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Supporting the Language Agenda in Teacher Development:

Preparing Teachers for Culturally and Linguistically Diverse Students

at the New Teacher Professional Development Institute

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I. Introduction

- Focus of the Study

II. Introducing the Language Agenda

- Defining the Language Agenda
- Political Context of the Language Agenda
- Educational Issues for English Language Learners (ELLs) & the Latino Learner
- Models of Support for the Language Agenda

III. Conceptual Framework for the Language Agenda in Teacher Development

- *Sociocultural Framework of the Language Agenda*
  - Sociocultural Activity
  - Sociocultural Perspective on Language
  - Layers of the Sociocultural Context
- *Identifying Teacher Roles in Support of the Language Agenda:*
  - Communicator
  - Educator
  - Evaluator
  - Educated Human Being
  - Agent of Socialization
  - Collaborator

IV. Exlporing The Language Agenda in the NTPDI Curriculum

- *Background on NTPDI Institute & Curriculum*
- Curriculum & Instruction
- Classroom Climate
- Learning Teams

V. Rethinking the Language Agenda in the NTPDI Curriculum

- *Differentiated Instruction*
- *WHERE Planning Model*
- *Classroom Climate*
- *Learning Teams*
- *Strengthening the Language Agenda in the NTPDI Curriculum*

VI. Implications of NTPDI for Language Agenda in Teacher Development

- Centering Pedagogies
- Conclusion

I. Introduction

Language issues are central to the education of America's diverse populations and therefore deserve deep consideration in teacher education programs. The debate on language issues in public education over the past three decades reflects the socio-cultural environment of American society that is witnessing increasing opposition to native language instruction for non-English speakers. Embedded in the educational language debate are deeper political and cultural issues that reflect the challenge of American society to live up to its democratic ideals of a just, egalitarian, pluralistic nation. Following the premise that language is a key aspect of culture, tumultuous debates surrounding language in education suggest that America is struggling with accepting its own changing identity.

Preparing teachers to teach in an increasingly multicultural and multilingual American society is not a simple task. Schools continue to deal with the pressing issues in our communities reflective of divisiveness on racial, cultural or class lines. As in any culture, language plays a key role in America's societal growth and growing pains, manifested in the crucial but volatile language issues in education. Language issues are important for bicultural and bilingual communities that tend to face great challenges in attaining quality education that is academically inclusive and culturally relevant.

1.0 Focus of the Study

This study outlines the importance of a "language agenda" – an awareness and consideration of language issues - in teacher development programs to prepare teachers for culturally and linguistically diverse (CLD) students. Advocating for a language

agenda stems from the need for teachers' basic understanding and appreciation of language's role in education, and how this knowledge (or lack thereof) can influence classroom practice and students' schooling experiences.

The case study in focus is the New Teachers Professional Development Institute (NTPDI) of the National Council of La Raza, a pre-service teacher training program for beginning K-12 teachers in varied settings, levels and subjects. I worked collaboratively in a team of four lead instructors (out of six total) that co-facilitated the two primary courses of Curriculum and Instruction and Classroom Climate.

The first section of this paper introduces the language agenda in a historical perspective related to America's language debates. I will also describe brief case studies of how teachers and schools can support the language agenda.

The second section outlines a sociocultural perspective on language as the theoretical framework for the language agenda. This sociocultural framework draws on concepts from various intersecting fields relevant to language in education (i.e. multicultural education, second language acquisition, teacher education, etc.). I will outline six roles or identities that teachers can assume in support of the language agenda. These teacher identities encourage critical awareness and reflection from sociocultural framework and serve as the basis for recommended revisions to the NTPDI design.

In the third section, I will explore the NTPDI case study to assess where and how the language agenda is manifested in the training design. This discussion also addresses and how and where the language agenda could be articulated as a more apparent framework that serves to integrate the major courses in the NTPDI curriculum.

In the fourth and concluding section, I discuss implications of the language agenda in the NTPDI as a powerful integrated model for preparing teachers for culturally and linguistically diverse populations.

II. Introducing the Language Agenda

In this introduction I will first define my conceptualization of the language agenda within the scope of this study. I will briefly describe some of the political history of the language agenda, followed by a discussion of educational challenges for Latino learners, English language learners (ELLs) and culturally and linguistically diverse (CLD) students. I will then discuss some research studies of models of support for the language agenda as a precursor to defining the language agenda.

2.0 Defining the Language Agenda

To reiterate, I define the language agenda in general terms to entail the belief that language issues are a central aspect of the education of CLD populations. I reference language generally to encompass language use, language learning and literacy development; this means language use in varied contexts; the process of learning language in both official and unofficial worlds (Dyson, 1993); and the broad concept of literacy development (not confined only to written and oral), described from Freire's (1998) critical perspective as learning to "read the world" in learning to "read the word". While there may appear to be ambiguities in a broadly defined reference to language, the broad conceptual scope of the language agenda in this study allows for additional applications of the sociocultural framework to other issues pertinent to language.

The language agenda entails underlying philosophical convictions about the value of multilingualism and multiculturalism as reflections of true democratic ideals, which is in contention with an assimilationist perspective on American citizenship. This paper aims to highlight why and how language plays a crucial role in education; as a

means of communication, as cultural identity, as social interaction, as academic content, and as a gatekeeper's tool that can encourage or inhibit intellectual and personal development.

From a perspective that considers the wider societal context of education's goal of teaching and learning to "read the world" (Freire. 1998), we arrive at the premise that language policy and planning is politically motivated (Ager, 2000). Understanding the sociopolitical history of the language agenda is therefore an important orientation for this discussion.

2.1 Politics of the Language Agenda

In recent decades, America has experienced a large influx on non-English speaking immigrants, which has significant impact on the education system tasked with accommodating increasing numbers of English language learners (ELLs). In the decade between 1985 and 1995, there was a 109% increase in the number of Limited English Proficient (LEP) student in public schools (Short & Echevarria, 1999). Since the passing of the Bilingual Education Act in 1968 (Title VII) there has been on-going debates on language policy in education which have brought language issues to the center of politically charged debates on the education of culturally and linguistically diverse students.

In the benchmark case of Lau v. Nichols in 1974 the Supreme Court reasoned that: *[T]here is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. (Lau v. Nichols, 414 U.S. 563, 1974).* In nearly three decades since the Lau v. Nichols decision outlaid a civil

rights argument for linguistic equity in education, the American public has been increasingly involved in the debate which has witnessed the increasing momentum of the conservative English-only movement which has origins in American "melting pot" ideology that upholds the status quo. Advocates of English-only argue that prioritizing English (in disregard for the native language) is in the best interests of all members of American society who are deserved of equal opportunities for social and economic advancement (the "American Dream") which will be denied without proficiency in the English language.

Well-known writer on US language policy, James Crawford (2001) comments, however, that English-only are most disturbed by the symbolic meaning of bilingual education or linguistic accommodations for non-English speaking communities which in essence legitimize their membership in American society and elevates the status of language-minorities. *"It suggest that immigrants and Native peoples need not abandon their heritage to be considered American – or at least to be given access to democratic institutions. In short, it alters structures of power, class and ethnicity*" (p.27).

Bilingual education and varying language support models for ELLs have often been blamed as the cause of educational failures of language-minority children. This common misperception has flourished in political efforts to eliminate bilingual education, such as Proposition 227 in California in 1997, and recently Question 2 in Massachusetts in 2002. Such political and legal successes against bilingual education – and culturally and linguistically diverse populations – continue despite significant research evidencing the success of well-planned bilingual programs in achieving high levels of student achievement over the long-term, at no cost to English acquisition, among students from disempowered groups (Crawford, 2000; see, e.g. Ramirez et al., 1991; August and Hakuta, 1997; Green, 1998). Trends in restrictive language policy

now come within a larger national mandate from the Bush Administration's No Child Left Behind Act (NCLB) which returns to standards-based assessment and increased accountability at the school and district level.

2.2 Challenges for Latino Learners, ELLs and CLDs

The National Council of La Raza's white paper on the NCLB Act comments on this current climate of standards-based education, outlining challenges for Latino learners, ELLs and other minority children. Rodriguez (2002) highlights that Latino and other economically-disadvantaged students are inhibited by "inadequate learning opportunities":

1. *Inequitable funding of high-poverty schools* – school districts with the largest concentration of economically-disadvantaged students spend about $1,000 less per student, on average, than districts with few poor students (The Citizens' Commission on Civil Rights, 1998)
2. *Little access to challenging curricula* – In 1999 only 37% of Latino students in Boston, MA school districts were enrolled in "grade level math classes compared to 62% of White students (Upshur & Vega, 2001).
3. *Unqualified teachers* – About two-thirds of Latino, African-American and Native American eighth grade math students have teachers who do not have an undergraduate degree in mathematics, compared with half of all White students (Haycock, 1998).
4. *Ineffective parent involvement strategies* – Only 38% of Latino parents feel that schools are adequately providing essential information about academic standards (Council for Basic Education, 1998)

Nieto and Rolon (1997) comment that most Latinos attend overcrowded and under-resourced schools, with limited access to high quality educational programs, and that Latino youth are also frequently taught by teachers who have limited awareness of

students' cultural or linguistic backgrounds. De la Rosa & Maw (1990) reported that Hispanic high school students score three years behind their non-Hispanic White counterparts in writing and four years behind in science and mathematics (In Macleod, 1994). The National Research Council indicates in a recent report that ELLs are more likely to receive inaccurate scores on high-stakes tests, concluding that:

> "[W]hen students are not proficient in the language of assessment (in this case English), their scores on a test will not accurately reflect their knowledge of the subject being assessed (except for the test that measures only English proficiency)" (Heubert and Hauser, 1998; in Rodriguez, 2002)

In a new climate of high stakes testing ushered in by the NCLB Act, deficit perspectives on minority students' ability, language and culture put students at greater educational risk, manifesting in potential problems such as biased assessment, language discrimination, and cultural alienation.

2.3 Models of Support for the Language Agenda

Studies of different school programs and models of instruction that support culturally and linguistically diverse populations contribute to our understanding of the language agenda. Olsen & Mullen (1990) found that teachers identified by administrators and colleagues as successful in teaching diverse student populations shared key aspects of effective instruction: intimate knowledge of students' lives and cultures; integration of that knowledge into the curriculum; implementation of curriculum on prejudice; and understanding of language acquisition theory. Interestingly, most of the 36 mainstream teachers who participated in the study felt that

their formal teacher education programs were lacking in areas of cultural learning and second language acquisition (Olsen & Mullen, 1990).

Lucas, Henze and Donato (1990) identified common features in schools that were successful in promoting success among Latino students. These schools maintained climates of respect and affirmation for students' culture and language, creating advanced Spanish courses for native speakers for college credit. In-service trainings were provided on second language acquisition, instructional strategies for ESL, and the Spanish language. Some of the schools encouraged all teachers to develop competencies in bilingual education and ESL. This study illustrates an additive approach to bilingualism that honors students' abilities and identities by strengthening the heritage language, and affirming its importance by teachers learning Spanish as well.

The importance of having bilingual teachers is not only important for instructional purposes, but also as common language and cultural communication facilitates closer relationships between teachers and students. Montero-Sieburth and Perez (1987) discussed the important role of a bilingual teacher in guiding her students in effectively navigating the sociocultural environment of school. The teacher was described as guiding students in distinguishing what aspects of the societal culture were important for their access, while she also reinforced valuable aspects of their own cultural heritage. Another study by Abi-Nader (1990) examined the success of a teacher/mentor who ran a college preparatory program in an inner-city public high school. The teacher created an environment that affirmed the bilingual and bicultural background of the students, which is something that the teacher valued from his experiences in Central America as a Peace Corps Volunteer.

These cases highlight the importance of individual and institutional commitment to the holistic development of CLD students through a culturally affirming school

environment. The central role of language – as it relates to cultural identity, communication and learning – is evident in these case studies, which exemplifies the language agenda manifest in practice. These case studies of successful models of support for the language agenda appropriately introduce the case study of this paper, the New Teachers Professional Development Institute

III. Language Agenda from a Sociocultural Perspective

In elaborating a sociocultural framework of the language agenda, I will reference relevant literature from intersecting areas including but not limited to sociocultural theory, sociolinguistics, psycholinguistics, second language acquisition theory, and multicultural education. In this section I outline a sociocultural framework for the language agenda that encompasses three planes of sociocultural activity: personal plane, interpersonal plane and community planes. These planes of sociocultural activity contextualize three essential processes surrounding our treatment of language: social processes, cognitive processes and linguistic processes. These two sets of tripartite dynamics are circumscribed within the larger sociocultural context consisting of layers of the local context, institutional context and societal context.

This sociocultural framework on language is then related in subsequent sections to the discourse on teacher preparation for culturally and linguistically diverse students, which is of direct relevance to the case study of this paper, the New Teacher's Professional Development Institute.

3.0 Sociocultural Activity

I find it most useful to begin outlining our sociocultural framework of the language agenda with a discussion of sociocultural activity, represented by the triangle in the middle of Figure 1. Coming from sociocultural theory, the varied levels of sociocultural activity help frame an educational perspective on the teaching and learning process as fundamentally dialogic, in which the learner is an active participant and

constructor of learning rather than a passive recipient of instruction. The learner and teacher are participants in sociocultural activity, which is the key to cognitive development and socialization (Brown, 2000; Rogoff, 1995). Russian psychologist Lev Vygotsky (1978), who is associated with social constructivist thought and influential in sociocultural theory, claimed that social interaction, through language, is a prerequisite to cognitive development.

