

# TABE News



VOLUME XIX, ISSUE 3

MAY 2010

## WE HAVE MOVED

TABE is now located in the heart of downtown San Antonio at 110 Broadway Suite 480. If you are in the area, please stop by and visit with us.

## TABE IS NOW ON TWITTER

FOLLOW US AT [Twitter.com/TA4BE](https://twitter.com/TA4BE)

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## Message from the President

As my term draws to a close I've been reflecting on the past year. As I sat down to write, these three themes emerged: Relationships, Communication, Gratitude. I will speak to each briefly.

### Relationships

This year TABE focused on cultivating new relationships and strengthening previous ones. We reached out to the Texas Association for School Boards, Texas Association of School Administrators and the media to develop mutually beneficial relationships that will help us bridge the academic and cultural disconnect we often experience in bilingual education. We also created opportunities to visit with state and national legislators, TEA staff, State Board of Education members, and our TABE community. Our efforts have been fruitful and we anticipate much political and economic advancement.

### Communication

We felt communication was crucial to dispel many of the myths and deficit misconceptions that surround bilingual education and the language minority community in general. Again, we worked with legislators to provide them with the language for new policy that will impact our students and their teachers. We communicated through the media with

state and national outlets such as Texas Monthly, NPR, History News Network, and local newspaper editorials. We were also sure to communicate with you, the TABE community, through legislative updates, countless emails, Facebook postings, and Twitter tweets!

### Gratitude

TABE must say thank you to the fabulous educators who work tirelessly on a daily basis to improve the quality of schooling for thousands of students in Texas schools. We continue to be inspired by your passion and your commitment. On a personal note, I must express my deep appreciation for those board members who supported me 100% and trusted me to do what was right for TABE and for those who mentored me along the way. I would be remiss if I did not thank my family and friends who surrounded me with love and compassion. Mil gracias!

### Next Steps

So what are the future directions for TABE? If we want to transform education in Texas we have to transform the education of bilingual learners. We need to continue to influence policy to make changes. We, as a collective, have the power to move the agenda forward and change the conversation. We

need to create new narratives that our children are capable, brilliant, and successful. The conversation needs to focus on the larger issues. We know enrichment bilingual education is the only way to close the academic achievement gap.

When you look at the studies that have been done over the last 40 years, we know we have to focus on preparing all of our students for a global economy, we have to get them career ready, ignite the passion for lifelong learning, and make education engaging.

Continued on page 3



Dr. Iliana Alanís is the 2009-2010 TABE president.

### TABE News

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Editor: Dr. Laurie Weaver

Co-editor: Dr. Judith Márquez



"The teacher orally and explicitly focuses the students' attention to language similarities and differences."

## Instructional Tip: Cross Linguistic Transfer

By Vivian Pratts

Teachers work hard to help their students think about their thinking, in other words, helping them develop their Metacognitive Knowledge (Harvey & Goudvis, 2000). Utilizing metacognitive strategies allows the learners to comprehend what is read. As students become proficient readers, they monitor their comprehension by making connections, questioning, visualizing, making inferences, determining importance and synthesizing information. As bilingual students become proficient in Spanish and English reading, teachers must help them think about language; more specifically, teach-

ers need to help students see the similarities and differences across the two languages.

Teachers may want to try "Metalinguistic Think Alouds" to support their students' awareness of Cross-Linguistic Transfer (Cloud, Genesee & Hamayan, 2010). For example, an English language learner may write the word "helper" as "jelper" or "my" as "mai". When this happens the ELL is using his home language to fill in gaps in his English. Researchers call this "bootstrappin" (Cloud, Genesee & Hamayan, 2010, p. 84). Using a Metalinguistic Think Aloud, the teacher orally and explicitly focuses the students'

attention to the language similarities and differences. The teacher might say: "Notice how in English the "h" sounds like a "j" in Spanish." Another example of a Metalinguistic Think Aloud could occur during Daily News time. The teacher might say: "Observen cómo al principio y al final de esta exclamación hay dos signos de interrogación, uno al principio y otro al final, mientras en inglés, sólo hay un signo al final de la oración." By encouraging ELLs to learn and think about the two language systems explicitly, teachers can promote their competence in reading and writing in both languages (Mora, 2007).

