

**Implementing and Assessing CREDE Principles and
Teacher Professional Development through the Center for Latino
Achievement and Success in Georgia**

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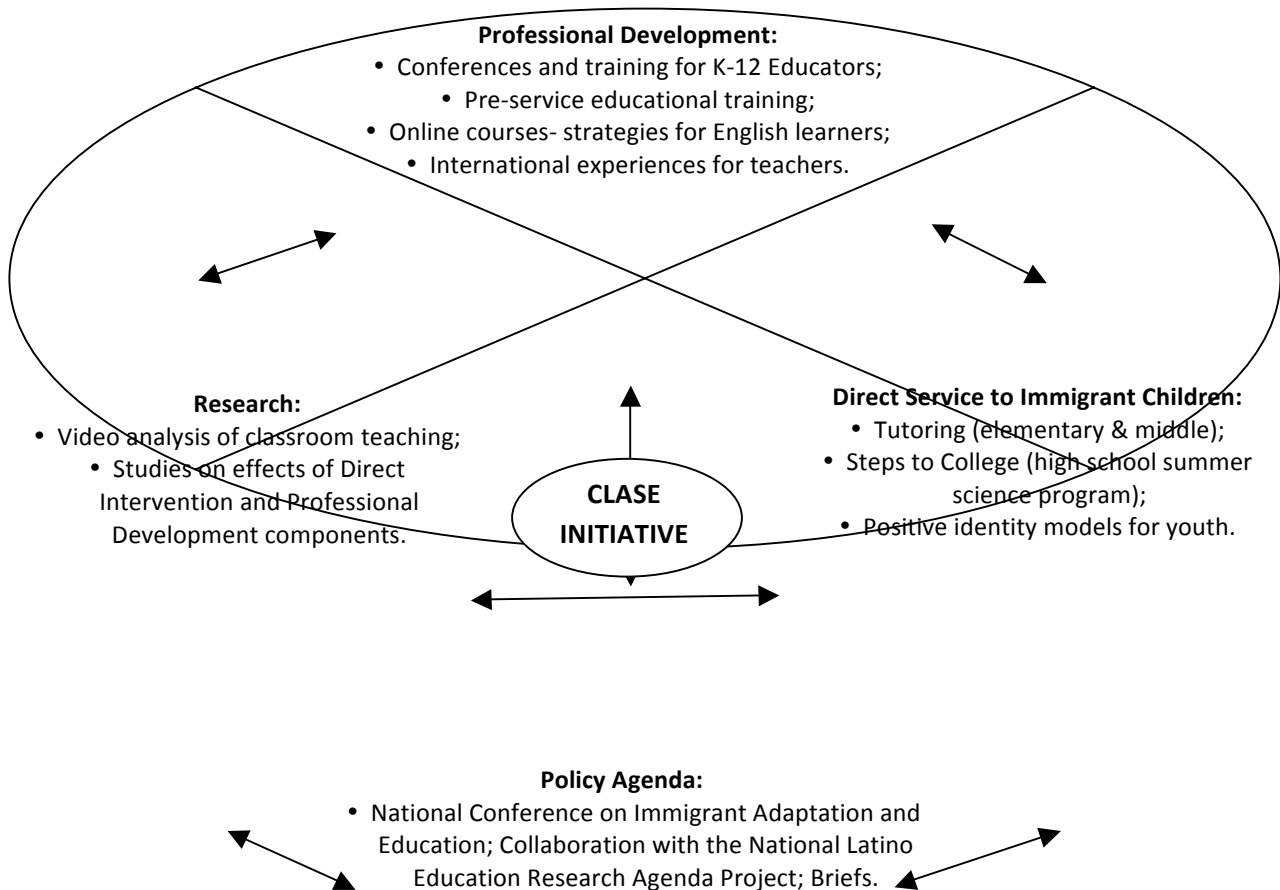
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This paper describes the current status and mission of the **Center for Latino Achievement and Success in Education (CLASE)** in relationship with CREDE in disseminating evidence based teaching in a high need area unfamiliar with the role of culture in teaching and learning. Our Center's primary enterprise focuses on the successful adaptation of Latinos, particularly children of poor immigrant families in the Southeast, through a multidimensional approach to improving these children's educational opportunities and education. The CLASE initiative primarily engages and assists children of immigrants and their educators and parents using a multi-dimensional framework for reducing the academic achievement gap for students placed at risk. CLASE's philosophy emphasizes community outreach as part of a holistic approach to childhood learning. CLASE's initiative comprises several strategic, interwoven components: direct service Latinos in local schools, families and students; improving their education through professional development of educators (teachers, principals and counselors); promoting preparatory skills and college participation of Latinos in higher education; policy research and dissemination. These components of the initiative are interwoven to work together leveraging integration and policy impacts at the local, state, and national levels.

