

Literacy at the Crossroads, pp. 199-214.

13. Understanding Barriers: How Pre-Service and In-Service Teachers Discovered Sheltered Instruction

Mary V. Montavon¹

Carol J. Delaney

The growing population of English language learners in the United States and the lack of trained teachers to serve them have given rise to a vital need for quality teacher preparation in literacy instruction for second language learners. Using a Freirian approach to literacy instruction, this study explores the attitudes and understandings of pre-service and in-service teachers as they participated as students in sheltered instruction taught in a second language. Through questionnaires, observations, and discussions with teachers, the data provide evidence of an increased awareness of strategies and techniques for enhancing comprehensibility and increased empathy for second language learners. We argue for incorporating a critical consciousness approach to courses in the teacher preparation programmes and professional development opportunities for in-service teachers.

Historically, students who come to school from homes where English is not the first language have been unable to reach the same levels of literacy achievement as their English-speaking counterparts. As

¹ Address for correspondence: Department of Linguistics MC 4517, Southern Illinois University, Carbondale, IL 62901. Email: mmontavo@siu.edu

evidenced by the National Assessment of Education Progress (NAEP), the gap between white and minority students remains substantial (Au, 2006). This literacy achievement gap is often traced to the schools, where the teachers, the expected mediators between home and school, generally lack the knowledge and skills to help English language learners (ELLs) develop their language and literacy proficiencies. As teacher educators, we are concerned about the lack of attention to the preparation of teachers for working with second language learners and are searching for ways to provide teachers with the support tools they need to foster the development of second language literacy in their students.

PURPOSE OF THE STUDY

This paper explores the attitudes and beliefs of pre-service and in-service teachers toward sheltered instruction as they themselves become second language learners and learn the strategies and techniques of this approach. The main goal was twofold: to discover if the experiences of these teachers resulted in greater awareness of strategies that facilitate both language and content instruction; and, secondly, to determine whether these teachers came to develop a more empathetic view of the needs of ELLs. The delivery of a lesson in Spanish placed students in an environment which simulated that of second language learners. We chose this method so that teachers would discover for themselves that comprehension of content can be achieved through the use of sheltered instruction. Sheltered instruction is an instructional approach used to assist second language learners in developing English language literacy while at the same time providing them with comprehensible grade appropriate content area instruction. Strategies and techniques that have been proven successful with English language learners are an integral part of each sheltered lesson. Among these are modification of speech based on students' language proficiency, use of visuals and realia, demonstrations, hands-on activities, cooperative grouping, and scaffolding of instruction. Based on our findings, we argue for the incorporation of ELL instruction, including sheltered instruction, into teacher education programmes and professional development programs for in-service teachers.

BACKGROUND OF THE STUDY

Changing Demographics

In the past 15 years the number of English language learners in the public schools in the United States has more than doubled. In the 2004-2005 school year there were over 5 million ELL's attending public schools in the United States (National Clearing House for English Language Acquisition, 2006). This demographic change has impacted schools in urban as well as rural areas. Current estimates are that immigrant students comprise 20% of the nation's public school children. In this era of accountability and high stakes testing, it becomes a major challenge to bring all children to high levels of literacy (Schoorman & Jean-Jacques, 2003).

ELL students are expected to not only learn English but also to read and comprehend grade level textbooks and master the content areas of the curriculum. Because many of these students have not had the opportunities to develop their literacy skills in English, ELL's are more likely to drop out of school. Only 18.7 % of language minority students scored above the individual state-established norms in reading comprehension (Kindler, 2002). One of the root causes of poor comprehension for Latino children, for instance, is low vocabulary (Garcia, 1991; Nagy, 1997), but addressing the vocabulary needs of second language learners is challenging (Carlo *et al.*, 2004). The National Literacy Panel on Language-minority Children and Youth identified few studies on how to best teach literacy to language-minority students (August & Shanahan, 2006). These challenges and limitations can be overwhelming to teachers.

Teacher preparation

Seldom are second language learners provided with additional assistance or programmes in the elementary grades. There are also high numbers of foreign born students at the secondary levels where even fewer ESL and bilingual programmes have been implemented (Capps, *et al.*, 2005). In fact, according to Shortt (1999), most students are placed in the mainstream classroom with teachers who have had no coursework or

202 Understanding Barriers

experience with second language learners. Strickland and Ascher (1992) attribute the achievement gap to the inferior education received by the diverse student population, who are more likely to be taught by less expert teachers. Ironically, the forms of instruction likely to be effective with ELL students require high levels of teacher expertise (Au, 2006). Peske and Haycock (2006) provide evidence that children who most need high quality teachers are the least likely to have them.