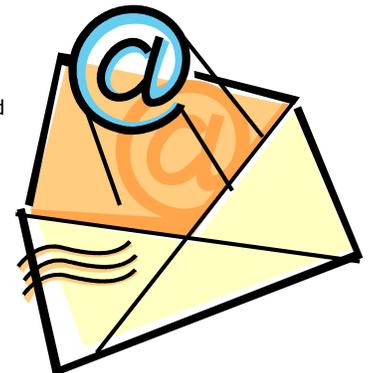


## Staying Connected

This year TABE worked hard to maintain communication with its members. We overhauled our website, added Facebook and Twitter as a resource for our membership. Numerous emails were also sent to members. We will continue use these channels to update you on our work and our progress with

key stakeholders. If, however, you have not been receiving emails, please send us your current email address so that we may add you to our email service.

TABE's email address is: [tabe@scbglobal.net](mailto:tabe@scbglobal.net).



# Election Results

The votes have been counted and TABE is pleased to announce the election results. The 2010-2011 Executive Board members are:

President-elect Dr. Josie Tinajero

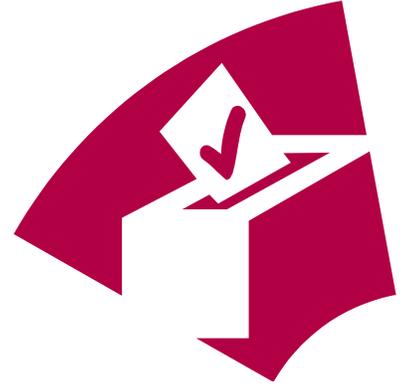
Vice President-Dr. Judy Márquez

Treasurer- Dr. Lucila Ek

Secretary-Mrs. Ana Coca

Congratulations to all our new officers!

The first TABE meeting for the 2010-2011 academic year will be held June 12 in San Antonio, Texas.



## President's Message, continued

But we also have to infuse language minority education reform into overall education reform. Too often reform takes place at the margins in the periphery and the dominant deficit viewpoints remain entrenched and largely unchallenged. At some point we have to address the core of what goes on in education; often times that doesn't get discussed. The conversation needs to shift to the daily work of teachers, the pedagogical practices that transform children's lives. We need to make sure there is buy-in about the purpose of bilingual education and really supporting this approach. It's a complicated issue without a clear cut answer but we need to move from the periphery to really getting into the mainstream of education so that our students can have the success

that they need to have.

To that end, we must take a holistic approach to education that looks at the cognitive AND the affective domain in schooling. That entails reinventing our relationships with schools. Additionally, teachers need to see advocacy as a way to provide critical feedback to policy makers; administrators need to be bridges for parents and the community instead of gate keepers to a fortress. Finally, all educators need to serve as risk takers and encourage kids to do the same. I'll leave you with these questions, what, then, is your personal sphere of influence? How do you change the conversation?

It has been a wonderful year. I have gotten to meet so many fabulous educators and parents. If there were road

blocks they only served to remind me of how blessed I am to have so many incredible people in my life. It has been an honor for me to extend the legacy of TABE and serve as your President.



# 2010 Annual Conference

The 2010 TABE Conference will be held in El Paso, Texas October 27-30. Our theme this year reflects the nature of two countries sharing resources and borders. We also highlight the significant impact of quality bilingual education for students in US schools. Indeed, bilingual education can transform lives!

Our local co-chairs, Drs. Josie Tinajero and Pauline Dow, are no strangers to TABE. They are life-time TABE members who have devoted their professional careers to the education of English learners.

Josefina (Josie) Tinajero, Dean of the College of Education at UTEP and Professor of Bilingual Education, is a leading scholar, educator, and advocate on issues of equity and excellence for culturally and linguistically

diverse children and families. She is a major force in shaping public policy in the US in support of linguistically diverse children and their families.

Pauline Dow, a native of El Paso, Texas, is the Chief Academic Officer for Ysleta ISD. Prior to joining Ysleta ISD, Dr. Dow served as Associate Superintendent for the Canutillo ISD. She has also provided leadership through her service on professional boards including the Texas Association for Bilingual Education, National Association for Bilingual Education, National Network for Educational Renewal, Girl Scouts of the USA, Community Scholars, Inc., and the Kellogg Fellows Leadership Alliance (Wisdom Council).

We are so grateful that Drs. Tinajero and Dow have accepted the position of co-chairs! Their last collaboration with TABE was in 2000 when we had over 1833 at-

tendees at the Annual Conference held in El Paso, Texas. We look forward to a phenomenal conference with their leadership.

You can find registration and hotel information on our website at [www.tabe.org](http://www.tabe.org). Please consider submitting a presentation proposal as we are always looking for teachers who have great ideas to share.