> *"Vygotsky's special genius was in grasping the significance of the social in things as well as people. The world in which we live in is humanized, full of material and symbolic objects (signs, knowledge systems) that are culturally constructed, historical in origin and social in contents" (Scribner, 1990, p.92; In Gutierrez, Baquedano-Lopez & Alvarez, 2001)*

Tharp (1997) poignantly expresses that it is through sociocultural activity that "mind, community and culture mutually create one another." It is useful to view sociocultural activity then from three general levels or planes of interaction – personal, interpersonal, and community (Tharp, 1997; Rogoff, 1995; Gutierrez & Stone, 1997, Gutierrez, Baquedano-Lopez & Alvarez, 2001):

1. ***Personal Plane***
   - Involves cognition, emotion, behavior, values, beliefs
   - Relates to ways in which the individual person responds to the task
2. ***Interpersonal Plane***
   - Includes communication, role performances, dialogue, cooperation, conflict, assistance, and assessment
   - Relates to the ways in which people relate, talk, and interact with one another in the moment-to-moment activity
3. ***Community plane***
   - Involves shared history, languages, rules, values, beliefs, and identities
   - Relates to the social practices of the larger context of development

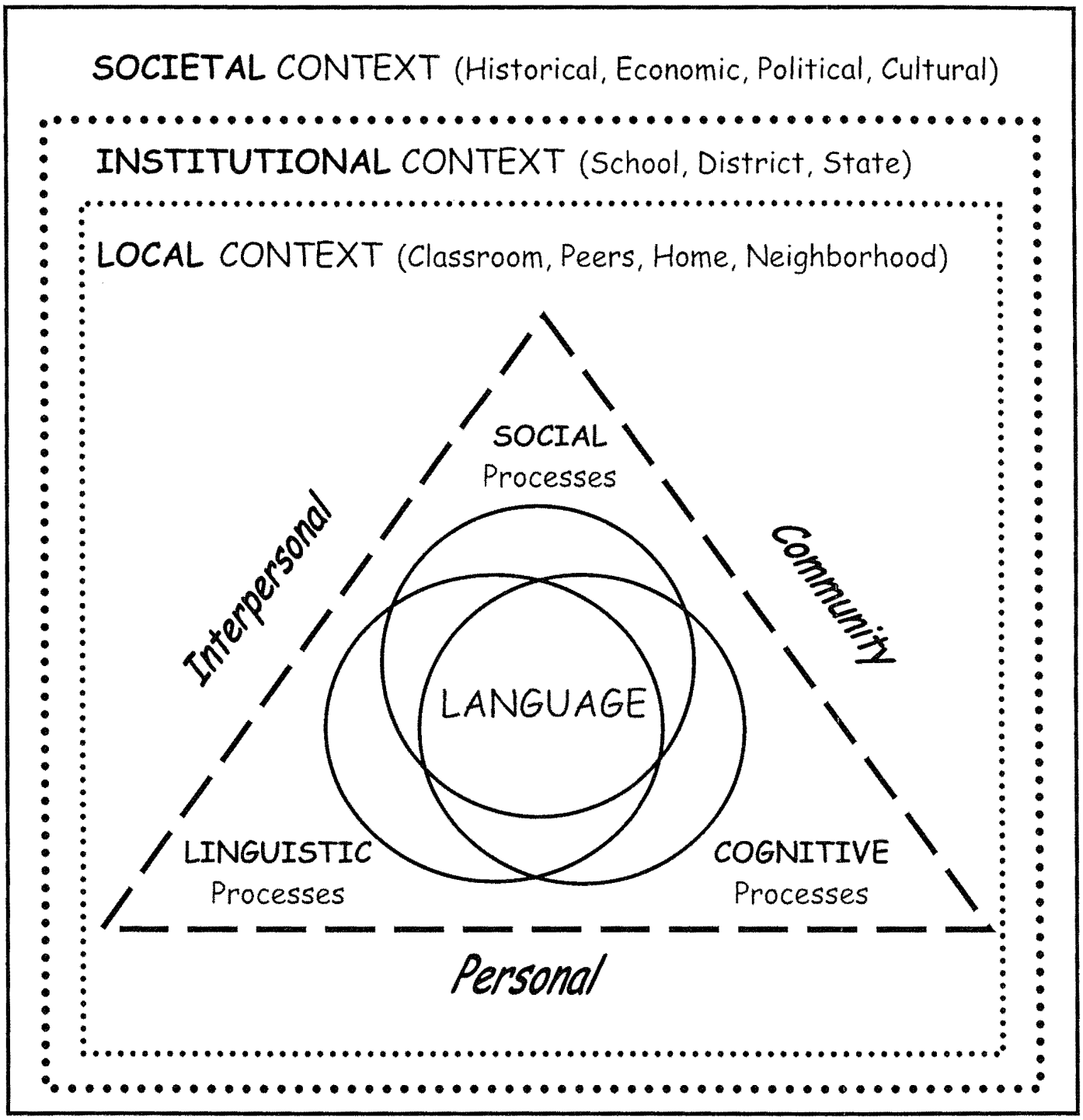

Figure 1: Sociocultural Framework of the Language Agenda

These three levels or planes of sociocultural activity provide a general frame of reference for discussing a sociocultural perspective on language as both a product and shaper of social constructions. Tharp (1997) explains that language is the primary force that defines these planes of sociocultural activity and the contextual layers represented in Figure 1:

> *Through signs and symbols – primarily linguistic – meaning and interpretation are carried from communities, through interpersonal activity, into the individual mind reciprocally, the creation of new forms and symbols of expression by individuals shapes interaction and culture" (Tharp, 1997).*

It is important to point out that these levels of sociocultural activity do not represent a hierarchy or linear process, but rather suggest different scopes of social interaction that have mutual relevance in their potential impact or influence on social dynamics at different levels. In the next section I will discuss the three overlapping circles in the center of Figure 1 that represent the essential social, cognitive and linguistic processes surrounding language use, language learning and literacy development.

3.1 Sociocultural Perspective on Language

The three planes of sociocultural activity previously illustrated reflect a multi-contextual perspective on the role of language in learning. In another dimension of the framework, Gebhard (2000) outlines a sociocultural perspective on the field of "second language acquisition (SLA) as an institutional phenomenon," identifying the three central processes surrounding language development: cognitive processes, linguistic proceses and social processes. Drawing on an SLA framework is appropriate in

conceptualizing the language agenda because the discourse on second language learners (e.g. bilingual education, ESL, TESOL, ELLs, language minority students, etc.) generates much of the advocacy for greater response to specific learning needs and schooling experiences of culturally and linguistically diverse students in mainstream education. Represented in Figure 1 as overlapping circles, Gebhard (2000) identifies these three mutually constitutive processes surrounding language use, language learning and literacy development from the work of Lilly Wong-Fillmore. Following Gebhard's paraphrase of Wong Fillmore (with all quotations being Gebhard's direct citation of Wong-Fillmore's ideas), I describe below each of the three essential processes.

1. ***Social processes*** entail the nature of contact points that exist between second language learners and other users of the language "which allow the learners to observe the language as it is used in natural communication" (quotation from original).
2. ***Linguistic processes*** focus on the form of the language jointly produced as language learners and more proficient users interact in either oral or written mode within the supporting social context in which the "linguistic data" (processes) are anchored.
3. ***Cognitive processes*** refer to the nature of the subject positions a language learner occupies and the degree to which these subject positions give learners access to or exclude them from particular discourse communities, which has direct implications for what a learner comes to know.

In contrast to such a sociocultural perspective on SLA would be a psycholinguistic view of language as an internal process of reception, cognition and construction that occurs within the learner; perhaps focusing on elements of the cognitive and linguistic processes with disregard for the social dynamics influencing them. Willet (1995) explains, however, that "[w]ho can say what to whom, for what

purpose, in what manner is shaped by both psycholinguistic processes of the individuals as well as the social context." A sociocultural perspective highlights and emphasizes the integral importance of language's fundamental purpose of social interaction and the importance of the broader cultural historical context within which interaction takes place. Language both conveys and constructs the social positions that people assume and impose on each other through linguistic and non-linguistic modes of communication:

> *... [P]eople construct social relations, ideologies and identities, that both constrain subsequent negotiations and sustain extant relationships of power, solidarity and social order ...These interactions are profoundly shaped by the broader political and historical contexts in which they are embedded (politics of race, class, gender, ethnicity) (Willet, 1995)*

Language and communication are highly symbolic of our wider identities, which are enacted in other social practices, body language, styles of dress, and cultural artifacts that represent how we perceive ourselves, which in turn affect how others construct their perceptions of us. Bowers and Flinders (1990) view language as *metaphorical* in its relations to thought, maintaining that:

> *... the individual is born into a social world of existing patterns, relationships and ways of understanding. Learning the language of this social world involves acquiring this heritage of meaning and patterns for understnaind in a manner that becomes part of the individual's natural attitude" (p.32)*

Using Bowers and Flinders analogy, I suggest that the language agenda entails then a conscious perception of language as a metaphor for society. This metaphor then brings us to the importance of the contextual layers of Figure 1 that include the local,

institutional and societal conditions bearing on language use, language learning and literacy development.

3.2 Layers of the Sociocultural Context

Understanding individual development within the context of the larger milieu surrounding education crucial for working with CLD students (Gutierrez, Baquedano-Lopez and Alvarez, 2001). From a stance in celebration of multiculturalism and diversity, I have outlined a sociocultural framework undergirded by a social justice agenda advocating for equitable teaching/learning environments. The outer contextual layers of the sociocultural framework (Figure 1) constitute the wider sociocultural context that entails the local, institutional and societal layers. Below I will offer a brief description of each as a suggestion of what these contexts represent, but that is in no way a comprehensive elaboration of issues or their depth.

The ***local context*** encompasses relevant dynamics of: the classroom environment; the teacher's educational philosophy; pedagogical approach to subject matter; peer culture; parental relationships and home culture; neighborhood or community atmosphere; social class structure. The ***institutional context*** encompasses relevant factors related to the school's leadership, organization, and curricular approach; demographics of students, staff and teachers; the district policy, resources, support and monitoring mechanisms; state education policy on language support (i.e. bilingual education), standardized testing, fiscal issues, curriculum standards; higher education standards for admissions, teacher education programs. The ***societal context*** considers the larger historical, economic, political and cultural factors that shaped education to its present state, and the possible pathways for future change. Relevant to this contextual

layer are American histories of school segregation, bussing policies, school privatization, curricular reform, official English movements, and education policy and legislation such as the Bilingual Education Act (1968), Lau v. Nichols (1974), No Child Left Behind (2001). Connections can be expanded to debates on bipartisan politics, zoning and property taxes, welfare systems, higher education reform, affirmative action, immigration policy, foreign policy; and so many more crucial social issues that intersect or influence K-12 education in one way or another. The scope of this discussion does not include any detailed treatment of variables in each contextual level for it is not possible or essential for this iteration of a language agenda. The relevant message in considering the wider sociocultural context is that education can also be seen as a metaphor for society, for indeed many societal debates are played out in schools.

Returning to the language agenda, and the metaphor of language as society, I will close this discussion on the sociocultural framework by drawing from language policy discourse to begin critical reflection on how language issues are embedded in these contextual layers of the local, institutional and societal. While the language agenda I am framing is not in preparation to discuss language support programs (i.e. bilingual, ESL) specifically, the wave of conservative language policy legislation in recent years (e.g. Proposition 227, 1998; Question 2, 2002) makes the language agenda an imperative for mainstream teachers who will feel greater burden of increased English language learners in mainstream classes due to eliminations of bilingual programs. An understanding of the significance of language to sociocultural activity surrounding education then begs the question of what motivates language policy and practice at the local, institutional, and societal levels. Even when a particular policy or practice may not have any overt mention of language, and because of language's integral role in

sociocultural activity at personal, interpersonal and community levels, one must reflect on how language factors in as either a conveyer or shaper of other social dynamics.

Ager (2001) describes a view of *language-as-object* where individuals plan for the language behavior of others, occurring at different levels and realms. He describes how children influence adults' language behavior in the getting them to react to their own entertaining behavior. Adults try to correct speech patterns of others, be it in unofficial realms like parents correcting their children's language, or perhaps official realms like teachers correcting students. Educational institutions establish what is deemed as appropriate academic language and hold expectations for linguistic competencies of members of particular academic discourse communities. Those in positions of authority aim to set norms for "proper" or standard language use or even planning the communicative system itself (exalting one language to the demotion of another). Especially in the institutional and societal contexts, language policy and educational policy affecting language norms represents an exercise of political power.

Ager (2001) offers the following reflective questions for assessing language policy, which can be applied to critical analysis of educational policy in general: *What actors attempt to influence what behaviors of which people for what ends, under what conditions, by what means, through what decision-making process, with what effect?* This serves as a useful checklist for critical reflection on the implications of educational policy and practice for language issues within Figure 1's contextual layers of the local, institutional and societal. For the purpose of this discussion of the language agenda, it is sufficient to assert that teachers must consider these contextual layers as they relate to and influence their own particular instructional context and student population.

In this section I have outlined a conceptual framework for the language agenda which serves as a general proposal of what teachers should understand about language in education. This sociocultural framework (Figure 1) situates the language agenda from a sociocultural perspective that considers the local, institutional and societal contexts of education (Gebhard, 2000; Tharp, 1997; McLaughlin and Talbert, 1993). These contextual layers circumscribe sociocultural activity at personal, interpersonal and community levels (Tharp, 1997; Rogoff, 1995; Gutierrez & Stone, 1997, Gutierrez, Baquedano-Lopez & Alvarez, 2001) which is represented as a tripartite relationship that highlights language as an inherent aspect of human behavior. From a sociocultural perspective then, understanding the language agenda at the local context requires an awareness of the social, linguistic and cognitive process (Gebhard, 2000) involved in language use, language learning and literacy development. In positioning language in the center of these interrelated conceptual layers, this sociocultural framework (Figure 1) does not propose that language is a phenomenon emanating from a particular entity, epicenter or origin. Rather Figure 1 situates language centrally in human experience as a phenomenon that constructs and is constructed by the interrelationships among these conceptual layers.

With aims of building awareness of the language agenda, it is worth recognizing that the scope of our discussion only introduces each of these conceptual layers; each one a field of study its own right that deserves further investigation based on individual needs or interests. In the next section, I will extend this sociocultural perspective in outlining a framework of six roles or identities for teachers for supporting the language agenda .