The CLASE initiative was created in 2003 to assist Latino immigrants' adaptation to U.S. society in response to a rapid increase in Georgia's Latino population due largely to demands by various industries and the U.S. 1996 Olympics. Housed in the University of Georgia's College of Education (see www.uga/coe/clase), the Center's operations in the region contribute to the University's teaching, research, and outreach related to the education of this new population. Towards this end, the Center is heavily engaged in serving students and their families and

schools. CLASE engages and assists immigrant, English-learning, and mostly Latino children, their educators and their parents, using a multidimensional framework focused on organizing a safety net of supports for reducing the academic achievement gap, promoting strong bicultural identities and resilience as means to promote positive integration.



CLASE’s initiative compares favorably with others that are limited to a single focus. Ours is not limited to developing and disseminating educational practices, support and resources that are inter-connected in the lives of immigrant children and their families. As noted, the

initiative is not only focused on current students and their families but also structures support systems in the community and in the educational system. The most critical means to promote positive integration into a new society lies in constructing exportable, sustainable models that can be implemented and disseminated once proven in their effectiveness. Our multilayered research, development and outreach initiative is crucial to the long term success for this immigrant population through investments in education, promotion and prevention. By promoting the development of this generation of children to extract a quality education at all levels, particularly from preschool to college, we believe that economic development, inter-group relations and civic participation will be advanced. CLASE recognizes that the success of the children of immigrant families depends largely on promoting their success in education and impacting policies and practices that mediate that success.

2) The Significance of CREDE Standards in the Professional Development Initiative

CLASE is most concerned with weaving a pipeline of support between current and future generations of immigrant children in education as reflected by the following goals and current priorities:

- a. Develop, implement and evaluate school district-higher education partnership model to assist Latino, often dual language learners in elementary and middle school. In providing school-based professional development in tandem with CREDE based modules and in-services focused on implementing CREDE's five Standards of Effective Pedagogy, the Center's work complements related work in preparing teacher both in-service and preservice.
- b. Our teacher/principal professional development priority is focused on the development and integration of children of immigrants with a P-20 strategy that focuses on standards based teaching that supports and assists immigrant students in their schools and communities. The issue of aligning support is significant because this rapidly growing population is also young and placed at risk for educational failure. We have launched a

high school based initiative to explore the extent to which area teachers adopt the 5 Standards in their practice using a peer-assisted community for two years in collaboration with the National Education Association (NEA).

- c. We have collected and are expanding a video library of teachers before and after professional development through direct workshops in combination with the completion of a semester long online learning with specific modules commissioned by NEA.
- d. Finally, we are exploring the institutionalization of CREDE pedagogy in university pre-service and graduate education. CLASE is offering courses at the University of Georgia to expose students to the CREDE model which is being extended into undergraduate education in our strategic plan. We expect to extend this strategy to other higher education institutions in the region and nation by conferences and presentations that can reach a variety of teacher educators and policymakers. For example, a National Conference on Education & Immigrant Integration this year helps advance a policy research-based agenda that can ensure these children are not left behind (See www.Uga.coe.clase.edu link).
- e. A second way that CLASE is aligned with CREDE involves current plans to improve Early Childhood Education (ECE) for Latinos based on the recommendations forwarded by the National Taskforce on Latino Early Childhood Education report. These recommendations support the professional development of early childhood educators who are encountering increasing numbers of dual language learners. This strategy includes collaboration with CREDE partners in Hawaii (Yamauchi et al.) who have already begun to implement the standards based model with teachers of culturally diverse young children.

