

Opening Welcome

“Culture Matters: The Importance of Language and Cultural Identity for Healthier Future in New Mexico”

Kara Carlisle

Director of New Mexico Programs, W.K. Kellogg Foundation

CULTURES MATTER - all cultures, counter-culture, mainstream culture, individual culture

Introduction of Kellogg Foundation and their philanthropy around the world (Chiapas!)

Connections of oppression - banking system of education - Freire - decolonizing our people in a collaborative way

Collaborative leadership - asking the right questions

Asset-based

Systems-level thinking - who gets access, how, are we empowering all learners through their culture and language

Rudolfo Anaya - quote from [Bless Me, Ultima](#)

“Knowledge comes slowly.”

Language stories - post a picture of your family and then tell the story of language in your family, including how you came to use the languages you do

dual language education is about reclaiming one’s heritage and cultural language - it’s **ALL ABOUT IDENTITY**

System has been in place to eradicate our family languages - go back renewed and reenergized to make sure our children can continue to communicate with their families.

Be careful to talk about economic benefits and maintain focus on the individual students and the social justice issues - our top priority is our English Language Learners because they have been traditionally underserved for generations

The Hidden Class Structure in Dual Language Education

Lilia Bartolome

Professor, Applied Linguistics

University of Massachusetts, Boston

“Schools are middle class institutions.”

Consider the basic human dignity of our students - as the context swirls around - standard language - code-switching

Nothing inherent in Spanish that requires speakers to differentiate between formal and informal - what are our expectations and how do they affect how we interpret our students' language?

Assimilation with subordination - our schools

How do we expose students to middle class culture and expectations of school - appropriating English versus assimilating English - making it our own and using it for our own particular purposes

Our students tend to be working class - little interaction or need for formal Spanish - how do we remove classism from our classrooms through honoring home culture and teaching students how to appropriate cultural codes of other classes?

What do we do with subterranean funds of knowledge? Funds of knowledge which we assume to be reflective of poverty, low class. We need to validate this and not try to “fix” the language of our students.

Folk myth that we are a classless society - becoming harder and harder to buy into the myth that we don't have class system - for some of these important concepts we still don't have a language to discuss - We need a class-based analysis of what is happening in our society and classrooms.

We often obligate our students to leave their language at the door and force standardization on them.

“The primary language one speaks is inextricably linked to identity.”

Even in languages that we perceive as “bastardized” or of lower class, there are absolutely rules and patterns.

English is actually Englishes, due to syntax, style, regionalisms.

What happens in our language programs when our students come to us speaking non-standard variations of standard “academic” L1 or L2?

Code-switching - the alternative use of two languages in the same discourse and is linguistically governed

Trans-languaging

Literature on E/Sp. language use highlights code-switching

Main motivation to code-switch isn't due to the inability to not find the right word - it's actually a learned skill that reflects deep understanding of language - code-switchers do so for intentional purposes

Recognize bilingual teacher attitudes - they can erroneously make assumptions about their learners if they have implicit bias against speakers of non-standard languages

Teacher demanding standard academic Spanish - and students only tested in English

Middle class come in with school-oriented capital that allows them to access education in a different way. “I'm in a position where the rich become richer, and I am in bilingual classroom to learn Spanish to become even richer.” Privileging language

If we don't factor into our work, the ideas of class intersections, we are doing our students a severe disservice and are further colonizing them.

Leveraging ALL skills our students bring all their languages - we don't standardize them, we commit to building bridges for our students to amplify their abilities to code-switch

Geneva Smitherling - Speaking my English is no guarantee for advancement.

Inquiry on Motion: Integrating Science, Technology and Mathematics

Carlos Lopez Leiva

Deborah Roberts-Harris

University of New Mexico, NM

Inquiry-based education: Investigating a technology tool using an inquiry framework and collaborative learning

Dual Language Education: Thriving on Adversity
James J. Lyons, Esq.
Senior Policy Advisor
Dual Language Education of New Mexico

Background - "The underdog is always right."

[National Endowment of the Humanities Fellowship - PhD]

"Schools need to be oasys of education."

Helped set up the Department of Education (Carter administration)!

--Referenced paragraph 3 of the Department of Ed. charter outlines what the department cannot do (specifically, not influence curriculum, programs, or instruction)

Plessy v. Ferguson

Brown v. Board of Education

Lau v. Nichols

Heritage Foundation - at the onset of the Reagan Administration pushed for dissolving the Women's Equal Education Act and the Bilingual Education Act, calling them "captive vehicles of ideological militants"

Family Research Council - Gary Bauer -

U.S. as an historically toxic

Early U.S. History of Language Repression

- African slaves
- Mexicans and Native Americans following the U.S. - Mexican War - 1848 Treaty of Guadalupe Hidalgo guaranteed equal freedoms to new Americans as they had in Mexico...except no reference to Spanish
- Native Alaskans - purchase of Alaska in 1867
- Native Americans - 1868 Indian Peace Commission Report and establishment of Indian Boarding Schools
- Puerto Ricans - After the island's acquisition following the Spanish-American War 1898 (originally decreed English-only education)
- Hawaiians - islands annexed in 1898

World War I opened a new chapter in the annuals of American language repression: The victims were white, not people of color, they were German-Americans

A new equation emerged...

Language = Loyalty

In 1919, after the war is over, Nebraska passed a law called the Siman Act, which made it a crime for any teacher, in any school - public or private - to teach any student younger than 8th grade any modern foreign language

Robert T. Meyer (5/25/1920) convicted for teaching a child to read the Bible in German (per parent request who spoke German and wanted children to worship together with family)

1923 Meyer v. State of Nebraska - Supreme Court overturned Nebraska ruling

“The protection of the Constitution extends to all, to those who speak other languages as ... “

World War II:

- 1.) Language did not equal loyalty (33,000 Nisei Soldiers)
- 2.) Languages can win a war (Native American Code Talkers - 6,000 Bilingual Nisei in MIS)

Japanese internment camps - then recruiting people who were bilingual Japanese-English (Nisei)

Also don't forget about the **Indian Boarding Schools** -

Kill the Indian to save the man - funded by the federal government, we instituted schools to strip Native Americans of their identities and make them “American” - this program worked almost perfectly, had it not been for the military need for Navajos - the Navajo Code Talkers

“Mexican Schools”

Independent School District v. Salvatierra (Del Rio, TX) 1930

Alvarez v. Lemon Grove School District (San Diego, CA) 1931

Mendez *et al* v. Westminster School District *et al* of Orange County 1946

Bilingual Education Act

- S. 428 was meant to promote educational attainment through new and innovative educational programs which provided instruction in Spanish to Spanish-speaking students - became part of the **Elementary and Secondary Education Act (Title I)**

This became Title VII

1967 - American Bilingual Education Act

- S. 428 The American Bilingual Education Act, was introduced by Ralph Yarborough (D-TX) and 6 co-sponsors (originally introduced in the context of Spanish)

When it was passed, it titled Spanish-speaking students as “Limited English Abilities.”

Also, when it passed, it struck a lot of components, including the teaching of Spanish has a native language, English as a second language, efforts to attract and retain as teachers promising individuals of Mexican or Puerto Rican descent.

“China spends more money on dual language programs in this country than the American government does.”

“Equity is important. It’s a necessary condition for any forward progress in this country. But it is not a sufficient condition for excellence. Civil rights is only concerned with equity, not excellence.”

1970 Reauthorization of Title VII - inclusion is fine, but it cannot be designed for the purpose of teaching a foreign language to English-speaking children.

“We are the only developed country in the world that pushes a monolingual education system.”

American exceptionalism - “They understand us.” We don’t need to understand them. Or do we? As globalization expands, how will we collaborate and compete with them???

How can we talk about localization??? From wherever you are at, technology is making it more and more efficacious to get down to localized impact.

Google - 40 Languages Initiative

That all being said...

Within the last 10 years, we are seeing bilingual education

[National Journal](#)

North Carolina is demonstrating a major commitment to bilingual education.

In longitudinal data, the greatest benefit in DLI is to black students

Wisconsin passed [LEAP](#) Act-opening dual language schools - change pre-professional prep so that people are adequately prepared for teaching

Two roadblocks to education are retiring this year:

Tom Harken, Sr. Senator (IA)

George Miller

Cross-Cultural Learning Through Caribbean Literature and Themes
Nancy Cloud
Rhode Island College

<http://ritell.org/page-1833349>

Bilingualism, biliteracy, and biculturalism
Cross-cultural learning, multiculturalism

How books reflect and communicate culture?
How illustrations communicate culture
Why focus on Caribbean culture?

Why use culturally-responsive themes?

-Yes, I have to teach about reptiles, but why can't my unit on reptiles come from the cultural context of our students

Dual Language Instruction, Heinemann, 2013

An effective dual language education

- reflects and values students' cultures
- create a multilingual and multicultural environment
- cross-cultural competence

We are often so worried about language and literacy that we set aside the multicultural dimension of our work. How can we ensure that our students develop multiculturalism?