3.3 Teacher Roles in Supporting the Language Agenda

The sociocultural framework on language establishes the basis for the conceptualization of teachers' roles in supporting the language agenda that are proposed in this section as the basis for recommendations made in concluding sections of this study. Drawing from literature on teacher development for culturally and linguistically diverse students that looks at different teacher roles (Wong Fillmore and Snow, 2000; Milk, et al., 1992; Hamayan, 1990), I outline the following six roles or identities for teachers in supporting the language agenda: (1) communicator, (2) educator, (3) evaluator, (4) educated human being, (5) agent of socialization, (6) collaborator. As a continuation of the theoretical discussion on a sociocultural perspective on language, each of these teacher roles implies a realization that language and learning develop within a dynamic, interactive social context, not in isolation within the learner's head.

3.3.1 Teacher as Communicator

A fundamental understanding of basic communication is increasingly important to teachers who will continue to meet students of diverse social, cultural and ethnolinguistic backgrounds. Many students in the mainstream classroom are learning English as a second language, while simultaneously trying to navigate subject matter in English. Teachers must understand language development, its influence on the teaching/learning process, and how discourse patterns reflect culture and background. An understanding that the value placed on a particular communication style is not universal, and one style not more valid than another, will help teachers accommodate ethno-linguistic diversity in their classrooms.

Good communication is essential to good instruction, so teachers must be aware of how to structure and deliver language messages to encourage maximum comprehension by students. Likewise, teachers must be cognizant of student communication patterns in order to accurately monitor student needs, assess learning, and negotiate appropriate responses for the instructional and socio-cultural context of their classrooms. As teachers are better able to understand students linguistic and communication patterns, they will also become more inherently aware of the students cultural background as conveyed through language, thereby building a more inclusive and supportive learning environment.

Modes of communication are highly relevant to the language agenda and its implications for academic and behavioral performance of ELL youth. These sometimes hidden cultural dynamics have been termed as high-context versus low-context communication. High-context communication does not require clear, explicit verbal articulation, but rather relies on shared presumptions, non-verbal signals such as body movement, and the very situation in which the interaction occurs. Low-context communication, on the other hand, involves intensely elaborate expressions that do not require much situational interpretation. American culture tends toward modes of low-context communication (Huang, 1993).that reflect a cultural value for frank and direct interaction that avoids ambiguity and without a strong aversion to divergence of opinion, which is accepted as inherent in the process of reaching consensus or compromise.

Problems with different modes of communication are intertwined with language barriers due to limited English proficiency, which is stigmatized by societal expectations for assimilation and adaptation to American behaviors. The burden of successful communication is generally placed on the language-minority student, whose limited English proficiency then becomes the most apparent explanation for academic

difficulties, thereby leading to the syndrome of deficit perspectives of ELLs. These concepts of high- and low-context communication take on increased significance when we consider how they potentially influence sociocultural activity by conveying and/or constructing sociocultural differences at personal, interpersonal and community planes.

3.3.2 Teacher as Educator

Language development is central component of all children's education, regardless of linguistic, cultural or social background. Teachers are consistently engaged in a decision-making process about effective instruction during preparation, instruction and reflection, which directly consider language as content, process, and product in the classroom. Effective teaching entails an awareness of language problems that arise through the course of instruction and judgments about how and when these problems should be addressed.

In addition to teaching the basic skills of oral and written language, teachers must engage students in the discourse of various subject areas. This requires active consideration of the language environment so that students feel that content is accessible, comprehensible and engaging. Since language is the student's primary tool for building and expressing an understanding of new ideas, teachers must have a fundamental understanding of how language influences the teaching and learning process.

An important issue for teacher awareness and self-reflection is the classroom discourse patterns surrounding the teaching/learing process which they facilitate. Britton (1990) argues that if students do not get sufficient opportunities to talk in classroom discourse, they will lose the action component of interaction in sociocultural

activity. Research illustrates quite clearly that the common classroom discourse pattern is for teachers to monopolize two thirds of classroom speech (Ernst, 1994). Furthermore, teachers ask about three fourths of all questions, with students' questions usually being procedural rather than reflective of critical thinking on content (Cunningham and Gall, 1990). Prevalent teacher-centered discourse patterns reflect a linguistically limiting classroom environment where ELLs are not adequately engaged in communicative exchanges as a positive model for collaborative co-construction of knowledge. Without the teacher's concerted effort to facilitate active and equal participation by ELLs in classroom discourse – in support of a language agenda – these students will be relegated to the constraints of their limited English proficiency and the social positioning with connotations of being a non-native speaker.

3.3.3 Teacher as Evaluator

Children are assessed consistently throughout their educational lifetimes, and considerable reflection by educators occurs around evaluating and grouping students by ability. While grouping techniques are a crucial aspect of pedagogy, diagnostic testing and teacher assessment of student ability often results in differentiation among students that has tremendous ramifications for how they are positioned in the education system. From a very early age, students are identified with various labels that designate them as fast, medium and slow learners, which orient them in the direction of institutionalized programs with titles such as "gifted and talented" or "remedial". When these designations result in "tracking" of students, such differentiation in schooling is often intertwined with other social justice issues related to race, culture, and socio-economic status.

For native English speakers and English language learners alike, language is a major factor that teachers consider in evaluating student ability. Language variations in American society, highlighted by the Ebonics debate, are complicated by underlying value judgments about the legitimacy in formal education of different discourse styles. Assessment of language ability is even more precarious for students whose family or cultural community actively maintains another heritage language aside from English. Often overlooked are other cultural discourse patterns or norms of communication, especially those across generations, status and class, which affects how students are assessed based on standard expectations for language development. Teachers should be aware of how perspectives on language and ability have a disproportionate negative effect on racial, cultural and linguistic minorities and how their own practice is informed (or misinformed) by the discourse on language learning.

Consideration of common deficit perspectives on CLD populations is important for critical reflection on issues of evaluation. Flores, Cousin and Diaz (1991) discuss common myths that greatly affect teacher education for culturally and linguistically diverse student populations. A subtle, but powerful myth is that students who do not speak English have learning or language development problems caused by deficiencies in their home language or culture. Next, these "language-deficient" students are often prescribed language instruction that is based on mastering language forms and differentiated skills, rather than practicing authentic language use for communicative competence. A third myth is that language development can be accurately assessed through standardized tests, which affects both first and second language learners of English.

The potent interrelationship of these myths about ability and faith in standardized evaluations becomes a cause for increasing concern with the current policy trends

towards standards based assessment and high stakes testing as mandated by the No Child Left Behind Act. While this legislation claims greater accountability in the local and institutional contexts (of the sociocultural framework) will increase student performance, such dogmatic stances on education reform ignore the complexities of each local environment that are not addressed in such politically motivated agendas.

3.3.4 Teacher as Educated Human Being

A basic understanding of language is essential to teachers as it is to all members of a multicultural society such as the United States. English is the language of American society, generally the language of instruction used by most teachers, as well as an important topic of instruction. Yet, are most people aware of how it became so in American society? Stemming from the idea of language as a key component of culture, it is important for teachers to know beyond just the forms and functions of language, but how language standards and variations evolved through the sociocultural and political context of American history. Understanding the English language entails an epistemological appreciation of its relationship to other languages, peoples, places, cultures and periods in time. Essential to cultural survival, language is perpetuated by human beings, and therefore, is an integral component of and potential influence on human activity, on sociocultural activity. An understanding and appreciation of the pervasive role of language in culture and society is essential for teachers in creating a classroom environment and learning experience that is linguistically and culturally sensitive.

From a sociocultural perspective, teachers need to be aware of American histories of language restrictionism and xenophobia that manifested in repressive

assimilationist policies. For example, the German language faced intense restrictionism during World War I and was virtually banned in schools throughout the country despite previously having been the most prestigious modern language, studied by one in four US secondary students in 1915. "This was at the time of Theodore Roosevelt's fabled attacks on 'hyphenated Americanism,' calling on newcomers to shed all traits of ethnicity – especially foreign languages, which he saw as a symptom of divided loyalties" (Crawford, 2002).

Teachers debating the current trends of conservative language policy should make historical parallels is understanding the roots of English-only movements with xenophobic motivations masked as benevolent celebration of American immigrant history. Choosing to be well-educated about the historical cultural context of the language agenda helps all interested participants – teacher, parent, politician and citizen alike - in avoiding the political demagoguery in language debates that breed divisiveness instead of unity. In the interests of making well-informed choices in such public debates, teachers especially need to be familiar with the established facts and research on second language learning and bilingual education. The experience in California of the passing of Proposition 227 that eliminated bilingual education illustrated that much of the general voting public was misinformed or uninformed about education research affirming the effectiveness of well-run bilingual programs (Crawford, 2002).

It is important for teachers to have the facts on language and reasearch, but also teachers will greatly benefit from a basic understanding of the first languages of their bilingual students. Equipping oneself with a basic understanding of the Spanish language, for example, would help me identify potential linguistic interference of Latino students in learning English. Also, a student whose first language uses a different

written system than the anglicized alphabet will also encounter unique challenges in developing literacy.

3.3.5 Teacher as Agent of Socialization

Teachers play an important role in socialization – "the process by which individuals learn the everyday practices, systems of values and beliefs, and the means and manners of communication of their cultural communities" (Wong Fillmore & Snow, 2000, p.11). When there is a strong congruence and mutual affirmation between the cultures of home and school, a smooth transition in socialization promotes intellectual and psycho-social development, including the linguistic growth involved in these processes. When there is a lack of congruence between the home and school cultures, however, the socialization process becomes disrupted. Students can experience difficulties in the process of acculturating to the larger society that does not reinforce, reflect or reaffirm the cultural values in the home. Children from many non-Western cultural backgrounds often encounter a different school culture that emphasizes the individual over group norms.

While socialization begins in the home, teachers are often among the first formal interactions children have with the outside world. Teachers have a tremendous influence on the socialization process by what they do and say to children. Their role in the transition from home to school is highly influential in whether students evolve into constructive participants in the school community or become disillusioned members that seek other social spaces for personal and cultural affirmation.

Language and communication play an obviously vital role in the acculturation process from home to school. Not only are students learning to use language in the

discourse of academic subjects, but for English language learners there are many other linguistic challenges with negotiating interactions and finding a comfortable place a new environment. Furthermore, students learn that access is largely defined by the language most often used in American educational institutions, English. For the children, their families, and cultural-linguistic communities, this entails an implied, and sometimes even blatant, statement that the home language and culture is not valued. As the immediate representative of the school, teachers must be sensitive to the difficulties in the acculturation process by fostering respect for the students' home cultures and languages, and prioritizing effective communication with both the student and their families.

Freire (1998) explains that the social invention of language plays a primary role in the developmental process of learning about the world. He argues that we are neither only what we inherit nor only what we acquire, but a combination of the two. It is in these cultural inheritances, such as language, that much of our identity is constituted and is thus marked by the social class to which we belong. The language agenda directly addresses this idea of inheriting social class as non-English speakers are already relegated to non-privileged positions in American society. This dynamic conversely defines the power status that the English language holds in American education, government and social class structures.

This perspective on cultural power dynamics is clearly reflected in the debates on language in education, for the underlying agendas of conservative English-only movements are essentially about fortifying a language hegemony in a multicultural American landscape. For teachers then, the critical point of understanding is that education is a political practice and that language in education plays an important role in that power dynamic. Teachers must deftly negotiate language and communication to

better appreciate what happens in the official and unofficial worlds (Dyson, 1993) of the children with whom they work and not thinking merely in a theoretical realm that does not calculate their own personal involvement. Teachers must take action in their daily practice to challenge the inequities of power dynamics reflected in and conveyed through language pattern to which they too are active contributors.

3.3.6 Teacher as Collaborator

Teachers need to be active collaborators with administrators and other teachers to provide valuable information about ELLs in their classes and about the content of their classes. The education of ELLs is often in the hands of a few teachers who do not always have the opportunity to confer with one another about student performance and progress. Thus, the overall picture of a students educational progress can remain only in paper documentation that does not offer an integrated perspective on the child as a whole.

Assessment is best informed by multiple sources, meaning as many teachers as possible. This is especially important for ELLs due to particular learning needs or circumstances that vary by class, teacher or subject matter. Multiple information sources is especially important in situations of widespread, exclusive use of standardized assessment measures in schools which are not sufficient by themselves to make accurate decisions about instruction or placement (Hamayan, 1990).

Mainstream teachers also have an important role in sharing their knowledge and instruction in subject areas with ESL teachers who may teach the same students and can capitalize on opportunities to teach/learn language while reiterating or reinforcing content material. Despite research findings indicating the importance of integrating the

instruction of ESL with content areas subjects the focus of ESL classes in many schools is completely separate from subject matter classes (Hamayan, 1990).

From a sociocultural lens, professional collaboration is a process in which participants co-participate, co-problem solve, and co-learn through joint activity in a socially mediated process. Learning to be an effective collaborator then is not merely an individual process; it is a socialization process that is mediated by circumstances, including: social interactional processes; cultural resources, and the social context of development (Gutierrez, Baquedano-Lopez & Alvarez, 2001). Professional collaboration engages teachers in sociocultural activity at varied levels in the process of building *thought collectives* – when two or more people are actually exchanging thoughts in a relatively stable disciplinary community (Ramanathan, 2002). Ramanathan (2002) advocates for teachers in preparatory programs to participate in thought collectives that encourage reflective practice and even critical assessment of the teacher socialization process they are enveloped in.

This framework of teacher roles is very useful for addressing the language agenda in the NTPDI because the perspectives are clearly presented for a general audience the primary purpose of encouraging a new awareness and sensitivity to language issues. Although this general overview of teacher roles does deeply discuss the sociocultural issues related to language, the framework provides an effective introduction on the primacy of language issues in education in a multicultural society. Further points of interest or concept ideas related to each teacher role can be integrated in presentation of these roles within the training curriculum. Moreover, this framework of teacher identities also serves as an impetus for collective reflection and dialogue

about relevant issues, thereby encouraging the development of thought collectives that can be pro-active in considering language issues in the local context.

In the next section I will review the case study of the New Teachers Professional Development Institute (NTPDI), drawing on this framework of teacher roles within the sociocultural framework on language. I will reflect on how the NTPDI curriculum design addresses the language agenda in both content and process. Later I will revisit this framework of teacher identities as the basis for recommendations for revising the NTPDI curriculum to better strengthen the language agenda

IV. Exploring the Language Agenda in the NTPDI Curriculum

The goal of this section is to examine the case study of the New Teachers Professional Development Institute. I will give an overview of the curricular design of the NTPDI in regards to the language agenda, which is followed by an assessment of what components of the design that reflect the language agenda and how it could be made more explicit. This overview and assessment will lead to specific recommendations for revisions in the program design to better address language issues in this teacher development program. I will focus on the three instructional courses – Curriculum and Instruction, Classroom Climate, and Learning Teams – which comprised the core of the NTPDI curriculum and for which I was directly involved in design and implementation.

