improving their scores. It was also noted in the last testing session that students performed better on the Spanish oral language

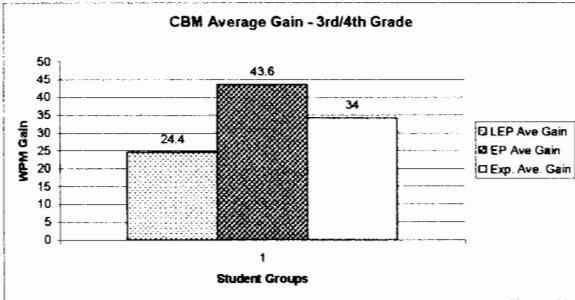


proficiency than in previous testing sessions. The current Spanish oral language proficiency ratings compared to the 1998 Spanish oral language proficiency ratings are shown to the right. Teacher anecdotal records suggest a more rapid acquisition of English BICS since implementing the inclusion model than was seen when the pull-out model was in place.

English reading progress is monitored and measured by reading probes and district norms, retell and portfolio assessments, student performance on reading tests from the series used in the district, as well as the ITBS and Gates-MacGinitie test. By these measures,

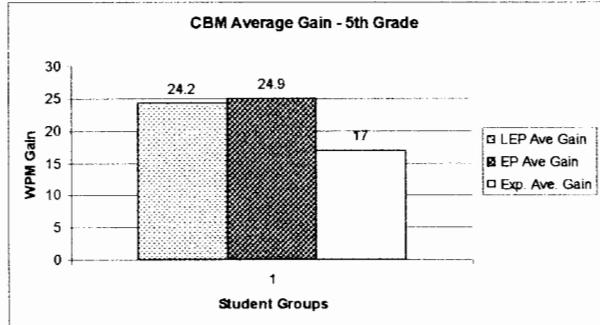


progress is being shown. Most students in the bilingual inclusion classrooms appear to



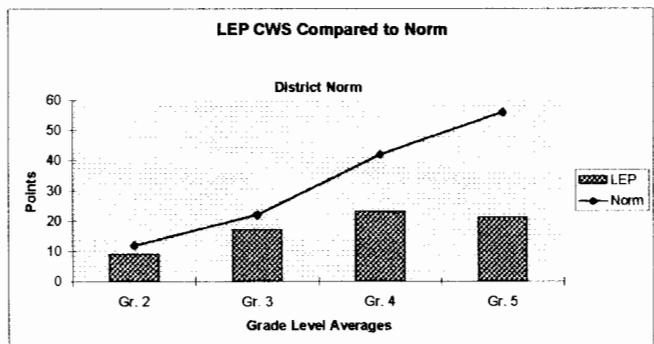
be making good progress. The charts shown here report the average word per minute gain for the English-Proficient (EP) and Limited-English Proficient (LEP)

student groups in each bilingual classroom over the 1997-1998 school year. The average word per minute gain is compared to the expected gain for the year. The results also suggest that the inclusion model does not hinder the Native-English speaking students' ability



to make the expected gain for the year as English-proficient students at each grade level exceeded the expected gain. Students also continue to show growth in their abilities to select and sequence the most important events to retell a story passage. On average, all students have gained five points from the initial retell assessment from the fall of 1998.

LEP students also continue to show gains in English writing proficiency. This graph illustrates how Woodbury LEP students compare to the district norms for correct word sequence as of March 1999. Although still below the norm, LEP students are making progress. On district normed writing probes, LEP students have made an average gain

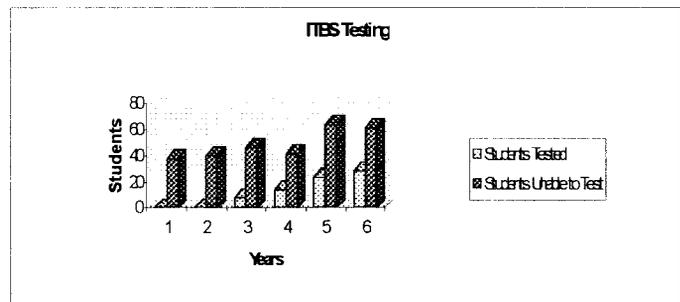


of 14 words written, 13 words spelled correctly, and 11 words in correct word sequence.

Math is a content area in which many Woodbury LEP kids shine. Daily work, basic fact speed tests, math probes and norms, and unit math tests are used to measure progress. Upon review of this information, LEP students are holding their own and are performing at levels comparable to their peers with daily work, speed tests, and unit tests. On math tests, most LEP students are within the range of average. For example, the test average for native English speaking second grade students is 90%. The LEP test average is 91%. Likewise, in third grade the Native-English speaking student test average is 93%. The LEP test average is 88%.

Growth has also been noted with the ITBS. The number of students able to take the test has increased. The

average National Percentile Rank (NPR) for Woodbury LEP students has increased from 9 in 1995 to 15



in 1998. Although student performance is not yet at the desired level, Woodbury yhhyyhthythtteachers are pleased with progress in this area.

Student attitudes have changed immensely. With the inclusion model, LEP students are no longer singled out nor are they treated differently by their peers. The attitude of “we’re in this together” has certainly permeated the bilingual inclusion classrooms. Students, regardless of race and language proficiency, are eager to help each other. The class cheers as one when a student makes even the smallest step forward such as giving an answer in English for the first time. There are times when each Spanish-speaking child is an expert rather than always being one of those kids “who need special help.” All students demonstrate the ability to work with someone

who is different from them. By their words and actions, all students show compassion for each other and a comfort level with diversity that some adults have yet to achieve.

