

EDUC 264: Methods and Materials in Bilingual Classrooms

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Office hours by appointment

COURSE DESCRIPTION

"Decisions about teaching for biliteracy are often based on socio-political power relationship between English and Spanish rather than on research or developmentally appropriate practices"
(Brisk and Harrington, 2007; Escamilla; 2000, Freeman, 2004).

In this course, we aim to disrupt this imbalance as we explore theories, research, and methods related to the effective instruction of Spanish - English students in grades K -8 in different bilingual settings. This course is designed to prepare elementary teacher candidates who are pursuing a Bilingual Authorization and plan to teach in Spanish -English bilingual programs. EDUC 264E takes into account the state's required teacher preparation standards for bilingual authorization in the areas of language, culture, theory and methodology. Taught primarily in Spanish, this course will support teacher candidates in drawing upon their full linguistic repertoire dynamically and creatively.

To that end, our work will focus on exploring four main ideas and their underlying complexities:

- How do we construct educational spaces that celebrate students bilingual identities*and embody the fluid linguistic practices of bilingual communities?
- How do we leverage students, families, and communities' linguistic and cultural resources to make developmentally, culturally, and linguistically appropriate instructional decisions?
- How do we develop students' literacy and content knowledge in two languages?
- How do we dismantle linguistically racialized hierarchies to build inclusive learning environments?

The course includes an emphasis on the analysis and assessment of Spanish-speaking students' literacy and language development through an in-depth study of one child culminating in a learning profile showcasing their cultural, community, and linguistic assets. Teacher candidates engage in cross-linguistic writing analysis to tailor learning objectives to students' language proficiency and developmental levels in both languages. They also gain practice and guidance on planning lessons that build space for students to draw upon their full linguistic repertoire flexibly, highlight transferability, and promote learning in two languages with the goals that all students have opportunities to become bilingual, biliterate, and bicultural. Additionally, through readings, discussion and assignments, teacher candidates unpack current issues in bilingual education including the commodification of bilingualism, institutional ableism within bilingual programs, and manifestations of anti-blackness within bilingual spaces as they develop the skills and understandings to dismantle linguistically racialized hierarchies in their future classrooms.

COMMITMENT TO STUDENT WELLNESS

We are each starting the 2022-23 academic year in unique circumstances, likely not fully recovered or restored from the stresses of the past 2 and a half years and facing ongoing uncertainties, responsibilities, and emotions. Especially under such conditions, I appreciate your active engagement in our course and will do everything I can do to support you. Without requesting or expecting details of your situation, I will do everything I can to ensure your course learning is productive and enjoyable. However, it is of the most importance that you communicate as early as possible if anything arises so I can be responsive to your needs.

Of note, current stressful events and/or mental health concerns may lead to diminished academic performance, reduce your ability to participate in daily life, or trigger a broad range of feelings. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You can learn more about [the broad range of confidential mental health services available on campus here](#).

HONOR CODE

Students are expected to adhere to Stanford's honor code. According to the Office of Judicial Affairs (OJA) website, "For purposes of the Stanford University Honor Code, plagiarism is defined as the use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s)." For further information, please consult the [OJA website](#).

STUDENTS WITH DOCUMENTED DISABILITIES

Disabled students are a valued and essential part of our learning community and I welcome you to our class. If you experience disability, please register with the Office of Accessible Education (OAE). Professional staff will evaluate your needs, support appropriate and reasonable accommodations, and prepare an Academic Accommodation Letter for faculty. To get started, or to re-initiate services, please visit oea.stanford.edu.

SUPPORT FOR ALL LEARNERS:

This course is designed to support your development as a professional educator. As educators, we are tasked with ensuring the success of ALL learners. Please let me know if the need arises for additional resources or support, and we will work together to develop a plan for success.

ATTENDANCE AND PARTICIPATION

If you must miss a session, let me know as soon as possible so that you can complete all missed work prior to the next session. As valuable members of our learning community, your promptness, engagement, and attendance at each class session is essential. Engagement looks differently for everyone but requires us to think critically, question our assumptions, actively listen, and step up and step back in.

