

LIVING CRITICAL SOCIOCULTURAL PEDAGOGY IN CLASSROOM PRACTICE

Annala Teemant, Ph.D. (ateemant@iupui.edu)
Indiana University-Purdue University Indianapolis

Overview

3

- The U.S. Context for K-12 Public Education
- The Rationale for the Critical in Teaching Practice
- Defining Critical Sociocultural Pedagogy
- Lessons from Instructional Coaching Outcomes
 - Quantitative: Teachers' & Students'
 - Qualitative: Identity, Power, & Agency

National Snapshot

Number

Number of LEP Students

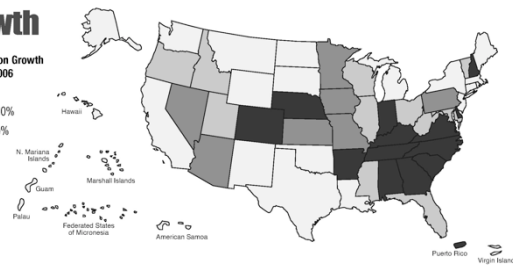
- >100,000
- 20,000 - 100,000
- 5,000 - 20,000
- <5,000



Growth

LEP Population Growth from 1995-2006

- >200%
- 100% - 200%
- 50% - 100%
- <50%



Record growth is matched by record political rancor against immigrant populations.

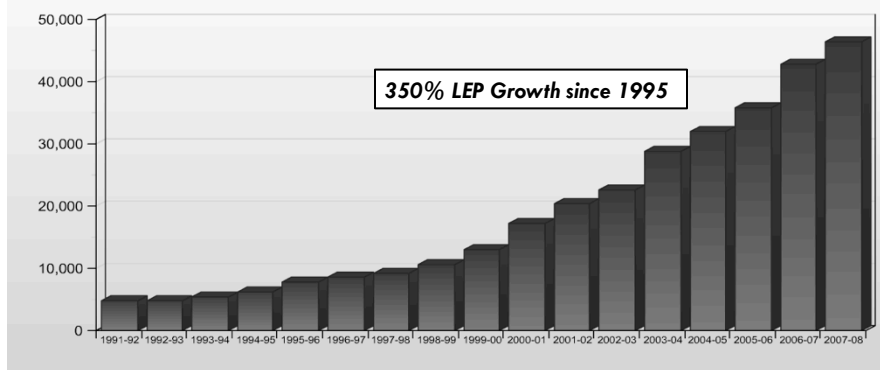
The economic crisis has led to school reform efforts that are further marginalizing ESL teachers and students.

4

LEP Students in Indiana K-12 Schools

5

Retrieved from <http://mustang.doe.state.in.us/TRENDS/trends1.cfm?var=lep> on 28 January 2009



4,822 ← +257% → 17,194 ← +170% → 46,418

English learners in Indiana speak over 250 languages, with about 80% of the students being native Spanish speakers. Approximately 63% of students were born in the U.S. and around 37% immigrated to the U.S.

The Indianapolis Urban Context

(high economic disparities, limited resources, high mobility rate, & teachers commute into schools)

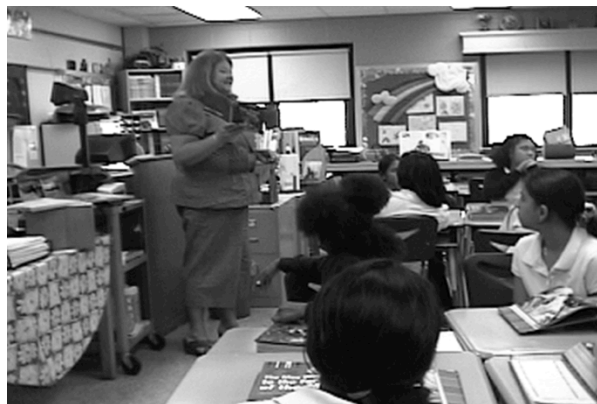
6

- Large urban city with high poverty rates
- **409% State-wide growth in LEP students between 1997 & 2007**
- 4.7% of public school students are ELLs statewide
- Indianapolis Public Schools is a primary partnership district
 - The largest district in Indiana and in Indianapolis
 - Over 33,3000 students in 71 schools
 - **16% of the student population is Hispanic, 23% white, 55% African American**
 - **85% on Free/Reduced Lunch**
 - With a rising graduation rate: 63% in 2010; 49% 2009.
 - Designated as a high incidence district because of the size of its EL population
 - 20% SPED Identification without disproportionate representation
 - 10% of the students are homeless
 - C+ Rating for Academic Achievement for 2010

Baseline Snapshot of Teaching

(Spring 2008)

7



What do you see? What is valued? What questions do you have?
How are the teacher and students positioned in the teaching-learning process?