**Bilingual Education: Transcending Borders/  
Transforming Lives**

**TABE Conference 2010**  
**38th Annual Conference**  
**October 27-30**

# Legislative Update



Jesse Romero

By Jesse Romero

Under the leadership of the TABE President, Dr. Iliana Alanís, the Texas Association for Bilingual Education continues to be at the forefront regarding advocacy for quality bilingual programs in our schools and for the 800,000 children we represent. President Alanís has been very pro-active in increasing our presence at the Texas Legislature, and in education, business, labor and civil rights groups across our state. President Alanís has also increased our avenues of communication; not only are there regular e-mail blasts to our Executive Board and membership, but we now have a Facebook page and are on Twitter as well. Our TABE website is now state of the art, and President Alanís has cultivated a favorable relationship with the press.

TABE has also been quick to respond to de-

velopments regarding bilingual education like court case verdicts in Arizona and Texas, editorials in the *Houston Chronicle* and *San Antonio Express News*, bogus studies like the one offered by the Texas Public Policy Foundation in September of last year, and newspaper articles from across the state. Perhaps the largest legitimate piece done on Bilingual Education in decades was published in *Texas Monthly* last September entitled "Dream of A Common Language: Sueno de un idioma comun" in which President Alanís and TABE leaders were featured.

The TABE plan has always consisted of three components: Education, Collaboration and Advocacy, and under Dr. Alanís' leadership, we have successfully expanded our operations. TABE has convened meetings to discuss the importance of bilingual education and our legislative agenda with state policy leaders in both the Texas House and Senate, and with the Texas Education Agency, business organizations, the education commu-

nity, labor groups like the Texas American Federation of Teachers (TxAFT) and Texas State Teachers Association (TSTA), and our coalition partners (MALDEF, IDRA, LULAC, NAACP).

TABE continues to grow our coalition and make positive relationships in the Texas Legislature. We are currently monitoring and presenting testimony in the interim hearings the Legislature is convening. On April 22<sup>nd</sup>, Dr Alanís testified at the Select Committee on Public School Finance Weights, Allotments and Adjustments; she also testified at the Mexican American Legislative Caucus hearing regarding the recent actions by the State Board of Education in April.

We look forward to continuing these and many other actions to ensure quality bilingual education programs are the norm in our state and not the exception.



## Celebrating our Legacy

A big thank you to Dr. Rudy Rodríguez for sharing the documentary, "Texas Bilingual Education: Celebrating our Legacy", at:

NCORE (National Conference on Race and Ethnicity) in San Diego, California in April 2009;

21<sup>st</sup> Century Chicano Activist Dallas Conference in June, 2009;

LULAC State Conference, Dallas, July, 2010;

TABE Conference in Houston, October 2009;

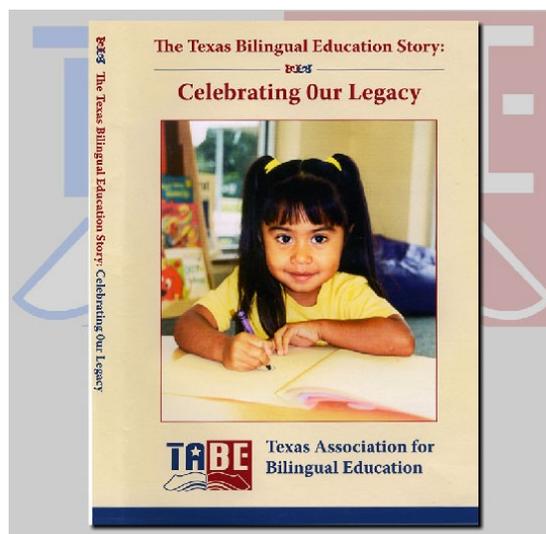
Mexican American School Board Association State Conference, January 2010;

Texas Council of the National Association for Multicultural Education Conference, March 2010;

Bilingual education classes at the University of North Texas and Southern Methodist University. The documentary will also be presented at the state conference of the Texas Associa-

tion of School Board (TASB) Conference in Houston, September 2010.

The documentary is available for purchase at [TiABE.org](http://TiABE.org).



## Scholarship Recipients

Each year, TABE selects outstanding individuals to receive scholarships to support their higher education endeavors. TABE is pleased to announce the 2010

scholarship recipients.

High School recipient: Nallely Campos.

Undergraduate recipient-Sandra Saenz.