4.0 Background on the NTPDI

National Council of La Raza (NCLR) is described in its organizational literature as the largest constituency-based national Latino organization, serving all Hispanic nationality groups throughout the country since its founding in 1968. NCLR is a private, nonprofit, nonpartisan organization based in Washington, D.C. that maintains two primary approaches: (1) capacity building for its affiliates and (2) applied research, policy analysis and advocacy.

The Center for Community Educational Excellence (C2E2) is a division of NCLR that strives to increase educational opportunity, improve achievement, and promote equity for Latinos by building capacity and improving the quality of the

community-based education sector (NTPDI Brochure, NCLR, 2002). In August of 2002, C2E2 launched the 1st New Teachers Professional Development Institute (NTPDI) in San Antonio, Texas. NTPDI was a five-day intensive institute for new teachers (0-2 years) working in NCLR affiliate schools, which are primarily alternative and charter schools. I participated in the planning and implementation of the curriculum as one of the six instructors for a group of approximately 45 participants from elementary and secondary schools.

Enumerated below are some of the goals stated in the NTPDI brochure that reflect the language agenda in a sociocultural framework:

- Create a nondiscriminatory/sensitive classroom culture
- Develop classrooms that model diversity in curricula, culture and approach
- Link classroom learning to immediate student and community needs
- Build strong parent, family and community relationships
- Design lessons linked to students' prior knowledge
- Utilize various forms of informal and formal assessment
- Understand the history of Latinos in the United States and the diverse experience within the group
- Create, revise and support culturally and linguistically responsive curricula
- Evaluate curriculum materials for bias, errors and coherence
- Develop reflective practice

Despite these stated goals, there was frequent feedback from both NCLR staff members and participants during the NTPDI that important language issues were not given sufficient attention to properly address educational issues facing Latino students. While the Institute concept and curriculum design were never intended to specifically target bilingual or ESL instruction, many participants came with the expectation to receive such training, as well as, in-depth content related to the Latino experience. Recurring

feedback on these two issues reflects the reality that one cannot do justice to every important topic or meet every instructional need within the limited time of a particular training event. Critical reflection on the experience, however, provides the motivation for this study to strengthen the language agenda through more explicit mention of language issues in the NTPDI design.

In the subsequent discussion of the NTPDI curriculum, I will touch upon most of these issues as components of or foundations for the curriculum. The relationship of these goals to the language agenda will be further elaborated in recommendations for revisions to the training design.

4.0.1 Overview of NTPDI Curriculum

The Institute curriculum was organized around three primary courses. The two primary courses, Curriculum and Instruction (CI) and Classroom Climate (CC), focused on the teaching/learning process through discussion of curriculum, planning, pedagogy and management issues. The third course, Learning Teams, focused on building professional learning communities by introducing new educational perspectives, communication strategies, and behavioral protocols that encourage effective teacher collaboration. These three courses worked in concert toward the principal performance task of developing a curriculum unit and conducting micro-teaching as the culminating activity at end of the week. I will address the first three courses in reference to the language agenda, although I will give primary attention to the CI and CC courses which constituted the core curriculum and were the courses for which I had direct responsibility.

The fourth component was a series of Wake-Up Sessions by notable Latino/a educators and advocates that spoke about issues concerning the Latino learner and the

Latino experience in American education. I will not explore the Wake-Up Sessions in the subsequent detailed discussion of the curriculum, although it is important to note that these sessions directly addressed current issues facing the Latino learner and made direct commentary relevant to the language agenda. The content of these sessions was not integrated in planning the other three courses, nor did instructors have any participation in the design of these components. We did, however, draw on relevant issues about the Latino learner from these key note presentations to reinforce relevant points within the CI/CC curriculum.

As a primer for this assessment of the NTPDI curriculum, it is useful to share the unifying principles that were also used to introduce the institute's educational philosophy:

- *Head and heart are connected*
- *Facts and feelings are connected*
- *Theory and practice are connected*
- *Teaching and learning are connecting*

This exploration of the NTPDI curriculum will illuminate these connections further and in the context of language how this integrated philosophy particularly supports the learning needs of culturally and linguistically diverse students.

4.1 Curriculum and Instruction

The Curriculum and Instruction (CI) course focused on general methods for effective lesson planning, creating innovative learning activities, and developing reliable assessments to promote student achievement while maintaining high standards. The course explored the planning, design and execution of quality differentiated instruction.

The course was oriented from the belief that in order to teach effectively, teacher must know where their students are academically, where they are headed, and when they have arrived. Lesson scope and sequence was discussed, along with strategies to align lessons to standards and multiple assessments. Effective lessons were modeled and evaluated throughout the week, with analysis of how to improve activity design to fit particular classroom situations or learning needs. One of the advertised goals of this course was developing the ability to modify lessons for the achievement of English Language Learners, and children with special needs.

Participants worked in collaborative teams to design a week-long integrated unit using the approach of backward planning, authentic assessment, and rubrics for evaluation of student learning. The microteaching of the lesson was the authentic performance task for the week's learning on effective lesson planning and differentiated instruction.

Next I will discuss two major components of the CI course that reflect the language agenda: differentiated instruction and the WHERE planning model.

4.1.1 Differentiated Instruction

The pedagogical framework for the CI course centered on the student-centered approach of *differentiated instruction* as represented in Figure 2. I will outline this framework through narrative description moving from top to bottom in commenting on key concepts (italics); this is the exact written description from visual aids used in the NTPDI:

> (1) Teachers can *differentiate instruction* by making decisions about the *content, process or products* of the teaching and learning process.
> (2) Decision-making is guided by goals of *integration* in curriculum and

instruction and the fostering of *interdependence* in personal, school and community relationships. (3) Differentiated instruction requires awareness, respect and consideration for students by making planning decisions based on their *readiness, interest and learning* profiles. (4) Developing curriculum and classroom practice that is just and equitable considers the essential role of *language acquisition and language learning*. (5) Student-centered strategies for differentiating instruction include:

- *Integrative model of knowledge*
- *Collaborative learning*
- *Reciprocal teaching*
- *Authentic performance Assessment*
- *WHERE Planning*

(1) Of primary importance in this conceptual framework is the idea of varied ability levels, learning needs and learning styles which necessitates *active decision-making* by the teacher From the overarching concept of differentiating instruction, the teacher is positioned as the shaper of learning activities and facilitator of the teaching/learning process. Teachers have the power to make decisions about teaching and learning if they so choose, despite the larger conditions of the institutional context that might appear inhibiting; teachers have choices and made choices. ELL issues were highlighted as inherent considerations for teachers in deciding on *curriculum* issues, namely the *content, process or product* of the teaching/learning process.

For example, language arts teachers can structure content-based language learning which allows ELLs to engage in meaningful learning activities focused on specific topics of interest. This approach allows ELLs to engage in language's authentic communicative purposes rather than learning language mechanics in discrete parts. Such an approach provides a wider purpose or usefulness (authentic *products*) for English than merely learning the language for language's sake. Moreover, teachers of

other content areas can view appropriate instruction for ELLs in consideration of linguistic challenges by following principles of content-based ESL such as building in *scaffolding*, or additional semantic or contextual aids to comprehension. This also represents language learning opportunities related to the *integration* of curriculum and instruction if mainstream non-language teachers buy into the adage that "all teachers teach language." Furthermore, content integration through thematic approaches to curriculum is addressed through understanding *integrated bodies of knowledge* in making decisions about lesson content.

These instructional considerations help students move from the basic interpersonal communicative skills (BICS) to cognitive/academic language proficiency (CALP) (Cummins, 1979) required to handle the language of different academic discourses. Grappling with subject matter language becomes increasingly challenging for ELLs as they progress through the K-12 curriculum., which is precisely the imperative of promoting the language agenda for all teachers.

(2) The concept of *fostering of interdependence in personal, school and community relationships* directly reflects the three planes of sociocultural activity in our framework: personal, interpersonal and community levels of social interaction. This interdependence is fostered through collaborative learning in joint cooperative activity in which students are engaged in problem-solving, discussion, negotiation and consensus building toward a shared goal. ELLs benefit from collaboration through authentic communicative exchanges for real purposes that help build different aspects of communicative competence (Hymes, 1972; Canale & Swain, 1980). Structured

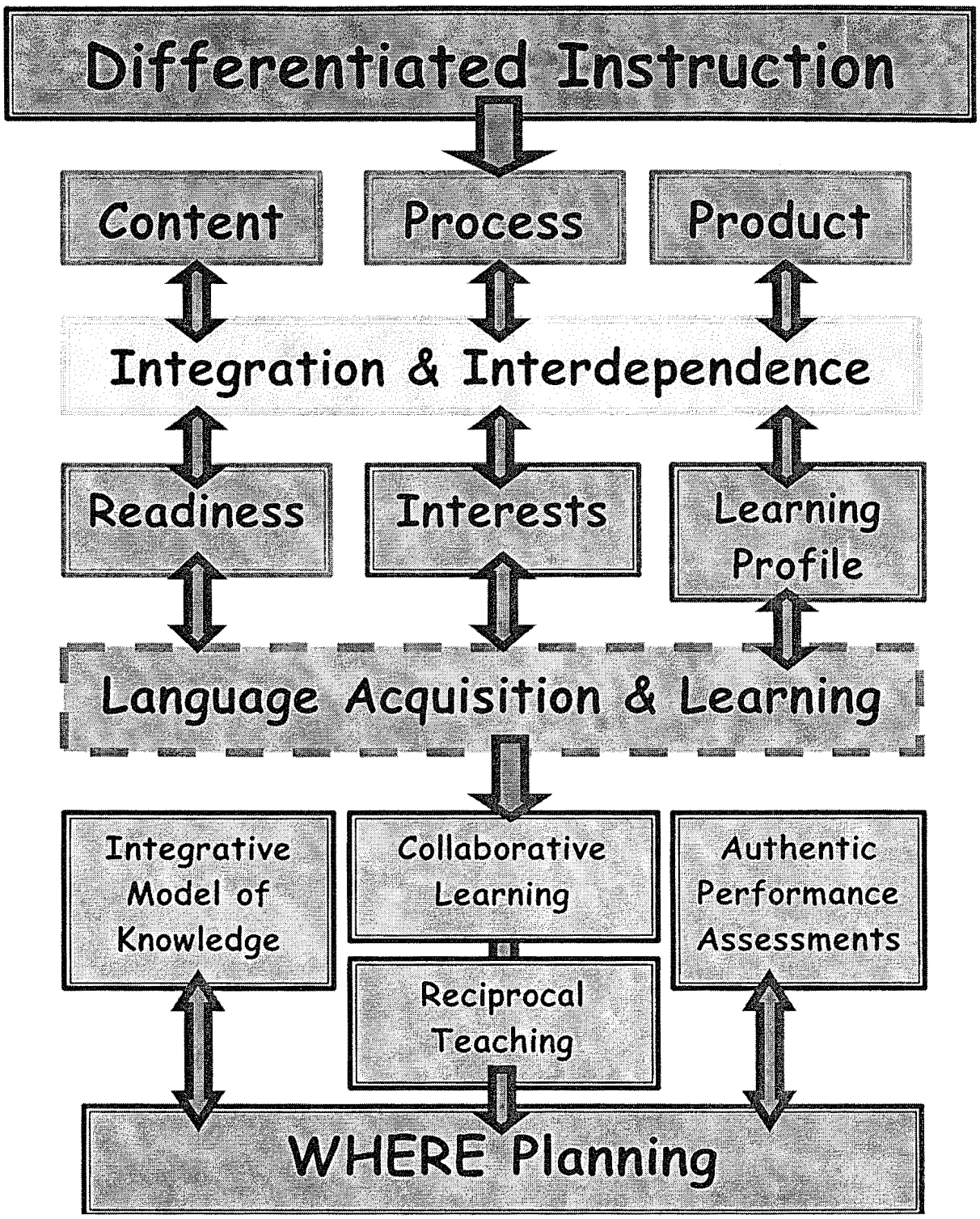

Figure 2. Differentiated Instruction: Pedagogical Framework for CI Course

interaction around shared learning tasks reflects the three essential processes in second language acquisition (social, cognitive, linguistic) represented in our sociocultural framework (Figure 1) as overlapping circles intersecting around language.

(3) Decision making based on learner profiles encourages teachers to consider the myriad of factors that play into each child's schooling experience on any given day at any given moment. A philosophy of respecting of diversity in terms of learning styles, should encourage an honoring of multiculturalism and multilingualism among students in American schools. To punctuate this point, we introduced learning styles theory and had institute participants conduct their own learning styles inventory to identify their personal proclivities that translate to a teaching style. This activity was impactful in underscoring the importance of teachers' self awareness related to reflective practice, which reinforced the organizing theme of the Classroom Climate course that "we teach who we are" (which will be discussed in greater detail). In creating a visual representation of our class' learning styles, we were also able to model the diversity in any given classroom that provides the fundamental rationale for planning differentiated instruction.

(4) The language agenda is most directly represented in the pedagogical framework by the conceptual layer reading *language acquisition and language learning*. This addition to the conceptual model came about due to on-going debate between instructors and NTPDI staff members who were strong advocates for the language agenda, trained in varied language specialties, and conducting other NCLR-sponsored workshops specifically related to language issues for ELLs and Latino learners. To support this aspect of the framework, handouts were distributed to participants outlining the BICS/CALPS concept as well as brief descriptions of various language program

models (i.e. bilingual education, transitional bilingual education, content-based ESL, sheltered immersion, etc.). Some of these concepts were then referenced in dialogue throughout the week-long NTPDI as language issues arose in the context of other discussions.