Spring 2009 District ISTEP % Passing Grade Level Decline

8

Grade	E/LA	Math	Both
3	56%	54%	45%
4	55%	51%	41%
5	50%	63%	43%
6	47%	62%	40%
7	37%	43%	29%
8	37%	39%	28%

Grade	State	All Students	White	Hispanic	LEP	Black
3	74	56*	56	51*	51*	48
4	73	55*	52	51*	51*	43
5	70	50*	47	47	47	31
6	69	47*	47	43	43	32
7	67	37*	45	33	33	26
8	65	37*	36	34*	34*	17
State %	70%	77%	56%	38%	48%	

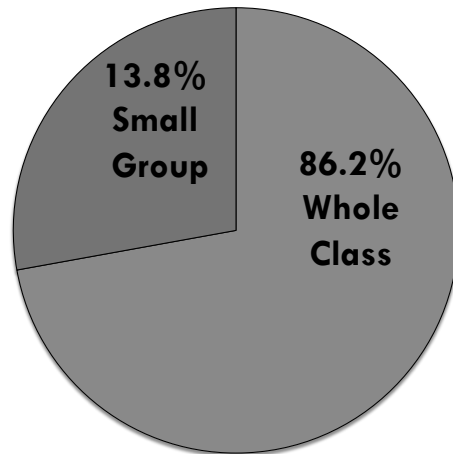
Grade	State	All Students	White	Hispanic	LEP	Black
3	72	54*	68*	61	57	47
4	70	51*	62*	62	53	43*
5	76	63*	70*	67	61	58
6	73	61	71*	68	61	55
7	68	43*	50*	59	43	36*
8	67	39*	48*	45	32	34
State Math %	71%	77%	60%	54%	47%	

* lowest ranking among the 10 Marion County or Indianapolis districts

9

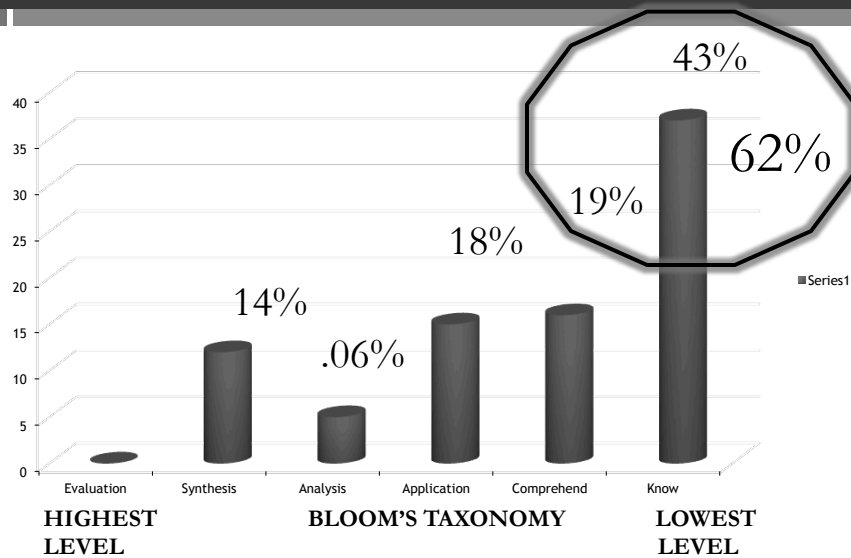
Classroom Organization

Total of 85 30-minutes Observations During 90 Minute Language Arts Block
(Teemant, 2008)



Level of Cognitive Challenge

(Total of 85 30-minutes Observations; Teemant, 2008)



Pedagogical Rationale

12

What was observed...

