

DR. JOSÉ MEDINA:



EDUCATIONAL SOLUTIONS

# Without Anti-Bias and Anti-Racism Work, It Is Not Dual Language

CABE Summer Spanish DLI Conference

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## Reflection

- Are we equally focusing on the three goals of dual language - or only on the two that we feel most comfortable with?

**DUAL LANGUAGE  
MUST BE DISRUPTIVE.**

**IT MUST BE  
DESMADRE.**

**IT MUST BE  
REVOLUTIONARY.**

# The 3 Goals of Dual Language Education



Bilingualism and  
Biliteracy



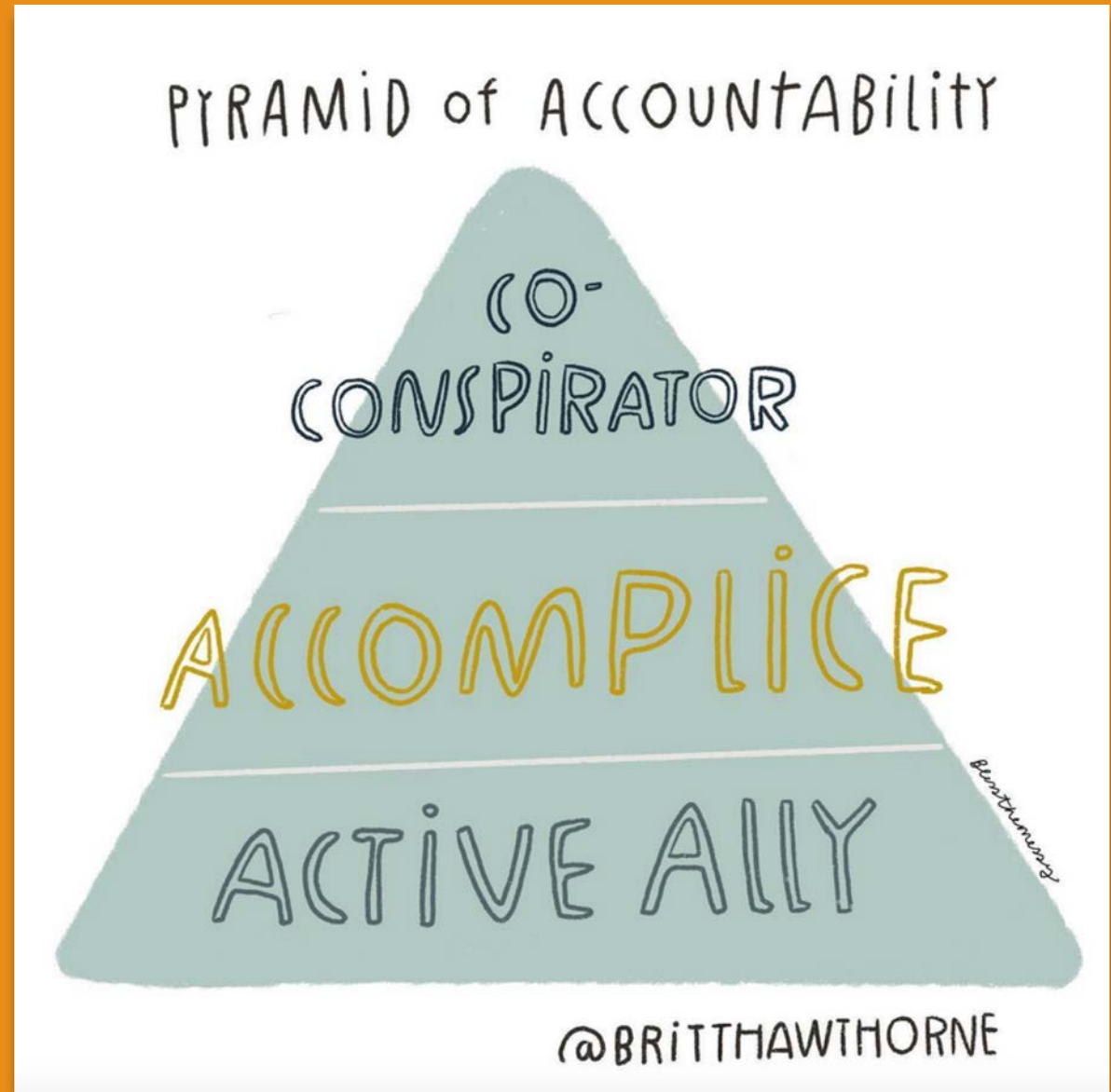
Grade Level  
Academic  
Achievement in  
Both Program  
Languages



