

ADLER





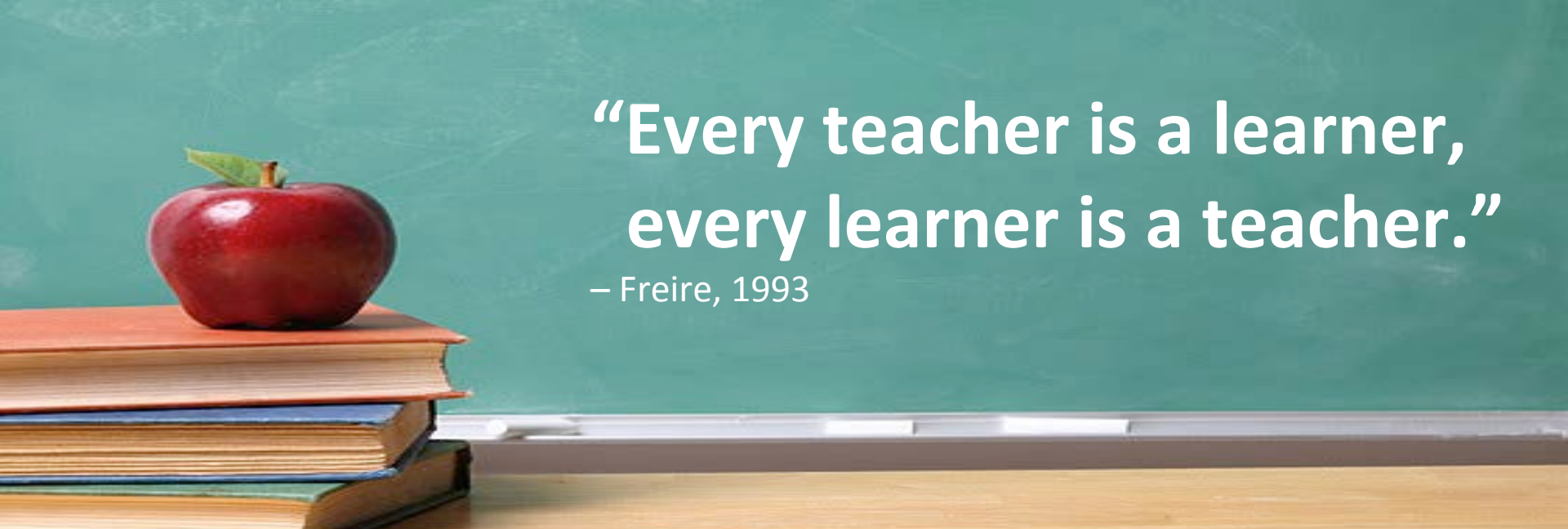
Knowledge, Dispositions, and Skills (KDS)

Department of Dual Language and English Learner Education (DLE)

Cristina Alfaro, Ph.D.

Chair, Department of Dual Language and English Learner Education

August, 2015



“Every teacher is a learner,
every learner is a teacher.”

– Freire, 1993

Goals:

- ❖ To prepare teachers to effectively serve students who come to school with a primary language other than English.
- ❖ To facilitate the learning process for students to become bilingual, biliterate/bicognitive, and multicultural.
- ❖ To support educators at all levels in creating multicultural democratic practices and in bringing bicultural voices to the center of classroom discourse.

Ideological and pedagogical clarity

Biliteracy development and success across the content areas

Collaborate with peers, students, parents, administrators, and community

Create inclusive learning environments

Global (linguistic and cultural) competence

Ideological and Pedagogical Clarity

DLE graduates:

- ❖ Develop a roadmap toward their ideological clarity as it relates to and informs their classroom practice.
- ❖ They know who they are as teachers, their personal beliefs about teaching and learning, and how this affects the students that they teach.
- ❖ This involves self-knowledge and dispositions that ensure that educators have a strong belief in the worth of all students and their ability to achieve.



Ideological and Pedagogical Clarity

“If teachers learn to unmask and question hurtful dominant ideologies as they manifest in their classrooms, they can work on behalf of their students to transform their schools into more humane and democratic places” (Bartolomé, 2008).

Today’s teacher candidates typically enter bilingual teacher credential programs without ever having had the opportunity to deconstruct their unconscious ideologies and free their minds from hegemonic teaching and learning practices (Ek, Sanchez, & Cerecer, 2013).