There is also significant wording of the importance of language acquisition and language learning in developing classroom practice that is *"just and equitable"*. This phrase was used to reiterate the framework of Creating Just and Equitable Classrooms, an 8-point framework from Rethinking Our Classrooms that is a publication dedicated to social justice in education. I will discuss the 8 point framework in more detail in the section on the Classroom Climate course.

(5) This framework of differentiated instruction was operationalized by five key concepts that relate to the content, process and product of differentiated instruction. *Integrated bodies of knowledge* is an important epistemological foundation that facilitations content integration in the curriculum. Taking the real-world approach that recognizes that applied knowledge is interdisciplinary, which indicates the need to connect core content with subject matter from related disciplines. An integrated approach to subject matter encourages then development of thematic planning rather than a more traditional compartmentalization of subject matter and skills. A thematic approach also facilitates a learning process in which students are given opportunities to synthesize their integrated understanding of content in *authentic performance assessments*. When students are working toward culminating projects with real-world applications, they are better able to personalize learning through guided use of critical thinking skills to negotiate understanding of target content.

Authentic assessment based on integrated bodies of knowledge encourages a *collaborative learning* environment that is structured with important personal,

interpersonal and community dynamics. From a sociocultural perspective and a constructivist approach to education, Wells & Chang-Wells (1992) reiterate how collaboration is linked with authentic assessment and integrated bodies of knowledge.

> *"[ ]Like the culture itself, the individual's knowledge, and the repertoire of actions and operations by means of which he or she carries out the activities that fulfill his or her perceived needs, are both constructed in the course of solving the problems that arise in goal-directed social activity and learned through interpersonal interaction" (Wells & Chang-Well, 1992, p.29).*

Collaborative learning entails important shifts in classroom roles in which the teacher becomes a facilitator of learning, which in contrast to a teacher-centered environment encourages students to be more participative and responsible for the learning process.

Reciprocal teaching is a reading strategy in which teacher and students engage in dialogue about a text facilitated through participant structures. Dialogue is structured by the use of four primary strategies: predicting, clarifying, question generating, and summarizing. This method for structuring interactions through collaborative interdependence empowers students with crucial interpersonal and critical thinking skills. Collaborative structures for teaching and learning have great importance for building an interdependent classroom community. In the context of language learning, an emphasis on communicative roles and functions makes particular sense because acquisition of communicative competence entails an understanding and acquisition of varied roles (Hymes, 1972). Moreover, the specific function of one's participation in communicative exchanges will necessarily influence the way a participant's role is enacted. (Ernst, 1994; Alamansi, 1996, Boyd & Rubin, 2002)

The focal concepts described above – *reciprocal teaching, collaborative learning, integrated bodies of knowledge, authentic performance assessment* – are

encouraged through the *WHERE planning model* (Wiggins & McTighe, 1998). The NTPDI instructors adapted the WHERE planning model to integrate a learning styles model that follows an experiential learning cycle (Kolb, 1984) through the stages of the WHERE. In this way, the WHERE model addresses diverse learners and varied instruction while leading to the final stage of authentic performance tasks (and assessment strategies). The WHERE Planning Model is the organizing piece of the CI course serving as the mechanism for integration of all the other components previously mentioned.

In the next section I will outline the WHERE Planning Model in detail and then compare it with two other planning models that were specifically designed for ELLs to illustrate how the WHERE supports the language agenda through sound instruction for language learners.

4.1.2 WHERE Planning Model

The WHERE planning model (Wiggins & McTighe, 1998), with our adaptations and simplifications, was the primary strategy proposed to guide differentiating instruction. WHERE is an acronym for the five stages of the planning model: What, Hook, Explore, Rehearse, Exhibit. Our adaptation of the WHERE model followed the experiential learning cycle to synthesize an integrated framework in which each instructional phase of the lesson corresponds to a preferred learning style (Kolb, 1984). Figure 2 shows the stages of the WHERE along with the guiding purpose for the teacher for each stage.

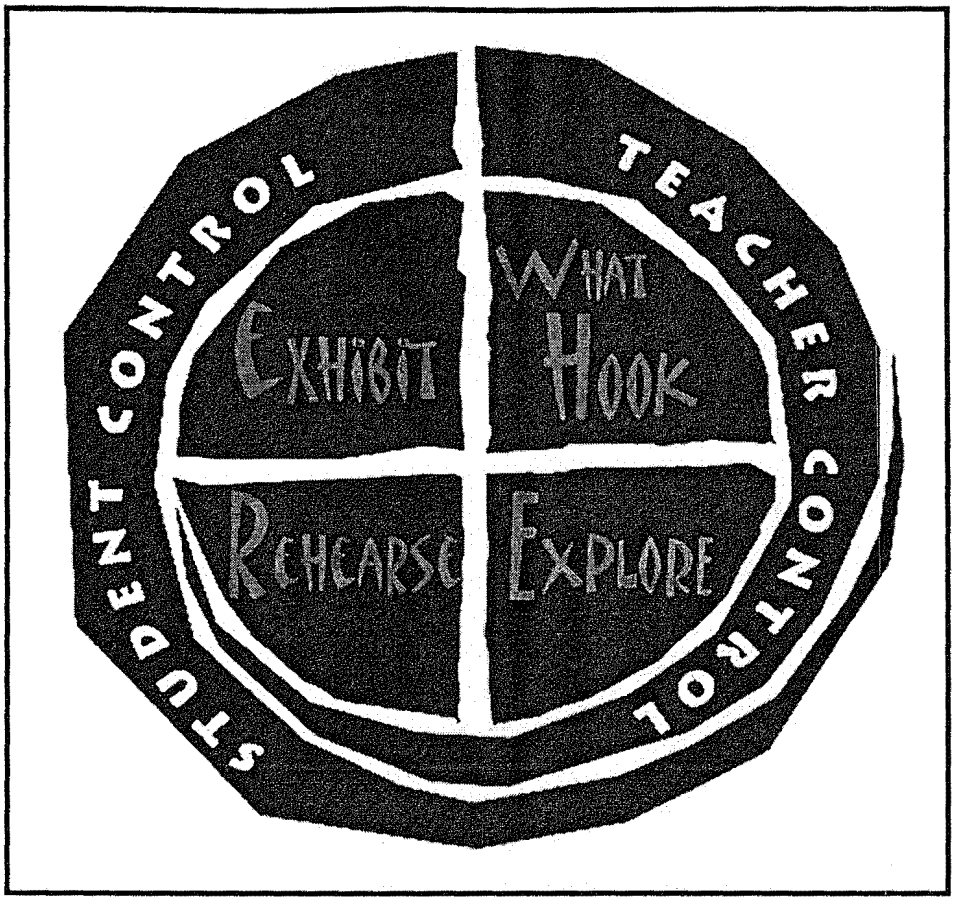

Figure 3. WHERE Planning Model

1. **What:** ***Where the work is headed and the purpose of day-to-day work.***

In opening a lesson, the students should have an idea of what they will be learning (objective, content, skills, curriculum standards), what they will be working toward (authentic performance task) and how they will be evaluated (authentic assessment through a rubric). In a student-centered philosophy, advanced awareness of the purpose for learning is motivating by creating anticipation and purpose, especially with the end product of an authentic performance task that students will have more control over. This idea is reflected in Figure 3 with the outer ring that shows how control for learning gradually shifts from the students to the teacher as students increasingly internalize concepts through the learning cycle stages of concrete

experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984)

2. **Hook**: S*tudents are engaged in activity that makes them eager to explore key ideas*

The *Hook* serves as the motivation. Following a very brief description of *Where* the teaching/learning process is headed, students need to be immediately engaged with an opening experience that grabs their attention. A relevant and engaging activity allows students to easily access the learning theme through background knowledge, creative thinking or active participation. The *Hook* is also an opportunity to build a collaborative atmosphere in which the teacher validates the sharing of ideas and contributions to group discussion rather than depth or accuracy of knowledge.

3. **Explore**: *Explore the subject in more depth to equip students with required knowledge and skill to perform successfully on final tasks and help them experience key ideas.*

During the Explore stage of the lesson, the teacher is introducing key concepts for learning. Following the motivating *Hook*, this is an appropriate time to give information (perhaps through direct instruction) and illuminate important ideas or skills that were introduced or alluded to during the *Hook*. This stage of the lesson may be more teacher-centered, although varied grouping methods can be utilized to introduce key concepts.

4. **Rehearse**: *Rethink with students the big ideas; students rehearse and revise their work.*

During the Rehearse step of the WHERE, the teacher assumes a facilitative role in coaching students through their own interpretation, practice and mastery of key concepts or skills. The teacher creates opportunities for students to engage the target concepts and use information presented in the Explore stage. This stage may entail more guided and independent practice that targets discrete ideas of skills of a larger thematic concept. Independent and/or collaborative activities at this stage focus on moving facts toward a deeper understanding that students can internalize and personalize.

5. **Exhibit**: *Students exhibit new understandings through performances and products; evaluate results and develop action plans through self-assessment of results.*

The final stage of the WHERE model works toward completion of the experiential learning cycle where newly mastered concepts are applied in personal and authentic ways to evidence deeper understanding. Since arriving at the Exhibit stage entails authentic performance tasks students are guided in identifying the strengths and weaknesses in their own work, which serves as a basis for goal-setting for future learning. It is also important to provide students options in the how they make concrete applications of key concepts based on personal connections that are relevant to their lives and experience.

In the next section I will compare the WHERE with two other planning models that were designed to address the needs of ELLs for content classes using general principles of sheltering instruction

4.1.3 Comparing Planning Models for ELLs

In this section I will give an overview of the Cognitive Academic Language Learning Approach (CALLA) and the Sheltered Instruction Observation Protocol. Both of these planning models draw on theories in second language acquisition and language learning to particularly address the language needs of ELLs in content classes. A comparison of the stages of the three planning models illustrates that the WHERE model effectively accomplishes the same instructional objectives as each developmental stage of the models designed for second language learners.

A central concept of educating ELLs that is present in both models is the idea of *sheltering instruction*, which refers to an adaptive teaching strategy to present content area material through a varied techniques to make material more meaningful. The technique of presentation, not the content, is what differs from that of "regular" instruction. Commonly used ESL techniques (which are not necessarily the exclusive domain of ESL teachers) are frequent use of illustrations, relating new material to students' experiences, making hands-on activities the center of learning (rather than the teacher), and employing cooperative learning strategies (Hamayan, 1990). By providing such contextualization or "scaffolding", ELLs are able to better grapple with abstract material perhaps written with more technical or conceptual language.

Cognitive Academic Language Learning Approach (CALLA)

Based on cognitive theory and second language learning strategies, the CALLA model (Chamot & O'Malley, 1986) is designed to develop the academic language skills of limited English proficient students (LEP). CALLA integrates three main concepts: (1) integration of content-based curriculum with grade-appropriate topics; (2) academic language development; (3) explicit teaching and practice of learning strategies to acquire

both procedural and declarative knowledge. A CALLA approach challenges a deficit perspective to language-minority students by not watering down content but sheltering instruction through additional scaffolding techniques. LEP students also begin to develop academic language through cognitively demanding activities in which language comprehension is assisted through contextualization or scaffolding. CALLA develops academic language through a whole language approach that aims to integrate language skills in content integrated thematic lessons.

The central component of the CALLA model is the teaching and practice of learning strategies which are of three types: metacognitive strategies; cognitive strategies, and social/affective strategies. Students are given repeated opportunities to practice strategies both individually, in collaborative peer groups, and with the teacher, so that eventually the strategies become part of their procedural knowledge. Students are also engaged in discussion and reflection about themselves as learners and their use of learning strategies so that this self-awareness about one's own learning process will help students effectively apply learning strategies across content areas.

The CALLA lesson plan model incorporates both teacher-centered and learner-centered activities, while identifying three objectives for the lesson: content objective, language objective, and learning strategy objective. I will describe each of the five phases of the CALLA lesson: Preparation, Presentation, Practice, Evaluation, Expansion activities.

1. ***Preparation:*** The teacher finds out what students already know about target content, what gaps in prior knowledge exist, and how students have been taught to approach a particular content or type of learning activity. The teacher usually does this through brainstorming or a concrete experience. The teacher also explains the lessons objectives to the students.

2. ***Presentation***: New information is presented and explained to students with the support of contextual clues such as demonstrations or visual aids. Teachers ensure that students have a clear understanding of target concepts so they are prepared to practice it in the next phase.

3. ***Practice***: This phase is learner-centered as the teacher acts as facilitator for student engagement in varied hands-on activities to practice the new information previously introduced. Cooperative learning is particularly effective at this stage as students clarify their understandings with one another.

4. ***Evaluation:*** Students check the level of their performance so that hey can gain an understanding of their learning and areas for review. Evaluation activities can be individual, cooperative or teacher-directed.

5. ***Expansion***: Students are given a variety of opportunities to think about the new concepts and skills learned, integrate them into existing knowledge frameworks, make real world applications, and continue to develop academic language.

Another aspect of the CALLA model is the integration of teacher development strategies surrounding professional collaboration through "peer coaching". An example of what Chamot & O'Malley identify as "collegial coaching" is outlined in *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach.* (Chamot and O'Malley, 1994). Integral to their own reflective practice, teachers keep a teaching log of student activity and teacher instruction that can be discussed in peer feedback and discussion sessions. Peer coaches also use a checklist when observing each other's instruction in order to focus reflection and discussion on specific issues. Examples of categories on the checklist include: "teacher's language somewhat simplified" and "students' prior knowledge elicited" (Galbraith & Anstrom, 1995).

This peer coaching component to the CALLA model strengthens its approach to supporting ELLs by structuring and encouraging professional collaboration among teachers engaged in reflective practice. This aspect of teacher collaboration is likewise an integral component of the Sheltered Instruction Observation Protocol which I will discuss next.

Sheltered Instruction Observation Protocol (SIOP)

The SIOP is an explicit model for sheltered instruction that was developed from a belief in and the product of professional growth through collaborative inquiry (Short and Echeverria, 1999). Outlined in Figure 4, the SIOP is composed of thirty features of sheltered instruction grouped into three sections: Preparation (6), Instruction (20), and Review & Evaluation (4).