Sociocultural  
Competence



# Pyramid of Accountability



# Sociocultural Competence

- Sociocultural competence is the ability to see similarities and differences in each other, but to see the differences as opportunities to connect, rather than obstacles to overcome.
- Sociocultural competence is the foundational goal of dual language.
- However, it is often ignored or only addressed in superficial ways:
  - Diversity night
  - Read-aloud of book by Black author during Black History Month
  - Speaking about César Chávez during National Hispanic Heritage Month
  - Inviting Dragon Dancers to perform at an event
- This is a good start, but it is not enough.



# Critical Consciousness

- Paulo Freire (1970), author of *Pedagogy of the Oppressed*, defines critical consciousness as the ability to intervene in reality in order to change it, with a focus on equity and social justice.
- Critical consciousness allows students to engage in meaningful [instruction] and projects that solve problems that matter in their lives (Ladson-Billings, 2017)
- Contemporary research has found that critical consciousness not only expands young people's commitment to challenging pervasive injustice, but also increases academic achievement and engagement (El-Amin et. al, 2017).



# Impact of Sociocultural Competence and Critical Consciousness

- As part of the educational experience, and specifically in dual language classrooms, these have the power to:
  - Engage PK-12 students in the dismantling of systems of powers that continue to marginalize certain communities
  - Provide students direct opportunities to sustain and expand their cultural repertoire
  - Establish a cycle of critical conscious development that includes critical analysis, sense of agency, and critical action
  - Directly provide support for sociocultural competence goal



# They're not too young to talk about race!



Young children notice and think about race. Adults often worry that talking about race will encourage racial bias in children, but the opposite is true. **Silence about race reinforces racism** by letting children draw their own conclusions based on what they see. Teachers and families can play a powerful role in helping children of all ages develop positive attitudes about race and diversity and skills to promote a more just future—but only if we talk about it!

**Do some learning of your own** to get ready for conversations with children. Here are some good places to seek *information* and *training*:

- Teaching Tolerance — [tolerance.org](http://tolerance.org)
- Raising Race Conscious Children — [raceconscious.org](http://raceconscious.org)
- Embrace Race — [embracepace.org](http://embracepace.org)
- Teaching for Change — [teachingforchange.org](http://teachingforchange.org)
- AORTA Cooperative — [aorta.coop](http://aorta.coop)
- Fortify Community Health (CA) — [fortifycommunityhealth@gmail.com](mailto:fortifycommunityhealth@gmail.com)
- Delaware Valley Assoc. for the Education of Young Children (PA) — [dvaeyc.org](http://dvaeyc.org)



# What happens to our students when we don't address important topics?

- Silence teaches fear - the subject is so dangerous that adults won't talk about it.
- Silence robs children of a vocabulary to talk about, or ask questions about, what is confusing.
- Silence forces children to figure things out on their own with their limited understanding of the world.
- Silence forces children to rely on other children or media for information.
  - Liz Kleinrock, Teach and Transform, 2019

