



ADVOCATING FOR CALIFORNIA'S MULTILINGUAL STUDENTS

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Margarita Jimenez-Silva

- Associate Professor School of Education
- Chair of Teacher Education
- Research focuses on preparing and supporting teachers working with culturally and linguistically diverse students



Agustina Carando

- Assistant Professor of Hispanic Linguistics
- Director of the Spanish for Heritage Speakers Program
- Specializes in bilingualism and Spanish in US





Quarter @ Aggie Square

<https://qas.ucdavis.edu/study>

- Cohort model: interdisciplinary set of courses specially planned around a complex topic that leverages the Downtown Sacramento campus
- A related internship, collaborating with public and private partners: community members, entrepreneurs, health innovators and policy leaders, as well as the business sector, government agencies and nonprofit organizations.
- Community engagement events including public lectures and volunteer work



Q@AS: 2020-2021

- Advancing Health Care Equity
- Biomedical Engineering at the Health Campus
- Transformative Justice Studies
- Multilingual Education for California



Multilingual Education in California



INTRODUCTION

This experience is aimed at forming a cohort of Spanish-English bilingual K-12 teachers and advocates, a growing need in California as we embark on Global California 2030, a State Department of Education initiative which calls for half of all K-12 students to participate in programs leading to proficiency in two or more languages by 2030.

The curriculum offers courses in education and Latinx language and culture, and internship hours at the [Language Academy of Sacramento](#). The rich urban landscape around Aggie Square will give students the unique opportunity to engage with Sacramento's community organizations, nonprofits, and government entities

Who should take this experience?

This experience is ideal for students interested in becoming bilingual K-12 teachers or education advocates.

- Majors: Spanish, Linguistics, and Chicana/o studies
- Minors: Education

Next Offered: Spring 2021

Quarter at Aggie Square scheduled experiences are subject to change.

Goals

Increase

Increase the pipeline of bilingual teachers

Demystify

Demystify Spanish in the school context and boost prospective teachers' confidence

Immerse

Immerse teachers in innovative bilingual classrooms, a rare opportunity in Sacramento

Leverage

Leverage community resources to foster life-long connections between educators and the public

Multilingual Education in California

COURSES

- > *SPA 118: Spanish for Education - 4 units*
- > *EDU 198: Introduction to Latin American Culture (Group Study) - 4 units*
- > *EDU 121: Introduction to Education Policy Analysis: Tools, Methods and Frameworks - 4 units*
- > *EDU 100: Introduction to Schools - 4 units*

INTERNSHIP

Students will spend 30 observation hours at the Language Academy of Sacramento, a dual-immersion school located at the heart of Aggie Square, and take field trips to other bilingual programs in the area.

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9	Internship		Internship		Internship
9:00-10:30		SPA 118 (1.5hrs)		SPA 118 (1.5hrs)	
10:30-11:30					
11:30-1:00		EDU 121 (1.5hrs)		EDU 121 (1.5hrs)	
1-1:30					
1:30-3:00		EDU 198 (1.5hrs)		EDU 198 (1.5hrs)	
3-3:30					
3:30-5:00	EDU 100		EDU 100		

Internship hours to be completed on Monday, Wednesday & Fridays
between 8:00-3:00


Schedule

SPA 118: Spanish for Education

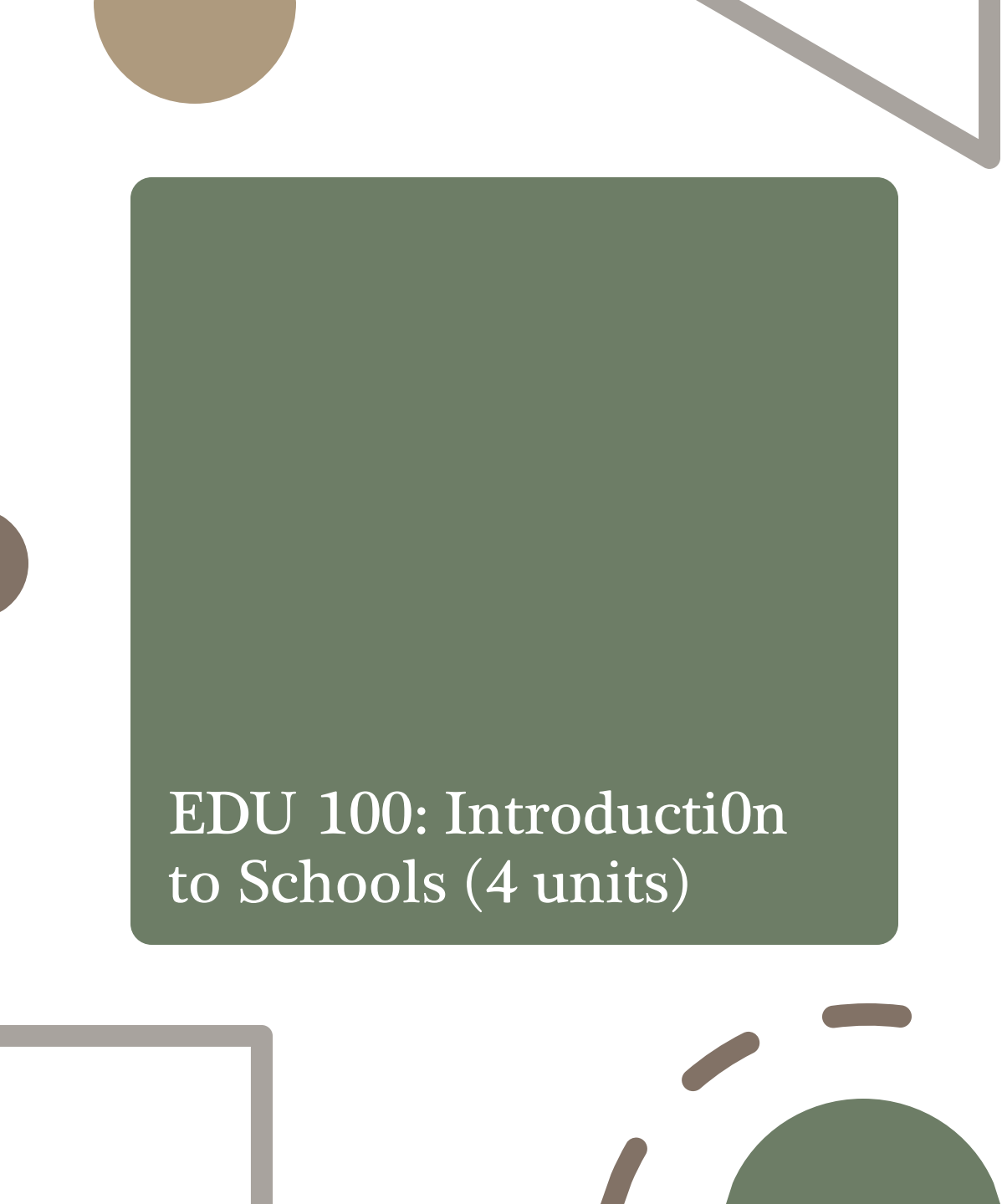
Overview of the heritage speaker population:
common challenges and where they come from



