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JOHN F. DAUM (SB #52313)  
FRAMROZE M. VIRJEE (SB #120401)  
DAVID L. HERRON (SB #158881)  
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Attorneys for Defendant State of California

**SUPERIOR COURT OF THE STATE OF CALIFORNIA  
CITY AND COUNTY OF SAN FRANCISCO**

ELIEZER WILLIAMS, et al.,	)	Case No. 312 236
	)	
Plaintiffs,	)	Date Action Filed: May 17, 2000
	)	
vs.	)	
	)	
STATE OF CALIFORNIA, DELAINE	)	
EASTIN, State Superintendent	)	
Of Public Instruction, STATE	)	
DEPARTMENT OF EDUCATION, STATE)	)	
BOARD OF EDUCATION,	)	
	)	
Defendants.	)	
	)	
STATE OF CALIFORNIA	)	
	)	
Cross-Complainant,	)	
	)	
vs.	)	
SAN FRANCISCO UNIFIED SCHOOL	)	
DISTRICT, et al.,	)	
	)	
Cross-Defendants.	)	
	)	

**EXPERT WITNESS DECLARATION RE RUSSELL M. GERSTEN, Ph.D.**

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I, Paul B. Salvaty, declare as follows:

1. I am an attorney with the law firm of O'Melveny & Myers LLP, counsel of record herein for defendant State of California ("the State").

2. The State has provided a list of persons whose expert opinion testimony the State intends to offer at trial of this action, either orally or by deposition testimony. The list includes Dr. Russell M. Gersten, to whom this declaration refers.

3. Dr. Gersten has agreed to testify at trial.

4. Dr. Gersten will be sufficiently familiar with the pending action to submit to a meaningful oral deposition concerning the specific testimony, including any opinions and their bases, that Dr. Gersten is expected to give at trial.

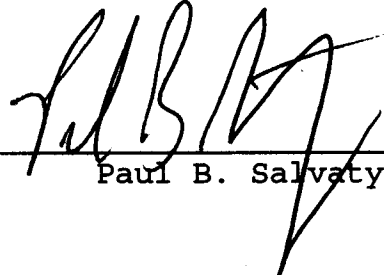
5. Dr. Gersten's fee for providing deposition testimony, consulting with the State, conducting research and other activities undertaken in preparation of the attached report is \$225 per hour.

6. Pursuant to Section 2034(f)(2)(A) of the California Code of Civil Procedure, attached hereto as Exhibit A and incorporated herein by reference is a *curriculum vitae* providing Dr. Gersten's professional qualifications.

1           7. Attached hereto as Exhibit B and incorporated herein by  
2 reference is Dr. Gersten's expert report. Pursuant to Section  
3 2034(f)(2)(B) of the California Code of Civil Procedure, the  
4 following is a brief narrative statement of the general substance  
5 of the testimony that Dr. Gersten is expected to give at trial.  
6 Dr. Gersten rebuts the opinions of plaintiffs' expert Kenji  
7 Hakuta concerning the State's EL program on the grounds that  
8 Hakuta fails to demonstrate that a BCLAD/CLAD is essential to  
9 teach EL students; Hakuta's criticisms of California's content  
10 standards as being unfair to ELs are baseless; Hakuta  
11 mischaracterizes the impact of Prop 227; and California's current  
12 approach to teaching EL students is reasonable and likely to  
13 succeed. The foregoing statements are only a general summary of  
14 the issues and conclusions discussed and documented more fully in  
15 Dr. Gersten's expert report.

16  
17           I declare under penalty of perjury that the foregoing  
18 is true and correct.

19  
20           Executed this 18th day of April, 2003, at Los Angeles,  
21 California.

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24 \_\_\_\_\_  
25 Paul B. Salvaty  
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## VITA

### Russell Monroe Gersten

#### EDUCATION

B.A.	Brandeis University, Waltham, Massachusetts (Physical Sciences)	1967
Ph.D.	University of Oregon, Eugene, OR (Special Education, Minor in Psychology) (With Honors)	1978

#### ELECTED OFFICES

1997-98	President, Division for Research, Council for Exceptional Children
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#### PROFESSIONAL EXPERIENCE

June 2002- Present	Executive Director, Instructional Research Group, Long Beach, California
June 2002- Present	President, RG Research Group, Long Beach, California
July 2002- June 2003	Interim Co-Director, Research to Practice Institute, Lehigh University
1991-present	Professor, College of Education, University of Oregon
Nov., 2000- Mar. 2002	Director, Eugene Research Institute
1992- September 2002	President, Eugene Research Institute
1996-1997	Senior Research Analyst (visiting), American Institute for Research
1992-1995	Chairperson, Research Foundations Area, College of Education, University of Oregon
1996-1998	Co-chair, ESOL Program, College of Education, University of Oregon

- 1986-1990 Associate Professor, College of Education, University of Oregon
- 1978-1986 Director, Evaluation and Field Research, Direct Instruction Follow Through Project, University of Oregon
- 1979-1985 Assistant Professor, College of Education, University of Oregon
- 1975-1977 Instructor, Antioch Graduate School of Education, Keene, New Hampshire
- 1975 Instructor, Castleton State College, Brattleboro, Vermont
- 1967-1975 Special education teaching and supervision: Programs for autistic and learning disabled students, Boston and Winchester, MA
- 1970-1981 Music critic, free lance writer and essayist for Rolling Stone Magazine, The Village Voice, The Boston Phoenix, The Real Paper (features and reviews, specializing in essays on soul music and jazz)

#### **AWARDS**

- 2002 Award for Outstanding Research in Special Education (AERA Special Interest Group in Special Education Research)
- 1996 Learned Article Award, Educational Press Association of America
- 1991 Excellence in Research, Association for Direct Instruction

#### **GRANTS & CONTRACTS**

*Principal investigator (or co-P.I.) for the following (35 grants totaling \$12,321,122):*

##### Federally Funded

Developing Number Sense Instruction Accessible to Kindergartners Experiencing Developmental Delays.

(U.S. Department of Education, 2000-2002, \$539,784)

Conceptual Approaches to Teaching History to Students with Learning Disabilities in Integrated Settings.

(U.S. Department of Education, 1999-2002, \$539,967)

A Center to Study Sustainability of Research-Based Interventions for Students with Learning Disabilities.

(U.S. Department of Education, 1998-2002, \$999,720)

Center to Identify and Meet Technical Assistance Needs of Elementary and Middle Schools.  
(Subcontract with the American Institute of Research contract # HS97016001, 1997-2002,  
\$1,182,000)

Accessibility of Personal Computers for Adults with Significant Cognitive Disabilities:  
Development and Field—testing of Assistive Software for Personal Management.  
(U.S. Department of Education, 1998-2001, \$124,983)

Functional Literacy for Decision-Making: Personal Computers as Metacognitive Tools for  
Youth with Mild/Moderate Mental Retardation.  
(U.S. Department of Education, 1996-present, \$598,522)

Achieving Curriculum Inclusion and Integrating Technology with Instruction Through  
Backward Mapping and Collaborative Action Research.  
(U.S. Department of Education, 1996-present, \$899,820)

Parameters of Effective Instruction for Language-Minority Students with Disabilities and  
Those at Risk for School Failure: Research Synthesis and Dissemination.  
(U.S. Department of Education, 1995-1998, \$239,826)

Assistive Technology in the Cognitive Realm: Tools for Daily Living.  
(U.S. Department of Education, 1995-1996, \$410,000)

Advancing and Improving the Research Knowledge Base: Comprehensible and  
Comprehensive Instruction for Language Minority Students with Learning Disabilities.  
(U.S. Department of Education, 1994-1995, \$99,981)

Transition to Adulthood for Students with Developmental Disabilities: The Role of Siblings.  
(U.S. Office of Special Education, 1994-1995, \$99,955)

Four-Pronged Middle School Intervention for Students with Mild Disabilities: A Professional  
Development Emphasis.  
(U.S. Office of Special Education, 1992-1995, \$465,000)

Attrition/Retention of Urban Special Education Teachers: Multi-Faceted Research and  
Strategic Action Planning.  
(U.S. Office of Special Education, 1991-1994, \$897,400)

The Language Minority Student and Special Education: A Multi-Faceted Study.  
(U.S. Office of Special Education, 1990-1993, \$899,844)

Information Processing Deficits in Mathematics: A Longitudinal Study.  
(U.S. Office of Special Education, 1991-1992, \$74,993)

Integrating Minority Handicapped Students into Regular Classroom Settings.  
(U.S. Office of Special Education, 1988-1992, \$620,028)

Proactive Roles for the Resource Consultant.

(U.S. Office of Special Education, 1988-1991, \$330,339)

Expert Assessment of Mathematics Proficiency.

(U.S. Office of Special Education, 1989-1991, \$406,000)

Instructional Leadership in Special Education.

(U.S. Office of Special Education, 1989-1992, \$247,000)

Instructional Leadership in Special Educational Technology.

(U.S. Office of Special Education, 1988-1991, \$252,000)

Integrating Technology with Effective Teaching Practices at the Secondary Level.

(U.S. Office of Special Education, 1987-1990, \$321,825)

Active Teaching Through Staff Development and Videodisc Instruction.

(U.S. Office of Special Education, 1986-1988, \$206,000)

Instructional Leadership in Special Education.

(U.S. Office of Special Education, 1986-1989, \$198,000)

Computer Assisted Instruction in Higher Order Skills for Mildly Handicapped Students:  
Programmatic Research on Design Principles.

(U.S. Office of Special Education, 1984-1987, \$239,000)

Special Education Technology and Computer Technology.

(U.S. Office of Special Education, 1984-1987, \$235,000)

A Study of Administrative Support of School Improvement.

(National Institute of Education, 1983-1985, \$228,000)

Instructional and Policy Determinants of High School Students' Achievement in  
Mathematics.

(National Institute of Education, 1983-1985, \$176,000)

Longitudinal Analysis of the Impact of Structured English Immersion Programs on the  
Achievement of Hispanic Students.

(Department of Education/Planning and Research, 1984-1985, \$82,000)

A Study of Roles in the Implementation Process.

(National Institute of Education, 1980-1981, \$32,000)

Naturalistic Study of Implementation of an Educational Change Model in an Urban Setting.

(Office of Education, 1978-1980, \$120,000)

Non-Federal

An Observational Study of First Grade Reading Instruction to English- Language Learners.  
(California State University, 1999-2001, \$66,921)

Study of the English Language Acquisition Program in the Denver Public School District.  
(Castle Rock Foundation, \$75,500)

Synthesis of Research on Teaching Math to Low Achieving Students. (Texas Education Agency, September 2000 – March 2001, \$45,680)

Tests Adaptations for Students with Learning Disabilities and English-Language Learners.  
(Oregon Department of Education, July, 1998-September, 1999, \$80,000)

Evaluation of SMART Program: A Business-School Community Partnership to Prevent Reading Failure.  
(Oregon Children's Foundation, 1992- 2001; \$285,000)

Longitudinal Evaluation of Later Effects of Bilingual Education.  
(READ Institute, 1996-97, \$7,000)

Evaluation of Bilingual Immersion.  
(READ Institute, 1991-92. \$9,500)

Evaluation of Lozanov Method of Bilingual Education.  
(READ Institute, 1991-92. \$4,200)

**OTHER PROFESSIONAL ACTIVITIES**National Committee and Working Group Memberships:

National Advisory Board, National Institute of Child Health and Human Development Center for Research on Teaching Reading to English Language Learners (2001-present)

National Research Advisory Board, Center on Personnel Studies in Special Education (2001-present)

Professional Advisory Board, National Center for Technology and Innovation Advisory Board Meeting (2002, January)

Member, Reading Excellence Act Task Force for English-Language Learners, CA Dept. of Education (July-Oct, 2001)

OSEP-CEC Division for Research Task Force on Families and Research (1999-present)



National Advisory Panel: Implementation of Reading Excellence Act for English-language learners, Office of Educational Research and Improvement, U. S. Dept. of Education (2000)

Member, OSEP Comprehensive Planning Task Force 2000 for Research, Personnel, Preparation, and Dissemination: Access to the General Curriculum (2000, October)

Program Advisory Committee, CEC/DDEL: Symposium on Culturally and Linguistically Diverse Exceptional Learners (2000)

AERA Awards Committee, Special Education Research (2000)

Professional Advisory Board, National Center for Learning Disabilities (NCLD) (1999 – present)

Senior Advisor, Identification of Exemplary Practices for English-Language Learners, California Department of Education (1999 – present)

Technical Research Advisor, SRI International and Office of Special Education Programs, Special Education Elementary Longitudinal Study (SEELS), (1998 – 1999)

Technical Advisor, US Department of Education, OSEP Study of Personnel Needs (1998-2000)

Technical Advisor, Center for Study of Reading, University of Texas (Project Director, Sharon Vaughn) (1998-2001)

Member, Technical Work Group, US Department of Education, National Evaluation of the Comprehensive School Reform Demonstration (CSRD) Program (1998-2000)

Chair, Advisory Committee to Director of Research into Practice Division, OSEP (1997-1999)

Member, CEC Awards Committee (1998)

Member, CEC: Adapting Instructional Materials for Students with Disabilities: Publication Planning Task (January, 1997)

Member, OSEP National Task Force on Technology Implementation in Special Education (1997)

Member, OSEP/CEC working group on developing guidelines for group comparison research design in special education (with Joanna Williams, Sharon Vaughn, John Lloyd, George Hynd, Martha Thurlow)

Member, Technical Design Team for Oregon Assessment Development and Evaluation Project (OADEP), Oregon Department of Education (1995-2001)

Mentor, National Center on Minority Special Education, Hampton Institute, VA (1996)