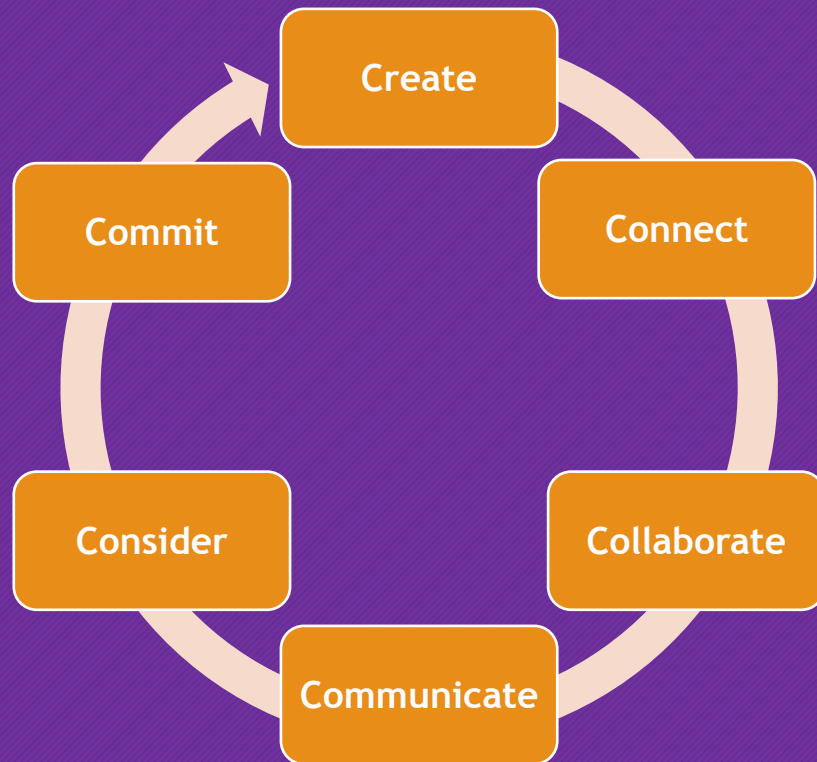


# Reflection

- Do you lesson plan with the intent to dismantle systems of oppression OR to maintain them?

**DUAL LANGUAGE  
WITHOUT  
ANTIRACIST  
WORK  
IS  
BULLSHIT.**

# C6 Biliteracy Instructional Framework™



- Framework designed to create access to grade level standards regardless of student language proficiency
- Aligned to the *Guiding Principles for Dual Language Education: 3<sup>rd</sup> Edition*
- Target the attainment of the 3 goals of dual language
- May be used in dual, bilingual, and/or monolingual school settings because of the additive nature of the framework



# C6 Biliteracy Framework

## C6 Biliteracy Instructional Framework™

<b>Create</b> and design authentic learning experiences that bring together content, language, and culture.	<ul style="list-style-type: none"> <li>▪ Content learning target</li> <li>▪ Language learning target</li> <li>▪ Culture learning target</li> </ul>
<b>Connect</b> learning experiences to students' lives and linguistic repertoires.	<ul style="list-style-type: none"> <li>▪ Activating and valuing students' schemas</li> <li>▪ Social and academic language (as part of one linguistic repertoire)</li> <li>▪ Cross-linguistic connections</li> </ul>
<b>Collaborate</b> with students as a facilitator of instruction, rather than a depositor of information.	<ul style="list-style-type: none"> <li>▪ Culturally responsive pedagogy</li> <li>▪ Differentiated instruction</li> <li>▪ Higher level thinking</li> </ul>
<b>Communicate</b> and model oral and written language, while structuring authentic student-to-student interaction that reflects each of the program languages.	<ul style="list-style-type: none"> <li>▪ 4+1 Language domains</li> <li>▪ Scripting</li> <li>▪ Authentic biliteracy instruction and environmental print support</li> </ul>
<b>Consider</b> students' varied instructional needs as an opportunity to promote reflection and self-assessment.	<ul style="list-style-type: none"> <li>▪ Student learning modalities</li> <li>▪ Active student engagement</li> <li>▪ Diverse and authentic biliteracy assessments</li> </ul>
<b>Commit</b> , in collaboration with students, to creating a learning environment that is focused on continuous improvement and service to others.	<ul style="list-style-type: none"> <li>▪ Personal and academic growth</li> <li>▪ Sociocultural competence</li> <li>▪ Global citizenship and service</li> </ul>

# Culture Learning Targets: Planning for Sociocultural Competence (Abbreviated Version)

- Four ways to create a cultural learning target:
  - Amplify the voices of marginalized communities
  - Connect to child and/or real world
  - Cross-linguistic connections and translanguaging
  - Social and academic language as equals



# Reflection

- As BIEOC, how have we dealt with our own feelings about being colonized?
- Are we actively working to be White adjacent?

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**OPONERSE AL  
MOVIMIENTO  
BLACK LIVES MATTER  
ES RECHAZAR LA  
INTERSECCIÓN DE  
NUESTRAS HISTORIAS  
COMPARTIDAS**



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# Cultural Proficiency Continuum