COVID PROTOCOLS

In compliance with Santa Clara County policies [effective March 2, 2022](#), masks continued to be strongly encouraged, and will continue to be mandated in classroom settings through the start of the Fall 2022 quarter. Individuals will be permitted to remove their masks while speaking. Some of us might feel more comfortable wearing masks even when not required, such as when we are speaking or outdoors. All of our preferences are reasonable, and it is important that we treat each others' preferences with respect and care.

COURSE FLOW AND TOPICS

Guiding Question(s)	Session Number and Topics
How do we construct educational spaces that celebrate students' bilingual identities and embody the fluid linguistic practices of bilingual communities?	1. Social view of bilingualism Cultural and community assets
	2. Social and cognitive benefits of bilingualism Linguistic creativity
	3. Historical and political antecedents Commodification of bilingualism Instructional goals and program models
How do we dismantle linguistically racialized hierarchies to build inclusive learning environments?	4. Institutional ableism Linguistically racialized hierarchies
	5. Institutional racism and anti-blackness Teachers advocacy and stance
How do we develop students' literacy and content knowledge in two languages? How do we leverage students, families, and communities' linguistic and cultural resources to make developmentally, culturally, and linguistically appropriate instructional decisions?	6. Developmental biliteracy trajectory Crosslinguistic analysis
	7. Culturally sustaining teaching materials Dynamic bilingualism
	8. Translanguaging pedagogy Translanguaging Universal Design for Learning
	9. Culturally sustaining teaching methods Humanizing pedagogy

COURSE ASSIGNMENT CALENDAR

Below is a table to help you organize yourself around assignments. More details for each assignment are listed below and will be available on Canvas.

Session 5 (10/25)	Session 7 (11/10)	Due after Thanksgiving Break (11/29)
Student Profile Part 1	Student Profile Part 2	Dynamic Bilingualism Read Aloud Lesson Plan

ASSIGNMENTS

Student Profile Part 1

Due date: October 25, 10:00 pm

Objectives:

- Identify cultural, community, and linguistic assets of bilingual students
- Promote authentic family/ caretaker/ community engagement opportunities

You will identify a student in your placement and highlight their cultural, community, and linguistic assets in the form of a case study. This assignment will provide you with the opportunity to interview the student, members of their family/ caretakers and their current teacher. This assignment will help you understand the myriad reasons why families/ caretakers enroll students in bilingual programs while promoting authentic family/ community engagement opportunities. In the second part of this assignment, you will explore ways to utilize the information gathered from part 1 of your student profile to tailor learning objectives to students language proficiency and make developmentally, culturally, and linguistically appropriate instructional decisions.

Student Profile Part 1 Rubric

	1. Approaching Expectations	2. Meeting Expectations	3. Exceeding Expectations
Linguistic assets	<ul style="list-style-type: none"> ● Broadly describes students linguistic assets 	<ul style="list-style-type: none"> ● Utilizes specific examples to describe students linguistic assets 	<ul style="list-style-type: none"> ● Utilizes specific examples to describe students linguistic assets both inside and outside of the classroom
Cultural and community assets	<ul style="list-style-type: none"> ● Broadly describes students cultural and community assets 	<ul style="list-style-type: none"> ● Utilizes specific examples to describe students cultural and community assets 	<ul style="list-style-type: none"> ● Utilizes specific examples to describe students cultural and community assets ● Identifies ways to integrate students cultural and community assets into the classroom
Opportunities for authentic family/c caretaker /community engagement	<ul style="list-style-type: none"> ● Describes families/caretakers interests in enrolling students in bilingual programs 	<ul style="list-style-type: none"> ● Describes families/caretakers interests in enrolling their student in bilingual programs ● Describes families/caretakers hopes and dreams for their student 	<ul style="list-style-type: none"> ● Describes families/caretakers interests in enrolling their student in bilingual programs ● Describes families/caretakers hopes and dreams for their student ● Identifies specific ways to integrate families/caretakers hopes and dreams for their student into the classroom