Coordinator and Chair, National Association of State Directors of Special Education (NASDSE) Forums: Improving Special Education for Culturally and Linguistically Diverse Students (September, 1994, Alexandria, VA; August 1995, Alexandria, VA; and, February 1996, Phoenix, AZ)

Member, Committee on Prevention of Reading Difficulties in Young Children, National Academy of Sciences (July, 1994)

Working Group Member, Review Activities for Implementing IDEA Special Education Research Program Agenda. U.S. Department of Education, Office of Special Education Programs (1995)

Panelist, Diversity Work Group on the impact of diversity on quality of services for students with Emotional and Behavioral Disorders. Office of Special Education, U.S. Department of Education (1995)

Member, Cosmos Corporation: Delphi panel on future issues on technology use in special education (1993, July)

Member, Ac Hoc Committee on Knowledge Utilization. Joint AERA-CEC Working Committee (1995)

Member, Council for Learning Disabilities Research Committee, Subcommittee on Qualitative Research in Special Education (1995)

Chair, CEC's Ad Hoc Committee for Research, Division for Research (1994-1996)

Member, Planning Group for OSEP Research Project Directors' Meeting. (1994, January)

Member, National Academy of Sciences, Commission on Behavioral and Social Sciences and Education. Working Group: Culture and Early Education-- Assessing and Applying the Knowledge Base (1993-94)

Working Group Member, Synthesis/Verification of Effective Practices for children and Youth with Attention Deficit Disorders. U.S. Department of Education. (1993-94)

Research Committee Member, Council for Learning Disabilities (1993-1994)

Member, Invisible College for Research on Teaching (1980-1994)

Chairperson, Research Committee, National Advisory Council on Bilingual Education, U.S. Department of Education (1986-1988)

Panelist and Author, ASCD Task Force on Public School Education for 4 and 5 Year-Olds (1987-1988)

Co-Director, Academy of Effective Instruction in Reading Comprehension, Professional Development Division of Council for Exceptional Children (1986, 1987, 1988)

Member, Consortium for Research on Hispanic Students (1985-1988)

Chairperson, Doctoral Program, Department of Special Education, University of Oregon (1984-1987)

Organizer, 15 symposia for AERA and 3 symposia for Council for Exceptional Children.

**Grant/Contract Reviewer for the Following:**

National Institute of Child Health and Human Development (NICHD), (2002)

Early Reading First, Office of Elementary and Secondary Education (OESE) (2002)

Site Visit Reviewer, Office of Special Education Programs (2002)

Expert reviewer for the Institute for Academic Access and the National Center for Accessing the General Curriculum for Office of Special Education Programs (OSEP) (2002)

Social Sciences and Humanities Research Council of Canada (2002)

National Institute of Child Health and Human Development (NICHD): Chair, Special Emphasis Panel on Research for English-language learners (2001)

National Institute of Child Health and Human Development (NICHD): Chair of Site Visit and Member of Review Team for English-language Learners Competitions (2000)

Office of Education Research and Improvement (2000)

Wellcome Foundation (U. K.) (2000)

National Science Foundation, Research in Education, Policies, and Practices Division (1997, 1998).

Office of Special Education Programs, Research to Practice Division (1998)

Office of Special Education Programs, Division of Innovation and Development, U.S. Department of Education (1990, 1993, 1998)

Office of Special Education Programs, Division of Personnel Preparation, U.S. Department of Education (1990, 1996)

National Institutes of Health/National Institute of Child Health and Human Development Multidisciplinary Centers (1995)

Office of Bilingual Education and Minority Language Affairs, U.S. Department of Education (1991)

Funds for Improvement of Post-secondary Educator (FIPSE) (1990)

Office of Educational Research and Improvement, U.S. Department of Education (1988, 1989, 2000)

**External reviewer for the following:**

National Academy of Sciences Report on Disproportional Representation of Minorities in Special Education (2001).

Handbook of Multicultural Education (2001).

National Academy of Sciences Report on Research on Education of Language Minority Students (1997).

Center for Educational Statistics, U.S. Department of Education (1987, 1988).

**External reviewer of tenure/promotion files:**

University of Illinois (2000,2001)

University of Washington (2001)

University of Miami (1999)

Ohio State University (1999)

University of Toronto (1999)

Northern Illinois University (1998)

University of Kansas (1998)

University of Vermont (1997)

University of Pittsburgh (1997)

Texas A& M (1997)

University of Illinois at Chicago (1996)

California State University at Long Beach (1996)

University of Indiana (1995)

University of California at Los Angeles (1995)

California State University at Long Beach (1995)

Bucknell University (1993)

Michigan State University (1990)

## EDITORIAL RESPONSIBILITIES

### Guest Editor:

Special Issue of *Remedial and Special Education*: "Factors that Lead to Sustained use of Research-Based Practices." (2002, Fall). (co-edited with Sharon Vaughn)

Special Issue of *Journal of Learning Disabilities*: "Synthesizing the Knowledge Base in learning Disabilities (to be published in 2002) (co-edited with Scott Baker).

Special Issue of *Journal of Special Education*: "The Relationship Between Professional Practices And Family Involvement: A Review Of Research (2002, October) (co-edited with Larry Irvin and Thomas Keating)

Special Issue of *Elementary School Journal*: "Contemporary Research in Special Education." (2001, January) (co-edited with Sharon Vaughn).

Special Issue of *Remedial and Special Education*: "Collaborative Research in Special Education." (1996, January).

Special Issue of *Elementary School Journal*: "The Language Minority Student in Transition: Implications of Contemporary Research." (1996, January).

Special Issue of *Remedial and Special Education*: "Perspectives on the Regular Education Initiative: Views from General Education" (1990, May) (co-edited with John Woodward).

### Consulting Editor for the following journals:

#### Current:

*Exceptional Children* (1996-present)

*Elementary School Journal* (1996-present)

*Journal of Special Education* (2000-present)

*Reading Research Quarterly* (2001-present)

*Remedial and Special Education* (1988-present)

*Learning Disability Quarterly* (1995-present)

*Learning Disabilities Research and Practice* (1993-present)

*Journal of Learning Disabilities* (2000-present)

*Journal of Special Education Technology* (1988-present)

*Exceptionality* (1989-present)

#### Former:

*Journal of Experimental Education* (1994-1997)

*The Reading Teacher* (1990-1993)

**Other***Excellence in Instruction*, (1980-1989)*Insegnare al Handicappato (Research on Teaching the Handicapped)*, (1986-1989)**Reviewer for the following journals:***American Educational Research Journal**American Journal of Mental Retardation**Early Childhood Research Quarterly**Educational Leadership**Educational Psychologist**Evaluation and Program Planning**Journal of Applied Behavior Analysis**Journal of Educational Psychology**Journal of Teacher Education**Review of Educational Research**Scientific Studies of Reading**School Psychology Review**Urban Education***Reviewer for the following publishers:***Lawrence Erlbaum**Guilford Press**Prentice Hall**Teachers College Press**Aspen Press***Reviewer for the following Handbooks:***Handbook of Multicultural Education* (to be published in 2003)**Reviewer for the Following Conferences:**

American Educational Research Association -- Division K (1990, 1991, 1992, 1993, 1994, 1995, 1996); Division C (1993, 2000, 2002), Division L (1996)

American Educational Research Association -- SIG on Special Education (1990, 1991, 1993, 1994, 1995, 1996, 2000)

Departamento de Psicología, Universidad di Cádiz – 9<sup>th</sup> Congress INFAD-2000- Childhood and Adolescence (1999)

National Reading Conference (1990, 1991, 1992, 1993, 1994, 1995, 1996, 1998)

American Educational Research Association -- SIG on Research Dissemination and Utilization (1992)

Council for Exceptional Children -- Division for Research (1993, 1994, 1996), Division for Learning Disabilities (2000)

**Strand Leader for the Following Conferences:**

Council for Learning Disabilities -- International Conference on Learning Disabilities -- Reading Strand (2000)

Council for Exceptional Children -- Division for Research (1997)

**PUBLICATIONS**

**Articles**

Baker, S., Gersten, R., & Graham, S. (in press). Teaching expressive writing to students with learning disabilities: Research-based applications and examples. *Journal of Learning Disabilities*.

Baker, S., Gersten, R., Dimino, J. & Griffiths, R. (in press). A case study of peer-assisted learning strategies sustained use of sound research based practices in schools: Contemporary research. *Remedial and Special Education*.

Baker, S., Gersten, R., & Lee, D.S. (2002). A synthesis of empirical research on teaching mathematics to low-achieving students. *Elementary School Journal*, 103(1), 51-73.

Baker, S., Gersten, R., & Scanlon, D. (2002). Procedural facilitators and cognitive strategies: Tools for unraveling the mysteries of comprehension and the writing process, and for providing meaningful access to the general curriculum. *Learning Disabilities Research and Practice*, 17 (1), 65-77.

Gersten, R., Irvin, L., & Keating, T. (2002). The relationship between professional practices and family involvement: A review of research: Introduction *Journal of Special Education*. 36 (3), 122-123.

Gersten, R., Fuchs, L., Williams, J., & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of Educational Research*, 71, 279-320.

Gersten, R., & Baker, S. (2001). Teaching expressive writing to students with learning disabilities: A meta-analysis. *Elementary School Journal*, 101, 251-272.

- Gersten, R., & Vaughn, S. (2001). Meta-analyses in learning disabilities: Introduction to the special issue. *Elementary School Journal*, 101, 251-272.
- Gersten, R., & Dimino, J. (2001). The realities of translating research into classroom practice. *Learning Disabilities Research and Practice*, 16, 120-130.
- Gersten, R., Keating, T., Yovanoff, P., & Harniss, M.K. (2001). Working in special education: Factors that enhance special educators' intent to stay. *Exceptional Children*, 67 (4), 549-567.
- Gersten, R. (2001). Sorting out the roles of research in the improvement of practice. *Learning Disabilities Research and Practice*, 16 (1), 45-50.
- Gersten, R., & Irvin, L. (2001). Response to "A Deweyan perspective on democracy and inquiry in the field of special education". *The Journal of The Association for Persons with Severe Handicaps*, 26 (4), 281-284.
- Gersten, R. (2001). Remembering Wes Becker (1928-2000). *Journal of Special Education*, 35 (1), 115-117.
- Gersten, R., & Smith-Johnson, J. (2001). Reflections on the research to practice gap. *Teacher Education & Special Education*, 24, 356-361.
- Gersten, R., Chard, D., & Baker, S. (2000) Factors that enhance sustained use of research-based instructional practices: A historical perspective on relevant research. *Journal of Learning Disabilities*, 33, 445-457.
- Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for English-language learners. *Exceptional Children*, 66, 454-470.
- Gersten, R., Baker, S., & Lloyd, J.W. (2000). Designing high quality research in special education: Group experimental design. *Journal of Special Education*, 34(1), 2-18.
- Gersten, R., & Smith-Johnson, J. (2000). Songs of experience: Commentary on "Dyslexia the invisible" and "Promoting strategic writing by post-secondary students with learning disabilities: A report of three case studies." *Learning Disabilities Quarterly*, 23, 171-174.
- Baker, S., Gersten, R., & Keating, T. (2000). When less may be more: A two-year longitudinal evaluation of a volunteer tutoring program with minimal training. *Reading Research Quarterly* 35, 494-519.
- Carnine, D. & Gersten, R. (2000). The nature and role of research in improving achievement in mathematics. *Journal for Research and Mathematics Education*, 31(2), 138-143.
- Vaughn, S. & Gersten, R. & Chard, D. (2000). A search for the underlying message in the intervention research on learning disabilities. *Exceptional Children*. 67, 99-114.



- Gersten, R. (1999). The changing face of bilingual education. *Educational Leadership*, 56(7), 41-45. (Reprinted in *Multicultural Education*. Guilford, CT: Dushkin/McGraw-Hill.
- Gersten, R., & Chard, D. (1999). Number sense: Rethinking mathematics instruction for students with mathematical disabilities. *Journal of Special Education* 33(1), 19-28.
- Gersten, R. (1999). Lost opportunities: Challenges confronting four teachers of English-language learners. *Elementary School Journal*, 100 (1), 37-56.  
(Also reprinted in In T. Ariav, A. Keinan, & R. Zuzovsky (Eds.), *The ongoing development of teacher education: Exchange of ideas*. ( 167-182). Tel Aviv, Israel: MOFET Institute.)
- Jiménez, R. & Gersten, R. (1999). Lessons and dilemmas derived from the literacy instruction of two Latina/o teachers. *American Educational Research Journal*. 36(2), 265-301.
- Gersten, R., & Baker, S. (1998). Real world use of scientific concepts: Integrating situated cognition with explicit instruction. *Exceptional Children*, 65, 23-35.
- Gersten, R. (1998). Recent advances in instructional research for students with learning disabilities: An overview. *Learning Disabilities Research and Practice*, 13(3), 162-170.
- Gersten, R., Baker, S., Marks, S. U. (1998). Reflections on "A view from across the Grand Canyon" (by Richardson and Anders) and the Compatibility of Qualitative and Quantitative Research. *Learning Disabilities Quarterly*, 21, 102-104.
- Marks, S. U. & Gersten, R. (1998). Engagement and disengagement between special and general educators: An application of Miles and Huberman's cross-case analysis. *Learning Disabilities Quarterly*, 21, 34-56.
- Gersten, R. (1997). Response to *Research on Inclusive Educational Programs, Practices, and Outcomes* by Pam Hunt and Lori Goetz. *Journal of Special Education*. 31(1), 30-32.
- Gersten, R., Vaughn, S., Deshler, D., & Schiller, E. (1997) What we know about using research findings: Implications for improving special education practice. *Journal of Learning Disabilities*, 30(5), 466-476.
- Gersten, R. (1996). The double demands of teaching English language learners. *Educational Leadership*, 53(5) 18-22.
- Gersten, R. (1996). The language-minority student in transition: Contemporary instructional Research. *Elementary School Journal*, 96(3), 217-219.
- Gersten, R. (1996). Literacy instruction for language-minority students: The transition years. *Elementary School Journal*, 96(3), 227-244.