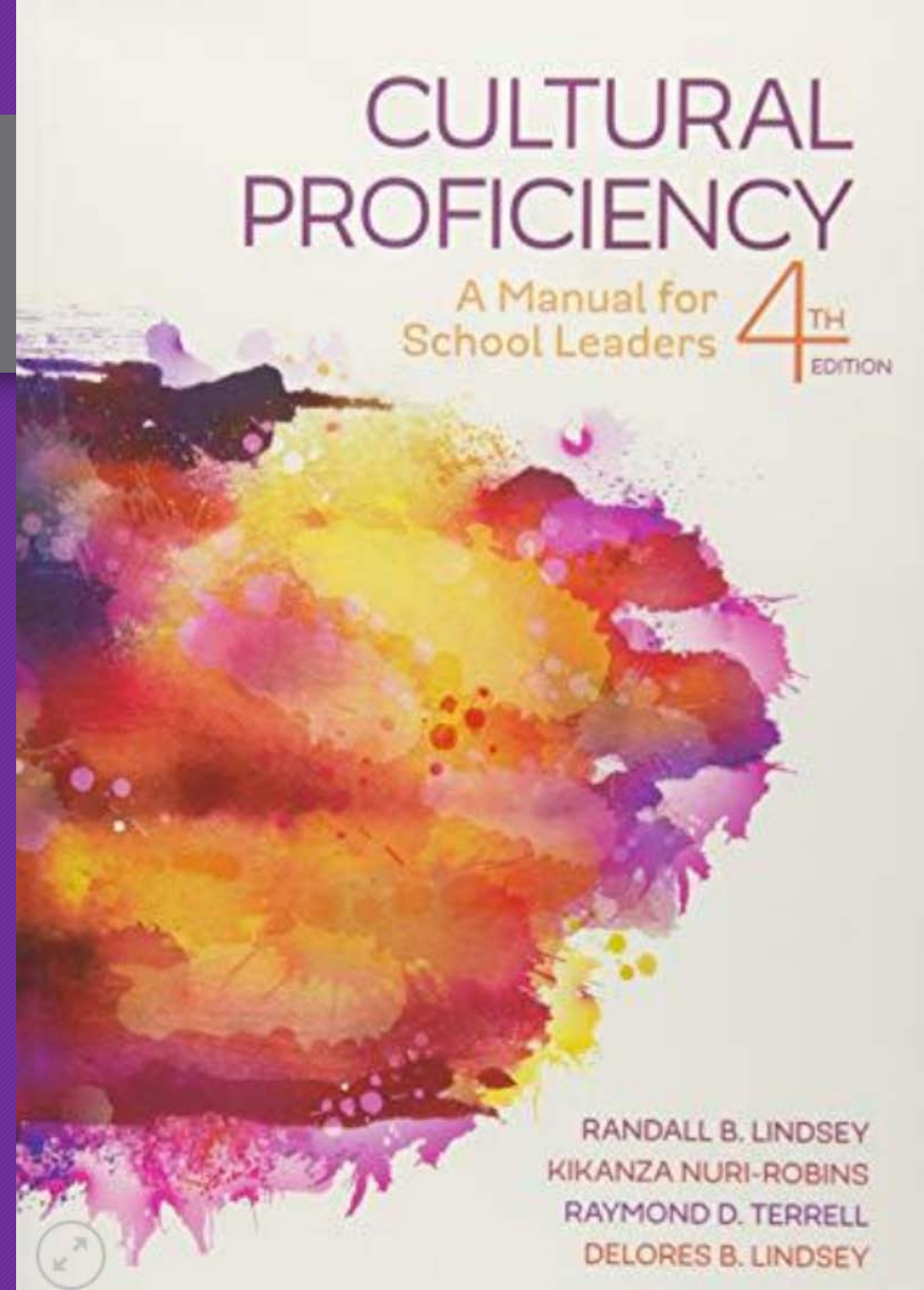
- The Cultural Proficiency Continuum, developed by Lindsey, Robins, and Terrell (2009) is a tool that can be used in schools effectively, by offering the same language to all stakeholders when engaging in self-reflection.
- There are six levels to the continuum, and when students regularly interact and understand deeply what each of the six levels represents and “sounds like,” they are better able to value, respect, and serve others.



# Cultural Proficiency Defined

- Cultural proficiency is a mind-set, a world-view, a way a person or an organization make assumptions for effectively describing, responding to, and planning for issues that arise in diverse environments.

- Lindsey, R., Robins, K., and Terrell, R. (2009)





# Cultural Proficiency Continuum



Cultural Proficiency



Cultural Competence



Cultural Pre-Competence



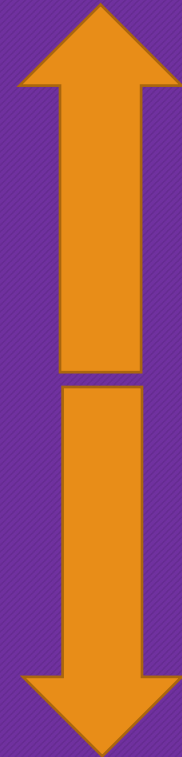
Cultural Blindness



Cultural Incapacity



Cultural Destructiveness





# Cultural Destructiveness

- See the difference and stomp it out.
- “I don’t need to learn more strategies regarding how to serve language learners because I am certified to teach in my content area.”
- “Our students and parents need to know English because we live in the United States.”