Darder, Baltodano, and Torres (2003) maintain that the study of ideology helps teachers to evaluate critically their practice and to better recognize how the culture of dominant ideologies becomes embedded in the hidden curriculum. Alfaro (2008) states “teacher preparation programs must help teacher candidates develop ideological clarity along with pedagogical and linguistic expertise.”

Antonia Darder (2012) reminds us about the roles of schools, as American institutions, in the preservation of ideologies “schools play a major cultural role as sites where ideologies are produced, reproduced, and perpetuated in society.”

Karen Cadiero-Kaplan (2008) explains how some teachers believe they are acting in a **neutral** way with their students but what they are actually doing is informed by their experiences “which are connected to specific ideological positions” rather teachers “act out” their ideologies, but “rarely name the ideologies that inform [their] practice.”

Alfaro & Bartolome (in press) contend that in addition to mastering technical skills and content knowledge, teachers need to acquire the critical skills to deconstruct the negative perceptions they may hold about low SES, immigrant, and other linguistically diverse students.

Cristina Alfaro, Ph.D. [August 2015]

Biliteracy Development & Success Across the Content Areas

DLE graduates:

- ❖ Possess the theoretical knowledge on important socio-political issues and tensions surrounding language policy.
- ❖ Recognize their role as advocates for English and dual language learners in their classrooms and school communities.
- ❖ Promote dual language learner student success through standards based instruction in Spanish and English.
- ❖ Create rich, authentic opportunities for students to read, write, speak, listen and think critically using the appropriate, grade-level academic language in order to develop biliteracy/bicognition in English and two or more additional languages.

Biliteracy Development & Success Across the Content Areas

The idea that monolingualism is ideal in America has been a fallacy for years. “In short, across the last century, the United States has developed into a culture in which the category of citizen (and by extension, student) has been defined in terms of having a primary allegiance to speaking only in English.” (Gándara & Hopkins, 2010)

Academics in the field attest that “[w]hile many certified bilingual education teachers are perfectly fluent in all modalities of the Spanish language, a fair number express a sense of tentativeness about being able to deliver instruction across the curriculum in Spanish, and some lack specific skills to do so” (Guerrero & Valadez, 2011, p. 59).

Preparing linguistically qualified bilingual teachers is, fundamentally, a matter of equity and social justice as teachers’ classroom discourse “affects the equality, or inequality, of [emergent bilingual] students’ educational opportunities [in K-12 bilingual/dual language classrooms]” (Cazden, 2001).



There are a variety of language programs; however, Dual Language programs have academic outcomes that are higher than the other types of bilingual programs (Morales & Aldana, 2010; Unmasky & Reardon, 2014). It is the only program type that includes the teaching of literacy skills in two languages.

The preparation of linguistically competent and ideologically clear bilingual teachers is a fundamental matter of equity and social justice from the perspective that dual language classroom discourse that announces or denounces social class dimensions of language use affects emergent bilingual students’ educational experiences based on a teacher’s language competence as well as the ideology that informs her/his pedagogy (Alfaro & Bartolomé, in press).



Cristina Alfaro, Ph.D. [August 2015]

A background image showing a group of people sitting around a wooden table. One person is writing in a notebook, and another is holding a pen. There are papers, a glass, and a red string on the table.

Collaborate with Peers, Students, Parents, Administrators, & Community

DLE graduates:

- ❖ Recognize that complex social relationships dictate equitable access to knowledge and power inside and outside of the classroom.
- ❖ Build authentic relationships by engaging in community scans and asset mapping to gain first hand information of community and students' funds of knowledge.

Collaborate with Peers, Students, Parents, Administrators, & Community

The Power of Authentic Relationships		
<p>In instances where stereotypes are nurtured, where curricula comes before students, and tolerance is valued more than relationships a disassociation forms btw teacher and student/school & community (Delpit, 1995)</p>	<p>Families possess intellectual resources (e.g. agriculture, economics, and mining) not employed by schools (Moll, 1992). By engaging in the process of integrating community and student resources in the most effective ways, schools and communities can mobilize capital around a common vision of fairness and inclusion in education.</p>	<p>Collectively, school communities can create instructional opportunities for students to become active learners. Power is, thus, manifested in original ways; by tapping into the home & community resources of students, teachers allow students to demonstrate their competency (Moll, 1988).</p>