- Gersten, R., & Brengelman, S. (1996). The quest to translate research into classroom practice: The current knowledge base. *Remedial and Special Education*, 96(3), 228-244.
- Jiménez, R., & Gersten, R. & Rivera, A. (1996). Conversations with a Chicana teacher: Supporting students' transition from native- to English-language instruction. *Elementary School Journal*, 96(3), 333-341.
- Gersten, R. (1995). Collaborative research in special education. Introduction to the topical issue. *Remedial and Special Education*, 16(6), 323-324.
- Gersten, R., Keating, T.J. & Irvin, L.K. (1995). The burden of proof: Validity as improvement of instructional practice. *Exceptional Children*, 61(6), 510-519.
- Gersten, R., Morvant, M., & Brengelman, S. (1995). Close to the classroom is close to the bone: Coaching as a means to translate research into classroom practice. *Exceptional Children*, 62(1), 52-66.
- Gersten, R., & Woodward, J. (1995). A longitudinal study of transitional and immersion bilingual education programs in one district. *Elementary School Journal*, 95(3), 223-240.
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### **Tests**

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### **Articles (Non-Technical)**

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- Gersten, R. (1997). Marvin Gaye. In *Encarta 97*. Redmond, WA: Microsoft.
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- Gersten, R. (1992). Aretha Franklin. In A. DeCurtis and J. Henke (Eds.), *The Rolling Stone Illustrated History of Rock and Roll* (3rd ed.). New York: Random House.
- Gersten, R. (1981, January). Donny (Hathaway) did not go gentle into that good night. *Boston Phoenix*.
- Gersten, R. (1981, June). Chaka (Khan)'s saga. *Village Voice*.
- Gersten, R. (1981). Album liner notes for *Aretha Franklin: The legendary queen of soul*. New York: Columbia Records.
- Gersten, R. (1970-81). Approximately 300 reviews, interviews, critical essays and personality profiles on contemporary popular Black music for *Rolling Stone*, *The Village Voice*, *Boston Phoenix*, *The Real Paper*.

## **PRESENTATIONS AT PROFESSIONAL CONFERENCES**

**2001-2002**

### **Keynote Addresses**

*Linking Research and Practice* (2002, February). Council for Exceptional Children's Division of Research Task Force on Families and Research in Special Education and Early Intervention. Washington, D.C.

*What the research really says about factors that lead to sustained change in classroom teaching.* (2001, July). Center for the Study of Learning at the University of Kansas. Lawrence, KS.

### **Presentations**

*"Eyes on the Prize," Strategies for teaching history to students with LD in inclusive classrooms using video and peer-assisted learning.* (September, 2002). Presentation at the Division for Learning Disabilities: Bridging the Gap Between Research and Practice, Pittsburgh, PA (with Joyce Smith-Johnson).

*Instructional approaches for teaching mathematics to students with learning disabilities: Findings from a synthesis of experimental research.* (2002, October). Presentation at the Council for Learning Disabilities Conference, Denver, CO.

*Three solid LD research studies from past year.* (2002, October). Presentation at the Council for Learning Disabilities Conference, Denver, CO.

- Working in special education: Results of a large scale study of factors that impede or support teachers' sense of efficacy and desire to remain in the field.* (2002, October). Presentation at the Council for Learning Disabilities Conference, Denver, CO.
- Contemporary research in mathematics for students with learning disabilities.* (2002, July). Presentation at the Office of Special Education Programs Project Directors' Conference, Washington, DC.
- SMART tutoring? Long-term effects of a volunteer tutoring program in beginning reading: Overall impact and differential effects.* (2002, February). Presentation at the Pacific Coast Research Conference, La Jolla, CA. (with Scott Baker).
- Sustainability: What happens when the money and the researchers are gone?* (February, 2002). Presentation at the Oregon Conference, Eugene, OR (with Rhonda Griffiths and Scott Baker).
- Teaching historical reasoning to students with learning disabilities: Experimental research.* (2002, February). Presentation at the Pacific Coast Research Conference, La Jolla, CA. (With Scott Baker, Joyce Smith-Johnson and Anne Peterson).
- The use of scientifically based research in math instruction.* (February, 2002). Presentation at the Office of Elementary and Secondary Education's Scientifically Based Research Seminar, Washington, D.C.
- Reviewing the review: Current efforts to improve the OSEP Grant Review Process.* (2001, July). Presentation at the OSEP Research Project Directors' Conference, Washington, D.C. (with Lou Danielson, Tom Hanley, Robin McWilliam, and Karen Harris).
- New research on the effects of variations in child characteristics, teacher behavior, and instructional arrangements on early English reading by Spanish-speaking students.* (2001, July). Presentation at the OSEP Research Project Directors' Conference, Washington, D.C. (with Michael Gerber and Sharon Vaughn).
- OSEP comprehensive planning panel results: Access to the general curriculum.* (2001, July). Presentation at the OSEP Research Project Directors' Conference, Washington, D.C. (with Mike Wehmeyer, Lynn Fuchs, Bart Pisha, Cathy Morocco, Patti Ralabate, Joanna Williams, and Helen Thornton).
- Teaching reading in English to young non-English dominant learners.* (2001, June). Panelist for session at conference for the Southern California Comprehensive Assistance Center, Los Angeles, CA.
- Performance analysis of a successful, large scale volunteer tutoring program in early reading: Effects one year after treatment and differential impact.* (2001, May). Presentation at the Society for Prevention Research, Washington, D.C. (with Scott Baker)



*Instruction and literacy development of English-language learners in English immersion programs: An observational study.* (2001, May). Keynote address at the Research on Teaching Reading in a second language Work Group, Washington, D.C.

*Instruction and literacy development of English-language learners in English immersion programs: An observational study.* (2001, April). Presentation at the American Educational Research Association Annual Convention, Seattle, WA (with Scott Baker).

*Teaching history to students with learning disabilities: Experimental research involving innovative instruction.* (2001, April). Presentation at the Council for Exceptional Children Annual Convention, Kansas City, MO (with Scott Baker).

*Eyes on the prize: Providing students access to general education curriculum.* (2001, April). Presentation at the Council for Exceptional Children Annual Convention, Kansas City, MO (with Joe Dimino and Joyce Smith-Johnson).

*Instruction and literacy development of English-language learners: Descriptive research in grade one classrooms.* (2001, April). Presentation at the Council for Exceptional Children Annual Convention, Kansas City, MO (with Scott Baker, Diane Haager, & Anne Graves).

*Research to practice: How does it relate to personnel preparation? Infusing research-based practices in personnel training to enhance success in the general education curriculum for students with disabilities.* (2001, February). Presentation at the Office of Special Education Programs Personnel Preparation Project Directors' Conference, Washington, DC (with Rollanda O'Connor).

*An observational study of first grade reading instruction for English language learners using sheltered immersion methodology.* (2001, February). Presentation at the Pacific Coast Research Conference, La Jolla, CA (with Diane Haager, Scott Baker, and Anne Graves).

## **1999-2000**

### **Keynote Addresses**

*What does research say?* (1999, October). Keynote Address at the READ California English Immersion Conference, Los Angeles, CA.

*What do we know about teaching children with learning disabilities? Research in Learning Disabilities.* (1999, May). Keynote Address at A National Summit on Research in Learning Disabilities, Washington, D.C.

*The many faces of meta-analysis: Qualitative and quantitative research syntheses* (1999, February) Keynote Address at the Seventh Annual Pacific Coast Research Conference, La Jolla, CA.

### **Presentations**

- Balancing qualitative/quantitative research.* (2000, July). Presentation at the Office of Special Education Programs' Annual Research Project Director's Conference, Washington, D.C. (with Scott Baker).
- Research in diverse populations.* (2000, July). Presentation at Annual Research Project Director's Conference, Washington, D. C. (with Scott Baker).
- Teaching Latino students in a second language: Findings from a recent study.* (2000, October). Presentation at the 22<sup>nd</sup> International Conference on Learning Disabilities, Austin, TX (with Scott Baker).
- Special education research to practice: Ideas that work.* (2000, May). Presentation at The American Youth Policy Forum, Office of Special Education Programs, Office of Special Education and Rehabilitative Services, Washington, DC. (with Scott Baker)
- Teaching expressive writing to students with learning disabilities: A meta-analysis.* (2000, April). Presentation at the American Educational Research Association Annual Convention, New Orleans, LA (with Scott Baker).
- When less may be more: A two-year longitudinal evaluation of a volunteer tutoring program requiring minimal training.* (2000, April). Presentation at the American Educational Research Association Annual Convention, New Orleans, LA (with Scott Baker).
- What research really says about teaching writing to students with disabilities.* (2000, April). Presentation at the Council for Exceptional Children Annual Convention, Vancouver, Canada (with Scott Baker).
- Families and the research to practice gap in special education.* (2000, April). Presentation at the Council for Exceptional Children Annual Convention, Vancouver, Canada.
- Analytic Strategies in Longitudinal Research.* (2000, April). Presentation at the Council for Exceptional Children Annual Convention, Vancouver, Canada.
- Eyes on the prize: Teaching 20<sup>th</sup> Century history to students with learning disabilities in inclusive settings.* (2000, February). Presentation at the Eight Annual Pacific Coast Research Conference, La Jolla, CA (with Scott Baker).
- First grade observation study in classrooms serving English-language learners.* (1999, November). Presentation at the CSU Reading Initiative Forum, Los Angeles, CA.
- Exemplary Instructional Practices.* (1999, October). Presentation at the 1999 READ California English Immersion Conference, Los Angeles, CA.

*Methodological controversies in intervention research utilizing group designs.* (1999, July). Presentation at the Office of Special Education Programs Research Project Directors' Conference, Washington, D.C (with Lynn Fuchs and Joanna Williams).

*Research on sustained use of innovative practices.* (1999, July). Presentation at the Office of Special Education Programs Research Project Directors' Conference, Washington, DC.

*Lost opportunities: Challenges confronting four teachers of English-language learners.* (1999, June). Presentation at "Almost 2000: Crises and Challenges in Teacher Education", Beit Berl, Israel.

*Effective instruction for English language learners: A multi-vocal approach toward research synthesis.* (1999, May). Presentation at the annual meeting of the American Educational Research Institute, Montreal, Quebec, Canada.

*Negotiating and constructing a cultural point of view in elementary reading classes for at-risk Asian American children.* (1999, May). Discussant at the annual meeting of the American Educational Research Institute, Montreal, Quebec, Canada.

*Advances in instructional research with real classroom applications: Findings from the 19<sup>th</sup> annual report to congress.* (1999, April). Presentation at the Council for Exceptional Children Annual Convention, Charlotte, NC.

*Designing high quality research in special education: Group experimental designs.* (1999, April). Presentation at the Council for Exceptional Children Annual Convention, Charlotte, NC (with Doug Carnine and Scott Baker).

*National technical assistance needs: Strategies to improve the picture.* (1999, April). Presentation at the Council for Exceptional Children Annual Convention, Charlotte, NC (with James Hamilton, Maurice McInerney, Jo Thomason, Joseph Dimino and Beth Dohrn).

*What the research really says about effective instruction for English-language learners.* (1999, April). Presentation at the Council for Exceptional Children Annual Convention (with Scott Baker).

## **1997-1998**

### **Keynote Addresses**

*Improving the quality of intervention research in special education technology: First steps.* (1998, November). Paper presented at Technology research project directors' meeting; Washington, D. C.

### **Presentations**

*Parameters for effective instruction for English-language learners: A research symposium* (1998, December). Presentation at the 48<sup>th</sup> Annual Meeting of the National Reading Conference, Austin, TX.

*A multi-vocal research synthesis of effective instruction for English-language learners: What the research really says* (1998, November). Presentation at the Council for Exceptional Children's Division for Diverse Exceptional Learners Symposium on Culturally and Linguistically Diverse Exceptional Learners (with Scott Baker).

*Effective Instructional Methods for English Language Learners* (1998, September). Presentation at the National Conference on English-Language Learners and Disabilities.

*Academic achievement of linguistically diverse students with disabilities.* (1998, July). Presentation at the Office of Special Education Programs Research Project Directors' Conference (with Robert Jimenez and Eleni Katsarou).

*Panel discussion: Issues associated with research on technology-based interventions.* (1998, July). Presentation at the Office of Special Education Programs Research Project Directors' Conference (with Lynne Anderson-Inman, Cindy Okolo, Bart Pisha, & Judy Zorfass).

*An examination of technology policy and students with disabilities in three states: School level analysis.* (1998, April). Presentation at the Council for Exceptional Children Annual Convention, Minneapolis, MN.

*High standards for all" Is technology the answer?* (1998, April) Presentation at the Council for Exceptional Children Annual Convention, Minneapolis, MN (with Tom Keating, Cindy Okolo, and Ted Hasselbring).

*Can rigorous empirical studies inform controversial policy issues? Examples from three lines of research.* (1998, February). Panel presentation at 1998 Pacific Coast Research Conference, La Jolla, CA (with Martha Coutinho, Scott Baker, and Donald Oswald).

#### 1996-1997

*Group design guidelines* (1997, July). Presentation at 1997 OSEP Research Project Directors' Conference, Washington, D.C. (with John Lloyd).

