Teaching Alive!
Five Standards for Effective Pedagogy

- Teachers and Students Working Together
  Teach through instructional group activities in which students and teacher work together to create a product or an idea.

- Developing Language Skills across all Curriculum
  Apply literacy strategies and develop language competence in all subject areas.

- Connecting Lessons to Students' Lives
  Contextualize teaching and curriculum in students' existing experiences in home, community, and school.

- Engaging Students with Challenging Lessons
  Maintain challenging standards for student performance; design activities to advance understanding to more complex levels.

- Emphasizing Dialogue over Lecture
  Instruct through teacher-student dialogue, especially academic, goal-directed small-group conversations, rather than lectures.

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The nation has reached consensus — all students must succeed. This goal can be achieved, but first teaching approaches must change. In the traditional classroom model the students most at risk of academic failure — children of cultural, linguistic, and racial minorities or children of poverty or geographic isolation — struggle and often fall behind.

CREDE researchers have identified a model that works for these diverse students. The model was not invented, but was gleaned from the best practices of master teachers and then scientifically tested to measure effectiveness. This research-based model is called the Five Standards for Effective Pedagogy. CREDE researchers have been testing and refining the Five Standards for more than a decade, and quantitative studies conducted annually since 2000 confirm that use of the Five Standards improves achievement for all students and is critical for at risk students. (Data is available at www.crede.org.)

By the 2030s, students whose first language is not English will make up an estimated 40 percent of the nation’s school populations. As the only national research center to look at issues of diversity and education, CREDE’s findings becomes more significant each year.

Studies in Native American Education
Improving Education for Zuni Children

By Soleste Hilberg, Georgia Epaloose, Roland Tharp
A professional development videotape of best practices in the Zuni Public School District. Examples of the Five Standards are featured, as well as two additional standards developed from education research in Native American Communities. $20

Teaching Transformed
Achieving Excellence, Fairness, Inclusion and Harmony

A comprehensive examination of the Five Standards and classroom organization to support them, with historical, sociological, psychological, and research perspectives as well as real-life examples. $30

Pedagogy Matters
Standards for Effective Teaching Practice

By Stephanie Dalton (Center for Applied Linguistics, 1998)
A 42-page booklet for practitioners, includes indicators to identify the Five Standards and examples from classrooms. (This report can also be downloaded from the CREDE website.) $5

Pedagogy, Research & Practice

By Barry Rutherford and Audrey Sirota (CREDE, 1999)
A 30-minute video documenting the progress of two secondary school classrooms in California that applied the Five Standards. The video contains classroom footage, interviews with teachers and students, and discusses the process of applying the standards and reforming classroom activities. $20

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*Teaching Transformed is available at local and online bookstores.
Five Standards Support Products

Five Standards for Effective Pedagogy Case Studies Series
Visit the classrooms of teachers who use the Five Standards to help meet the challenge of instructing students with diverse English-language skills. Elementary and secondary cases in varied subjects are presented in an engaging, instructive, and easy-to-navigate format. The innovative architecture enables users to access different perspectives on each study—from the researcher, the teacher, teacher educators, and the students themselves. Co-produced by CREDE and Brigham Young University’s Center for the Improvement of Teacher Education and Schooling.

• The Craig Cleveland Case (high school history) (2002) $25
• The Mara Mills Case (high school science) (2002) $25
• The Sheri Galarza Pre-School Case (2002) $25
• The Julene Kendell Case (fourth and fifth grade ESL) (2000) $25
• The Second Language Acquisition Case (2001) (3 cd-rom set) $40
• The Lucia Villarreal Case: Literacy Practices in a Bilingual Classroom (2003) $25
• The Assessment Literacy Case (2001) $25
• The Early Childhood Literacy Case: Balanced Literacy Approaches for Second Language Students (2003) $25
• The Second Language Literacy Case: Bilingual Students’ Literacy Development (2003) $25
• The Adolescent Literacy Case: Teaching Second Language Students Content through Literacy Development (2003) $25

How We Can Help

Professional Development
Great learning begins with great teaching. CREDE offers several means for bringing the Five Standards for Effective Pedagogy to the classroom:

• Professional Development Institutes
  Multi-day intensive institutes for practitioners and administrators (visit our website for upcoming dates)
• District-wide professional development contracts
• Individual learning through Five Standards materials

Assessment
To measure how well the Five Standards are being enacted, CREDE researchers developed an assessment tool. The Standards Performance Continuum (SPC) provides reliable quantitative measurement of the quality of teachers’ enactment of the standards. Easily scored an effective instruction for diverse students and for professional development activities. See the SPC at: http://crede.ucsc.edu/standards/spac.shtml

Demonstration Schools
CREDE has partnered with two schools with high populations of low-income English learners to provide professional development and measure the effects of the Five Standards comprehensively and systematically. The schools are Starlight Elementary School in Watsonville, California, and Waianae High School in Waianae, Hawaii. Contact us to learn more about the schools or to arrange for site visits.
The Five Standards in Action

A Traditional Classroom
• Students sit passively in rows and listen as the teacher lectures
• Occasionally questions are posed and students raise hands
  Generally, the same students volunteer answers
• Student-initiated questions are rare
• Lesson concepts are written on the chalkboard or worksheets
  and copied by students
• Class time not devoted to lecture is generally structured as
  quiet time when students work in isolation
• Student interaction during this time is usually whispered and
  not lesson-related
• Some students finish their work early and occupy the remain-
  ing time with activities not related to the lesson
• Some students struggle and don’t finish their lessons
• Students cluster together in their social groups as they leave,
  usually segregated by language, culture and racial groups

A Five Standards Classroom
• Students are seated in small groups
• The teacher begins by outlining activities and stating goals
• Students are given time to ask questions and clarify expectations
• Students sort themselves into assigned teams and go to an activity
  center; the teacher stays at one center
• Students circulate through the teacher-led group, engaging in
  conversation that interweaves content vocabulary and knowledge
  with contexts familiar to the students (references to home, family,
  community)
• Conversation is student-oriented: students propose ideas, the
  teacher guides the discussion
• The other teams are engaged in focused activities, working together
  to complete the assigned task
• At a designated time, students rotate so that by the end of the
  lesson, all students have had some focused time with the teacher
• The teacher uses group time to assess abilities and assist student
  learning
• Students are grouped differently at different times — sometimes
  those with similar primary languages are put together and sometimes
  not. In same-language groupings, students frequently speak to
  each other in their primary language clarifying and explaining concepts
to one another
• When the bell rings, students often leave in mixed groups, reflec-
tive of the classroom groupings