Parental attitudes and feedback are also positive. Parents of LEP students are quite grateful for the assistance their children receive. They are pleased their children are continuing to learn Spanish, though clearly, their first priority is their child's progress in English. For the most part, parents of native-English-speaking students are also supportive of the program and are happy their children are learning some Spanish also. The attitudes seem to improve throughout the school year as all parents become more aware of how the program is implemented, see their children learning, and listen to their children's comments about school.

Continual Change:

The Woodbury bilingual inclusion program is undergoing constant change. Teachers are always looking for ways to improve the program and learning for all. Some major changes have taken place within the last year. These include continuing experimentation with strategies to improve reading comprehension and use of retells, increasing access to Spanish reading instruction and materials, implementing a state level K-3 ESL Class Size grant, developing a partnership with a state university, and providing more community education of the current program and benefits of bilingualism.

Woodbury teachers feel that reading probes provide a snapshot of a child's reading fluency, but give no indication as to the child's ability to comprehend print. For that reason, the second and third grade bilingual teams have begun to experiment with

using retelling activities to measure reading comprehension. This is just an example of the ongoing assessment efforts within the program.

Over the last year, much effort has been spent in structuring time and classes to provide LEP students with more Spanish reading instruction. The bilingual teams have been able to expand instruction at all levels, especially in grades one through five. These efforts have been supported both at the building and district levels with funds to purchase more Spanish reading materials at all grade levels.

Woodbury Elementary was also awarded a state K-3 ESL Class Size grant. This four-year grant provides two additional bilingual teachers: one at kindergarten, the other at first grade. This allowed the building to reassign the existing two bilingual teachers: one to work with second and third grade, the other with fourth and fifth grade. The grant also provides some funding for the purchase of additional bilingual materials and supplies, additional fine arts instruction, and release time for team planning.

The Marshalltown Community School District (MCSD) is working in partnership with the University of Northern Iowa (UNI). UNI received a Title VII Career Ladder grant. With this grant, interested Native Language Specialists and high school graduates who are native speakers of a language other than English have the opportunity to earn a teaching degree with a specialization in bilingual education through UNI. As these students work through their program, MCSD will provide practicum sites. Collaborating for staff development with UNI student participation is a possibility for the future. This partnership is an exciting opportunity for the staff and students at both institutions.

Future Challenges:

The bilingual inclusion program at Woodbury is up and running. The district is still enjoys the luxury of having mainly one minority language group to serve. But, the future holds many exciting changes, frightening possibilities, and challenges for the future. As with most programs, money is always an issue. Finding, hiring, and retaining quality bilingual teachers is also becoming more difficult as the needs increase. The district is currently grappling with questions of special education services for LEP students and appropriate placement. And there are always the skeptics and critics of bilingual education and the political debate that ensues.

As the district's attempts to apply for federal funding continue, it is also faced with the added challenge presented by the empowerment zones – and the fact that Marshalltown is not such a zone. Regardless of federal regulations, the district must continue to look for supplemental funding.

As the LEP student population increases, the district has found quality bilingual teachers equally hard to find and retain for any length of time. Frequent turnover in staff make building and maintaining a quality program a challenge.

The district is also in the process of working with the local Area Education Agency on a special education referral process that is appropriate for LEP students without under-identification or over-identification of LEP students. Although a process and efforts toward improvement are underway, it will undoubtedly take time to work through this task.

The Woodbury bilingual program and those associated with it have faced much skepticism and criticism from parents and people from the community as well as from a few fellow staff members. When questions and concerns arise, teachers carefully

explain the program goals, what implementation looks like, and the rationale behind the program including information from research and results seen within the program itself. Parents and community members are always welcome to come to visit the classrooms to see for themselves what is happening. Many do visit and usually this allays most fears. The district itself has taken a more proactive stance lately with efforts toward more community education through discussions and presentations. This movement has also brought on more attention from the press resulting in numerous articles in the local paper. The most difficult skepticism is what comes from a few vocal staff members within the building. For those involved with the program, this hits close to home. Bilingual teachers and their regular classroom partners have been accused of presenting only research and data which supports their efforts and desired direction, confusing LEP students by using Spanish, holding back native English-speaking students by bringing Spanish into the regular classroom, "selling" the program without building-wide support, and trying to "take over" the building and make it a haven for bilingual education. As unfounded and extreme as these comments are, they are also the most damaging and problematic to overcome. The bilingual staff has made many presentations to expand the knowledge base and inform fellow staff members about what is recommended by experts in the fields of second language acquisition and bilingual education. Student progress data has been shared, including student progress monitoring over the past eight years. All clearly indicate the benefits of bilingual education and support the Woodbury program. Yet, these critics can not be dissuaded. They have been invited to observe the teaming classrooms, but they do not come. They operate under a different philosophy and refuse to listen to the information

with an open mind. These critics are members of the Woodbury faculty. Community members believe they know what goes on the building, yet these critics have never seen the program in action. They choose not to be a part of it, but to undermine it with their words. The supporters of the program are fighting a battle on two fronts: within the building and out in the community. They are fighting with the hope that education, information, and student data will be proof enough to allow this bilingual program to continue growing and developing in the heart of Iowa.

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ANNOUNCEMENTS

Call For Papers Bilingual Research Journal

The Bilingual Research Journal is accepting submissions in all areas of research pertaining to the education of language minority students, including discussion of research on issues in curriculum, pedagogy, and policy as they relate to bilingual or multilingual populations. Manuscripts should be no more than 30 pages in length, double-spaced, and in 12 point font. To submit a manuscript, please send an electronic version (in Microsoft Word or Word Perfect, PC or Macintosh format), either (a) as an attachment in email to: <bjr@asu.edu>, or (b) on a disk in regular mail to:

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Center for Bilingual Education and Research
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The editors, Dr. Josef González and Dr. Alfredo Benavides, may also be contacted at the above address.

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