*What we know (and need to know) about effective practices for merging English language learning with academic content instruction: Issues raised by recent research syntheses.* (1997, July). Presentation at 1997 OSEP Research Project Directors' Conference, Washington, D.C.

*Bridging the gap between research and practice.* (1997, April). Presentation at the Annual Council for Exceptional Children, Salt Lake City, Utah (with Lou Danielsen, Doug Fuchs, Ann Kornblett, and Lovely Billups).

*Cutting Edge Research: Teaching complex social science concepts to students with disabilities.* (1997, April). Presentation at the Annual Council for Exceptional Children, 1997 (with Herb Rieth, Cindy Okolo, Ralph Ferretti, and David Scanlon).

*Bridging the gap between research and practice.* (1997, March) Presentation at the OSEP Technical Assistance & Development Conference, Washington, DC.

*Factors affecting attrition, job satisfaction, and efficacy of special educators: A study of three large urban districts.* (1997). Presentation at The Oregon Conference (with Thomas Keating).

*Synthesis of research on instructional strategies for English language learners.* (1997). Presentation at The Oregon Conference (with Scott Baker).

*Reshaping learning in the middle school: Instructional strategies that work for students with disabilities.* (1997). Presentation at The Oregon Conference (with Joe Dimino and Anne Peterson).

*Assistive Technology in the Cognitive Realm: Tools for Daily Living.* (1997, January). Cross-Project Directors' Meeting, Technology, Media and Materials in Special Education, Washington, D.C.

*Why is there a gap between what we know and do in special education?* (1997, February). Panel presentation at the Pacific Coast Research Conference (with Douglas Fuchs and Joseph Jenkins).

*Conceptual framework reform and policy in special education.* (1997, March). An interactive symposium examining the conceptual framework for the AERA Handbook of Research on Teaching chapter on special education at the AERA Annual Meeting, Chicago, IL (with Marleen Pugach and David Scanlon).

*School-University partnerships bridging the research-to-practice gap: Four studies of restructuring* (1997, March). Interactive symposium at the AERA Annual Meeting, Chicago, IL (with Anne Peterson).

*Effective Instructional Practices for Language Minority Students With Learning Disabilities: Findings from a Research Synthesis* (1997, April). Panel presentation at the Annual Council for Exceptional Children Conference, Salt Lake City, Utah (with Jozi De Léon and Susan Unok Brengelman).

*Effective Instruction in the Content Areas for Language Minority Students With Learning Disabilities or Who Are At Risk for School Difficulties: An Innovative Approach to Accessing the Professional Knowledge Base* (1997, January). Interactive symposium at the Council for Exceptional Children's Division for Culturally and Linguistically Diverse

Exceptional Learners conference. New Orleans, LA (with Carmen Arreaga-Mayer and Susan Unok Brengelman).

### 1995-1996

*A pragmatic introduction to qualitative research data analysis* (1996, November). Paper presented to 19th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Washington, DC.

*Effective instruction for language minority students in the content areas: An innovative approach to accessing the professional knowledge base.* (1996) Symposium at the NRC 46th Annual Meeting, Charleston, SC (with Rose-Marie Weber, Robert Jiménez, and Scott Baker).

*Language Minority Research Issues* (1996, July). OSEP Research Project Directors' Conference, Washington, D.C.

*Translating reading (educational) research into instructional practice for bilingual Latina/o students--Classroomwide and schoolwide* (1996, April). Paper presented at annual meeting of the American Educational Research Institute, New York (symposium with Georgia Earnest Garcia, Robert Jiménez, and Claude Goldenberg).

*Understanding the teachers and administrators who work with special education students* (1996, April). Paper presented at annual meeting of the American Educational Research Institute, New York.

*Responsible inclusion for second language learners with high incidence disabilities: Results of a national forum of researchers and implications for practice.* (1995, November). Paper presented at annual conference of the Teacher Education Division of the Council for Exceptional Children, Honolulu, Hawaii. (with Jana Echevarria, & Anne Graves).

### 1994-1995

*What do we know about...the indicators of a successful school* (1995, July). Presentation at 1995 OSEP Research Project Directors' Conference, Washington, D.C. (with Lynn Fuchs).

*What we know (and still don't know) about utilizing research findings to improve Practice: Implications for special education* (1995, July). Presentation at 1995 OSEP Research Project Directors' Conference, Washington, D.C. (with Don Deshler, Sharon Vaughn, and Ellen Schiller).

*Implications of the NCTM standards and contemporary research for math instruction for students with learning disabilities* (1995, June). Paper presented at the American Association for the Advancement of Science's Invitational Conference on Learning Disabilities and the Teaching of Science and Mathematics, Arlington, VA.

*An in-depth examination of the process of coaching and expert consultation* (1995, April). Presentation at annual meeting of the American Educational Research Institute, San Francisco (with Joseph Dimino and Anne Peterson).

*Conversations with a Chicana teacher about helping Latino students transition into English language instruction* (1995, April). Symposium at annual meeting of the American Educational Research Institute, San Francisco (with Robert Jiménez, Chair, and Alva Rivera).

*Inclusion, parent-professional partnerships, and innovative models* (1995, April). Panelist for keynote session at conference of the Young Adult Institute entitled *New Horizons in Early Childhood Services, Education, and Family Supports*, New York.

*The language minority student and special education* (1995, April). Paper presented at conference of the Young Adult Institute entitled *Meeting the Challenge in Learning Disabilities and Other Special Needs*, New York.

*Qualitative research in special education: Three studies at the middle school level* (1995, February). Paper presented at annual meeting of Pacific Coast Research Conference, Laguna Beach, CA.

*An in-depth examination of the process of coaching and expert consultation* (1995, April). Paper presented at annual meeting of American Educational Research Association, San Francisco.

*Cognitive strategy instruction for Latino students with learning disabilities: Findings from case study research.* (1994, December). Paper presented at annual meeting of National Reading Conference, San Diego, CA.

*Research dialogue on conducting survey research on professional educators.* (1994, December). Paper presented at annual meeting of annual conference of Teacher Education Division of CEC, San Diego, CA.

#### **1993-1994**

*Lost opportunities: Observations of the education of language minority students* (1994, April). Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

*Discussant, Controversies in early childhood intervention research for children from minority backgrounds.* (1994, April). Symposium presented at the annual meeting of the American Educational Research Association, New Orleans, LA (with Claude Goldenberg, Deborah Stipek, William Teale).

*Working in special education: Experiences of urban special educators* (1994, April). Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

*Needs and realities of beginning teachers in inner-city schools* (1994, April). Paper presented at the meeting of the Invisible College, New Orleans, LA.

*Teachers' standards for students with disabilities: Findings from a decade of research* (1994, February). Paper presented at Pacific Coast Research Conference, Los Angeles, CA (symposium with James Kauffman, John Lloyd, Jeanne Shay Schumm).

*Multiple perspectives in comprehension instruction for language minority student in the intermediate grades: The teacher's perspective.* (1993, December). Paper presented at annual meeting of National Reading Conference, Charleston, SC (symposium with Katherine Au).

*Action Research on literacy at the middle school level: Areas of Conflict, Barriers, and Modest Successes* (1993, December). Paper presented at annual meeting of National Reading Conference, Charleston, SC

#### 1992-1993

*Research on change in classroom practice: Qualitative* (1993, July). Session leader at annual Project Directors' Meeting, Office of Special Education Programs, U.S. Department of Education; Washington, D. C.

*Issues confronting the mainstream teacher with the language minority student.* (1993, April). Paper presented at annual conference of American Educational Research Association, Atlanta, GA.

*Exemplary practices in bilingual education and implications for professional development* (1993, April). Paper presented at annual conference of American Educational Research Association, Atlanta, GA.

*The language minority student and special education.* (1993, April) Symposium presented at annual meeting of Council for Exceptional Children, San Antonio, TX.

*Qualitative research on school change* (1993, February). Symposium presented at Pacific Coast Research Conference, Los Angeles, CA (with Douglas Fuchs and Ellen Schiller).

*Issues for future research on teacher attrition/retention* (1993, January). Paper presented at conference of National Center on Educational Statistics, U.S. Department of Education.

*The language minority student in transition: Defining effective practices for literacy instruction* (1992, December). Paper presented at annual meeting of National Reading Conference, San



Antonio, TX (symposium with David Pearson, Annemarie Palincsar, Georgia Garcia and Robert Jiménez).

*The language minority student and special education: Research findings* (1992, November). Paper presented at bi-annual Multicultural Conference of Council for Exceptional Children, Minneapolis, MN.

*The year of living dangerously: Issues in collaboration between general and special education* (1992, October). Paper presented at a symposium at annual meeting of Council for Learning Disabilities, Kansas City, MO.

*Accommodating students with diverse learning needs in the mainstream* (1992, October). Panelist with Richard Simpson, Mary Brownell, and Keith Lenz at annual meeting of Council for Learning Disabilities, Kansas City, MO.

*Myths and realities of multicultural special education* (1992, October). Panelist with Brenda Townsend and Daphne Thomas at annual meeting of Council for Learning Disabilities, Kansas City, MO.

*Developing a line of research: Considerations for early career researchers* (1992, October). Workshop for early career researchers presented at annual meeting of Council for Learning Disabilities, Kansas City, MO (with Candace Bos).

#### 1991-1992

*Language minority students in special education: Contemporary research* (1992, July). Discussant for symposium at the Third National Research Symposium on Limited English Proficient Students: Focus on Middle and High School Issues, Washington, D. C.

*Action research on improving literacy instruction in low-SES schools: A case study* (1992, July). Paper presented at the annual conference of the United Kingdom Reading Association, Exeter, U. K.

*Implications of Seymour Sarason's research on school reform for students with mild disabilities* (1992, July). Session leader at annual Project Directors' Meeting, Office of Special Education Programs, U.S. Department of Education; Washington, D. C.

*Collaboration and consultation: Two perspectives on school improvement* (1992, April). (Symposium with Marleen Pugach). Presented at annual meeting of Council for Exceptional Children, Teacher Education Division, Baltimore, MD.

*Special education teacher retention and attrition: A research perspective* (1992, April). Presented at annual meeting of Council for Exceptional Children, Teacher Education Division, Baltimore, MD.

*The quest to translate research into practice: Multiple perspectives* (1991, December). Paper presented at a symposium at annual meeting of National Reading Conference, Palm Springs, CA. Also served as Chair of symposium.

*The language minority student and special education: Critical issues* (1991, November). Paper presented at CEC Conference on At Risk Children and Youth, New Orleans, LA.

*Research issues in the education of limited English proficient students in special education* (1991, November). Panelist (with Alba Ortiz, Leonard Baca). Symposium presented at CEC Conference on At Risk Children and Youth, New Orleans, LA.

### **1990-1991**

#### **Keynote Addresses**

*The Human Side of Direct Instruction*. (August, 1991). Keynote speaker, Direct Instruction Conference, Eugene, OR.

#### **Presentations**

*Accommodating academic diversity in the classroom: Effects and implications of peer-mediated learning structures* (1991, April). Symposium Chair: Annual conference of American Educational Research Association, Chicago, IL.

*Change from the perspective of the classroom teacher* (1991, April). Paper presented at annual conference of American Educational Research Association, Chicago, IL.

*Visions and revisions: Case studies of two models of school reform* (1991, April). Paper presented at annual conference of American Educational Research Association, Chicago, IL.

*Translating research into classroom practice: Coaching teachers in strategies for teaching reading and language arts to "at risk" students* (1991, March). Paper presented at WORD (Washington Organization for Reading Development/IRA), Bellevue, WA.

*Visions and revisions: Beyond the whole language--direct instruction dichotomy* (1990, December). Paper presented at annual meeting of National Reading Conference, Miami, Florida.

### **1989-1990**

*Examining the differential effects of teacher versus student controlled activity in comprehension instruction* (1990, April). Symposium discussant: AERA annual meeting, Boston, MA.

*Reading instruction for at-risk students: Emerging trends* (1989, December). Discussant for Symposium at National Reading Conference, Austin, TX.

**1988-1989**

*Merging innovative technologies with effective teaching research: Applications of Rosenshine's teaching functions* (March, 1989). Paper presented at annual conference of American Educational Research Association, San Francisco, CA.

*Content and orientation of kindergarten curriculum: A dialogue* (1989, March). Paper presented at annual conference of American Educational Research Association, San Francisco, CA (with Lilian Katz).

*Expert mathematics instruction for at risk minority students* (March, 1989). Paper presented at annual conference of American Educational Research Association, San Francisco, CA.

*Issues in training and recruiting teachers to work with at risk populations* (1989, March). Co-Chair of symposium at Invisible College for Research on Teaching, San Francisco, CA.

**1987-1988****Keynote Addresses**

*Direct Instruction: What the research really says.* (July, 1988). Annual Conference of Atlantic Coast Direct Instruction Society, Lewes, DE.

**Presentations**

*A multifaceted study of teachers' use of innovative technology.* (1988, April). Paper presented at annual conference of IACE; New Orleans, LA.

*Facilitating learning through direct instruction and mediated instruction: A difference in kind, degree, or perception?* (1987, December). Symposium at National Reading Conference; St. Petersburg, FL (with Anne Marie Palincsar).

**1986-1987**

*Contemporary research on reading comprehension* (1987, June). Paper presented at International Conference on the Child's Functioning in School, Poitiers, France: University of Poitiers.

*Direct instruction from a teacher's perspective* (1987, May). Paper presented at annual conference of Association for Behavior Analysis, Nashville, TN.

*Barriers towards implementing effective instructional programs in public schools* (1987, May). Paper presented at annual conference of Association for Behavior Analysis, Nashville, TN.

*Effective instructional behaviors for teaching algebra to low achieving students: A process-product study* (1987, April). Paper presented at annual conference of American Educational Research Association, Washington, D.C.

*Issues in implementation of direct instruction programs* (1986, October). Paper presented at annual conference of the Behavior Analysis Society of Illinois; De Kalb, IL.

#### **1985-1986**

*Merging technology with research on effective instruction* (1986, July). Paper presented at U.S. Office of Special Education Conference for Research Project Directors, Washington, D.C.

*Optimal learning situations for handicapped learners: Implications for technology* (1986, May). Paper presented at CEC Special Education Technology Conference, Washington, D.C.

*Using technology to improve the quality of academic feedback to special education students* (1986, June). Paper presented at Invitational Research Symposium of CEC Special Education Technology Group and OSER. Washington, D.C.

*The role of the instructional supervisor in school improvement* (1986, April). Paper presented at annual conference of American Educational Research Association, San Francisco, CA.

*The realities of instructional leadership: An intensive case study of four inner-city schools* (1986, February). Paper presented at annual conference of Association for supervision and curriculum development (ASCD), San Francisco, CA.

#### **1984-1985**

*Follow Through: The models and the evaluations* (1985, August). Paper presented at symposium at annual conference of American Psychological Association.

*Teachers' reactions to intensive inservice training* (1985, May). Paper presented at annual conference of Association for Applied Behavior Analysis.

*The principal as instructional leader: A second look* (1985, April). Paper presented at AERA Symposium on Instructional Leadership Behaviors of the Principal, Chicago, IL.

*From teacher reluctance to teacher acceptance: Research on teachers' reactions towards innovative practice.* (1985, April). Paper presented at annual conference of American Educational Research Association, Chicago, IL.

*A realistic look at instructional leadership during mandated school improvement* (1985, March). Paper presented at annual conference of Association for Supervision and Curriculum Development, Chicago, IL.

*Training instructional consultants: A research base* (1985, March). Paper presented at annual conference of Association for Supervision and Curriculum Development, Chicago, IL.

*Direct instruction in higher order cognitive skills* (1985, March). Paper presented at annual conference of Association for Supervision and Curriculum Development, Chicago, IL.

*Current issues in the evaluation of programs for language minority students* (1984, October). Paper presented at annual conference of Evaluation Research Society, San Francisco, CA.

#### 1983-1984

*Overview of eight years of research on comprehension* (1984, May). Paper presented at Association for Behavior Analysis (ABA), Nashville, TN.

*The interface of Direct Instruction and computer technology: Current research* (1984, May). Paper presented at Association for Behavior Analysis (ABA), Nashville, TN.

*The lasting impact of Direct Instruction on 1500 low income students* (1984, May). Paper presented at a symposium at Association for Behavior Analysis (ABA) (with Don Baer and Paul Weisberg).

*The political cover-up of Follow Through: The evaluation* (1984, May). Paper presented at a symposium at Association for Behavior Analysis (ABA), Nashville, TN (with Ogden Lindsley, Gene Ramp, and Douglas Greer).

*Discussant, Symposium on minority overrepresentation in special education* (1984, May), Association for Behavior Analysis (ABA), Nashville, TN.

*Lasting impact of the Direct Instruction Follow Through Program: Preliminary findings of a longitudinal study of 1500 students* (1984, April). Paper presented as part of a symposium at the American Educational Research Association, New Orleans, LA (with Benjamin Bloom, William Cooley, Bruce Joyce, and Douglas Carnine).

*The effects of a structured immersion approach to minority language Asian students: Results of a longitudinal evaluation* (1984, April). Paper presented at the American Educational Research Association, New Orleans, LA.

*Structured English immersion for Hispanic students in the U.S.: Findings from the 14-year evaluation of the Uvalde, Texas, program* (1984, April). Paper presented at the American Educational Research Association, New Orleans, LA.

#### 1982-1983

*Recent research: Effects of Direct Instruction with higher order cognitive skills* (1983, May). Paper presented at annual conference of Association for Applied Behavior Analysis, Milwaukee, WI.

*The high school performance of Follow Through "Graduates": Enduring effects of the Direct Instruction Model* (1983, May). Paper presented at annual conference of Association for Applied Behavior Analysis, Milwaukee, WI.

*The pursuit of clarity: Current research in direct instruction* (1983, May). Paper presented at annual conference of Association for Applied Behavior Analysis. Milwaukee, WI.

*The later effects of Direct Instruction Follow Through: Preliminary findings* (1983, April). Paper presented at annual conference of American Education Research Association, Montreal, PQ.

*A multi-faceted assessment of educational change in an urban district* (1983, April). Paper presented at annual conference of American Educational Research Association, Montreal, PQ.

*A quantitative analysis of direct instruction interventions in the intermediate and secondary school content areas* (1983, April). Paper presented at annual conference of American Education Research Association, Montreal, PQ.

*The effectiveness of direct instruction in teaching selected reading comprehension skills to intermediate grade students* (1983, April). Paper presented at a symposium at the annual conference of the American Education Research Association, Montreal, PQ. (Participants: Jere Brophy, Meredith Gall, Craig Darch, Glen Fielding.)

*Direct instruction and applied behavior analysis* (1982, September). Paper presented at annual conference for Applied Behavior Analysis in Education, Columbus, OH: Ohio State University.

#### **1981-1982**

*The case for impact evaluation in special education* (1982, May). Paper presented at annual conference of Council for Exceptional Children, Houston, TX.

*A study of educational change in an urban setting: Integrating teacher effectiveness and implementation research* (1982, March). Paper presented at a symposium at AERA, New York, NY.

*Administrative and supervisory support functions for the implementation of effective educational programs for low-income students* (1982, March). Paper presented at AERA, New York, NY.

*The site variability issue in Follow Through revisited: Some new data, some new methodologies, and new insight* (1982, March). Paper presented at a symposium at AERA, New York, NY.

**1980-1981**

*Measuring implementation in a broad context: Reflections on the evaluation of a model-specific observational system* (1981, April). Paper presented at annual conference of American Educational Research Association, Los Angeles, CA (Symposium with Jane Stallings, Gaea Leinhardt, Linda Meyer).

*IQ and yearly academic learning rates in a mastery learning model* (1981, April). Paper presented at annual conference of American Educational Research Association, Los Angeles, CA.

*Direct instruction in special education: A critical review of empirical findings* (1981, April). Paper presented at conference of Council for Exceptional Children, New York, N.Y.

*The later effects of direct instruction: A longitudinal study* (1981, March). Paper presented at meeting for Society for Research in Child Development.

*Stimulus overselectivity revisited* (1980, September) Paper presented to American Psychological Association, Montreal, PQ.

*Assessment of critical components of an educational model* (1980, September). Paper presented at a symposium at the American Psychological Association, Montreal, PQ (Also served as a symposium chair and organizer.)

**1978-1980**

*Analysis of the relationship between entry IQ and yearly academic gains for 2000 low-income children in the Direct Instruction Follow Through Program* (1980, May). Paper presented at Western Psychological Association, Honolulu.

*Measuring implementation of a structured educational model in an urban setting: Some preliminary process-outcome findings* (1980, May). Paper presented at Western Psychological Association, Honolulu.

*Measuring implementation of the Direct Instruction model in an urban school district: An observational approach* (1980, April). Paper presented at AERA, Boston, MA.

*Reconceptualizing vocational assessment for the severely retarded: Evolution of the Trainee Performance Sample* (1980, April). Paper presented at AERA, Boston, MA.

*Overselective attention versus information processing research on the autistic child* (1978, May). Paper presented to the National Conference of the Canadian Autism Society. Vancouver, BC.

**Additional Presentations to Professional Working Groups, School Districts, and University Faculties:**

**1998-1999**

Austin, TX            *A Multi-Vocal Approach Toward Research Synthesis*. Presentation for University of Texas: Texas Center for Reading and Language Arts.

**1997-1998**

**Keynote Addresses**

Washington, DC      Office of Special Education Programs Cross Project Meeting. *Designing high quality research in special education: Group experimental designs*.

**Other Presentations**

Los Angeles, CA      *The second language learner's transition from primary language to English reading instruction* (1998, December). Presentation for Los Angeles Unified School District: Project Model Results of Eastman Basic Replication Training.

Champaign, IL        *The research to practice gap: New findings, new insights*. Research Seminar, University of Illinois (1997, December 16).

Perrysburg, OH       *Assessment and grading for special education students*. Presentation to the Northwest Ohio SERRC (1997, December).

Long Beach, CA       CSU Center for the improvement of reading instruction: A language and literacy roundtable (1997, September).

Los Angeles, CA      *English-language learners: The transition years* (1997, September). Presentation for faculty at The Goals 2000 Conference On Language And Literacy, Los Angeles County Office of Education

**1992-1993**

San Diego, CA        *The language minority student and special education: Emerging themes and issues from a naturalistic study*. Presentation for faculty at San Diego State University (1992, March).

Eugene, OR            *Meeting the challenge: Effective strategies for teaching language minority special education students*. Oregon Conference (1992, February).



- Washington, DC *Factors influencing classroom adoption of innovative practices.* Presentation to Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education. (1992, December).
- Burlington, VT *School restructuring and Professional Development: An Informal Conversation.* Presentation at College of Education, University of Vermont.
- Salem, OR Presentation to Administrators and Teachers of Eugene and Bethel Schools on Strategies for Merging Special Education and Chapter One Resources (September).
- Washington, DC Chairperson of symposium at Research Project Directors' Meeting, Office of Special Education, U.S. Department of Education: *Recurring Issues in School Reform and their relevance for special education* (July).

### 1990-1991

- Eugene, OR Three-day inservice seminars for special educators on reading comprehension strategies and strategies for effective collaboration (August).

### **Other Presentations**

- Washington, DC Chairperson of symposium at Research Project Directors' Meeting, Office of Special Education, U.S. Department of Education: *Strategies for integration of handicapped students into general education: New perspectives* (July).
- Seattle, WA Washington Organization for Reading Development (IRA). *Coaching teachers into effective reading strategies: A qualitative study* (March).
- Washington, D.C. *A sober look at the role of external agents in school reform: Lessons learned from Follow Through longitudinal research.* Paper presented at OERI Task Force on Longitudinal Research (February).

### 1989-1990

#### **Keynote Addresses**

- Pittsburg, KS Keynote Speaker, Fifth Annual Joint Seminar on Advancing Services for Developmental Disabilities. *Behavioral Applications of direct instruction to academic and vocational settings* (June).

#### **Other Presentations**

- Sacramento, CA California State Department Conference on Special Education. *Reconceptualizing the Regular Education Initiative. A Model for Assisting Classroom Teachers Work with Handicapped Students: Implementation in Two Inner City Schools* (October).
- Eugene, OR Oregon Conference. *Coaching classroom teachers to work effectively with handicapped students* (February).
- Pocatello & Boise, ID Workshops presented for Idaho State Department of education: *Effective and sensitive communication: Bridging the gap between special education and general education* (February).
- Washington, D.C. Chairperson of symposium at Research Project Directors' Meeting, Office of Special Education, U.S. Department of Education: *Designing schoolwide interventions* (1988, July).

### 1988-1989

#### **Keynote Addresses**

- Baltimore, MD Johns Hopkins University, Institute for Policy Research. *Issues in early childhood education for disadvantaged students: A research synthesis.*

#### **Other Presentations**

- Washington, DC Chairperson of symposium at Research Project Directors' Meeting, Office of Special Education, U.S. Department of Education, *July Replication and External Validity.*
- Seattle, WA Washington Organization for Reading Development (IRA). *Teaching literature to low-achieving secondary students* (1989, March).
- Eugene, OR Oregon Conference. *The regular education initiative: Paradoxes and cul-de-sacs* (1989, February).
- Pittsburgh, PA Project Directors Meeting. University of Pittsburgh; Pittsburgh, PA. *Reconceptualizing the regular education initiative: A staff development emphasis* (1989, February).
- Irvine, CA Office of Teacher Education, University of California, Irvine. *Implications of cognitive science research for classroom practice* (1989, April).
- Orlando, FL Three-day workshop on "Becoming a Nation of Readers" and whole language instruction (1989, June).

Orlando, FL Three-day workshop on history of direct instruction, research on direct instruction (1989, June).

### 1987-1988

#### **Keynote Addresses**

Madison, WI University of Wisconsin. Conference/Symposium on the Regular Education Initiative and the future roles of special educators (1988, June).

#### **Other Presentations**

Portland, OR Northwest Regional Laboratories. Training of trainers: Issues in measuring implementation of innovative school-based practices (August).

San Antonio, TX Satellite TV inservice for rural educators in out Texas; Teaching strategies; procedures for adapting basal text (September).

San Diego, CA Secondary special education mathematics teachers (December).

Eugene, OR Eugene School District Reading Adoption Committee (December).

Rehobeth, DE Workshop session, Delaware State Department of Education. Research on effective instructional approaches for at risk students (July).

### 1986-1987

Eugene, OR Statewide inservice for special educators on Reading Comprehension (February).

Chicago, IL CEC Academy for Effective Instruction: Reading Comprehension (April).

### 1985-1986

San Diego, CA Secondary Algebra Teachers and Department Chairs (April).

DeKalb, IL Behavior Analysis Society of Illinois--Excellence in Schools.

Newport, OR Oregon Educational Research Association (February).

Washington, DC Conference for Project Directors of Research. Supported by Office of Special Education Programs, US Department of Education (July).

### 1984-1985

Los Angeles, CA Advocates for Language Learning, [Invited presentation] (October).