These operations are significant in light of the fastest growing population which is a national concern given 1 in 4 school children in the early grades is Latino and most lack effective preschool education and fall behind in school even with Head Start. Our P-16 initiative thus serves the national interests, both economic and social in programmatic assistance for those still adapting to U.S. culture, CLASE aims to launch a new initiative to prepare effective early childhood educators and programs. In sum, the center initiative is critical to the integration and success of immigrants and their families in our region, as well as to the host community's decision-makers because they often lack knowledge about factors that mediate integration and success for English learners. For example, in our most recent study, we find that these students remain behind after being served by both Pull-out and Co-teaching models used in schools. Our

work on evaluating teacher effectiveness after sheltered instruction practices are taught in professional development is both timely and unique (see Center publications and briefs on our web site). The center is examining the impact of the above practices, along with data on student school success to inform policy. Hence the R & D component is critical to our outreach and dissemination across the aligned areas noted and compares well with other initiatives that are single in focus or less sustainable and perhaps lack evaluation. The overall initiative is most valuable in that it aligns well with other efforts such as those promoting leadership, business entrepreneurship, adult literacy and others.

3) Impact

Professional Development.

CLASE has implemented professional development and support for school-based teams of teachers in fields such as mathematics, science and social studies, with electronic and face-to-face professional development in content-area curricular development and in modification of instruction, as well as through short-term workshops and online coursework. Program impact has been documented through workshop evaluations, pre- and post-participation surveys, and analysis of videotaped classroom implementation of lessons. These videotapes are in the process of being coded and linked to student grades and test scores. Over 900 teachers, principals, school counselors, parent liaisons, and other school staff have participated in short-term professional development conferences, and over 450 teachers and administrators, from 17 school systems, have been part of the year-long team-based outreach, with concomitant impact on students and families on focal areas of reducing language barriers, increasing parent engagement, fostering additional professional learning, and implementing innovative programs and activities. From

2003-07, 95% of team-based educators rated the participation as having a “large” (65.4%) or “medium” (30.2%) impact on their teaching; “large” (74.5%) or “medium” (21.1%) impact on their attitudes towards working with English learners; and “large” (67.5%) or “medium” (27.1%) impact on their preparedness for working with Latino students. Additionally, pre- to post-training multi-item questionnaires demonstrated a significant impact of CLASE professional development on teachers’ knowledge of, and attitudes towards, working with Latino and immigrant students. Clearly, CLASE programs consistently aim to impact teacher quality and preparation leading to immigrant integration and success.

Impact of Policy and Research.

CLASE’s research and policy impacts include a consistent stream of requests for research, academic presentations, and publications that help document and extend our work. For instance, CLASE has co-produced a series of DVD and online resources for health and risk communicators to reach immigrant audiences; led a web-enabled electronic information kiosk for reaching immigrants with health information; presented locally, regionally, and nationally at academic and outreach conferences on the best-practices learned, the outcomes of our programs, and on policy-related issues. CLASE also maintains a web page and list-serves reaching some 500 educators, policy-makers, and others, through which resources, information, and opportunities related to education of Latino and immigrant students are shared. As noted above, the Center is now moving forth primarily with research and development of CREDE pedagogy at various levels.

Supporting Materials

See the Center's website for related references and papers.

<http://www.coe.uga.edu/clase/>

A Latino Pipeline at The University of Georgia, Hispanic Outlook 11/05/2007, p12-14

http://www.hispanicoutlook.com/articleindex_17.htm