One half of all teachers in the United States will have a second language learner in class at some point in their teaching career (Menken & Antunez, 2001). This demographic shift in the student population has not occurred in the teacher population. In the 1999-2000 school term 83.9% of the teachers were 'Anglo' (NCES, 2002). In one survey, only 27% of teachers felt very well prepared to teach second language learners, and only 20% of rural teachers felt prepared (NCES, 2001). Sadly, less than 3% of teachers have received formal preparation or certification for teaching second language learners. The National Clearinghouse for bilingual education reported that only 17% of the institutes for higher education (colleges and universities) prepare teachers to work with ELL's (Menken & Antunez, 2001). Gandara and colleagues (2003) reported that "English learners are more likely than any other children to be taught by teachers with an emergency credential." Not surprisingly, in a study conducted in California, Hayes, Salazar and Vukovic (2001) found that students of teachers with credentials outperformed those without.

Florida is the only state that requires mainstream teachers to get an endorsement for working with ELL's (Giambo & Szecsi, 2005/2006). While few mainstream teachers are prepared to teach ELL's, English as a Second Language teachers are equally unprepared to teach in the content areas (August & Hakuta, 1997). This growing population of ELL's and the lack of trained teachers have given rise to a vital need for quality teacher preparation in literacy instruction for culturally and linguistically diverse students (Watson *et al.*, 2005). Just as all teachers need to be reading teachers, all teachers need to be prepared to help second language learners develop their literacy skills in English and master the skills and knowledge needed in each of the content areas.

Sheltered instruction

Sheltered instruction is a research-based approach that focuses on development of language as well as that of subject area content. The approach modifies teaching practices to make content comprehensible to ELLs while at the same time developing academic literacy. Among the main components are an emphasis on key vocabulary instruction, building of background knowledge, and development of learning strategies (Echevarria & Graves, 2003). Before students begin to read the text, they are introduced to important concepts, learn vocabulary, connect with prior knowledge and learn important background information (Garcia & Montavon, 2007). Visuals, graphic organisers, vocabulary learning strategies, and cooperative learning through hands-on activities are central to this approach.

The Sheltered Instruction Observation Protocol (SIOP) has been tested and validated (Echevarria, Vogt, & Short, 2004). Though there are several variations of this model of instruction, the SIOP model is the most researched and developed (Herrera & Murry, 2005). It includes 30 indicators or characteristics that serve to help teachers prepare a well developed lesson for language minority children. In a test for the effects on student achievement, Echevarria, Short and Powers (2006) found that expository writing (an important feature of academic literacy) improved significantly when the features of the SIOP instruction were used consistently and systematically.

Theoretical framework

We settled on a Freirian approach to best accommodate our interest in instilling an understanding and appreciation for the needs of ELL's as well as an interest in promoting the use of the strategies and techniques of literacy instruction. Freire (1995) advocated the development of a critical consciousness among the students as a primary component of instruction. The development of critical consciousness involves problem posing to collaboratively create knowledge among the students (Freire, 1970). "Students, as they are increasingly posed with problems relating to themselves in the world and with the world, will feel increasingly

challenged and obliged to respond to that challenge” (Freire, 1970, p. 62).

In order to accommodate this approach, we decided to engage the teachers in a situation that mirrored the difficulties faced by second language learners in the classroom. Since our goal was to create critical consciousness through the experience of learning content in an unfamiliar language, teachers were expected to learn physical science concepts taught to them entirely in Spanish.

METHODOLOGY

Context

We are two professors, one in linguistics and the other in literacy education, at a large mid-western university in the United States. We shared concerns about the lack of attention to teaching English language learners in the preparation of teachers and professional development of in-service teachers. We decided to explore the issue in a way that might answer the question of, “How can we assure that teachers will understand and appreciate the need for adequate training to serve linguistically diverse students?”

Participants

A total of 31 teachers, 4 pre-service teachers and 27 in-service teachers in 3 separate classes participated in the sheltered lesson in Spanish during three separate semesters. Twenty-four teachers were enrolled in a middle grades (ages 11-13) course and 7 were enrolled in a content area reading course at a large mid-western US university. The range of teaching experience was 0 to 26 years with the average teaching experience of 5 years.