- Austin, TX            Research on high school change: Problems, practices, and priorities. [Invited presenter at Conference at Research and Development Center for Teacher Education] (November).
- Tuscaloosa, AL        Conference for principals, administrators, and teachers on reading comprehension (February).
- Chicago, IL            Presentation on instructional management research for Research Dissemination and Utilization Conference (March).
- Lexington, KY         Seminar for Kentucky Academy of School Administrators (May).

#### **1983-1984**

- Newport, OR           Oregon Educational Research Association, October.
- Eugene, OR            Statewide Chapter I Conference, January [Invited presentation].
- Eugene, OR            Statewide Conference on Exceptional Children (February).
- San Francisco, CA     Seminars on Mastery Teaching National Forum on Educational reform: Excellence in our schools, making it happen [Sponsored by the Far West Lab] (March).
- New Orleans, LA       Invisible College for Research on Teaching. Panelist, Seminars on Autonomous learning and changing perspectives on effective teaching (April).
- Bellevue, WA           Washington Organization for Reading Development (March).

#### **1982-1983**

##### **Keynote Addresses**

- Ventura County, CA    Conference on effective teaching for handicapped students (March).
- New York, NY           Seminar for chief administrators (April).
- New York, NY           Seminar for special education administrators (April).
- Albany, NY             Seminar for administrators (April).
- Menlo Park, CA        Guidelines for developing a basic skills program in secondary schools (June).

- Depoe Bay, OR Oregon Educational Research Association (November).
- Syracuse, NY Invisible College for research on teaching (April).
- Minneapolis, MN Seminar for state-level administrators [for U.S. Office of Civil Rights] (July).
- Olympia, WA Seminar for state-level administrators [U.S. Office of Civil Rights] (August).

### 1981-1982

- Portland, OR Oregon Council for Exceptional Children (October).
- Newport, OR Oregon Educational Research Association (October).

### 1980-1981

- Dayton, OH National Dissemination Network Conclave (April).
- Eugene, OR NIE Paradigm Development Seminar (September).

### Prior to 1980

- Illinois University of Illinois Computer-Assisted Educational Project [PLATO] (April, 1980).
- Oregon Oregon Conference on Exceptional Education (1978, March; 1979, February).
- Queens, NY National Society for Autistic Children, Queens, NY Chapter (1977, June).

### CO-AUTHOR OF PAPERS PRESENTED AT PROFESSIONAL CONFERENCES

- Woodward, J., & Gersten, R. (1989, March). *Lesson development: A study of teachers' innovative use of interactive videodisc*. Paper presented at annual meeting of American Educational Research Association, San Francisco, CA.
- Gall, M., Gersten, R., Grace, D., Erickson, D., & Stieber, S. (1987, April). *Instructional correlates of effective intermediate algebra instruction: A process-product study*. Paper presented at American Educational Research Association, Washington, D.C.

Darch, C., Carnine, D., & Gersten, R. (1984, February). *Instructional approaches toward teaching math problem solving to remedial students*. Paper presented at Eastern Educational Research Association, West Palm Beach, FL.

Darch, C., Carnine, D., & Gersten, R. (1983, April). *An evaluation and analysis of a direct instruction approach to teaching math problem solving*. Paper presented at AERA, Montreal, Quebec.

Fielding, G., Kameenui, E., & Gersten, R. (1983, April). *Inquiry and direct instruction approaches toward teaching legal concepts and applications to high school students*. Paper presented at AERA, Montreal, Quebec.

## **TESTIMONY**

### **Expert Witness**

- |               |   |
|---------------|---|
| October, 1998 | Albuquerque Public Schools, Bilingual Education           |
| July, 1998    | California State Board of Education, Bilingual Education. |
| 1987          | Berkeley Unified School District                          |

### **Testimony before State Departments of Education and/or Senate Committees**

- |                |  |
|----------------|--|
| March, 1998    | Texas Senate, Bilingual Education.                       |
| February, 1998 | California State Board of Education, Bilingual Education |

## **CONSULTATION**

- |              |  |
|--------------|--|
| 2002         | Los Angeles County Office of Education: Refining Professional Development for Teachers of English Language Learners Based on Contemporary Research |
| 2002         | California Department of Education: Training seminar for Reading Excellence Act: English-language component  |
| 2001         | States of Arkansas and New York: Advisor on plan for Reading Excellence Act  |
| 2001         | California Department of Education: Consultant for Reading Excellence Act: English-language component  |
| 2001-present | Center on Special Education Personnel Research   |

- 2000-2002 Study of Personnel Needs in Special Education
- 2000 Washington, DC Public Schools: Reading Excellence Act
- 2000 Texas Educational Agency, Research Basis for Middle School Math Initiative Project Plus; California State University, Los Angeles
- 1998-2001 Texas Center for Reading and Language Arts at the University of Texas at Austin
- 1998-1999 SRI International: Design of national longitudinal study of 4<sup>th</sup> through 8<sup>th</sup> grade students with Learning Disabilities-Peter Ryan
- 1998-1999 Juniper Gardens: Sustainability Research-Cheryl Utley
- 1998-1999 Spencer Foundation: Discourse Analysis-David Chard
- 1998 Office of Special Education Programs Technology Research Conference (August–November): Planning Committee
- 1998 Denver Public Schools: English Language Development Program
- 1998 California State Department
- 1997 University of Illinois: Research design
- 1997 National Center to Improve the Tools of Educators: Research design
- 1996-2000 National Center on Effective Collaboration and Communication: Serious Emotional Disturbance, Evaluation
- Jan. 1996 *Encarta 97*: Content Expert, Microsoft Corporation, Redmond, WA
- Nov. 1995 National Technical Institute for the Deaf: Rochester Institute of Technology: Workshops and colloquia on strategies for collaborative research/Implications of current research on knowledge utilization
- 1995-1998 Chesapeake Institute and U. S. Department of Education: Consult on project describing effective utilization of technology to meet the instructional needs of students with disabilities
- 1995-96 Office for Civil Rights, U.S. Department of Education: Development of guidelines for providing quality services to language minority students
- 1995 University of Miami: Research on school restructuring

- 1993-1994 Chesapeake Institute: Development of conceptual framework for studies that lead to improvement of practice/research on attention deficit disorders
- July 1993-1995 University of Miami: Consult with Sharon Vaughn and Jeanne Schumm on research on the impact of ability grouping practices on students with disabilities
- Jan. 1993-1996 University of Miami/Dade County Schools: School Restructuring. Project on Integration of Students with Disabilities
- Jan. 1993 National Center for Educational statistics, U.S. Department of education: Work session on designing a research agenda for longitudinal use of School and Staffing Survey (SASS) to explore issues of teacher quality, teacher attrition
- 1993-1994 OERI: U.S. Department of Education: Evaluation of Follow Through
- 1993 Chesapeake Institute and U.S. Department of Education/Division of Innovation and Development: Development of position papers on strategies for translating research into practice and strategies for systematically validating promising practices in special education
- 1992-1995 Lane County Direction Services. (Eugene, OR): Research on the role of an ombudsperson to mediate conflicts and develop strategies for systemic change
- Nov. 1992 Eugene 4-J School district: Served as community member of search committee to select new principal for middle school involved in restructuring to better meet needs of at risk students. Project on Integration of Students with Disabilities
- 1992-1994 National Center to Improve the Tools of Educators/ Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education
- March 1991 Head Start Transition Study, Northwest Regional Laboratory: Consult on evaluation design
- Jan. 1991-1993 National Center on Instructional Tools in Special Education, Office of Special Education Programs: Consult on second language curriculum design
- 1991-2002 Eugene 4-J School District: Consult on design of services for second language students



- Sept. 1991-1992 San Marcos, CA Independent School District: Evaluation of second language education programs
- May-Dec. 1991 Northwest Regional Laboratories: Seminar for researchers on program evaluation and research methodologies
- Sept. 1990 Astoria, OR Schools: Research on Strategic Planning and School Restructuring
- Aug. 1990 Association for Supervision and Curriculum Development (ASCD): Consultant for Video Series: *Expert Instruction of At Risk Students*
- Feb. 1990 Oregon State Department of Education: Evaluation of Program for the Gifted and Talented
- June 1990-1991 Eugene 4-J School District: Senate Bill 2020 Grant on School Restructuring--North Eugene High Schools
- April 1990 Northwest Laboratories: Evaluation of Onwards to Excellence program
- April 1989 Center for Study of Reading, University of Illinois: Synthesis of reading research for at-risk populations
- April & Dec. 1987 Educational Research Services, DeKalb, IL: Design of naturalistic study of classroom instruction of LD students
- May 1988 Science Research Associates: Evaluation design for learner verification studies of basal reading series, State of Florida
- April 1988-Aug. 1988 Berkeley, CA Unified School District: Education and civil rights of language minority students
- July 1988 Oregon Department of Education: Assessment of preschool handicapped students
- Dec. 1987 Eugene 4-J School District: Consultant on criteria, for selecting basal reading series for adoption
- Oct. 1987 Oregon Research Institute: Evaluation of parent counseling and training program
- Mar.-Aug. 1987 Flint, Michigan: Evaluation consultant
- Sept. 1987 TI-IN Interactive Video Inservice for Region 20, San Antonio, Texas: *Adapting basal texts to reflect principals of effective instruction*

- Sept. 1986-1987 Oregon Developmental Disabilities Council: Evaluation of sheltered employment
- Sept.-Dec. 1986 Oregon State Department of Education: State High School Drop-out Study
- Aug. 1985  
June 1986 Bethel, Oregon School District: Evaluation of instructional management at the middle school level
- Oct. 1984 Walla Walla, Washington School District: Evaluation of compensatory education program
- Oct. 1984 Oregon Department of Education: Evaluation of service delivery for autistic persons
- Feb.-Apr. 1984 Oregon State Department of Education: Task force for developing statewide evaluation system for all special education students
- May 1984 Utah State University: Evaluation consultant
- Sept. 1983 Exceptional Child Center, Utah State University: Research on computer-assisted instruction
- Jan. 1983 Northwest Area Foundation & Eugene 4J Public Schools: School-Based Management Grant
- Oct. 1982-  
June 1983 Oregon Research Institute, Eugene, OR: Evaluation residential program for multiply handicapped adolescents
- Sept. 1982 Salem, OR. State Division of Mental Retardation/ Developmental Disabilities: Evaluate programs for moderately/severely retarded students in the state
- Sept., 1981-  
June, 1982 Monterey, CA: Evaluate English as a second language program
- July 1981 Special Education Department: Caspar School District, Wyoming
- Nov. 1980 Dayton, OH, Flint, MI, and East St. Louis, IL, Direct Instruction Resource Centers (part of National Diffusion Network): Establish evaluation design for adopting sites; data analysis
- Sept. 1980 San Diego Unified School District; San Diego, CA.
- Sept. 1979 -  
May 1980 Preschool for Developmentally Disabled Children, Center on Human Development, University of Oregon.

July-Dec. 1979 Specialized Training Program, University of Oregon.

**Critique of "English Language Learner Access to Basic Educational Necessities  
in California: An Analysis of Inequities" by Kenji Hakuta**

**Director**

**Instructional Research Group**

**Long Beach, CA**

**&**

**Professor**

**College of Education**

**University of Oregon**

**April 2003**

This report addresses the major issues raised and assertions made in the report by Kenji Hakuta entitled "English Language Learner Access To Basic Educational Necessities In California: An Analysis Of Inequities". This perspective is from my own recent research in California schools (Gersten & Baker, 2003; Haager, Gersten, Baker, & Graves, in press; Baker, Gersten, Haager, Goldenberg, & Dingle, 2003) and a recent synthesis and summary of the research on beginning reading instruction for English learners that I conducted with the psycholinguist, Esther Geva (Gersten & Geva, 2003). I also rely on the insights gathered from my research on English learners in urban schools over the past twenty years and my knowledge of the literature and perspectives gained from recent research by others on effective teaching of English learners, such as the research of Esther Geva and Dale Willows, Linda Siegel and colleagues, and Sylvia Linan-Thompson and Sharon Vaughn.

In my view, the state of California has engaged in a wave of initiatives in the past several years that are likely to enhance the achievement of English learners, particularly in the area of reading despite limited research in this relatively new field. These include adoption of state Reading and Language Arts Standards that are based on empirical research, provision of intensive professional development to teachers on this research base, and adoption of curricula that encapsulate key features of the research base. Other initiatives are grounded in sound theory. The new state law that requires teachers to be fully certified, inclusion of all students in state assessment including English learners, and adoption of a strong accountability system in education. Given that there is so little relevant research on this topic and the fact that there are such vigorous debates in the academic and political worlds on the best language of instruction and pedagogical

approach that should be taken in the education of English learners, the approach taken by the state is sound and reasonable. As I discuss in this report, it does not appear that the plaintiffs have any valid evidence to support the instructional approach advocated in the Hakuta report.

In this report, I highlight the major flaws in the Hakuta report. Hakuta's principal argument is that the state has failed adequately to provide English Language Learners (ELL) with qualified teachers and instructional materials that meet their specialized needs. In support of his position, Hakuta attempts to demonstrate that teachers holding BCLAD/CLAD certification have a greater positive impact on the academic performance of EL students than teachers who do not hold BCLAD/CLAD certification. Hakuta argues that, in light of the purported link between BCLAD/CLAD certification and EL student achievement, the state should have a duty to provide all students with "equal access" to BCLAD/CLAD certified teachers. It is unclear what Hakuta means by "equal access" in this context. But whatever the meaning, Hakuta's theory fails because it is not supported by any reliable research. Contrary to his claims, there is no reliable evidence showing that teachers holding BCLAD/CLAD certification have a greater positive impact on EL students than teachers that do not hold such certification.