- Teacher talk
- Student silence
- Behavior Management
- Compliance
- Individual work
- Artificial tasks
- Following procedures
- Knowing facts
- Copying and Repeating
- Isolated Words and Ideas

What was missing...

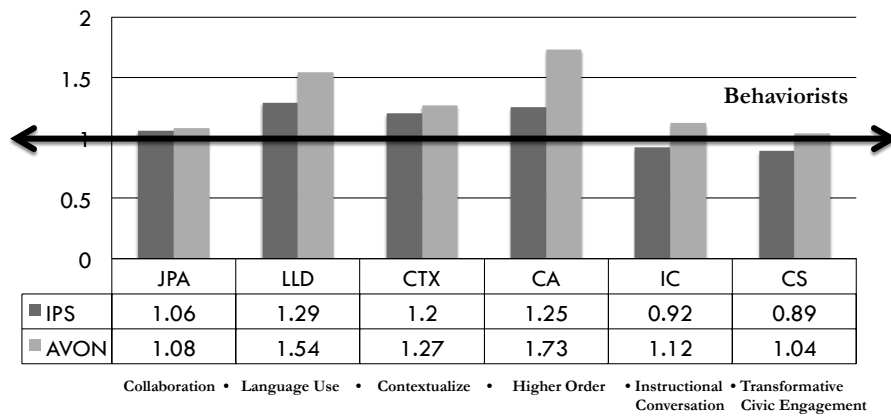
- Collaboration
- Sustained Language Use
- Activation of Prior Knowledge
- Cognitive Challenge
- Teacher-Student Dialogue
- Teacher Assistance in the learning process
- Real-World Application or Cultural Relevance of the Curriculum

Standard Practice?

(Average of 1.2 on 4 point scale)

13

Urban vs. Suburban District





**We're Being Challenged to
Move from the periphery**

**Into the mainstream of
education policy and practices
on all levels!**

14

**The Central Challenge to
ESL Teacher Education**

***Who are we preparing
to do what
in which contexts
under what conditions
for what purposes?***

Issues to Interrogate

- **Doing the same thing and expecting a different result**
 - ▣ Council of Great City Schools 2014 Report ELD 2.0
 - ▣ Moving beyond a specialist approach
 - ▣ New ideas anyone?
- **The customer is always right.**
 - ▣ To **(re)consider** what it means to prepare every teacher for ELLs
 - ▣ **One size fits** all view of competency for teaching ELLs
 - ▣ **The imposition** of “my interests” **without the reciprocal** respect of understanding “their demands.”

We've Made Strides

17

- Articulating ESL standards
- Defining sheltered instruction for lesson planning via SIOP and promoting it at every level nation wide
- Emergence of the World Class Instructional Design and Assessment (WIDA) framework (and assessment)s with levels of proficiency linked to
 - ▣ Language functions + Content Standard + Supports
 - ▣ Systemic-functional linguistics has placed language functions (rather than structures) in social contexts front and center.
- Common Core Standards support dialogic learning

Disconnects

18

- **Too much focus on**
 - Description and information-getting about the what teachers should know about language
 - Strategies instead of understanding learning (teacher choice vs. student response)
 - Transmission instead of transformational processes
- **Too little focus on**
 - the how of implementing or the learning process
 - what Fullan (2007, p. 25) describes as *reculturing* “how teachers come to question and change their beliefs and habits.”
 - Unpacking the socio-political, -historical, and –cultural aspects of schooling

Goldie Locks Syndrome: What is just right?

19

ESL Specialist?

Regular Classroom
Teacher?

ESL Certified
Regular Classroom
Teacher?



Service

Instruction

Leadership

We don't know what professional development “progressions” will result in the kind of teacher quality we imagine.

We are interested in “climate change”
(30 year patterns) not the “weather” per se.

Radical Shifts



...enduring, personal, and transformative teaching patterns
rather than
momentary, externally imposed, superficial procedural display.

The Right Focus

- “The teacher is indeed the key. But this doesn’t mean we should focus on getting and rewarding better *individual* teachers. The highest performing systems in the world have good teachers all right, but they have them in numbers. High-performing systems have virtually all of their teachers on the move. It’s a school thing, a professional thing, and a system thing. The only solutions that will work on any scale are those that mobilize the teaching force as a whole—including strategies where teachers push and support each other,” (Hargreaves & