

Mini Course on
Effectively Serving Latino/a Students in the Classroom
February – April, 2010 4:00 – 6:00 p.m.
Location: Alverno College

Course Objective:

This course focuses on effective pedagogy for culturally and linguistically diverse students. Research shows that schools culturally and linguistically diverse students are well served in teaching and learning environments that are (a) culturally responsive, (b) pedagogically rich, and (c) asset-based. Participants in this class will enhance their knowledge, skills, and dispositions to cultivate such environments in their own classrooms and school communities.

Essential Questions:

- What does Catholic social teaching direct us to do to create effective teaching and learning environment for bilingual students?
- What are the sound pedagogical practices of teaching bilingual students to cultivate English language acquisition *and* content knowledge simultaneously?
- Why is it important to embrace and affirm the cultures students bring with them to the classroom?
- How can teachers embody in theory and in practice the tenet of culturally relevant teaching? How can and should the racial and ethnic lived experience of students influence culturally relevant teaching?

Participants Will:

- Strategize how to develop classroom environments that support bilingual students in their dual quests of developing proficiency in academic English and mastery of content
- Identify and model practical ways to build on strengths of bilingual students and families to promote academic success.
- Demonstrate understanding of culturally responsive instruction techniques which can inform daily practice
- Practice collaboration with their colleagues (both within and beyond the school) and constituents (families) to scaffold their capacity to effectively serve bilingual students

Evidence of Understanding:

- Reflective writing
- Project work reflecting ability to deliver culturally congruent teaching methods and curriculum to improve learning and outcomes, especially for bilingual students
- Develop a thematic unit that reflects cultural relevancy
- Able to refine test questions to avoid jargon or unnecessarily complex sentence instruction. (This can increase ELL performance by up to 20% (Abedi & Dietel, 2004)

Course Agenda:

- Wed. 2/10/10** *Day 1: Catholic Social Teaching and Serving the Immigrant Church*
(Rev. Steven Avella, History Professor, Marquette University)
Serving an immigrant population has been a fundamental strand of the American Catholic Church for well over a century. Serving an immigrant population protects the dignity of all people, the very tenet of the Catholic. If this is true, then it is incumbent that Catholic school teachers embrace this.
Location: Research Center for Women and Girls (CLB33)
- Wed. 2/24/10** *Day 2: Cultivating Effective Teaching and Learning Environments for Bilingual Latino Students: Part I*
(Martin, Francesca)
We will address how educators who do not speak Spanish can effectively work with Latino students and families for whom English is a second language. Including principles of delivering culturally relevant teaching in a mono-lingual classroom.
Location: Research Center for Women and Girls (CL133)
- Tues. 3/9/10** *Day 3: Cultural Communication*
(Carrie, Kate, Sheryl)
In this portion of the workshop the cultural context of Latino/a students in our community will be discussed. Specifically, prominent cultural values, communication styles, and strengths that educators can identify and nurture among their students will be discussed. A special break-out session will be offered in order to apply principles of cultural communication to interactions with students from different language backgrounds, their families, and their community.
Location: Research Center for Women and Girls (CL133)
- Wed. 3/24/10** *Day 4: Part 2: Cultivating Effective Teaching and Learning Environments for Bilingual Latino Students: Part II*
(Desiree, Sheryl)
Location: Research Center for Women and Girls (CL133)
- Wed., 4/14/10** *Day 5: Processing/Next Steps*
(All available)
Goal setting
Sharing of project progress
Location: CL B33

Workshop Facilitators:

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Professor of History, Marquette University

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Assistant Professor of Education, Marquette University

Dr. Desiree Pointer Mace- Phone: 414-382-6345 E-mail: Desiree.pointer-mace@alverno.edu
Assistant Professor of Education, Alverno College
Limited availability first 8 wks of semester

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ESL Coordinator, Alverno College

Dr. Kate Masley- Phone: 414-382-6471 E-mail: kate.masley@alverno.edu
Director, Alverno College Research Center for Women and Girls

Dr. Carrie Smith King Phone: 414-258-4810 E-mail: kingc@mtmary.edu
Director, Graduate Program in Counseling
Assistant Professor, Mount Mary College

Graduate Credit Charge

Participants/students can receive, if desired, **GRADUATE CREDIT (1 credits)**, toward a **graduate degree or bilingual/ELL certification** for the experience/course. Additional information to follow.

REGISTRATION: If interested in signing up for this course, please call Yadira Lopez at the GMCEC at 414-288-4589.