# Cultural Incapacity

- See the difference and make it wrong.
- “I support gay people. I just don’t want to hear about it.”
- “I don’t know if our Black students belong in DL - especially because they have no Spanish support at home.”





# Cultural Blindness

- See the difference and dismiss it.
- “Really, I don’t see color and that’s why I treat all kids alike.”
- “Once the students who just arrived from Guatemala understand the way we do things here, they will be very successful.”





# Cultural Pre-Competence

- See the difference and recognize what you don't know.
- “I don't understand why Jehovah's Witnesses don't celebrate Christmas, but we are still going to put up a Christmas tree in my class.”
- This year, after state assessments, we even had Dragon Dancers perform during our diversity night.”





# Cultural Competence

- See the difference and understand its importance.
- “The district leadership team attended the PD on meeting language learners’ needs.”
- “Our district scope and sequence was redesigned through a biliteracy lens with the additional intent of decolonizing the curriculum.”





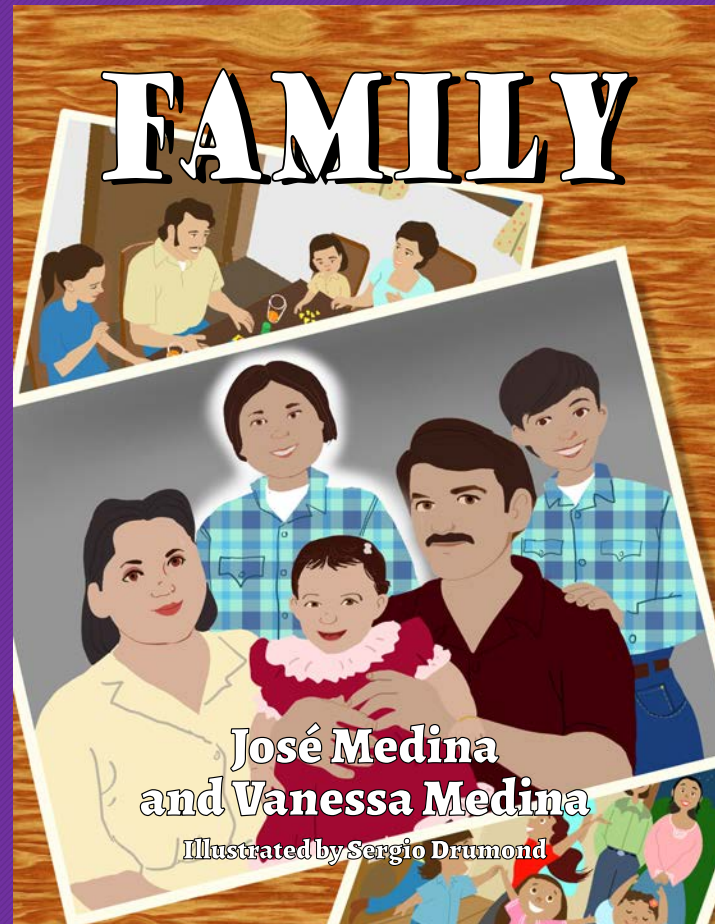
# Cultural Proficiency

- Seek the differences, respond positively, and continue to learn about self and others.
- “Our students understand their role as defenders of equity and social justice.”
- “I wake up every single morning with the understanding that my duty is to create desmadre in the name of equidad and social justice.”