SIOP model also integrates teacher collaboration in reflection and revision of lesson planning and implementation considered through each stage of five stage reflective cycle:

1. Develop lesson (SIOP and standards);
2. Teach lesson;
3. Assess student products;
4. Analyze method and content of lesson;
5. Make adjustments to improve student work.

Teacher feedback on implementation of the SIOP identified areas of growth that were achieved through collaborative implementation of the SIOP (Short & Echeverria, 1999):

- Use of SIOP for lesson planning, self-monitoring, and reflection
- Growing awareness of natural integration of language in content instruction
- Understanding of effective instruction and assessing students learning
- Recognition that change takes time and is facilitated though professional collaboration

I. Preparation	
	1. Present content objectives for studentsPresent lesson objectives for studentsDevelopmentally appropriate content conceptsSupplementary materials (visual aids, manipulatives, realia)Adapt content to all ability levelsMeaningful activities that integrate language with content
II. Instruction	
Building Background	7. Link concepts to students' background knowledgeLink past learning and new conceptsKey vocabulary
Comprehensible Input	10. Appropriate speech/language for student proficiency 11. Clear academic tasks 12. Variety of techniques (multimodal)
Strategies	13. Opportunities to use learning strategies 14. Consistent scaffolding techniques 15. Vary question techniques
Interaction	16. Opportunities for interaction 17. Grouping configurations 18. Sufficient wait time for responses 19. Opportunities for clarification in the native language
Practice/ Application	20. Hands-on materials 21. Activities to apply content and language knowledge 22. Integrate all language skills
Lesson Delivery	23. Support content objectives clearly 24. Support language objectives clearly 25. Engage students (90%-100% class time) 26. Appropriate lesson pacing
III. Review/Evaluation	
	27. Comprehensive review of key vocabulary 28. Comprehensive review of key content concepts 29. Regular feedback on student output 30. On-going assessment on all objectives (individual, group, peer feedback)

Figure 4. The Sheltered Instruction Observation Protocol

The SIOP planning model has potential impact on classroom instruction and ELL learning by making explicit considerations for language throughout the planning process. The detailed components provide a comprehensive guide for sheltering instruction for culturally and linguistically diverse classroom.

Comparative Analysis of Planning Models in Support of the Language Agenda

The three planning models that I have reviewed follow many of the same principles of instruction and theoretical underpinnings in support of the language agenda and ELLs. We can more clearly see the parallel formats of the WHERE model with the CALLA and SIOP in Figure 5.

<table>
<tr><th>WHERE
Planning Model</th><th>Cognitive Academic Language Learning Model (CALLA)</th><th>Sheltered Instruction Observation Protocol (SIOP)</th></tr>
<tr><td>• What</td><td rowspan="2">• Preparation</td><td>• Preparation</td></tr>
<tr><td>• Hook</td><td rowspan="3">• Instruction</td></tr>
<tr><td>• Explore</td><td>• Presentation</td></tr>
<tr><td>• Rehearse</td><td>• Practice</td></tr>
<tr><td>• Exhibit</td><td>• Evaluation</td><td rowspan="2">• Review/Evaluation</td></tr>
<tr><td></td><td>• Expansion</td></tr>
</table>

Figure 5. Comparing Lesson Planning Models that Support the Language Agenda

All three planning models place importance on a strong lesson opening that serves the two main purpose of motivating students by engaging them in sharing prior

knowledge and validating their personal experience. Opening the lesson also requires the teacher to state lesson objectives clearly to students in an attempt to build anticipation of authentic performance tasks while priming relevant learning strategies for use. This important WHAT step in the WHERE model is described in the CALLA as Preparation; in the SIOP it spans the Preparation stage and the beginnings of Instruction, particularly in the sub-component of exploring Background Knowledge (Items 7 & 8). Unlike the WHERE which is not as explicit about the pre-lesson planning, the Preparation phases of the CALLA and SIOP are actually more explicit in the pre-lesson planning because of the important considerations of sheltering instruction for ELLs.

Some of these considerations related to content objectives, language objectives, preparation of materials for content adaptation, or materials for scaffolding would be similarly appropriate in the WHERE model when planning for ELL students. While such lesson design considerations are inherent in the planning for authentic performance tasks, coupled with a "backward planning" approach, it is helpful to have more detailed guiding question to encourage mindfulness of a diverse classroom environment.

The next stage reflected in the three models entails presenting new information or concepts that address the core learning objectives as well as required curriculum standards. The WHERE and CALLA identify this next stage – Explore and Presentation respectively - as an appropriate place for direct instruction combined perhaps with other grouping strategies closely facilitated by the teacher to maintain focus on building comprehension of target concepts.

In the SIOP, the stage of Instruction entails many sub-components that are not necessarily outlined for sequential implementation, although they do indicate presenting and practicing key concepts with appropriate language (Item 10), clear explanation

(Item 11) and questioning techniques (Item 15) needed for effective direct instruction of target concepts. The component of Comprehensible Input and Strategies also indicates the use of varied techniques to clarify concepts (Item 12 & 15) – teacher modeling, demonstrations, presentation of visuals, critical questioning – and using scaffolding techniques (Item 14).

Teacher-facilitated presentation of concepts for student understanding happens initially before the other components of the Instruction phase of the SIOP can happen, namely Practice/Application. These components of the SIOP correspond directly with the WHERE's Rehearse stage and CALLA's Practice stages when students are given various opportunities to work with new ideas in various group configurations (SIOP Item 17). The teacher plays a crucial guiding role during this stage in structuring interaction (Items 16-19). Learning activities can include both interactive, hands-on investigations of content (Item 20), as well as, paper-based exercises that focus on mastery of discrete skills. This reiterates mention in the WHERE and CALLA models of a combination of teacher-centered and learner-centered approaches for a necessary differentiation of instruction that is good for ELLs.

The final stages of the planning models entail the output and assessment. The WHERE's Exhibit stage and CALLA's Expansion stage both prioritize real-world applications in order to deepen understandings by giving students opportunities to display learning in personalized ways. As outlined in CALLA's Evaluation stage preceding the final Expansion stage, there can also be assessment for mastery of discrete skills or concepts in conjunction with a more authentic assessment, which is the more prominent evaluative design of the WHERE model. As mentioned in the SIOP's final category Review/Evaluation, the teacher should provide feedback to students regularly on their output (e.g. language, content, work). Although the SIOP does not explicitly

mention *authentic assessment* like the WHERE and CALLA models, it highlights the need to provide activities to apply content and language knowledge (Item 21). Moreover, planning such *meaningful learning activities* (Item 6) that integrate lesson concepts with opportunities for language practice (e.g. surveys, letter writing, simulations) is a focus of the Preparation stage that will guide the learning process and Application of new concepts and skills.

In the next section, I will turn to description and analysis of the second major course, Classroom Climate. I will look at two central frameworks for the course that support the language agenda and how these can be strengthened through revisions to the NTPDI curriculum: (1) reflective practice *("we teach who we are")* and (2) creating just and equitable classrooms.

4.2 Classroom Climate

The Classroom Climate course explores various aspects of classroom management with a heavy importance on the teacher's own self-awareness as the determining influence on the classroom environment.

> "The best classrooms are microcosms that model the world we want for our students. Hence, the best classroom management not only creates clear systems, rules and processes that promote instruction, but it also fosters a strong sense of community, leadership and lifelong learning..." (NTPDI brochure, 2002)

In the CC course, participants explored various aspects of the physical classroom set-up, organizational and management systems, and measures to promote cultural competence. Participants developed a Classroom Climate Portfolio of their work from the week

related to their educational philosophy and equipped with an action plan for the first few weeks of school. Guiding the CC course were two primary philosophical orientations that shape our learning environments: (1) reflective practice based on self-awareness and (2) creating just and equitable classrooms.

4.2.1 Reflective Practice: *"We Teach Who We Are"*

The heart of the reflective tone of the CC course was encapsulated in the phase: *we teach who we are.* Borrowed from the Introduction to Parker Palmer's book *The Courage to Teach* (1998), this was the mantra for the CC course as participants read the first several pages from that Introduction:

> Teaching, like any human activity, emerges from one's inwardness, for better or worse...If I am willing to look in [the] mirror and not run from what I see, I have a chance to gain self-knowledge – and knowing myself is as crucial to good teaching as knowing my students and my subject (p. 2)

Palmer's (1998) powerful commentary on the spirituality of teaching as a reflection on ourselves as soulful beings established a reflective tone that was reinforced through the CC course curriculum.

The self-reflective tone of the CC curriculum was initially introduced by idea that teacher's have the power to "humanize or dehumanize" their students, and participants were asked to reflect on a time when they were humanized or dehumanized as a student by their teacher, or had such effect on a student of their own. This reflection and sharing established the importance of personal interactions and relationships in education.

This binary paradigm (humanize/dehumanize) was reinforced by a practical framework later introduced for teachers to reflect on their management style (largely reflective of their personality). Five different Positions of Control were introduced – punisher, guilter, buddy, monitor, manager –representing negative and positive controlling behaviors that contribute to students' identity of failure or success respectively. Role-plays between instructors and participants were illustrative and amusing ways to show how the different management approaches affect classroom climate. The model positioned the 'manager' as the ideal position of control for teachers to assume because it is focused on the values and beliefs of the child, assisting and encouraging the child in how s/he can fix a mistake. The manager would ask questions like, "Do you think its important that … ?" and "Are you the kind of person that wants to fix a mistake?" (Gossan, 1993). Emphasizing the preferred style of the 'manager' is in close compliment to the student-centered approach of differentiated instruction in which the teacher plays more of a facilitative role in structuring and managing student-directed learning.

This conceptual approach to classroom management effectively reinforced the organizing concept of "we teach who we are" because as the creators of the climate in the classroom, the teacher controls how he/she reacts to students, conditions and situations. Although teachers and students naturally have good days and bad days, this empowered perspective of the empowered and in-control teacher is important so teachers assume responsibility for the classroom experiences of all the students, every day.

Furthermore, this framework of Positions of Control essentially describes a set of teacher identities as manager of the classroom environment which is an effective compliment to role of Teacher as Educator described from a sociocultural perspective.

This management style also prioritizes the importance of Teacher as Communicator in that the position of control hinges primarily on the wise choice of words and 'humanizing' tone in enforcing the established norms of behavior. Such constant daily interactions in the school setting have greater implications when taken in the larger context of the sociocultural framework (Figure 1) for depending on how teacher and student are positioned in society, their interactions in the institutional context carry all the perceptual hindrances of social values in the wider community. Therefore, interactions in school can either perpetuate or transcend the divisive lines of race, class and economics that can often distance teachers from students, and in doing so, socialize students into differentiating themselves from other students.

Each participant created a Teaching/Learning Life Maps which was a visual representation integrating words and artwork that reflected major educational events or experiences in their life. Participants responded positively in daily feedback to this powerful reflective exercise that participants claimed was seldom encouraged as a crucial part of their work as educators. Participants' self-awareness as teacher/learner was further accentuated with a learning styles inventory that each participant completed to introduce of a learning styles framework that reinforced the WHERE planning model. While participants were able to identify themselves according to four learning styles (McCarthy, 1980) – Dynamic Learner, Imaginative Learner, Common Sense Learner, Analytic Learner – we also charted our class composite learning styles profile which modeled with visual representation the diversity in any classroom and the need for differentiated instruction. The point was accentuated that our teaching styles are related to our learning styles, so teacher self-awareness in this way will encourage balanced instruction that does not privilege students with similar learning modes.

4.2.2 Creating Just and Equitable Classrooms

The second major framework for the CC course was introduced on Day 3 as an adaptation in response to staff and participant feedback about addressing the language agenda (and Latino learner) more explicitly. We introduced the 8 Points for Creating Just and Equitable Classrooms summarized in Figure 6 from the Introduction of *Rethinking Our Classrooms* (Bigelow et al., 1994). A whole class brainstorming activity was facilitated as a "Chalk Talk" exercise in which ideas/concepts are posted on large chart papers for participants to wander around freely and write in their comments, ideas or reactions. We created a large semantic web around the main topic of Creating Just and Equitable Classrooms with each of the 8 Points as sub-ideas that participants then brainstormed.

This framework introduced mid-week served several positive purposes at this time in the NTPDI. First, the framework was asserted as a context to reiterate the language agenda articulated explicitly in the 'differentiated instruction' framework: language acquisition and learning (Figure 1). The language agenda fit well within the framework of the 8 Points and spoke directly to the issue of justice and equity, so we prompted participants to consider language issues as the proceeded to the Chalk Talk brainstorming activity. Second, there had already been several days of heavy content instruction relating to both the CI and CC courses, with running commentary about language needs of ELLs. Aside from language issues, the 8 Points Chalk Talk served as a good review activity for participants to synthesize their ideas, feelings and concerns about issues and concepts discussed after the first few content-heavy days of the NTPDI.

The social agenda of justice and equity in schools punctuated the philosophical orientation of reflective practice in *"we teach who we are"*. The reflection and introspection that was encouraged in the first several days of the CC course

8 Points for Creating Just and Equitable Classrooms

From: ***Rethinking Our Classrooms (Bigelow et al., 1994)***

1. ***Grounded in the lives of the students***
- Good teaching begins with respect for student, their innate curiosity and their capacity to learn;
- Students probe the ways their lives are connected to the broader society; and often limited by that society as well.

2. ***Critical***
- The curriculum should equip the students to "talk back" to the world;
- Opportunities to questions social reality; linked to real world problems

3. ***Multi-cultural, anti-racist, pro-justice***
- Inclusive of different members of society, especially the marginalized and dominated;
- Engage students in the roots of inequality in curriculum, school structure and the larger society

4. ***Participatory & experiential***
- Need for students to be mentally and physically active
- Provoke students to develop their democratic capacities: to question, to challenge, to make real decisions, to collectively solve problems

5. ***Hopeful, joyful, kind, visionary***
- Organization of classroom life should seek to make the children feel significant and cared about
- Classroom should pre-figure the kind of just society we envision and thus contribute to building that society

6. ***Activist***
- Students come to see themselves as truth-tellers and change-makers
- Critical curriculum should be a rainbow of resistance
- Students should learn about and feel connected this legacy of defiance.

7. ***Academically rigorous***
- Equips students to maneuver in the world they seek to change
- Curriculum offers more and expects more of students

8. ***Culturally sensitive***
- Admit we don't know it all
- Listen to and learn from our students as researchers and good listeners

Figure 6: Creating Just and Equitable Classrooms

(Teaching/Learning Life Map, Positions of Control, humanizing/dehumanizing experiences) were tied together with the larger goals of creating just and equitable classrooms. This framework further established that the teacher has the lead in creating classroom environments that are supportive and nurturing places where students feel free and encouraged to be who they are, which can only happen when it is safe to do so without social constraints of divisive group dynamics.

In the next section I will briefly discuss the Learning Teams course which was a key aspect of the professional collaboration that transpired during the NTPDI and central to the Teacher as Collaborator. While this curriculum was facilitated by another tandem of instructors, I reflect on this course as an observer, participant and co-facilitator in building professional learning communities that are crucial for the educational progress of culturally and linguistically diverse students.

4.3 Learning Teams

Learning Teams (LTs) Meetings met nightly to focus on critical reflection on pedagogy and the process of professional collaboration. Participants shared nightly forums for inquiry into and discussion of critical pedagogy. In complement to the core courses, Learning Teams functioned primarily as discussion groups in which participants used behavioral protocols to synthesize learning from the day and explore professional issues and dilemmas related to classroom practice. The collaborative environment established in the Learning Teams facilitated productive team planning for the micro-teaching at the end of the week, which previewed how teachers can empower each other in planning and instruction back at their schools.

Collaboration with the institute team of instructors and staff was facilitated primarily by effective leadership by the Institute Director, in consultation with National School Reform Faculty trainers who served as facilitators of NTPDI staff/instructor group process. The collaborative protocols in the LTs curriculum were both content and process of the NTPDI, promoting effective group dynamics at the personal, interpersonal and community levels of sociocultural activity.

The collaborative experience among the instructors and staff reflected *a process and a product* of the training in that our professional collaboration served also as a model for what participants were engaged in during the training in anticipation to continue back at their schools. The collegiality among the four CC/CI instructors resonated in the intensity and passionate delivery of the design, interlaced with themes of social justice, personal awareness, commitment to community, and fundamental human respect, which were reflected in a similar emotion and quality of participant work. There were crucial points in the last minute debates about curricular design issues that the CC/CI team willingly turned to the NSRF trainers to help facilitate the group decision making process using the prescribed protocols. The NSRF trainers also played a key role in facilitating empassioned (last-minute) debate among staff and instructors surrounding the issue of integrating a more prevalent language agenda in the curriculum.

Although the LTs curriculum was de-emphasized in the NTPDI design in relation to the core CI and CC courses, the deep impact of the LTs curriculum on the process and product of the NTPDI was widely felt and appreciated. The group process among participants facilitated by the LTs curriculum is what allowed them to work together to effectively pool learning from an intense, content-filled, time-demanding training experience. Moreover, the integrated lessons and microteaching that served as the culminating activity for the NTPDI displayed very high quality work imbued with

socially conscious themes that instructors were pleasantly pleased to witness. Participants gave consistent daily feedback about enjoying the group process facilitation related to the LTs protocols they were learning.

In this section I reflected on the NTPDI curriculum design. The Curriculum and Instruction was organized around the framework of differentiated instruction that served to shelter instruction for second language learners. The Classroom Climate course promoted just and equitable classrooms that provided supportive environments for Latino learners, ELLs and other culturally and linguistically diverse students. Learning Teams curriculum served the agenda of professional collaboration among teachers which is an essential support network for all students, but especially ELLs who have particular language learning needs.

In the next section I will look at the major conceptual frameworks from these three core courses from the organizing perspective of the sociocultural framework on the language agenda. I will build on the assessment of this section to provide more directed analysis of how each core component explicitly or effectively supported the language agenda. This analysis will also incorporate the rationale for specific recommendations that draw on the sociocultural framework which will be enumerated at the end of the section.

V. Rethinking the Language Agenda in the NTPDI Curriculum

In this section, I will discuss how the main curricular components of these courses (i.e. differentiated instruction framework, WHERE planning, reflective practice in the spirit of "we teach who we are"; professional collaboration) effectively supported the language agenda even when explicit mention of language was not always made. These discussions are examples of future talking points for instructors in outlining the language agenda embedded in the NTPDI curricular design. This analysis also provides the basis for recommendations to the NTDPI to be made in the subsequent section, which will be followed by implications of this case study for teacher development.

5.0 Differentiated Instruction in Support of the Language Agenda

The conceptual framework of differentiated instruction was initially framed as a student-centered approach, which was as an underlying framework of the CI course, while referenced in the CC course in terms of prioritizing student needs in the classroom environment. In outlining seven major characteristics of differentiated instruction, Tomlinson (2001) cites that it is student-centered based on the premise that learning experiences are most effective when they are "engaging, relevant and interesting;" but that each student will vary in when they find the learning experience as such. "Teachers who differentiate instruction in mixed-ability classrooms seek to provide appropriately challenging learning experiences for all their students" (Tomlinson, 2001). This statement implicates the crucial importance of the language agenda in differentiated instruction since "mixed-ability" must encompass linguistic competencies, and

"appropriately challenging" must consider linguistic and communicative barriers posed by language for ELLs.

Another important assertion by Tomlinson (2001) about differentiated instruction being student centered is the idea that teachers understand the need for students to take increasing responsibility for their learning. "Teaching students to share responsibility enables a teacher to work with varied groups or individuals," while helping students take pride in what they do by giving them more influence in making and evaluating decisions.

This principle of empowerment through active participation touches upon many important aspects of the language agenda. The emphasis on collaboration and facilitating collaborative learning has great importance for facilitating sociocultural activity that provides opportunities for building communicative competence through authentic language use surrounding shared tasks. Moreover, empowering culturally and linguistically diverse students with a sense of ownership and responsibility in learning effectively combats prevalent deficit perspectives on language minority children that results in "dumbing them down" and then the "self-fulfilling prophesies" of "poor achievement by poor kids" that's rooted in sociocultural problems manifesting in the institutional and local context (Figure 1). This task of giving ELLs conceptually challenging content with appropriate language supported through sheltering strategies is accomplished first from the conviction that all students are capable, and then with the specific instructional tools, such as the planning models discussed in the next section.

5.1 WHERE Planning Model in Support of the Language Agenda

The comparative analysis of the three planning models illustrates parallel structures and strategies of the WHERE model with the two planning models designed for English language learners, the Cognitive Academic Language Learning Approach and the Sheltered Instruction Observation Protocol. The sequence of the WHERE model is parallel to that of the CALLA design, while facilitating important components of the SIOP that are outlined within more general lesson plan phases.

From the comparative analysis of planning models emerge apparent ways to represent and augment the WHERE model to make greater considerations of language through sheltering strategies essential for ELLs. The CALLA model's central approach of teaching and practicing *learning strategies* can be integrated as a support structure for sheltering instruction in a WHERE lesson plan. Moreover, these strategies in particular have strong conceptual connections to the three planes of sociocultural activity from the organizing framework (Figure 1). For example, the *metacognitive strategies* are aimed at giving students tools for reflective practice, empowering them to be more self-aware of their own learning behavior through *self-monitoring, self-evaluation, and self-management*. Considering the personal level of sociocultural activity, if students have a greater sense of themselves as learners, they will be better equipped to interact at the interpersonal and community planes. The social and affective strategies compliment metacognitive strategies in the context of sociocultural activity as students gain skills in *questioning for clarification, cooperation, and self-talk* (O"Malley & Chamot, 1990). Supporting the social processes interacting with cognitive and linguistic processes at the center of Figure 1, these learning strategies from CALLA greatly enhance the potential impact of collaborative learning activities that are promoted through the WHERE

model, similar to the CALLA and SIOP. The multiple layers of support to collaborative learning and group process fortify its central role in the overarching framework of differentiated instruction understood from a sociocultural perspective.

The CALLA's enumeration of *content, language and learning strategy objectives* can also be adapted to the WHERE lesson plan. Articulating regular and appropriate language objectives gives language a more prominent and relevant place in content classes, while also not making excessive instructional demands on the teacher. By publicizing the language objective, the collaborative learning process will improve student language learning and comprehension simply because students and the Teacher as Educator will be conscious of language's key role for ELLs in mastering the content.

Informing students up front about learning objectives also allows them greater trust, knowledge and participation in shaping their own learning. Given the current political climate surrounding the No Child Left Behind Act's resurgence of standards-based assessment, teachers are increasingly required to post lesson objectives and curriculum standards as a standard administrative reference for classroom activity. While many react critically to this outward pressure of standards, one can argue that educators do not do students any service by ignoring the larger institutional and societal context of education. Moreso, given increasingly restrictive parameters of education students need to be empowered with an understanding of how the "institutional game" of education (e.g. standards, high stakes testing, academic language, etc.) is played, while still being equipped with skills that give them voice and personal expression on their own terms. As Agents of Socialization, teachers are responsible for preparing students to navigate and succeed in both the official and unofficial worlds (Dyson, 1993) they inhabit; an integral part of this task is also socializing students into recognizing the contradictions of reality that everyone has to manage.

In the sociocultural framework (Figure 1), a commitment to incorporate the language objective gives the proper recognition to linguistic processes involved in learning in the content areas, especially as it affects the cognitive and metacognitive demands of collaborative learning environments. Making all students more cognizant of language learning priorities will also increase sensitivity to communication with and of ELLs involved in co-construction of knowledge as students collaborate while engaged in sociocultural activity.

The explicit teaching and awareness building of learning strategies happens in all classrooms. Strengthening this skill building empowers students to be more self-reflective and self-directed in their learning experience because they are coached in new analytical tools for their own learning process that carries over to other subjects and contexts. Gradually incorporating these learning strategies within a WHERE framework (or any other planning model) is highly feasible and will just accompany the procedural knowledge about how to function properly in the institutional context of school.

5.2 Classroom Climate in Support of the Language Agenda

Social justice and equity in classroom and school settings, therefore, can only truly happen when teachers are committed to all three levels of sociocultural activity: personal, interpersonal and community. The teacher manages individual behavior and interpersonal conflicts within the larger classroom community environment that has been preconceived at the beginning of the year and jointly constructed with students as each day unfolds. The teachers ability to effectively orchestrate a just and equitable classrooms will necessarily entail his/her ability in facilitating student citizenship in the school community; but first and foremost, requires the teacher's own commitment to

execute this responsibility with similar standards for him/herself. As many educators affirm, even young children have a strong sense of fairness that we adults should take notice of in shaping our leadership. As reflected in the sociocultural framework (Figure 1) outlined in this paper, if the sociocultural activity is not building healthy relationships, the learning processes (cognitive, linguistic, social) surrounding language will be negatively affected since language exists by its very nature for and from social interactions.

The teacher's commitment to justice and equity for others in the community ultimately stems from his/her own sense of self. Self knowledge is even more crucial in light of current discourse on educational reform, including all the ominous legislation spawned from conservative ideologies of English-only, standards-based curricula, and high-stakes accountability measures. I previously framed the language agenda as steeped in political ideologies reflecting cultural historical contexts. It is important, therefore, that teachers perceive themselves and their mission within the sociocultural climate of American in the 21st century globalizing world.

Palmer (1998) comments that in the rush to reform education, it is the teacher that often gets neglected or targeted as an easy scapegoat for educational disappointments or frustrations. Ultimately transforming education entails getting back in touch with the heart of the teacher, which is the source of good teaching which is reflected in the unifying principles of the NTPDI. So, Palmer focuses on the fundamental question: "Who is the self that teachers?" Toward a goal of reflective practice, Palmer comments that: "By addressing it [this question] openly and honestly, alone and together, we can serve our students more faithfully, enhance our own well-being, make common cause with colleagues, and help education bring more light to the world" (2001, p.7).

Relating the teacher's personal introspection in reference to the language agenda, we are recall the teacher's pivotal role in creating a just and equitable learning environment that is culturally affirming and linguistically accommodating to ELLs. A teacher's own personal perceptions of his/her students and the cultural communities they represent will be the origin of the educational experience the teacher constructs around a particular child. While a teacher may be committed to a just and equitable community in its overt structures and outward philosophy, this environment must be reiterated consistently in relationships with each child. This will materialize from the teacher's own self-perception of their place and membership in society beyond the walls of education.

The Teacher as Educator must be willing to differentiate instruction to accommodate linguistic needs of ELLs learning in mainstream content classes. The Teacher as Evaluator must be self-aware to not misperceive bilingual children from a deficit perspective and misconstrue their linguistic capabilities in other languages as barriers to learning English of limited English proficiency as sign of a learning difficulty. The Teacher as Communicator must be aware of how his/her own management style and communicative patterns affect the humanizing or dehumanizing of students. Teacher as Agent of Socialization must about his/her job with full and consistent awareness of how his/her personal identity plays out in sociocultural activity in schools that in turn contributes to the socialization of children. The Teacher as Collaborator must actively reach out to colleagues who share responsibility for the academic growth and socialization process of students, especially in the best interests of culturally and linguistically diverse students. .

5.3 Learning Teams in Support of the Language Agenda

The role of LTs curriculum in the NTPDI was ironically burdened. The NSRF trainers played multiple roles in collaborating in the NTPDI design and integrating the LTs course with the CI and CC courses, while also facilitating the group process for that collaboration. There is no doubt that the LTs curriculum enhanced the group process among participants and improved their understanding of core concepts. The additional demands, however, of the LTs course (which met in the evenings) was also a problem as participants voiced concerns throughout the NTPDI that the schedule and required work was too much. Therefore, from the perspective of logistics of scheduling, the LTs course entailed excessive time demands.

Looking at the value of the LTs course content, however, this curriculum contributed perhaps the most to developing Teacher as Collaborator by providing specific tools for communication and group process interaction. The content of this course was directly focused on enhancing sociocultural activity at all three planes of interaction – personal, interpersonal, community – with constructive goals of improving the teaching/learning process by way of professional collaboration. Literature and research on teacher development consistently comments on the importance of professional collaboration as part of the necessary skills for the apprenticeship of new teachers. This priority trend was reflected in the Sheltered Instruction Observation Protocol that was designed specifically as a model of peer coaching for teachers of ELLs.