Graduate recipient: Ean González.

Congratulations to the scholarship recipients!

# TABE Legislative Agenda 2011

By Jesse Romero

The Texas Association for Bilingual Education (TABE) has been actively working with our legislators to amend or dissolve discriminatory laws, introduce progressive bills, and educate our policy-making bodies. Policy is at the heart of bilingual education for it is policy that dictates, regulates, and promotes quality bilingual education programs. When the 82<sup>nd</sup> Texas legislature convenes in January of 2011, TABE will introduce its first legislative agenda. This agenda will consist of five priorities: 1) legislation to stop the exiting of bilingual students in the first grade, 2) more overall funding for education, but especially an increase in weighted funding for bilingual education programs, 3) legislation to help produce more bilingual educators, 4) funding the dual language pilot program that was passed in 2007, and 5) full funding for ESL textbooks in grades k-8.

## Exiting in 1<sup>st</sup> grade.

During the last of seven special sessions in 2007, a Senate amendment was inserted into the public school finance bill that passed in the Senate 31 to 0. The amendment permits schools to exit students in 1<sup>st</sup> grade. Prior policy suggested children not be exited until at least 3<sup>rd</sup> grade. Last session, TABE introduced legislation in both the Senate

and House. The bill failed to move in the Senate, but did pass out of the House Education committee. This legislation was unable, however, to get out of the Calendars committee; so it did not reach the House floor for a vote. TABE is working with the education community and our bill sponsors, Senator Van de Putte and Representative Trey Martinez-Fischer to build support for our legislation next session.

## Overall funding for Public Schools.

Governor Perry has created a Select Committee on Public School Finance, Weights, Allotments and Adjustments that is comprised of Senators, Representatives and seven members from the private sector. TABE is monitoring this committee very closely as recommendations will turn into legislation next session. TABE is hopeful that the funding weights for bilingual education will be increased, and we will be intensely monitoring the next called meeting for April 22<sup>nd</sup>.

## Teacher Shortage.

TABE has never opposed school districts recruiting bilingual teachers from other countries, but advocates that we grow more of our own. We have previously filed and will submit legislation encouraging students in community col-

leges to enroll in a four year institution and to become bilingual certified to teach in areas of intense shortages.

## Dual Language Pilot.

In 2007, TABE passed a Two way Dual Language pilot program which the Governor signed into law. Conservatives, however, blocked the appropriation rider that would have funded it. The program was not funded last session either, as funds were diverted for full day kindergarten.

## Textbooks.

During the 81<sup>st</sup> Legislature, textbooks/instructional materials were funded, but only at 85% of what the Texas Education Agency had put in their legislative request. Over this interim, efforts have been made to change the way instructional materials are purchased and presented for use in our schools. The direction is a digital format, which TABE supports, however, our concern is that the 2011 Proclamation be fully funded. At stake are the ESL instructional materials for grades k-8, where the majority of English Language Learners are enrolled.

## 2009-2010 Executive Board Accomplishments

The 2009-2010 Executive Board has been busy working on behalf of the TABE membership and to support English language learners state-wide. Major accomplishments include:

Held a successful 2009 Conference

Published three newsletters

Established relationships with Texas Association of

School Boards and Texas Association School Administrators

Forged an alliance with the Texas 2010 Census Count Committee

Relocated to new office space at 110 Broadway

Expanded our outreach to members through Facebook, Twitter, and emails

Forged a relationship with

the Mexican American Legislative Caucus

Reorganized TABE office files for easier management

Created Lifetime TABE Member Pins

Reorganized our TABE website

Streamlined Conference Registration Process

## Collaborative Advocacy Statement

The Texas Association for Bilingual Education (TABE) is an official affiliate of the National Association for Bilingual Education (NABE). As such, TABE supports NABE's mission to advocate for our nation's bilingual and English language learners and families. Along with NABE, TABE advocates for the cultivation of a multilingual, multicultural society by supporting and promoting policy, pro-

grams, pedagogy, research, and professional development that yield academic success, value native language, lead to English proficiency, and respect cultural and linguistic diversity.

TABE also acknowledges the efforts of other organizations to advance equal educational access and opportunity for English Language Learners as well.

Some of these organizations are: the Teachers of English to Speakers of Other Languages (TESOL), the Alliance for Multilingual Multicultural Education (AMME), and the International Reading Association (IRA).