Student Profile, Part 2

Due date: November 10, 10:00 pm

Objectives:

- Identify students academic strengths and stretches by conducting a cross-linguistic analysis of students writing using the rubrics from Literacy Squared¹
- Tailor learning objectives to students language proficiency and make developmentally, culturally, and linguistically appropriate instructional decisions

In the second part of your student profile, you will explore ways to utilize the information gathered from part 1 of your student profile to tailor learning objectives to students language proficiency and make developmentally, culturally, and linguistically appropriate instructional decisions. You will utilize the Literacy Squared writing prompts and rubrics to conduct a cross linguistic analysis of your case study students' writing. This analysis will focus on structural elements, bilingual transference, and biliteracy development and will be conducted in class.

Student Profile, Part 2 Rubric

	1. Approaching Expectations	2. Meeting Expectations	3. Exceeding Expectations
Academic Strengths	<ul style="list-style-type: none"> • Broadly describes students academic strengths 	<ul style="list-style-type: none"> • Utilizes specific examples to describe students academic strengths • Draws upon the Literacy Squared rubric to describe students strengths 	<ul style="list-style-type: none"> • Utilizes specific examples to describe students academic strengths • Draws upon the Literacy Squared rubric to describe students strengths • Identifies materials that draw upon students strengths to move them to the next developmental level
Academic Stretches	<ul style="list-style-type: none"> • Broadly describes students academic stretches 	<ul style="list-style-type: none"> • Utilizes specific examples to describe students academic stretches • Draws upon the Literacy Squared rubric to describe students strengths 	<ul style="list-style-type: none"> • Utilizes specific examples to describe students academic stretches • Draws upon the Literacy Squared rubric to describe students strengths • Identifies materials that draw upon students stretches to move them to the next developmental level
Learning Objectives	<ul style="list-style-type: none"> • Creates learning objectives that broadly draw upon students strengths and stretches 	<ul style="list-style-type: none"> • Creates learning objectives that align with students strengths and stretches 	<ul style="list-style-type: none"> • Creates learning objectives that align with students strengths and stretches and can move students on to the next developmental level on the Literacy Squared rubric

¹Kathy Escamilla, Susan Hopewell, Sandra Butvilofsky, Wendy Sparrow, Lucinda Soltero González, Olivia Ruiz -Figuroa, and Manuel Escamilla. (2014).

Biliteracy from the Start: Literacy Squared in Action. Philadelphia, PA: Caslon Publishing. 224 pp.

Dynamic Bilingualism

Due date: November 29, 10:00 pm

Objective

- Plan a read aloud that draws upon the principles of dynamic bilingualism²
 - Utilizing language dynamically
 - Engaging in meaning making by collaborating to construct meaning
 - Utilizing the following biliteracy strategies strategically to comprehend the text
 - Drawing upon personal experiences and cultural knowledge
 - Displaying comprehension and vocabulary strategies
 - Employing metalinguistic strategies

A planning template will be provided for this assignment

Dynamic Bilingualism Rubric

	1. Approaching Expectations	2. Meeting Expectations	3. Exceeding Expectations
Utilizing language dynamically	<ul style="list-style-type: none"> ● Materials chosen provides students some opportunities to utilize language dynamically 	<ul style="list-style-type: none"> ● Materials chosen provides students with explicit planned opportunities to utilize language dynamically 	<ul style="list-style-type: none"> ● Materials chosen provides students with explicit planned opportunities to utilize language dynamically and draw upon their full linguistic range
Engaging in meaning making	<ul style="list-style-type: none"> ● Some opportunities for students to engage in meaning making 	<ul style="list-style-type: none"> ● Plans specific opportunities for students to engage in meaning making 	<ul style="list-style-type: none"> ● Plans specific opportunities for students to engage in meaning making by collaborating with peers to construct meaning
Connecting to students lived experiences	<ul style="list-style-type: none"> ● Some opportunities for students to draw upon personal experiences and cultural knowledge 	<ul style="list-style-type: none"> ● Plans specific opportunities for students to draw upon personal experiences and cultural knowledge 	<ul style="list-style-type: none"> ● Plans specific opportunities for students to draw upon personal experiences and cultural knowledge to further comprehend the text
Employing biliteracy comprehension strategies	<ul style="list-style-type: none"> ● Models some comprehension and/or vocabulary strategies 	<ul style="list-style-type: none"> ● Plans specific opportunities to model comprehension strategies ● Engages in explicit vocabulary instruction 	<ul style="list-style-type: none"> ● Plans specific opportunities to model comprehension strategies ● Engages in explicit vocabulary instruction drawing upon students metalinguistic knowledge