Procedure

Pre-service and in-service teachers enrolled in a secondary literacy course learned the strategies of sheltered instruction through immersion in a 7th grade science lesson on simple machines. The entire lesson was conducted in Spanish. At the end of the lesson, teachers were given an

assessment to gauge whether they had learned the content. Since there were no Spanish speakers among the teachers, though several did have a rudimentary knowledge of the language, the teachers were forced to struggle with the unknown language and content. This should allow them to develop an awareness of the experiences of second language learners in an all English class and to 'transform their own experiences' (Giroux, 1987), while at the same time experiencing the strategies and techniques of a previously unknown method.

Pictures illustrating the simple machines were hung about the room and teachers were asked to form groups of 3 or 4. Each table group had a basket containing the 6 simple machines as well as other examples and tools to conduct the experiments involved in the demonstration. The lesson began with a Power Point presentation and discussion of work with illustrations of people working and continued with discussion of tools used for work with continuing illustrations of the involved vocabulary. The professor then began discussing the simple machines, inviting students to find each machine in their box. Teachers created vocabulary cards and conducted experiments with each of the machines. The lesson ended with an examination assessing the teachers' knowledge of the key vocabulary and concepts.

Data collection

During the lesson, researchers and observers took notes on student behaviors and participation. Once the lesson was over, students completed an assessment covering the objectives of the lesson. They were then asked to fill out a questionnaire of personal and open-ended questions about their past teaching experiences, their experiences with second language learners, their previous knowledge of ELL instruction, specific knowledge of sheltered instruction and their reactions to the lesson. Students were also asked about the content of the lesson and were invited to provide examples of what they had learned.

After students had individually responded to the questionnaire, an open discussion was conducted. Students were encouraged to voice their reactions to the lesson. Observers kept notes of students' responses throughout the discussion.

Data analysis

Classroom observational data and responses to the questionnaire were entered on a spreadsheet. Data were entered after each class session and analysed using the constant comparative method (Glaser & Strauss, 1967) which allowed for continual comparison of data to locate patterns and themes and constantly refine the fit between data and categories. Observers' notes were analysed and compared to information from the questionnaires and to participants' reflections after the lesson.

RESULTS

Twenty-one of the 31 teachers had had an ELL student in his/her classroom. But, when asked to list three things that they knew about sheltered instruction, only 5 teachers reported having some familiarity with the process, and one teacher had seen it used prior to this experience.

Three major themes emerged as data were analysed: frustration, recognition and resistance. At the beginning of each lesson, students were confused, frustrated and doubtful. In one class some were snickering, joking and whispering to each other. In another class an observer noted that only one student made full eye contact with the instructor. Another student was observed bringing her knees to her chest and was curled up in a fetal position. Still another muttered: "What is the point of all of this?"

As the lesson progressed teachers began connecting the verbal, physical and visual expressions of the vocabulary and became more at ease and more willing to speak in the second language. Eye contact also improved. With each new strategy, the teachers became more active and intent on understanding the material. This is the point at which teachers began to recognise the cues that were given by the linguistics instructor.

The questionnaire produced responses that were also added to the recognition category. When asked the question "Did the lesson help you think differently about second language learners?" all but four answered 'absolutely' or 'yes!' or 'of course'. Several explained in varying ways how they had gained an appreciation of what it is like to be a second

language learner. One respondent answered “Yes, they need patient, knowledgeable teachers.” Another respondent wrote that it also got her to think differently about “my struggling readers who must sometimes feel as though I’m speaking another language.”

Two of the teachers did not respond to the question “Did the lesson help you think differently about second language learners?”, and the other two who responded ‘no’ were the same two that had expressed negative feelings toward the entire experience. These types of responses were coded under the third theme, resistance. One of the two teachers responded: “The point was made early on in the lesson about second language learners and barriers – it didn’t need to last for 1½ hours”. The other responded that she was “annoyed. What time is it?” Neither one of these teachers had had a second language learner in her class nor did they know anything about the method of instruction prior to this experience.

Lessons learned

In responses to the questionnaire item, “What was the most interesting thing you learned about simple machines?”, teachers indicated that they had indeed learned about simple machines through instruction in a second language. Several responded “Work = distance x force” and others gave examples of the two simple machine families or mentioned the Spanish terms they had learned and the fact that machines make work easier. One responded: “The greater the distance (of the inclined plane), the less force is needed to move an object.” The one teacher who responded negatively to the entire lesson said that she learned “you can cut stars from paper”.

In response to the question about the strategies that were helpful during the lesson the teachers referred to the use of pictures, hand gestures, repetition, slower speaking pace, modeling, cooperative learning, hands-on activities, cognates and body language. These written responses were further elaborated on during the class discussion. One science teacher, who teaches simple machines as part of his curriculum, said, “I can’t imagine if it were a subject I was unfamiliar with”. He reiterated quite clearly the importance of background knowledge for comprehension of new material.

Perspectives

Teachers initially expressed feelings of frustration, uncertainty and confusion but also felt supported and became more confident as the lesson progressed. One teacher remarked: “(I) understood more than I thought.” Another teacher remarked that she relied on cognates and the context and another felt that by watching she could guess the meaning. Another teacher felt ‘challenged’. Another teacher sent a very clear and positive message, writing “I was able to see and hear as my student does.” Reactions such as these were the most encouraging. We initially wanted to have our students understand the pain and frustration felt by second language learners, but more importantly, we wanted them to learn that, as teachers, they are not powerless to help students.

The highest appreciation and understanding for second learners came from those teachers who had had experience as L2 learners themselves. This finding is similar to the Sook Lee and Oxelson (2006) finding that teachers with bilingual and ESL experiences are the strongest advocates of ELL’s. These second language learners were reminded of their sense of helplessness during their early days in the United States. They sensed that the use of visual aids, gestures, realia and cooperative group activities with the content of the lesson would have served them well in their early stages of learning the second language.

For the most part, participants felt that language was the biggest barrier to participation in the lesson. They referred to their limited knowledge of Spanish and their frustration with trying to understand every word. Working in groups where teachers were allowed to carry out instructional conversations in English lowered the affective filter so they began to feel more comfortable and confident with the language and the content. We were then able to use this experience to point out to the teachers that it is permissible and even advantageous to allow students to converse in their native language, when they are engaged in instructional conversations about the content of the lesson.

From the most resistant students, there were lessons learned as well. The two who shut down completely during the lesson, complaining that they could not understand the directions, served as good discussion points in

future literacy classes. What we can learn from these teachers is that such feelings are experienced by millions of second language learners in the United States as well as students in other countries each year, and it is our job, as teachers, to help them understand content area instruction and become successful students.

DISCUSSION

Since Menken and Antunez (2001) predicted that one half of all US teachers would have an ELL student in class at some point, it was interesting to find that two-thirds of the teacher participants in our class had had an ELL student in class. This number of ELL's students is particularly surprising given that our teachers work in rural areas. This finding truly highlights the pervasiveness of demographic change in the United States. The fact that two-thirds of the participants had no knowledge of sheltered instruction illustrates the lack of knowledge that these teachers have about the instruction of second language learners and the importance of finding ways to prepare them.

Our use of the Freirian approach (1970) did create a sense of understanding and empathy among the teachers. It caused them to consciously consider what it means to struggle with an unfamiliar language and what it takes to overcome those barriers. The realisation that the sheltered instruction techniques might also help struggling native English speakers made the strategies even more attractive for classroom use.

This experience helped teachers appreciate, to some extent, the difficulty that second language learners experience in an all-English environment. They realised that second language learners "need visuals while you are teaching. They need to build mental models and images." It is "easier to understand a student's frustration and makes me reflect on my attitude/patience/empathy when in these situations" and "I have much more appreciation for their efforts in learning." This realisation was strengthened by giving them some concrete ways to lessen the anxiety and to assist the ELL's to develop content knowledge and literacy. Teachers clearly reflected on their situation and made ties to second language

210 Understanding Barriers

learners. They commented that they felt frustrated at times but most reacted positively to the experience. They agreed that the visual aids and the gestures greatly helped facilitate understanding of the lesson.

The two teachers who responded negatively provided a poignant example of the difficulties in reaching all learners. Their body language and responses during the demonstration and their negative responses to the questionnaire make it appear that they were not open to thinking differently about second language learners. In the questionnaire, both responded that language was the major barrier but did concede that body language and visuals were strategies that helped them during the lesson. During the follow-up discussion they did not contribute any reflections. But an observer noted that maybe something was going on outside the classroom that provoked this behavior. This observer added that we have to be careful judging our students by outside appearances. As teachers, we often make judgments about our students' behavior without really knowing what is going on in their lives outside of class. This helps us understand as well the negativity sometimes displayed by our second language learners in class. They do not appreciate the constant barrage of English, a language foreign to their ears, and sometimes will not be open to our attempts to provide instructional support.