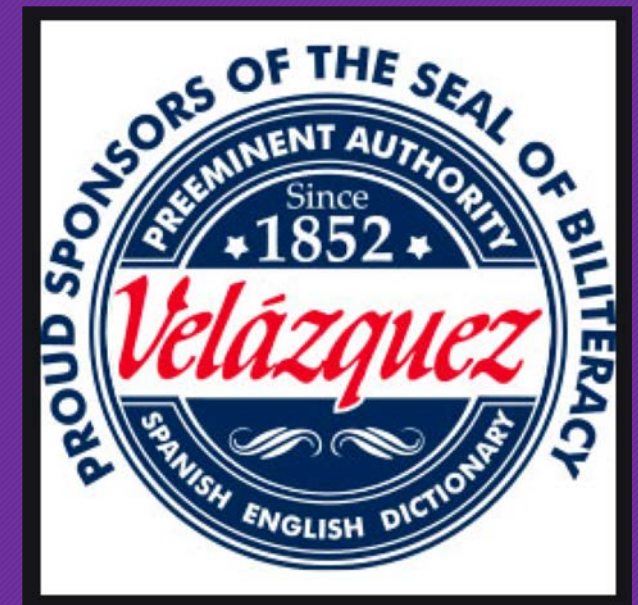




# Sociocultural Competence in Action: Remote Learning

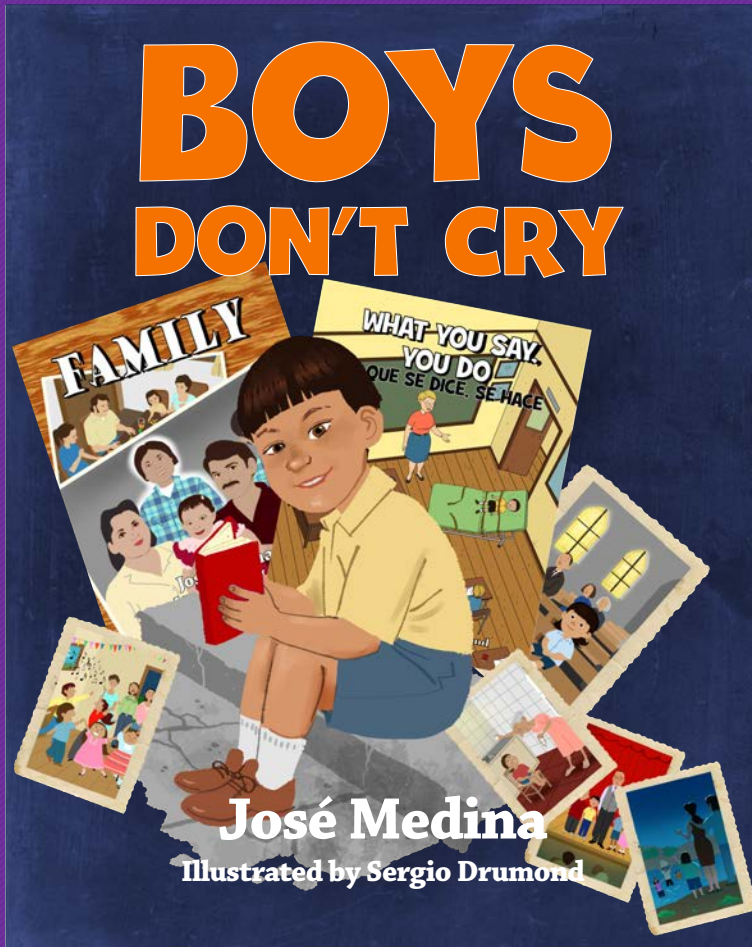


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# Sociocultural Competence in Action: Remote Learning



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¡La mera neta!

On social media, answer the following:

In order to dismantle systems of oppression, I will...

Twitter: @josemedinajr89

Instagram: @josemedina1000

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**¡A CAUSAR  
DESMADRE!**

**MONOCULTURAL  
MONOLINGUAL  
HETERONORMATIVE  
PATRIARCHAL**

**EDUCATIONAL SYSTEMS  
OF OPPRESSION WILL NOT  
DISRUPT THEMSELVES.**

**DR. JOSÉ MEDINA  
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# WHO ARE WE?

DR. JOSÉ MEDINA:



EDUCATIONAL SOLUTIONS

OUR BOUTIQUE EDUCATIONAL CONSULTING COMPANY SERVES TO CREATE EDUCATIONAL ACCESS FOR ALL STUDENTS AND THEIR FAMILIES. WITH A SPECIFIC FOCUS ON MEETING THE NEEDS OF EMERGENT BILINGUAL STUDENTS AND LANGUAGE LEARNERS, WE PROVIDE A WIDE RANGE OF DUAL LANGUAGE SUPPORT TO EDUCATIONAL ENTITIES IN THE UNITED STATES AND INTERNATIONALLY.

## SERVICES:

- PROFESSIONAL DEVELOPMENT
- JOB-EMBEDDED COACHING FOR TEACHERS AND ADMINISTRATORS
- TECHNICAL ASSISTANCE
- FACILITATION OF KEYNOTE ADDRESS

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