Elise Trumbull, California State, Northridge, *Culturally-Responsive Pedagogy*

Cautions about generalizations

- individuals vary
- many people are multi-ethnic/multi-racial
- cultures change over time

CRP: 1. Curriculum, Instruction, Assessment; 2. Home-school connections; 3. classroom norms and procedures

Culturally-responsive pedagogy: Instructional practice...designed with learners' cultural values, knowledge, and ways of learning...

How you organize your classroom space is highly cultural - must reflect students' cultures and provide space for students to acculturate to learning environment (co-construct norms?)

Culturally-responsive themes that empower children and families - think “hurricanes” (Of course our children from the Caribbean understand these themes!)

Iceberg Concept of Culture

Deep Culture

- Importance of time
- Values
- Norms of behavior
- Non-verbal communication
- Body language, touching
- Ideas about friendship
- Attitudes towards elders
- Perspectives on life
- Understanding of the natural world
- Concept of self
- The importance of work
- Concepts of beauty
- Concept of personal space
- Concepts about food
- Relationships to animals
- Preference for competition or cooperation

Rosenblatt’s Transactional Theory

The reader is necessary third party in the relationship that constitutes the literary work - Meaning is created in the interaction among the reader, author, and text. Who the reader is and what text you choose makes all the difference in the world. We need books that the author understands the perspective and values of the reader, and also then have their own stories that spin off from that. Students want to write, talk, and interact with the themes from the text. Some of our books need to be mirrors of students.

Kinds of books to have in class

- themes that tap background knowledge and life
- students are happy to bring home to families
- reflect students’ lives

Jim Cummins’ work - Dual Language Identity Texts - products, which can be written, spoken, visual, musical, dramatic, or multimodal combinations - positive messages about students and their cultures

Help students see themselves as writers and illustrators as they work on their own stories, poems, and books

Use authors and illustrators from learner's cultural background

Cultures in Sampling

Cuban

Cuban Americans in Florida

Dominican

Haitian

Puerto Rican

Nuyorican

...

Often, Caribbean writers become so proficient in English, through education, they have to find someone to translate it into their native language. Social justice issue worthy of exploration.

[In the world of standardization, how do we ensure responsiveness??? Something seems to die in our cultural responsiveness when we think inside the box about standards and deliverables.]

Artifactual literacy - using an artifact to tell a story - objects that we keep as treasures and hold special stories for us.

Culturally Responsive Themes

- Fantasy, magic and the supernatural
- Communities and ways of life
- Extended families/family life
- Childhood/growing up (games)
- Immigration, migration
- Change, learning English, making friends
- Memories from home
- Indigenous peoples of the Caribbean
- Street festivals, carnivals, celebrations and cultural traditions
- Seasons, weather

Partnerships, Professional Development, and the Pursuit of Equity: A Look at Schools' Actions
Sarah Flynn, Principal
Byrom Elementary School
Tualitin, OR

Introductions:

Why do you have the name you have? What is the meaning in your name?

Handout - [Student Conversation Starters](#)

Parent involvement -

- Participation versus involvement (involvement feels a little like something done “to” parents - what we are really looking at is parent engagement)
- instilled through ways other than traditional school-related ones
- level of participation or involvement in programs and services there are specific outcomes as a result
- How parents feel about and understand the relationship

One size does NOT fit all.

My Family's Involvement - Mind Map

Barriers

- Structural
- Cultural
- Attitudinal

Cultural Values

- Respeto
- Obedience
- Courtesy
- Behavior - Social Appropriateness
- Public Behavior
- Independence
- Open Communication
- Exploration
- Personalismo (relationships, not formal rules)
- Education (responsibility and morality)

Four Assurances from the Teacher

- He will respect and learn from families

- Children will be safe and well-being is in mind at all times
- Skillful teacher
- Will do whatever it takes to support student in being successful

Culturally Responsive Standards-Based Teaching

What evidence have you seen in the classroom?

How do we include culture as it pertains to issues such as the “culture of violence,” “culture of privilege/oppression,” “culture of substance abuse”?

Discussion Re: [Our Cultural and Educational Experiences](#)

Yosso - “Mining Cultural Wealth” - article

Just because we come from two parent households with high SES, doesn't mean that we didn't struggle. We all come from places with multiple types of resources - we are all successful