The teachers' excellent performance on the assessment and their responses to the question as to what they had learned about simple machines provided clear evidence that despite the lack of or low level of Spanish proficiency, the teachers were able to learn the key vocabulary words and key concepts of simple machines. They realised that this was made possible because of the use of a variety of strategies and techniques. Teachers sometimes believe that because they do not speak the language of the student they cannot teach them (Montavon, 2003). This lesson helped them realise that there are a variety of ways of communicating and of making the content comprehensible for second language learners.

In the follow up discussion, we asked students what language they used while working in their cooperative groups and whether they were focused on the content. We were then able to use this experience to point

out to the teachers that it is permissible and even advantageous to allow students to converse in their native language, when they are engaged in instructional conversations about the content of the lesson. Students learn from their peers and are able to clarify their ideas.

Another important point that emerged from the discussion came from a science teacher who teaches simple machines as part of the curriculum. He felt that he would learn Spanish much faster if he were taught the language through the subject matter. He reported learning so much in this lesson because he was familiar with the topic. He added that, unfortunately, language classes are often taught with no context. This brought out the strength of sheltered instruction which provides both content and language objectives and emphasises the connection to students' background knowledge.

Implications for teacher education

In order for teachers to address the language and literacy development of their students, they must first become aware of ELLs' struggles and act on that awareness to make learning accessible to all. The sheltered demonstration provided teachers with both. Unfortunately, one limitation of the study was that this was a singular opportunity for many of these teachers. Professional development needs to be sustained over long periods of time. What is needed is a transformation of the entire teacher education and professional development programme in the colleges of education. Teachers need to: 1) be provided with meaningful and sustained opportunities to transform their beliefs and attitudes; 2) become skilled in effective techniques and strategy use with second language learners; 3) begin to implement them in their classrooms; and 4) reflect on these practices with colleagues. Given the changing demographics in the United States, teacher preparation programmes need to be designed to incorporate issues of second language instruction. Effective means of developing the empathy and knowledge to work with second language learners need to be a part of teacher-training programs and professional development opportunities.

Colleges of education have typically added a solitary multicultural course to the curriculum (Villegas & Lucas, 2002). Infusing second-

language learner materials into current courses may facilitate problem solving for teachers and pre-service teachers in more powerful ways. An awakening of the consciousness to the experiences of ELL's may be the most effective way. Teachers learned about approaches to instruction by actually participating in such instruction and sharing experiences that emulate those of their students. If this instruction can be incorporated into all courses the lesson will be much more powerful.

Our teachers had previously experienced little or no training in the area of second language instruction. Their comments confirmed that they were able to identify strategies that facilitate vocabulary acquisition in another language, and most teachers indicated that they would be likely to employ these strategies within their own classrooms. Teachers also recognised that these strategies were similar to those used with struggling readers. A follow up study to see if, in fact, teachers did begin to employ these practices in instructional delivery would be an important tool for validating this critical consciousness model of instruction.

REFERENCES

- Au, K. (2006). *Multicultural issues and literacy achievement*. Mahwah, NJ: Lawrence Erlbaum.
- August, D. and Hakuta, K. (Eds.). (1997). *Improving schooling for language minority children: A research agenda*. Washington, DC: National Academy Press.
- August, D. and T. Shanahan, (Eds.). (2006). *Developing literacy in second-language learners: report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum.
- Capps, R., Fix, M.E., Murray, J., Ost, J., Passel, J.S., & Herwanto Hernandez, S. (2005) *The new demography of America's schools: Immigration and the No Child Left Behind Act*. Retrieved October 23, 2006, from <http://www.urban.org/url.cfm?ID=311230>
- Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., Lively, T. J., & White, C. E. (2004). Closing the vocabulary gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Reading Research Quarterly*, 39(2), 188-215.
- Echevarria, J., & Graves, A. (2003). *Sheltered content instruction: Teaching English language learners with diverse abilities*. (2nd ed.). Boston: Allyn and Bacon.