Building Authentic Relationships	
<p>Strengthening community advocacy is achieved through “collaboration, critical dialogue, peer-interaction, and reflective writing’ (Olivos & Ochoa, 2008).</p>	<p>Community Scans are formidable approaches of integrating voices. This begins the process of building authentic relationships for meaningful change. Meaningful change is exploratory of the community as a living organism, self-reflective of the relationship between individual and world, collaborative in that it brings to surface pre-structured expectations and, subsequently, social interactions, enlightening of the structures that hinder human development, and proactive in an effort to critically challenge ineffective discourse, practice, and power (Ochoa, 2009).</p>

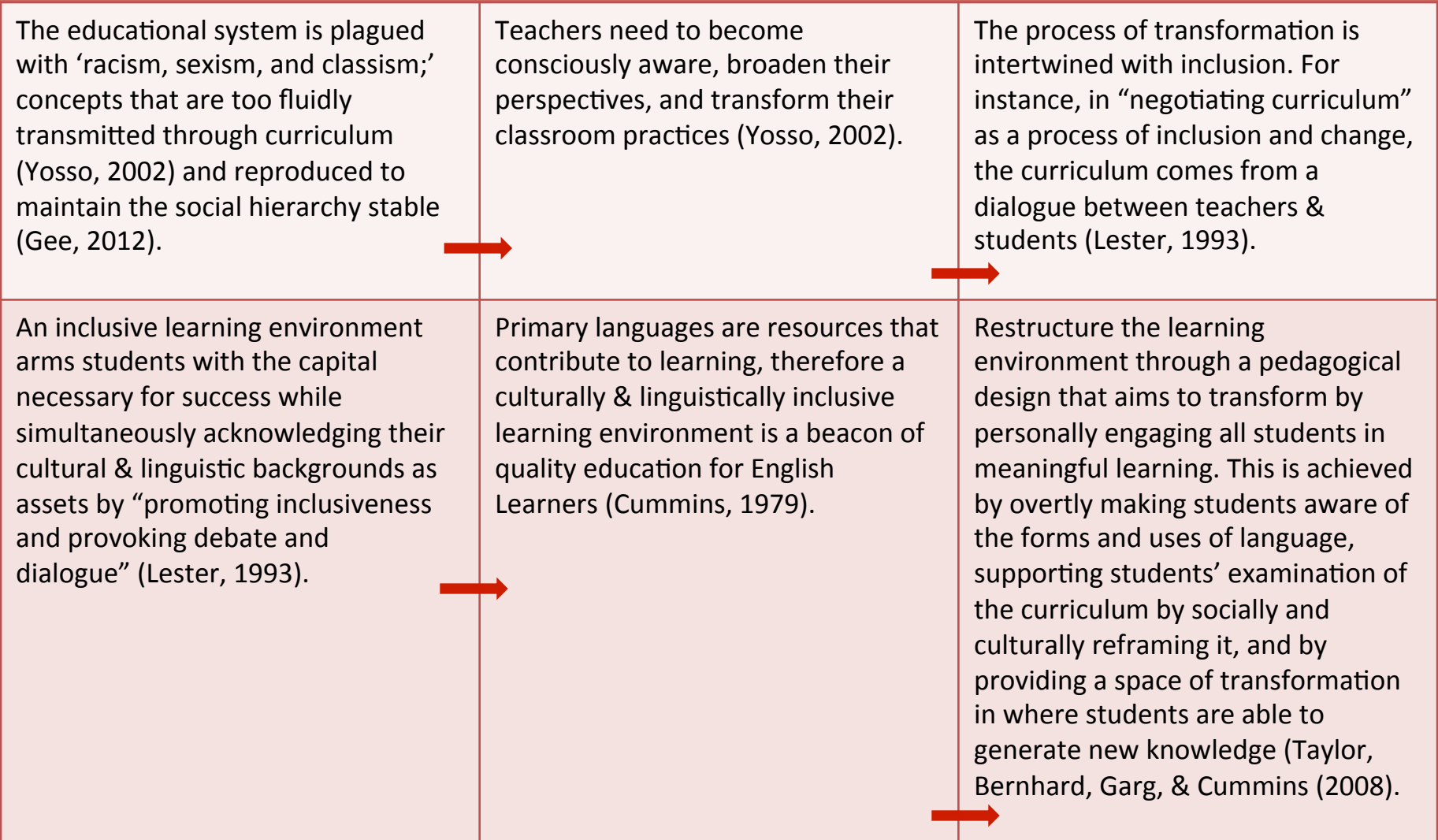
Inclusive Learning Environments

DLE graduates:

- ❖ Are committed to creating inclusive learning communities, where teacher, school leadership, student, and parent each play an integral role in supporting student success.
- ❖ Consider students' cultural and linguistic background as assets.
- ❖ Use data on learning outcomes and performance, to inform differentiation and personalization of each student's instruction and services, and create partnerships between home and school.