Hakuta also argues that the state has failed adequately to ensure that ELLs have "equal access" to the state's content standards. Given this purported lack of "equal access," Hakuta complains that it is unfair for the state to expect EL students to meet the same academic requirements as non-EL students. Hakuta's argument seems to rest primarily on his contention that the state's instructional materials are not adequately aligned to state content standards and not specifically designed to meet EL students'

individual needs. Hakuta argues that the state should be required to provide EL students with instructional materials that are designed to make the curriculum comprehensible to them. But again, Hakuta's position is not supported by evidence. Indeed, Hakuta's position is based in large part on information that is out-of-date.

For one thing, Hakuta ignores the State Board's recent adoption of reading/language arts curriculum frameworks for K-8 students that are aligned to the state's content standards. Although that curriculum framework is used for all students, it incorporates English Language Development (ELD) strategies that are targeted to assist English Language Learners. The adoption of this curriculum framework has led in turn to the State Board's recent adoption of a new series of greatly improved textbooks, published by Houghton Mifflin and Open Court. The instructional materials adopted for this new program are aligned to the standard curriculum and include a lesson each day that teachers can use for approximately 30-40 minutes to help EL students with the content-material for their grade level. In addition, the state's newly-adopted reading/language arts materials include a reading intervention program that covers content standards from earlier grade levels and that allows students in grades 4-8 whose reading achievement is significantly below grade level to catch up with their peers and to transition to and learn from a basic reading/language arts program.

The state's newly-adopted instructional materials are dramatically better than the materials used by California in the past. They also are better than those used in many other states. Moreover, because the state has incorporated ELD into its main reading/language arts program, all teachers are now being trained in ELD teaching strategies so that they are capable of using these materials. In this way, teaching

techniques specific to English-language learners are being infused throughout the state's professional development programs.

Furthermore, the state continues to provide districts support with professional development for structured immersion and ELD and, contrary to Hakuta's "one size fits all" approach, the state's allowance for flexibility and dissemination of approaches developed by some of its veteran teachers and curricula staff in their work with EL students over the past 20 years using immersion approaches has already resulted in findings of increased student achievement.

Finally, Hakuta's criticism of the state's decision to apply the same academic standards to EL and non-EL students is not well taken. The state's approach ensures that EL students are included in, not isolated from, the state's accountability program. Only by including EL students in the system can the state make sure that EL students are receiving the same opportunities as other students. By including these students in the same system and same state data base, the state can continue to look at relative academic growth of various ethnic groups, and track progress towards reducing gaps. If EL students took different tests and were in a separate reporting system, such comparisons and analyses would not be possible.

#### **Overview of the Methodological Problems with the Research Upon which**

#### **Hakuta Relies.**

Many of the positions taken by Hakuta either are not supported by contemporary research or based primarily on studies that have not been published in journals or subject to peer review.



### ***Limitations in the selection of research reviewed***

Despite a burgeoning number of studies on reading instruction for English Language Learners in the U.S., Canada, and Holland, Hakuta relies almost exclusively on research in progress at the UC's research institutes. A good deal of this research (e.g. Center for Applied Linguistic, 2001; Thomas & Collier, 2002) has not been published and, thus, has not been subject to the rigors of the scientific peer review process. Overall, Hakuta references an extremely small number of reports, virtually all of which are publications out of the two research centers affiliated with the University of California. It is unusual for a researcher to limit himself to research emanating out of one or two specific Centers or Institutes. Hakuta's approach is particularly unfortunate because major research studies appearing in high quality journals exist, but are omitted or ignored.

### **Hakuta Fails to Identify Any Reliable Data Showing a Link Between Teacher Certification and Student Achievement.**

Hakuta lacks evidence to support his assertion that possession of BCLAD and CLAD certification (which emphasizes linguistic structures) is essential to teach English and academic content to English learners. Indeed, there is vigorous debate within the educational community about precisely what type of training is most effective. Simply put, there is no reliable research that supports Hakuta's claim that teachers with BCLAD and/or CLAD certification are more effective at teaching EL students than teachers that do not hold either of those certifications

### **The Thomas & Collier Report Applies Unreliable Methodologies and Fails to Show that Teacher Certification Impacts Student Achievement.**

Hakuta relies heavily on the Thomas and Collier study (Thomas & Collier, 2002) to support his position that teachers must possess a BCLAD/CLAD certification to effectively teach English Language Learners. This report presents student achievement data from students in differing types of programs for EL students in five sites. One was a large urban district (Houston), two were remote districts in Maine with few English learners. The fourth was one school in a large urban district in Oregon, and one district chose to remain anonymous. In each of these districts they assisted school personnel in tracking students longitudinally in various programs for English learners.

It is a rather unusual evaluation report in that the authors make no claim that the samples compared are in any way equivalent, nor do they seriously address this issue. Similarly, they often track achievement levels through high school, yet in no way address the issue of sample attrition, despite the high dropout rates of some groups of EL students and the high mobility rates of certain immigrant groups. Furthermore, the sample is, at best, idiosyncratic, and *not* representative of the EL student population in either the U. S, in general or the state of CA.

As a preliminary matter, the Thomas & Collier study has not been published in a peer-reviewed journal and thus has not been accepted by persons with expertise in research and evaluation design. Moreover, Thomas and Collier readily concede that their findings are not based upon actual research and, indeed, that they themselves are not even researchers. Rather, they conducted their “study” by “collaborating” with school district personnel and by “work[ing] with our school district colleagues to decide together on the appropriate data to collect.” After collecting “appropriate data,” the authors and the school district personnel “collaboratively interpret[ed] the results of data findings.” (p. 15). The problem with such an approach is apparent. Unless the personnel

at these districts with whom the authors collaborated possessed high levels of expertise in research design – of which Thomas & Collier provide no evidence — it is unlikely that quality research could have emerged.

Furthermore, the Thomas and Collier study is based upon a flawed methodology. The “collaborative” approach described in the study fails to ensure that comparison groups are genuinely equivalent and ignores extraneous variables (such as family characteristics, actual home language of bilingual students, and program characteristics other than language of instruction) that may have led to the reported outcomes. Thus, the Thomas & Collier study does not incorporate typical standard criteria by which research and evaluation studies are designed. For example, in some instances their study does not indicate whether the samples they are comparing are the same. In other instances, the report flat out concedes that the two samples being compared are dissimilar. This is obviously problematic.

One example of this flawed approach can be seen by the authors’ evaluation of an educational program in Maine. The authors track performance on a standardized achievement test, the Terra Nova, for students taught in traditional classrooms and students whose family selected in an enriched, dual language (French and English) program with academic instruction in both languages. The authors use these data to conclude that simultaneous instruction in English and French is superior to English only instruction for this group of English-speaking students of distant French Canadian heritage.

The troubling feature is that the groups of students being compared were not at all the same. One comparison group consisted of English-speaking students who decided – in concert with their families– to enroll in a challenging academic program where they

would learn academic content in both French and English. For these students, French was the language of their families' heritage, but not a language they or their parents spoke. The other comparison group included students who learned only in English, their home language. Here, the potential for bias is vast since it is quite likely that the families who selected the challenging academic program would tend to instill high expectations in their children in a variety of other ways likely to enhance achievement. Without taking this variable into account, the authors' findings are not relevant to the situation of mainstream English learners in California. Hakuta ignores this potential bias in his report.

Similar sampling deficiencies are noted in Thomas and Collier's evaluation of the much larger set of programs provided by Houston Independent School District. Here, Thomas and Collier compared students who were taught to read in their native language with students who were taught completely in English. The report fails to provide information regarding the language and socio-economic background of the students in each group. Given that Houston has a large Vietnamese as well as Hispanic population, it is impossible to know whether Thomas and Collier were comparing like groups. It may well be that Thomas and Collier were comparing Vietnamese-speaking students to Spanish-speaking students — a fact that certainly would undermine the results of the study.

Based on this comparison, Thomas & Collier assert that at least seven years of native language instruction in academics is critical for students' future success. That finding, however, is not corroborated by the Houston data on which they relied. Students taught exclusively in English appear to perform as well as students who are given large quantities of native language instruction by trained bilingual education teachers. In an

attempt to downplay this finding, Thomas & Collier focus instead on a rather odd secondary finding: that students who receive no English language development instruction – in violation of both Federal case law and current California state policy – perform at a lower level than those taught in English but receiving 30-45 minutes of English language development. The only conclusion that reasonably may be drawn from this finding is that providing some English language development instruction is better than providing none at all. Since California requires English language development for all limited English proficient students, this finding is not germane to the current case. Yet it is this secondary finding upon which Hakuta relies.

Hakuta and Thomas & Collier infer from the Houston data that only teachers with specialized training can be effective with English Language Learners. But such an inference is not warranted. For one thing, there is virtually no information about the teachers who taught reading, math and science in the schools where instruction was almost exclusively in English, save for a brief English language development. The study merely states that teachers who provided the 30-45 minute English language development lesson had received some training. Nor is there information about how rigorous the training was for the Houston teachers who taught ESL or to what extent their training is comparable to the CLAD or BCLAD. Thus, the study does not suggest that teachers must be specially trained in linguistics to teach English learners effectively. Nor does it provide any guidance as to the type of specialized training that is optimal.

Furthermore, Thomas and Collier claim their goal is to “examine the long term outcomes in student achievement by following English language (EL) students across as many years as possible.” (p.12). Yet they never address the issue of sample attrition, one of the crucial concerns in longitudinal research. Attrition becomes particularly important

as students are followed through late middle school and high school because any dropouts would be excluded from the testing and analyses. Differential drop out rates are likely to bias results in that there is a distinct tendency for low-performing students to drop out of school at greater numbers than peers who do well. Thus the tenth or eleventh grade samples will, in all likelihood, not be truly representative of all students who began the program in kindergarten or first grade. Rather, they will tend to exclude some (or many) of the lowest achieving students, thus elevating the average achievement score. The same will happen if students are retained. Again, lower performing students tend to be retained, thus elevating the average scores for samples in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades. Because Thomas and Collier fail to assess the attrition rates, their results may or may not be valid.

*There is No Evidence Showing that Teachers Who Take Seven Courses in Language Positively Impact Student Achievement.*

Next, Hakuta asserts that teachers should have at least seven undergraduate courses in specific aspects of language in order to teach academic English to English learners, citing as support a report by Wong-Fillmore & Snow (2000). What Hakuta fails to note, however, is that no data demonstrates that teachers with these seven courses in language would, in fact, help students learn academic English or learn how to read and comprehend text any better than teachers who have not taken such courses. Moreover, coursework in language and multicultural education does not cover approaches for building strategic comprehension, such as instructional conversations or collaborative strategic reading (Linan-Thompson, Vaughn, Hickman-Davis, & Kouzekanani, 2003). This is a shortfall Hakuta fails to acknowledge. The coursework for which Hakuta advocates focuses on language structures rather than on the development of Academic

English through dialogue, reading, and writing – the cornerstones of instructional conversations and collaborative strategic reading.

California's recently adopted basic reading series for English Learners is remarkably compatible with teaching strategies aimed at building strategic comprehension. Even more, the state's current professional development requirements concentrate on reading comprehension and vocabulary development, rather than the somewhat antiquated linguistic focus in the CLAD and BCLAD certifications. Specifically, CLAD and BCLAD courses are designed to help teachers develop skills in language structure/linguistics and ESL methodologies. The emphasis on cross-cultural competency, although appropriate, is unnecessary given that it is typically addressed in virtually all teacher preparation programs for elementary and secondary education. Moreover, it is unclear that a BCLAD's emphasis on the knowledge of a particular culture and particular language will be useful in schools that serve perhaps 10 different language groups.

Utterly absent from these courses that Hakuta claims are necessary, is an emphasis on how to use reading, writing, and a discussion of the literature to enhance academic English. Over 20 years of rigorous research has indicated that phonemic awareness skills are valid predictors of subsequent reading success or failure. Recent research by Linda Siegel and colleagues (Chiappe, Siegel, & Wade-Wooley, 2002), Esther Geva and colleagues (Geva, Wade-Woolley, & Shany, 1997), as well as our own research (Gersten & Baker, 2003; Haager et al., in press) conducted in southern California, has documented that phonemic awareness in English is an equally valid predictor of subsequent reading performance for English learners. Yet, it is unclear whether the CLAD and BCLAD courses would address this material.

*The Hayes, Salazar & Vukovic Report does not suggest that Teacher Certification Significantly Matters to Student Achievement.*

To defend his position that CLAD/BCLAD certifications are necessary, Hakuta also cites a report by Hayes, Salazar & Vukovic (Hayes, Salazar, & Vukovic, 2002) that, according to Hakuta, shows that “students of credentialed teachers out-performed students of emergency permitted teachers” (p. 90). In fact, this study suggests only that, in a select group of LAUSD classrooms, students in primary grades who had teachers with the CLAD or LDS credentials tended to make slightly higher gains in reading (but not language) on the standardized achievement test after having been taught in primarily English instruction with some primary language support. This type of instruction is what the district calls model B. Yet, for Model A, all English instruction (with no primary language support), differences are trivial in reading (well less than an effect size of .25) and nonexistent in writing. Differences are equally trivial when comparing the performance of students whose teachers had more rigorous BCLAD certification to the performance of students whose teachers had no specialized training whatsoever. This quagmire of trivial and nonexistent effects for specialized training is insufficient to substantiate Hakuta’s position.

Indeed, these researchers found that some teachers with solid BCLAD/CLAD training had students who made no gains in reading whereas others with no specialized training demonstrated remarkably high gains. Based on their observations, the research team noted that the key variables for this difference were attributable to the quality of reading instruction, strong classroom and instructional management skills, and knowledge on how to use reading lessons to engage students in discussions about their reading. These characteristics, of course, are not specific to a BCLAD/CLAD certificate.