As previously discussed, the importance of professional collaboration among teachers of ELLs is heightened because of the complex sociocultural and psycholinguistic factors that can play into their educational progress. ELLs students are

best served by a team of professionals that is committed to effective communication and collaboration for holistic assessment and integrated and complimentary instruction. Beyond the commitment to collaboration, I felt that there was a high degree of collegiality at the NTPDI among staff, instructors and participants alike. Although there was inevitable conflicts, I personally witnessed and experienced the building of many new, positive relationships that were resulted from interactions in both the official and unofficial worlds (Dyson, 1993) of the NTPDI experience. I would further claim that the strengthening of relationships in an unofficial context among participants themselves and with the staff/instructors intensified everyone's commitment to collaborate and persevere in accomplishing the best output possible.

> *Little (1984, 1990) suggests that professional development initiatives are most influential when teachers' interactions are marked by high norms of collegiality. That is when teachers enter into interdependent, joint work relationships through long-term collaboration focused on understanding, and improving student learning, they enhance their teaching practices, have a shared investment in student learning and create an atmosphere of experimentation (Gebhard, 1999, p.502).*

I will not attempt her an explanation of why a high degree of collegiality developed at the NTPDI, although I would describe it as happening both because of the institute curriculum as well as inspite of the institute curriculum. Future LTs curriculum will certainly require much greater integration with the CI/CC courses to better streamline the schedule and economize instructional time.

5.4 Strengthening the Language Agenda in the NTPDI Curriculum

This section will synthesize the my analysis of the NTPDI curriculum in light of the sociocultural framework for the language agenda. Based on discussion so far, I will enumerate specific recommendations for revision to the NTPDI design that will better support the language agenda. I will discuss these recommendations in sequence by course (CI, CC, LT).

It is also appropriate to recall the literature on teacher preparation for culturally and linguistically diverse (CLD) populations. While research from many education-related fields contributes to the discourse on teacher development for CLD students, there are many key ideas that are consistently reiterated in the literature (Olsen and Mullen, 1990; Lucas et al. 1990; Monteiro-Sieburth and Perez, 1987; Tikunoff, et al., 1991; Milk et al. 1992; Anstrom, 1998; Castaneda, 1993; Sakash & Rodriguez-Brown, 1995; Chisolm, 1994; Navarrete and Gustkee, 1996; August and Pease-Alvarez, 1996; Hamayan, 1990):

- Knowledge, respect, affirmation of students' language and culture
- Curriculum on issues of equity & justice
- Understanding of language acquisition and development
- Varied instructional approaches with scaffolding (sheltering instruction)
- Cooperative grouping strategies
- Alternative and diversified assessment
- Collaboration with colleagues, parents and community

This list of priorities in teacher education for CLD students has been well-addressed in this analysis of the NTPDI curriculum and the language agenda. Moreover, these key themes of teacher education reflect priorities for the classroom experience that

strongly reflect a sociocultural perspective on language and education in general. The recommendations I assert below have already been discussed in part, but reiterating these ideas clearly punctuates how this study contributes to the wider discourse on teacher education for CLD students.

5.4.1 WHERE Planning Model (CI)

This planning model is an effective instructional design approach to meet specific needs of ELLs. (a) It can be strengthened, however, by more explicit mention of how specific scaffolding techniques are utilized within the planning and execution of a WHERE lesson. (b) The adaptation of specific learning strategies (cognitive, metacognitive, social/affective) can be introduced as a framework in support of student-centered learning in the WHERE format. (c) The planning components of the Sheltered Instruction Observation Protocol can also be incorporated explicitly in the description and illustration of WHERE lesson planning over the course of the week. (d) Since these two support frameworks to the WHERE are also detailed and repeat many concepts already addressed, I suggest that they be adapted to the NTPDI curriculum only in reasonable degrees or only the needed ideas that will not strengthen not overload the current CI course. There is no little room in the current design to add, so these suggestions should be seen more as attempts to synthesize.

One way to do this would be to integrate examples of the different learning strategies (CALLA) or planning components (SIOP) in the modeled activities. In debriefing these experiential learning opportunities, instructors can highlight these target concepts and compile a list of key ideas over the course of the week. A framework could then potentially be introduced at the end of the NTPDI to give participants a

theoretical understanding of these concepts, supported with materials for further reading or classroom application.

5.4.2 Differentiated Instruction (CI)

This conceptual framework is effectively integrated as is, and leaves little room for expansion given the parameters of the NTPDI. (a) What should be strengthened, however, is a more clear conceptual explanation of how the "language acquisition and learning" tier of the framework (Figure 2) relates to the other concepts of differentiated instruction. While these connections to learning issues for ELLs does not need to be in-depth or highly theoretical given our purpose, more consistent and structured links need to be made between "best practices" and "best practices for ELLs."

One way to accomplish this is to outline a series of defining characterisitics or principles of differentiated instruction that can also be explained in reference language issues. Tomlinson (2002) offers seven concepts of differentiated instruction which can be adopted to describe issues of the language agenda within "best practices" for quality student-centered instruction. She states the following principles of differentiated instruction (DI):

- DI is proactive
- DI is more qualitative than quantitative
- DI is rooted in Assessment
- DI provides multiple approaches to content, process, and product.
- DI instruction is student-centered.
- DI is a blend of whole-class, group and individual instruction
- DI is "organic" and dynamic

These guiding principles of differentiated instruction are outlaid simply and can easily be embedded within the language agenda. A simple list of principles will also give a descriptive reinforcement of the visual conceptual framework (Figure 1) and in compliment to the brief narrative description given during the introduction of the framework. Again, further reading materials can be provided to make participant understanding of differentiated instruction more robust.

5.4.3 Teacher Roles in Supporting the Language Agenda (CC)

The powerful mantra *"we teach who we are"* provides a strong conceptual foundation for the importance of reflective practice, and is reinforced with the other components of the CC course that stress personal relationships in good education (i.e. humanizing/dehumanizing; Positions of Control; Teaching/Learning Life Map). Introducing the six Teacher Roles in Support of the Language Agenda provides a context for discussion specific to the language agenda, as well as an integrating framework for the three main courses (CI, CC, LTs). These roles or identities can be introduced initially only briefly to frame the organizing concept of "we teach who we are", and more detail and understandings can be compiled over the week as discussion unfolds.

5.4.4 Learning Teams

The Learning Teams (LTs) course was crucial in facilitating effective professional collaboration during the NTPDI. While the LTs trainers were certainly flexible in adapting their instruction to prioritize the CI and CC courses, the LTs curriculum was already a predetermined program that was tailored to the needs of the NTPDI. Given the schedule demands of the NTPDI design, however, the LTs

curriculum needs to be better integrated and overlaid on the CI/CC core courses. The protocols and concepts for creating collaborative learning communities among professionals are parallel to the idea of a supportive and collaborative classroom environment promoted for children. The LTs curriculum, therefore, needs to be streamlined so that the course does not require as many evening hours, and the LT sessions better reinforce content and process learning from the preceding CI and CC sessions for the day.

5.4.5 Wake-Up Sessions

While I did not address the Wake-Up Sessions as the fourth main curricular component of the NTPDI, its role and format needs to be reconsidered because it added strain on the schedule in the early morning hours. Participants gave consistent feedback about these sessions being too "heavy" too early in the morning (starting at 8:00 am). The key note speakers were indeed amazing in their own right as Latino/a educators and social advocates, although their participation would have been better utilized and appreciated had it been integrated more within the existing three courses. Collaborating with key note speakers may not be possible to the degree that instructors/staff collaborate in preparation; but, a more integrated role for the key note speakers would better strengthen their contribution to language agenda, while giving participants to directly benefit from their experience and knowledge in supporting the Latino learner.

I will now offer some concluding thoughts in the next section about the implications of the NTPDI case study in promoting a language agenda in teacher education.

VI. Implications of the NTPDI for the Language Agenda

In concluding this study, I revisit the conceptual framework of a sociocultural perspective in highlighting the implications of the NTPDI experience in preparing teachers for culturally and linguistically diverse students. In this discourse of teacher education, Nieto & Rolon's (1997) concept of *centering pedagogies* which stems from a rich sociocultural perspective on teacher development from the perspective of two Latina educators, wich makes it particularly relevant to this case study. The framework of centering pedagogies highlights the importance of teacher awareness of language issues in facilitating cultural affirmation, appropriate instructional approaches, and culturally sensitive learning environments that value relationships between home, school and community experiences.

6.0 Centering Pedagogies: A Latino/a Perspective on Teacher Development

Nieto and Rolon's (1997) present a Latino/a perspective on teacher development that emphasizes the importance of centering curriculum development and school change around the students' categories of identification and the social contexts of their lives. Bicultural educational environments must be created in which multicultural students can explore and affirm the social and individual elements affecting the formation of their identities (1997, p. 95). This framework termed *centering pedagogies* actively addresses the sociocultural context of education for Latinos and other children of color by reflecting on and engaging important power relationships based on ethnicity, race,

class, language and gender. Nieto and Rolon (1997) highlight four implications for teacher development programs that address multicultural/multilingual student populations.

6.0.1 Understanding the Cultural Background

First, teachers must know something about the culture and history of their students, for without a basic accurate understanding of who their students are, teachers may be prone to allowing instruction to be guided by ignorance, misconception and stereotypes. A sociocultural perspective on the language agenda takes into account the larger societal, institutional and local contexts of each student's educational experiences. For culturally and linguistically diverse students, this discussion of the language agenda in the NTPDI emphasizes the need for personal understanding of the self before attempting to know others. Understanding that ***"we teach who we are"*** will empower teachers to overcome their own limitations constructed from their own social and cultural positioning within a community and society at large. An agenda of social justice and equity in the classroom is born of a commitment to building fundamental human understanding and respect that salutes cultural and linguistic diversity in America's communities. Language is central to these aims of common understandings which are built through sociocultural activity at personal, interpersonal and community planes.

6.0.2 Language Acquisition & Language Development

Second is the importance for teachers to have a basic understanding of language acquisition and language development, which can no longer be seen as the domain of bilingual and ESL teachers to support ELLs. This position undergirds the argument here

for developing the language agenda for teacher development programs such as the NTPDI. Promoting teacher awareness of language learning encourages the development of the multiple identies of Communicator, Educator, and Evaluator as teachers engage ELL students in an educational process that can leave them marginalized unless they are reached out to through the cultural-linguistic link of language. When the teacher understands the importance of these two essential processes, they are also better able to play their role as Agent of Socialization by creating inclusive environments that are overcome the intangible barrier posed by standard English.

The guiding perspectives of integration and interdependence in differentiated instruction reflect much loftier ideals of fellowship and mutual assistance that are at the heart of community. The challenge in a pluralistic society is to build community across traditionally divides lines of culture, race and class. Working through sociocultural activity to build such community relationships, the central importance of language as communication and a marker cultural identity becomes an issue that should be embraced as a tool for welcoming integration and an opportunity for understanding.

6.0.3. Awareness of Students' Native Language

Third, teachers will greatly benefit from some awareness of their students' native language if other than English, or even a familiarity with variations of English commonly found in the United States. It is certainly not realistic in a multicultural/multilingual classroom that teachers are familiar with all the heritage languages represented by their students' cultural communities. However, for teachers with large Latino populations it is useful to have some basic understanding of the Spanish language which helps teachers understand some of the common language errors in English influenced by the structures of the native language. The Teacher as Educated

Human Being can build a basic awareness of other languages that will improve the Teacher as Educator and Evaluator in opening up different persepctives on culturally and linguistically diverse students. Moreover, making an effort to understnand students on their own cultural-linguistic terms makes a large statement for the Teacher as Agent of Socialization; such efforts in interpersonal relationships, especially in cross-cultural dynamics, shows the effort to move into the sociocultural world of "the other". In what some term "border crossing", it is precisel this effort to meet students in their "unofficial worlds" through the language and cultural of their community that will ultimately help validate their presence and efforts in the "official world" of school (Dyson, 1993).

6.0.4. Collaboration with Parents/Community:

Finally, it is crucial for teachers to engage parents in culturally appropriate ways that affirm their role in supporting student learning both in school and at home. This issue of home-school collaboration is key for many language-minority populations whose lack of access to American society in general is greatly fomented by language and communication barriers. The Teachers (and schools) as Collaborators in the education and socialization of their children need to take the lead in engaging the parents and communities in productive partnership based on mutual respect and understanding.

Educators of culturally and linguistically diverse students cannot afford not to know about their students personal background. As a microcosm of society, schools need to work painstakingly toward building bridges and across instructional barriers with ELLs that are reflective of larger community segregations along "tracks" laid by language, culture, race, class and economics. Understanding the importance of language as a cultural symbol and vehicle should instill a greater imperative to better appreciate

diverse realities in different cultural and linguistic communities. Moveover, cultural-linguistic knowledge is essential to even facilitated basic communication surrounding the schooling experiences of language minority children. Working toward a basic understanding of each other as human beings with different cultural-linguistic coverings will hopefully work toward breeding tolerance and respect in the collaborative socialization process of our children.

6.1 Conclusion

The four main implications of *centering pedagogies* encapsulate the language agenda within a sociocultural framework and were emphasized in this analysis of the NTPDI experience. Although developed in consideration of Latino learners, centering pedagogies also have great implications for other language-minority students and their cultural-linguistic communities. The recommendations I have made for the NTPDI design to better meet the language agenda move toward centering pedagogies, with implications for better meeting the needs of Latino learners, ELLs and culturally and linguistically diverse students. Indeed, the values of respect for diversity that are at the heart of centering pedagogies are the pillars for the language agenda within the sociocultural context of education. The NTPDI training design illustrates – in what it has already accomplished and what it can strengthen in the future – that a integrated approach to education as an exercise of our own identities can have powerful effects beyond the walls of the classroom. As we learn and commit to teach who we are and let the students learn who they are, especially with recognition of their language and speech as pieces of themselves, we feel the pillars of understanding of the NTPDI strengthen as a foundation for holistic growth.

- *Head and heart are connected*
- *Facts and feelings are connected*
- *Theory and practice are connected*
- *Teaching and learning are connected*

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