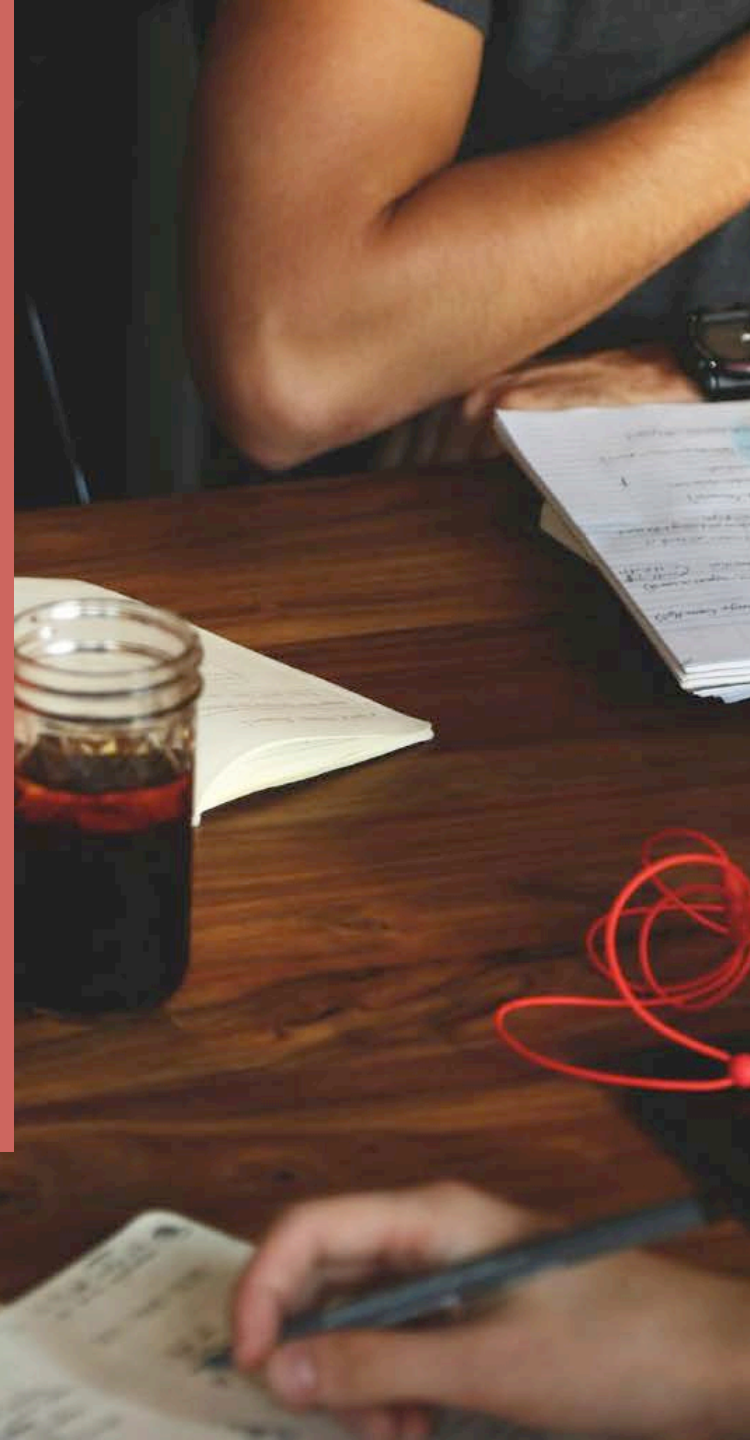
Inclusive Learning Environments



Global (linguistic & cultural) Competence

DLE graduates:

- ❖ Model and acquire teaching principles of global competence through respect of linguistic and cultural diversity in the classroom, school, and community.
- ❖ Develop and enact 21st century pedagogies.



Global (linguistic & cultural) Competence

More than half of the world's population uses two or more languages (or dialects) in everyday life. Bilingualism is present on all continents, in all classes of society, in all age groups. In the U.S, the percentage of bilinguals is on the rise; 11 percent in 1980, 14 percent in 1990, 20 percent in 2007 (Grosjean, 2010).