²Jo Worthy, Leah Durán, Michiko Hikida, Alina Pruitt & Katie Peterson (2013) Spaces for Dynamic Bilingualism in Read-Aloud Discussions: Developing and Strengthening Bilingual and Academic Skills, Bilingual Research Journal, 36:3, 311 -328, DOI: [10.1080/15235882.2013.845622](https://doi.org/10.1080/15235882.2013.845622)

A NOTE ABOUT READINGS

Each of the readings was carefully selected to provide a different perspective, unearth new ideas, and link together important topics in the field of bilingual education. My hope is that in reading, debating, and discussing these ways of enacting bilingualism you will begin to construct your own ideologies and envision your own transformative practices. I urge you to use the focus questions as a guide for making sense of new ideas and come to class ready to link theory to practice and envision equitable classrooms that build bilingual learners.

<p>Session 1 (9/ 27)</p>	<p>How do our students enact the fluid linguistic practices of their bilingual communities?</p> <p>How might we construct educational spaces that celebrate students' bilingual identities?</p>	<p>Butvilofsky, S. A. (2012). <i>What I know about Spanish is that I don't talk it much</i> . Learning from Culturally and Linguistically Diverse Classrooms: Using Inquiry to Inform Practice, 124</p> <p>Beeman, K., & Urow, C. (2013). <i>Teaching for biliteracy: Strengthening bridges between languages</i> . Philadelphia: Caslon. Chapter 2</p>
<p>Session 2 (10/4)</p>	<p>What theories underlie the principles of bilingual education?</p> <p>How do students enact linguistic creativity?</p>	<p>García, Ofelia.Kleifgen, Jo Anne. (2010) <i>Educating emergent bilinguals :policies, programs, and practices for English language learners</i> New York : Teachers College Press Selected excerpts assigned as a jigsaw</p> <ul style="list-style-type: none"> ● Cognitive benefits ● Literacy & Biliteracy ● Dynamic Bilingualism ● Translanguaging ● Relationship between Bilingualism and Achievement <p>Beeman, K., & Urow, C. (2013). <i>Teaching for biliteracy: Strengthening bridges between languages</i> . Philadelphia: Caslon. Chapter 5</p>
<p>Session 3 (10/ 11)</p>	<p>What is the history of bilingual education programs and policies?</p> <p>What is the rhetoric around the benefits of bilingual education?</p> <p>What are the instructional goals for different program models?</p>	<p>García, Ofelia.Kleifgen, Jo Anne. (2010) <i>Educating emergent bilinguals :policies, programs, and practices for English language learners</i> New York : Teachers College Press, Chapter 3</p> <p>Valdez, Verónica & Delavan, Garrett & Freire, Juan. (2016). The Marketing of Dual Language Education Policy in Utah Print Media. <i>Educational Policy</i>. 30. 10.1177/ 0895904814556750.</p>
<p>Session 4 (10/ 18)</p>	<p>Who gets to become bilingual/ biliterate?</p> <p>How does a dis/ ability label impact students opportunities</p>	<p>María Cioè-Peña (2020) Bilingualism for students with disabilities, deficit or advantage?: Perspectives of Latinx mothers, <i>Bilingual Research Journal</i>, DOI: 10.1080/ 15235882.2020.1799884</p>