- Echevarria, J., Vogt, M., & Short, D. (2004). *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon.
- Echevarria, J., Short, D., & Powers, K. (2006). School reform and standards-based education: A model for English-language learners. *Journal of Educational Research, 99*(4), 195-210.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Freire, P. (1995). *Pedagogy of hope: Reliving pedagogy of the oppressed*. New York: Continuum.
- Gandara, P., Rumberger, R., Maxwell-Jolly, J., & Callahan, R. (2003). English learners in California schools: Unequal resources, unequal outcomes. *Education Policy Analysis Archives, 11*(36).
- Garcia, G.E. (1991). Factors influencing the English reading test performance of Spanish speaking Hispanic students. *Reading Research Quarterly, 26*(4), 371-392.
- Garcia, G.E., & Montavon, M.V. (2007). Making content-area instruction comprehensible for English language learners. In D. Lapp, J. Flood, and N. Fornan (Eds.), *Content area reading and learning* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum.
- Giambo, D., & Szecsi, T. (2005/2006). Opening up to the issues: Preparing preservice teachers to work effectively with English language learners. *Childhood Education, 82*(2), 107-110.
- Giroux, H. (1987). Introduction: Literacy and the pedagogy of political empowerment. In P. Freire and D. Macedo (Eds.), *Literacy: Reading the word and the world* (pp. 1 – 27). New York: Bergin and Garvey.
- Glaser, B., & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. London: Wiedenfeld and Nicholson.
- Hayes, K., Salazar, J.J., & Vukovic, G. (2001). *Evaluation of the structured English immersion program. Final report: Year 1*. Los Angeles: Program Evaluation Branch, Los Angeles City Schools.
- Herrera, S. G., & Murry, K. G. (2005). *Mastering ESL and bilingual methods*. Boston: Pearson
- Kindler, A.L. (2002). *Survey of the states, limited English proficient students and available educational programs and services: 1999-2000 summary report*. Washington, DC: The George Washington University and National Center English Language Acquisition and Language Instruction Educational Programs.
- Menken, K., & Antunez, B. (2001). *An overview or the preparation and certification of teachers working with limited English proficient (LEP) students*. Washington, DC: National Clearinghouse for Bilingual Education.

214 Understanding Barriers

- Montavon, M.V. (2003). *English language learners and social capital: Discourses of a rural school district*. Unpublished Doctoral Dissertation, University of Illinois at Urbana-Champaign.
- Nagy, W.E. (1997). On the role of context in first- and second-language vocabulary learning. In N. Schmitt and M. McCarthy (Eds.), *Vocabulary, description, acquisition and pedagogy* (pp. 64-83). Cambridge, UK: Cambridge University Press.
- National Center for Education Statistics (NCES). (2006). *The condition of education*. Retrieved September 15, 2006, from <http://nces.ed.gov>
- National Center for Education Statistics. (2001). *Teacher preparation & professional development: 2000. Fast response survey system*. US Department of Education. Retrieved September 18, 2006, from <http://nces.ed.gov/pubs2001/2001088.pdf>
- National Clearinghouse for English Language Acquisition. (2006). *How has the English language learner (ELL) population changed in recent years?* Retrieved October 26, 2006, from <http://www.ncela.gwu/expert/faq/08leps.html>
- Peske, H.G., & Haycock, K. (2006). *Teaching inequality: How poor and minority students are shortchanged on teacher quality*. Retrieved September 18, 2006 from <http://www.edtrust.org>
- Schoorman, D., & Jean-Jacques, V. (2003). Project CASAS: Facilitating the adaptation of recent immigrant students through complex community-wide efforts. *Equity and Excellence in Education*, 36, 308-316.
- Short, D.J., & Echevarria, J. (1999). *The sheltered instruction observation protocol: A tool for teacher-researcher collaboration and professional development*. Center for research on education, diversity and excellence. University of California, Santa Cruz. Retrieved September 18, 2006, from <http://www.cal.org/crede/pubs/edpractice/epr3.pdf>
- Sook Lee, J., & Oxelson, E. (2006). "It's not my job": K-12 teacher attitudes toward students' heritage language maintenance. *Bilingual Research Journal*, 30(2), 453-477.
- Strickland, D.S., & Ascher, C. (1992). Low-income African American children and public schooling. In P. W. Jackson (ed.), *Handbook of Research on Curriculum* (pp. 609-625). New York: Macmillan.
- Villegas, A.M., & Lucas, T. (2002). Preparing culturally responsive teachers. *Journal of Teacher Education*, 53(1), 20-32.
- Watson, S., Miller, T.L., Driver, J., Rutledge, V., & McAllister, D. (2005). English language learner representation in teacher education textbooks: A null curriculum. *Education*, 126(1), 148-157.