## A Culturally Irrelevant History of “Melodramatic Minutiae”

By Iliana Alanís

As president of TABE I am not only concerned with the content of the state’s social studies curriculum but also appalled at the state’s curriculum development process. For even before experts and teachers finalized their work on the proposed social studies standards, members of the far right hijacked the process by inserting evangelical political activists to scrub the curriculum of such crazy notions as the inclusion of minorities and the negative ramifications of a racist society. This process undermines the hard work, research, and professional judgments of teachers and outside experts who attempted to create coherent standards.

In response to this, outgoing member McLeroy has stated that their efforts amount to a desire that our children learn the Republican version of our great state and country as that would be “like Superman; truth, justice & the American way”. I say to you that these efforts have nothing to do with the historical truth, social justice or the American way; a way in which we

stand on the broad shoulders of those who have come before us. These changes to our social studies curriculum amount to nothing more than individual ideology and are offensive to many.

It has been well documented that there is an attempt to “white wash” our social studies curriculum, and TABE joins the many that condemn this action. Nonetheless, efforts by conservative members of our State Board have resulted in the removal of crucial events in our history. What we need to understand is, “Whether one deems our present society as wondrous or awful or both, history reveals how we arrived at this point. Understanding our past is central to our ability to understand ourselves and the world around us” (Loewen 1995, p. 13). Yet the SBOE has effectively altered our understanding of our rich cultural heritage and replaced it with a selective history that gives students a skewed understanding.

For example, Dolores Huerta was removed because it was alleged she was a socialist, while Helen Keller remained even though it is

well known she was a radical socialist who never wavered in her belief that our society needed radical change—a fact few Americans know because our schooling left it out. There are other omissions or rewriting of our history for example, minimizing the role of woman & minorities in the Civil Rights Movement. These erroneous interpretations remove the important facets of our history, leaving only, what Loewen refers to as “melodramatic minutiae” (1995). When we ignore the discussion of historical conflicts that are perceived as irrelevant to the mainstream culture we essentially deny students the right to grapple with issues of oppression and democracy in U.S. society.

Not even music was immune. The Board recently removed hip-hop and Tejano music and replaced them with country music, justifying it as the genre for family values. Last time I checked, country music is filled with lyrics about drinking excessively and cheating on one’s spouse.

Continued on page 10

“I say to you that these efforts have nothing to do with the historical truth, social justice or the American way; a way in which we stand on the broad shoulders of those who have come before us. These changes to our social studies curriculum amount to nothing more than individual ideology and are offensive to many.”

## A Culturally Irrelevant History of “Melodramatic Minutiae”

Essentially the omission of popular culture from our social studies curriculum leads to the exclusion of students whose schooling is disconnected from their life experiences.

With regard to the separation of church and state and evolution; Don McLeroy has been quoted as saying “evolution is hooey”. Additionally, David Bradley commented on his opposition to students learning about critical thinking as saying “this critical thinking thing is gobbledygook”. As a university professor in a teacher preparation program the need for critical thinking on topics such as evolution theory and mainstream hegemony is crucial if we are to prepare students and teachers to think logically as they form their own opinions and beliefs about who they are as individuals and who we are as a society.

Board member Cargill has been quoted as saying “One of our goals is to emphasize the unity that all Americans have achieved as a result of the melting pot effect, so bringing attention to group distinctions is not necessary.” While there is nothing wrong with optimism, it is something of a burden for students of color and children of working-class parents, or members of any minority group. The optimistic approach prevents any

understanding of failure other than blaming the victim and ultimately produces a distorted account of our history (Loewen, 1995). Given the demographic composition of our Texas schools, the rose-colored nature of this social studies curriculum is problematic. This was never more evident than this November when my 6-year old came home talking about pilgrims and Indians holding hands across a table for a Thanksgiving dinner. An event we continue to teach although it never happened.

In the long run it hurts children’s self image to learn what this social studies curriculum teaches about the fairness of America and the inaccurate picture of minority contributions to the building of this country. Additionally, many students of color identify social studies as one of their least favorite subjects in school. This can be traced to a curriculum in which students of color cannot find themselves in which students of color are not represented in the intellectual achievements of people who look like them. Our children need to see the brilliance of their heritage reflected in their textbooks and curriculum.

Research documents the need for students to learn about events that are interesting and important to

them, events that relate to their lives and futures. Isolationist, myopic historical curriculum will not reach students of color. Rapid assimilative education can have negative effects on students of color (Portes & Rumbaut, 2001). Students however, will start identifying with their social studies curriculum when the curriculum stops presenting inaccuracies, half-truths, and incomplete accounts of our past. To succeed, teachers and the required curriculum must help students learn how to ask questions about our society and its history and how to figure out answers for themselves. At this crucial task this social studies curriculum fails miserably.