	to become fully bilingual/ biliterate?	Patricia Martínez-Álvarez (2019) Disability labels and emergent bilingual children: current research and new possibilities to grow as bilingual and biliterate learners, <i>Race Ethnicity and Education</i> , 22:2, 174-193, DOI: 10.1080/13613324.2018.1538120
Session 5 (10/25)	How does anti-blackness emerge in bilingual programs? How do we ensure that bilingual education programs dismantle racial and economic injustice instead of inadvertently contributing to the marginalization of minoritized communities?	<u>Black Immigrant Lives are Under Attack</u> <i>RAICES Research Brief</i> Palmer, D. (2010), Race, Power, and Equity in a Multiethnic Urban Elementary School with a Dual -Language “Strand” Program. <i>Anthropology & Education Quarterly</i> , 41: 94 -114. https://doi.org/10.1111/j.1548-1492.2010.01069.x
Session 6 (11/1)	How do our students draw upon their full linguistic range to express themselves in writing?	Kathy Escamilla, Susan Hopewell, Sandra Butvilofsky, Wendy Sparrow, Lucinda Soltero González, Olivia Ruiz - Figueroa, and Manuel Escamilla. (2014). <i>Biliteracy from the Start: Literacy Squared in Action</i> . Philadelphia, PA: Caslon Publishing. 224 pp. Pages 51-57, 94-97 and 115-137 corresponding to your current placement grade Rubin, R., & Carlan, V. G. (2005). Using writing to understand bilingual children's literacy development. <i>The reading teacher</i> , 58(8), 728-739
Session 7 (11/10)	How do teachers build space for students to draw upon their full linguistic repertoire flexibly?	Tonatiuh, Duncan, author. <i>Separate Is Never Equal : Sylvia Mendez & Her Family's Fight for Desegregation</i> . New York :Abrams Books for Young Readers, 2014. Jo Worthy, Leah Durán, Michiko Hikida, Alina Pruitt & Katie Peterson (2013) Spaces for Dynamic Bilingualism in Read-Aloud Discussions: Developing and Strengthening Bilingual and Academic Skills, <i>Bilingual Research Journal</i> , 36:3, 311-328, DOI: 10.1080/15235882.2013.845622 Recommended Ann E. Ebe, (2015), The Power of Culturally Relevant Texts: What Teachers Learn about their Emergent Bilingual Students, in Yvonne S. Freeman , David E. Freeman (ed.) <i>Research on Preparing Inservice Teachers to Work Effectively with Emergent Bilinguals (Advances in Research on Teaching, Volume 24)</i> Emerald Group Publishing Limited, pp.33 - 53
Session 8 (11/15)	How do teachers utilize translanguaging to foster spaces for meaning making and metalinguistic connections?	Translanguaging: A CUNY -NYSIEB Guide for Educators CM Celic, K Seltzer - 2013 Read pages 7-18; skim different practices that catch your interest Recommended Cioè-Peña, M. (2022), TrUDL, A Path to Full Inclusion: The Intersectional Possibilities of Translanguaging and Universal Design for Learning. <i>TESOL J</i> , 56: 799-812. https://doi.org/10.1002/tesol.3074

<p>Session 9 (11/ 17)</p>	<p>How do we enact a humanizing pedagogy? How do we overcome institutional barriers and implement culturally sustaining pedagogies?</p>	<p>Why Are We Speaking So Much English? <i>Promoting equity in dual -language classrooms in Rethinking bilingual education: welcoming home languages in our classrooms</i>, edited by Elizabeth Barbian, Grace Cornell Gonzales and Pilar Mejía, Milwaukee, Re -thinking Schools, 2017.</p> <p>Huerta, T. (2011). Humanizing pedagogy: Beliefs and practices on the teaching of Latino children. <i>Bilingual Research Journal</i>, 34(1), 38-57.</p> <p style="text-align: center;">Recommended</p> <p>Juan A. Freire & Verónica E. Valdez (2017) Dual language teachers' stated barriers to implementation of culturally relevant pedagogy, <i>Bilingual Research Journal</i>, 40:1, 55 -69, DOI: 10.1080/15235882.2016.1272504</p>
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