Knowledge, Disposition, and Skills (KDS)

Conocimientos, actitud, y habilidades

Dual Language and English Learner Education (DLE)

Departamento de educación bilingüe e inglés como segundo idioma

Cristina Alfaro, Ph.D.
“Every teacher is a learner, every learner is a teacher.”
– Freire, 1993

OBJETIVOS:

❖ Capacitar a los docentes para que ellos le puedan brindar ayuda a los estudiantes no angloparlantes.

❖ Para que puedan guiar el proceso de aprendizaje de los estudiantes para que sean capaces de hablar, escribir y leer en ambos idiomas y sean multiculturales.

❖ Brindarle el apoyo y la capacitación a los docentes para que puedan crear practicas pedagógicas justas para así poder crear un ambiente multicultural dentro del aula.
La capacidad de desarrollar ambos idiomas con eficacia en todas las materias.

Colaborar con compañeros, estudiantes, familias, administradores, y la comunidad.

Crear un ambiente de aprendizaje donde se tome en cuenta las capacidades de los estudiantes.

Competencia lingüística y cultural a nivel mundial.

Claridad ideológica y pedagógica.
Claridad Ideológica y Pedagógica

Los estudiantes graduados del programa DLE:

❖ Desarrollarán una guía para crear su claridad ideológica dentro del aula.

❖ Tienen un autoconocimiento como maestros, sus creencias personales sobre la enseñanza y el aprendizaje y como estos factores afectan a sus alumnos.

❖ Esto conlleva un autoconocimiento y una actitud positiva que asegure que los maestros tengan la creencia de que sus estudiantes son valiosos y pueden alcanzar su máximo potencial.

Cristina Alfaro, Ph.D.
### Ideological and Pedagogical Clarity

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<tr>
<th>“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).</th>
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<th>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, &amp; Cerecer, 2013).</th>
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<td>Teachers must examine how their ideology informs their pedagogy (Alfaro &amp; Hernandez, 2016)</td>
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<td>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.”</td>
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<td>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.”</td>
<td>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.”</td>
<td>Alfaro &amp; Bartolome (2017) 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.</td>
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Cristina Alfaro, Ph.D.
La capacidad de desarrollar ambos idiomas con eficacia en todas las materias

Los estudiantes graduados del programa DLE:

❖ Tener conocimientos teóricos sobre importantes cuestiones socio-políticas y el conflicto en la política lingüística. Y tener conocimientos sobre la historia y los modelos de la educación bilingüe.

❖ Reconocer el papel importante que tienen para abogar por los estudiantes bilingües y por los que aprenden inglés en su salón de clases y las comunidades estudiantiles.

❖ Promover el éxito de los estudiantes bilingües por medio de las normas de enseñanza en español e inglés.

❖ Crear oportunidades enriquecedoras con el fin de que los estudiantes puedan leer, escribir, hablar, escuchar, y pensar de una manera mas critica al usar el lenguaje académico apropiado a su nivel para poder implementar el inglés y/o dos lenguajes mas.

Cristina Alfaro, Ph.D.
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, 2017).

Cristina Alfaro, Ph.D.
Colaborar con compañeros, estudiantes, familias, administradores, y la comunidad

Los estudiantes graduados del programa DLE:

❖ Podrán reconocer que las relaciones sociales complejas dictaminan el acceso equitativo a los conocimientos y al poder dentro y fuera del aula.
❖ Podrán relacionarse de una manera genuina al involucrarse en los estudios de la comunidad y aprender sobre las aportaciones de la comunidad de esta manera podrán tener un mejor entendimiento sobre la comunidad y de que manera obtienen los estudiantes los conocimientos adquiridos.

Cristina Alfaro, Ph.D.
## Collaborate with Peers, Students, Parents, Administrators, & Community

### The Power of Authentic Relationships

| 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) | 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. | 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). |
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<td><strong>“Funds of Knowledge”</strong></td>
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### Building Authentic Relationships

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<th>Strengthening community advocacy is achieved through “collaboration, critical dialogue, peer-interaction, and reflective writing’ (Olivos &amp; Ochoa, 2008).</th>
<th>Community Scans are formidable approaches of integrating voices. This begins the process of building authentic relationships for meaningful change.</th>
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<td>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).</td>
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Cristina Alfaro, Ph.D.
Ambiente de aprendizaje donde se tome en cuenta las capacidades de los estudiantes.

Los estudiantes graduados del programa DLE:

❖ Se comprometen a crear un ambiente de aprendizaje dentro de las comunidades educativas en el cual la maestra/o, administradores, estudiantes, y la familia tomen un papel importante al apoyar el éxito de los estudiantes.
❖ Tomarán en cuenta que la cultura y la lengua materna son aspectos fundamentales en la vida del estudiante.
❖ Utilizarán la información del aprendizaje y el rendimiento escolar de cada estudiante para crear un plan académico individual para cada estudiante y a su vez crear una conexión entre hogar y escuela.

Cristina Alfaro, Ph.D.
The educational system is plagued with ‘racism, sexism, and classism;’ concepts that are too fluidly transmitted through curriculum (Yosso, 2002) and reproduced to maintain the social hierarchy stable (Gee, 2012).

Teachers need to become consciously aware, broaden their perspectives, and transform their classroom practices (Yosso, 2002).

The process of transformation is intertwined with inclusion. For instance, in “negotiating curriculum” as a process of inclusion and change, the curriculum comes from a dialogue between teachers & students (Lester, 1993).

An inclusive learning environment arms students with the capital necessary for success while simultaneously acknowledging their cultural & linguistic backgrounds as assets by “promoting inclusiveness and provoking debate and dialogue” (Lester, 1993).

Primary languages are resources that contribute to learning, therefore a culturally & linguistically inclusive learning environment is a beacon of quality education for English Learners (Cummins, 1979).

Restructure the learning environment through a pedagogical design that aims to transform by personally engaging all students in meaningful learning. This is achieved by overtly making students aware of the forms and uses of language, supporting students’ examination of the curriculum by socially and culturally reframing it, and by providing a space of transformation in where students are able to generate new knowledge (Taylor, Bernhard, Garg, & Cummins (2008).
Competencia lingüística y cultural a nivel mundial

Los estudiantes graduados del proceso DLE:

❖ Presentarán y adquirirán métodos de enseñanza de competencia lingüística por medio del respeto de la diversidad lingüística y cultural dentro del aula, escuela, y la comunidad.

❖ Desarrollarán, implementarán y presentarán la pedagogía del siglo veintiuno.

❖ Tendrán la oportunidad de analizar de que manera ciertas ideologías, la política, normas, y evaluaciones tienen un impacto en la educación para el desarrollo del idioma.

❖ Analizarán la política dentro de la adquisición del idioma en la educación para estudiantes de diversas capacidades y adquirirán una perspectiva a nivel mundial de lo que significa ser multilingüe en la sociedad.

Cristina Alfaro, Ph.D.
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). |

Cristina Alfaro, Ph.D. [August 2015]
References


References


Gandara & Hopkins (2010). *English Learners and Restrictive Language Policies*


References


Unmasky & Reardon “Reclassification Patterns Among Latino English Learner Students in Bilingual, Dual Immersion, and English Immersion Classrooms” (2014) American Educational Research Journal