Texas needs transformative leaders who promote the importance of academic equity for historically marginalized populations. When the curriculum is culturally relevant, students can connect new knowledge to their own experiences, thus empowering them to build on their personal background knowledge. Curriculum that is culturally responsive capitalizes on students’ cultural backgrounds rather than attempting to override or negate them because it favors instruction appropriate to the ethnic background of the learners (Ladson-Billings, 1995). Culturally relevant curriculum

***“To succeed, teachers and the required curriculum must help students learn how to ask questions about our society and its history and how to figure out answers for themselves. ”***

## A Culturally Irrelevant History of “Melodramatic Minutiae”

espouses three tenets:

Students experience success.

Develop cultural awareness.

Learn to think critically about surroundings.

Culturally relevant instruction promotes students as change agents. Learners are encouraged to question the hegemonic race and class system in the United States. Educators have a responsibility to teach a culturally diverse population to the best of their ability regardless of an objectified course of study. To reach these students, teachers must incorporate instruction that ties community and ethnic strands with the institution of schooling.

Lastly, I understand that there have been legislative efforts to disband the State Board of Education, but one should seriously think about the consequence of those actions as it could lead to Governor appointments of all SBOE board members. If the Board is eliminated then who would decide upon policy and instructional materials, the Commissioner of Education--- a position also appointed by the Governor? No, what we

need is a State Board of Education that is seriously committed to helping all Texas students and their teachers because our very future viability depends upon it.

Our hope is the SBOE will delay the final adoption of social studies curriculum standards but our understanding is that they will not.

Thus, TABE would ask the SBOE to

Maintain the process that allows classroom teachers and scholars; who are true experts in the appropriate fields of study to make final changes to the draft of the standards and finally,

To ensure the new draft is a fair, accurate and a more realistic picture of Mexican American people and all cultures and their contributions to this great country.

Thank you for your time and I will be happy to take any questions.

References:

Ladson-Billings, Gloria. (1995). *But That's Good Teaching! The Case for Culturally Relevant Pedagogy. Theory Into Practice, 34* (3), 159-165.

Loewen, J. W. (1995). *Lies my teacher told me.* Touchstone, New York: NY.

Portes, Alejandro & Rumbaut, Rubén G. (2001). *Legacies: The Story of the Immigrant Second Generation.* Berkley, CA: University of California Press.

Dr. Alanís presented this testimony to the Mexican American Legislative Caucus.

# 2010 TABE Conference

El Paso, Texas October 27-30 2010

**Bilingual Education: Transcending Borders/Transforming Lives**



This years conference will be held in \* El Paso, Texas \* The Camino Real



## HOTEL ACCOMMODATIONS

The Camino Real Hotel will be the host hotel for the 2010 TABE Conference.

Make your lodging reservations by calling (800) 769-4300 no later than September 19, 2010. Ask for conference rates of \$85.00 Single and Double.

Luncheons available to the first 800 Registrants **Only.**



# TABE is Accepting Conference Presentation Proposals



TABE is accepting conference presentation proposals from effective educators and supporters of bilingual education for its annual conference. The Proposal Committee will select presentations

based on the quality of the proposal, as well as the critical need for ethno-linguistic, geographic, and topic representation in the field.

Presentations that are interactive, engage the audience, and that focus on effective and research-based classroom instructional practice and strategies are encouraged.

To submit a proposal, please go to [tabe.org](http://tabe.org) and click on TABE 2010 Conference.

Conference  
presentation  
proposals  
are due by June  
15, 2010.

## Did You Know?

All local affiliates are required to have the same membership year as TABE—September 1 to August 31

Affiliates need to require all members to maintain membership in TABE and encourage membership in NABE

Affiliates must submit, by

August 1, a list of officers, a copy of the current constitution and/or By Laws, and a \$10 affiliation fee.

Affiliates need to hold a minimum of three general meetings or representative meetings per year. Affiliates must submit delegate information to the Executive

Board at least seven days before the HOD meeting at the annual conference.

Please consider joining your local affiliate.

## Financial Update

This year has been a banner year for TABE. Our 2009 conference was an overwhelming success with over \$120,607 in profit. Currently, TABE holds a Permanent Fund with \$101,559.80.

TABE will continue to use funds wisely to benefit students across the state of Texas.