This point is reinforced by other research as well (Baker et al., 2003; Gersten & Baker, 2003; Haager et al., in press).

In sum, the skills and abilities that actually result in improved student achievement – quality reading instruction and management skills – may be taught with or without extensive work in sociolinguistics and psycholinguistics. These skills require strong reading programs, solid ongoing professional development programs, and substantive knowledge of reading and how to link reading with language development activities. This is exactly what California has focused its efforts on over the past several years.

*The Hayes & Salazar Report Shows that Even the Experts are Unable to Identify What Teacher Characteristics are Necessary for Student Achievement.*

Perhaps the most dramatic example of why taking the current set of specialized courses for teaching English learners is not essential is a recent report prepared for Los Angeles Unified District, cited by Hakuta, entitled 'Evaluation of the Structured English Immersion Program: Final Report, Year 1'. (Hayes & Salazar, 2001.) This rather complex interim report presents snapshots of teaching practices in classrooms that had either extraordinary high or low growth in the SAT9 Reading Test during the year of the study. The authors describe the teaching strategies of a teacher who was the highest gainer in the evaluation as follows: "little or no evidence of primary language support in this class, although both teacher and paraprofessional shared the children's primary language." (p.78) According to the qualitative observations of the evaluators, this teacher "helped his 17 English learners achieve gains in reading due, in part, to his emphasis on reading vocabulary and making sense." (p.78) This successful teacher also structured small group activities that encouraged students to engage in academic discourse in

English regarding material read in class. In sum, the teacher was implementing the state's recently adopted curriculum framework regarding the most effective way to build reading, vocabulary, and comprehension ability in English learners.

In another of the high gaining classrooms where students had initially been low achievers, the researches noted, "the second grade teacher, a veteran of more than ten years, made a special effort to ensure her students understood the text they read." (p.79) They note that the teacher emphasized vocabulary and word meanings throughout the reading lesson and encouraged students to define and talk about words or their hypotheses about word meanings. In other observational research (Baker et al., 2003; Gersten & Baker, 2003; Gersten & Geva, 2003), researchers reached similar conclusions about teachers whose classes had the strongest growth in reading fluency/accuracy and comprehension. Neither of these successful teachers whose students had achieved high growth in reading had BCLAD certifications.

By contrast, however, the researches found that the three teachers whose classes demonstrated losses against the national norm group rarely provided opportunities for students to engage in extended discourse in English about the content read or word meanings. These losses were attributed to a variety of factors, including overemphasis on building a warm and caring environment and lack of management skills. Interestingly, one of these teachers possessed full BCLAD certification.

The relatively small number of ethnographic and qualitative observations of teaching practices suggests that the preparation involved in obtaining a BCLAD is not necessarily relevant for helping students learn to read in a second language. California's use of reading series that incorporate principles that are supported by rigorous research, and that are research-based basic linked in an integral fashion with high quality literature

that is decodable is, at the very least, an approach that has consistently been correlated with high growth in reading for English learners in the first grade when implemented well (Baker et al., 2003; Haager et al., in press; Gersten & Geva, 2003). In a two-year research project of 34 southern California classrooms serving low-income English learners, researchers found a moderately strong correlation of .74 between teaching practice and growth in reading.

### **Hakuta Mischaracterizes the Impact of Proposition 227**

In 1997, the voters in California passed Proposition 227, which eliminated bilingual education. Hakuta faults the state for not taking a uniform approach to teaching English language learners after Proposition 227 passed. Instead, California implemented a flexible system in which the local educational agencies have control to decide which instructional settings are appropriate for their students – (i.e.) structured/sheltered English immersion, English immersion with ELD support, or, with parent waivers, bilingual transition courses. Furthermore, contrary to Hakuta's suggestion, there is no clear-cut answer to the question of whether, or to what extent, implementation of Proposition 227 has enhanced student achievement for English learners.

In an attempt to learn whether or not achievement has increased, the state has collected systematic data on student achievement for all students in grades 2-11 prior to and since the implementation of Proposition 227. It commissioned a five-year evaluation of Proposition 227, which has been – and is being -- conducted by American Institutes for Research (AIR) in collaboration with WestEd (2002). In their 2002 report, the researchers:

- Analyzed demographic and student achievement data by type of instructional model from 1998 to 2001. The analysis focused on performance gains over time.

- Conducted a survey of approximately 450 teachers and 300 administrators throughout the state.

Hakuta focuses on one major finding in the report: that one of the perceived barriers to implementation of Proposition 227 was the lack of precision in state guidelines for implementation and in the procedures that were most appropriate for obtaining parent waivers. Although Hakuta characterizes the lack of rigid state guidelines as a negative, the AIR & WestEd (2002) report does not draw that particular conclusion. In fact, based on my own observational research in three southern California school districts from 1999 to 2001, we generally saw a good deal of flexibility, and teachers and students did not express dissatisfaction. In other words, what may be perceived as a lack of specific guidelines may well be a desirable level of flexibility to teachers as they learn a new approach.

Hakuta ignores the fact that the AIR & WestEd (2002) report indicated “high levels of satisfaction among teachers in regard to the adequacy of the training they have received related to educating EL students” [REDACTED]. This suggests that the direction the state is taking makes sense to teachers, and may well be more productive than the earlier emphasis on content areas contained in CLAD and BCLAD certifications. The survey research also noted that Proposition 227 has increased the school and district focus on how English learners are taught (over 50% of respondents) and that as a result of Proposition 227, “most educators reported that expectations of EL students either increased or stayed the same” (p. x). This is a significant accomplishment that contradicts Hakuta’s suggestion that California’s program will likely lower achievement for English Learners.

Indeed, a good deal of the AIR & WestEd (2002) report addresses trends in achievement. After comparing trends for native English speakers with English learners,<sup>1</sup> these researchers found evidence of improved student achievement in California since the implementation of 227.<sup>2</sup> The most exciting aspect of the AIR & WestEd (2002) Report on student achievement is their finding that: “Over the four years of test scores analyzed, virtually all within-grade, successive groups increased their academic performance in all subject areas. This was true for the combined sample of all students for EL students, and for native English speakers.” (p. x)

Furthermore, the AIR/WestEd analysis showed that in the last four years, since Proposition 227 was implemented, the gap between EL students and native English speaking students has narrowed. Although the magnitude of the effect was small (approximately .1 SD levels) across all grade levels, the effect was as high as .20 at some grade levels. This increase in achievement an educationally meaningful improvement (Cohen, 1988).

Finally, the AIR/WestEd researchers compared the patterns across the predominant instructional models used in the state. Essentially they found no differences between them. The models they selected were: a) schools that never had bilingual education programs, b) schools that were transitioning from bilingual education to immersion and c) schools continuing bilingual education (i.e., strong native language component programs). They noted that all three types had made similar progress in closing the gap.

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<sup>1</sup> Because the acronyms they use are confusing to many, I will allude to the two groups as merely EL students and native English speakers.

<sup>2</sup> They include English learners who have exited the limited English proficient category during the course of the year as still English learners.

Contrary to the opinions asserted in Hakuta's report, these data indicate that the combination of 227 and the state's newly adopted reading/language arts initiatives will not hamper student achievement, but rather are likely to improve it. In fact, a large high-poverty district with large number of EL students such as LAUSD, which has attempted to faithfully implement the new reading/language arts standards and the English immersion program, has again showed steady progress in academic achievement this past year. The four years of steady progress is an indicator that the state is in fact taking an array of actions consonant with more effective instructional practice. This has resulted in a higher proportion of students receiving "fluent" scores on the CELDT, California's individually disinterred test of English language proficiency.

**California's Current Approach To Educating English Learners is not only Reasonable but also Likely to Prove Successful.**

The approach that California has adopted for instruction of English learners is, in my view (based on 18 years of research on the topic), already showing some success and is likely to continue to achieve positive results. California's curriculum, newly adopted instructional materials, and professional development standards are aligned with many contemporary findings from high quality scientific research on beginning reading and linguistics research. Moreover, California's system for oversight and accountability, though critiqued by Hakuta, is aligned with much contemporary thinking. Rather than the monitoring of compliance to regulations – the earlier approach used by the Office for Civil Rights and many State Departments of Education in the 1970s, 1980s, and early 1990s – the focus on outputs, i.e. growth in achievement using valid and reliable measures of achievement in reading, writing, and mathematics, is deemed by many as a

major positive shift in ensuring quality education for English learners by policy analysts such as Michael Kirst (cited in

Essentially, California's approach is that English language arts and reading should serve as a means to build proficiency in the both oral English and written English. In effect, the state – along with many experts in the field – understands that English learners can learn to read at approximately the same rate as comparable native English speakers. This finding has been consistently replicated in contemporary research studies (Chiappe et al., 2002; Geva, Wade-Wooley, & Shany, 1993).

For example, the recent study by Droop and Verhoeven (2003) published in *Reading Research Quarterly*, one of the most prestigious journals in the field, concluded: "After two years of formal reading instruction, the minority children appeared to be just as efficient decoders as native speaking children..." (p.97). They noted how this paralleled their earlier finding and was true even for quite complex words.

The approach taken by California calls for infusing and integrating vocabulary instruction and language development activities (ELD services) into the reading and language arts activities in order to reduce that gap over the years students are in school. It also calls for extensive reading and discussion of stories and books as a means to enhance vocabulary acquisition. Given that this approach is so new, it is too early to gather reliable data on long-term outcomes.

Research so far, however, shows that the California's approach is likely to have long-term success. In our examination of high performing first grade classrooms, we noted that classrooms in which ELD support was provided resulted in the highest growth in reading accuracy and fluency and reading comprehension (Gersten & Baker, 2003; Gersten & Geva, 2003). In fact, as we had previously hypothesized, in some particularly

effective classrooms, vocabulary served as a kind of anchor around which many other activities revolved. That is, vocabulary activities were incorporated throughout the reading lesson and were combined with other literacy activities.<sup>3</sup>

Fitzgerald (20), a distinguished researcher in the area of second language literacy, noted, "there is little evidence to support the need for a special vision of second-language reading instruction" (p.520). Furthermore, Chiappe et al., 2002, while contrasting the development of 131 English learners and 600 native English speakers in an extensive longitudinal study, reached a similar conclusion: "The acquisition of basic literacy skills for children from both language groups developed in a similar manner... Children learning English may acquire literacy skills in English in a similar manner to NS (native speaking) children, although their alphabetic knowledge (i.e., their knowledge of the English alphabet and letter sound correspondences in English may precede and facilitate the acquisition of phonological awareness in English" (p. 369).

In addition, Bernhardt (20), as discussed in her recent study of second language reading instruction research in the current issue of *Reading Research Quarterly*, argues that there is no fundamental difference in learning how to read in a second language. She notes: "Should they (English learners) be isolated from other children and tracked until they learn English? Of course not. The most pressing issue for reading instruction is the preparation of teachers to ensure that they have the knowledge or skill to diagnose and

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<sup>3</sup> During instruction to build phonemic awareness, for example, teachers not only had students manipulate the sounds in target words, but they also built vocabulary activities involving those words. Many of the target words were easy to visualize and thus, increased the relevance of the vocabulary segment of the lesson. Students and teachers offered definitions and sentences involving target words and provide extended descriptions based on personal experience or knowledge. Teachers also provided pictures or drew line drawings on the board. In sum, not only did infusing vocabulary activities provide natural and structured breaks from the abstract phonemic awareness activities, but it fostered an exciting pace and rhythm to the lesson and provided a cognitively challenging task that students could participate in at many different levels." (p. 102)



assess children's progress" (p.115). This is the precise direction California has taken in its instructional reforms for English learners in the state.

Experts agree that teachers need training in reading instruction for English learners, and that publishers and experts in the area must develop practical materials that guide teachers as they teach reading to English learners. This has been the demand that the State Board of Education has placed on publishers of reading materials for years – to develop programs that show teachers how to use reading materials and reading lessons to enhance vocabulary development, build greater knowledge of English syntax, tense agreement and word order. As a result, this has been and continues to be a major priority for publishers such as Houghton Mifflin, Open Court, Scott Foresman, and McGraw Hill.

Based on my knowledge of contemporary research and my own observation of numerous classrooms throughout southern California, I believe the overall direction the state is taking is sound. First, within two years, California will prohibit the use individuals with emergency certificates to teach (Keller, 2003). In addition, California has been and continues to provide intensive professional development in reading instruction for English learners and the merger of English language development with reading instruction. California's professional development requirements are also linked to principles in recent Federal legislation such as *No Child Left Behind* and *Reading First*.

Research on teacher training indicates that trainings are invariably more valued by teachers if they are grounded in curricula that teachers are actually using (Garet, Porter, Desimone, Birman, & Yoon, 2001). California's professional development does exactly that because it is linked to the two curricula being used in California: Open Court and Houghton Mifflin reading series. Moreover, both are aligned with the state standards and

represent approaches supported by recent, beginning reading research conducted by the National Institutes of Child Health and Development. Indeed, many experts in the field consider California's approach to professional development is to be of high quality (e.g., Birman, Desimone, Porter, & Garet, 2000).

California also has high quality content standards that reflect current research whenever possible and has adopted higher quality instructional materials that support reading instruction for English learners. In sum, California is committed to providing teachers with high quality curricula materials and intensive professional development activities based on the implications of rigorous research for teaching reading, building vocabulary, and developing strategic comprehension. California's purposeful efforts in this regard improves the overall quality of education for English Learners, while at the same time instilling the value of language sensitivity on its teachers. As stated above, the state's recent adoption and increased professional development has already caused improved academic outcomes for English learners (AIR & WestEd, 2002) across the state. This is especially true within Los Angeles, which has taken significant strides to implement the state framework.

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