If “the majority of the world’s population is bilingual rather than monolingual,” bilingualism becomes a tool that yields social and economic rewards (Macias, 2014). Therefore, children from bilingual homes should have an opportunity to further develop their literacy skills to become global leaders.

Educators must be proficient in guiding with “critical inquiry and student empowerment.” Systems that do not allow students to think critically and to reinvent their worlds are denying them the right to actively participate and compete as world citizens (Cummins & Sayers, 1995).

As teaching and learning for the 21st century has evolved, a quality education must encompass the multiplicity of voices found in every classroom (Freedman & Ball).

Schools need to partake in the preparation of students as global citizens. For example, in the preparation of global civility as a component of global competency, schools can establish an education with human rights as pillars that provide students with a knowledge base about history, appreciation for such rights, analysis of the role of human rights in the context of their communities, and active roles in the progress of human rights (Reimers, 2009).

References

- Alfaro, C., Durán, R., Hunt, A., & Aragón, M. J. (2015). Steps toward unifying dual language programs, Common Core State Standards, and Critical Pedagogy. *Association of Mexican American Educators Open Issue*, 8(2), 17-30.
- Alfaro, C. (2008). Teacher education examining beliefs, orientations, ideologies & practices. In L. Bartolome (Ed.), *Ideologies in education: Unmasking the trap of teacher neutrality* (pp. 231-241). New York, NY: Peter Lang Publishing Group.
- Adesope, O., Thompspon, Ungerleider (2010) "A Systematic Review and Meta-Analysis of the Cognitive Correlates of Bilingualism" Vol. 80, No 2, pp 207-245 *Review of Educational Research*
- Bartolomé, L. I. (2008). *Ideologies in education: Unmasking the trap of teacher neutrality*. New York: P. Lang.
- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual Children. *American Educational Research Association*, 49 (2), 222-251.
- Cummins, J. & Sayers, D. (1995). *Brave New Schools: Challenging Cultural illiteracy through Global Learning Networks*. New York, NY.
- Darder, A. (2012). *Culture and power in the classroom: Educational foundations for the schooling of bicultural students*. Boulder, CO: Paradigm Publishers.
- Delpit, L. (1995). *Other People's Children*. New York, New York: New Press.
- Freedman, S.W. & Ball, A.F. *Ideological Becoming: Bakhtinian Concepts to Guide the Study of Language, Literacy, and Learning*.
- Gandara & Hopkins (2010). *English Learners and Restrictive Language Policies*
- Guerrero, M., & Valadez, C. (2011). Fostering candidate Spanish language development. In B. Bustos-Flores, R. Hernández-Sheets, & E. Rioja (Eds.), *Teacher preparation for bilingual student populations* (pp. 59-72). New York: Routledge.

References

- Macias, R. (2014). *The Bilingual Advantage: Language, Literacy and the US Labor Market*. Eds. Callagan, R.M. & Gandara, P.C. Great Britian: Short Run Press, Ltd.
- Moll, L.C. (1988). Some key issues in teaching Latino students. *Language Art*, 65(5), 465-472.
- Moll, L.C. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.
- Morales, Z. & Aldana, U.S., (2010). *Forbidden Language*. Learning in two languages: Programs with political promise. (Chapter 10, p. 159-174)
- Olivos, E.M. & Ochoa, A.M. (2008). Reframing due process and institutional inertia: A case study of an urban school district. *Equity and Excellence in Education*, 41(3), 279-292.
- Ochoa, A.M. (2009). Community profile: Understanding the diversity of a school community. Updated from source: Ochoa, A.M. & River, I., eds. (1978). *Planning and Implementing Issues in Bilingual Education Programming*. Manual for the Institute for Cultural Pluralism, No. V, San Diego State University.
- Taylor, L.K., Bernhard, J.K., Garg, S., Cummins, J. (2008). Affirming plural belonging: Building on students' family-based cultural and linguistic capital through multiliteracies pedagogy. *Journal of Early Childhood Literacy*, 8(3), 269-294.
- Unmasky & Reardon "Reclassification Patterns Among Latino English Learner Students in Bilingual, Dual Immersion, and English Immersion Classrooms" (2014) *American Educational Research Journal*
- Yosso, T.J. (2002). Critical race media literacy: Challenging deficit discourse about Chicanas/os. *Journal of Popular Film & Television*, 30(1), 52-62.