Review of Spanish "grammar": based on a survey of
students' concerns, focus on regional variations in
contrast to the normative standard



Collaborative projects on typical school "products":
flyers, letters to parents, campus handbook, lesson
plans, presentations, back-to-school night, etc.



EDU 100: Introduction
to Schools (4 units)

This course will cover:

- the occupational concerns of teachers, with a focus on bilingual teachers
- skills for observing classroom activities
- school organization and finance
- school reform movements
- observing, aiding, and tutoring in schools



LAS

ADJACENT PRIVATE PROPERTY

AGGIE SQUARE

MARKET PLAZA

PLACEHOLDER FOR PARKING WITH STRUCTURE FRIENDLY USES

2ND AVE
STOCKTON BLVD

Stockton Blvd

Language Academy of Sacramento



Internship component:

- 30 observation hours at the LAS
- Virtual "field trips" to other bilingual classrooms in the area



EDU 198 – Introduction to Latin American Culture (Group Study) 4 units

- Introduction to history, geography and culture of Latin America addresses multiple genres of cultural production and representation, with a focus on cultural diversity and regional differences.
- Focused on preparing students for the Area V of the Spanish language California Subject Examination for Teachers (CSET) required for a bilingual authorization.
- Will be submitted to the California Commission on Teacher Credentialing to be considered as a waiver for the CSET V test.

EDU 121:
Introduction to
Education Policy
Analysis: Tools,
Methods, and
Frameworks

- This introduction to the field of education policy analysis is adapted from its original focus on the quantitative and economics roots policy to include the sociopolitical and sociocultural aspects that impact policy development, and the effects of language policies on educational communities
- Speakers from the California Latino Legislative Caucus to discuss specific upcoming legislative bills impacting education
- Attorneys from the Legislative Counsel of California to discuss various tools and frameworks used in drafting policy

Proposed Research - Quantitative

Please rate the concepts and strategies listed below using the criteria provided. Decide how knowledgeable you are about each concept or strategy. Then rate how confident you are in your ability to use or implement each concept or strategy. Finally, rate how useful each concept or strategy is for you.

- Knowledge:**
- 0 – I have no knowledge of this concept or strategy.
 - 1 – I have some knowledge of this concept or strategy.
 - 2 – I have more than average knowledge of this concept or strategy.
 - 3 – I have a substantial amount of knowledge about this concept or strategy.

- Confidence:**
- 0 – I am not confident in my ability to use or implement this concept or strategy.
 - 1 – I am somewhat confident in my ability to use or implement this concept or strategy.
 - 2 – I am more confident than most in my ability to use or implement this concept or strategy.
 - 3 – I am very confident in my ability to use or implement this concept or strategy.

- Useful:**
- 0 – I do not view this concept or strategy as useful and/or relevant in my teaching.
 - 1 – I view this concept or strategy as somewhat useful and/or relevant in my teaching.
 - 2 – I view this concept or strategy as more useful than most other concepts or strategies.
 - 3 – I view this concept or strategy as highly useful and/or relevant in my teaching.

Concept	Knowledge	Confidence	Useful
1. A bilingual...	0 1 2 3	0 1 2 3	0 1 2 3

Knowledge, Confidence, and Usefulness (KCU) Instrument

- Constructs
 - Own bilingualism/biliteracy skills
 - Policy
 - Advocacy

Proposed Research- Qualitative



Participants: 10-20 students in the cohort



Community Partners

Language Academy of Sacramento:
Principal, Teachers, and Families
Guest Speakers



Testimonios, Focus Groups, and Interviews



PI's: field journals, teaching materials/notes, and analytic memos

Application deadline: February 7th
Notification of acceptance: February 14th

Questions?



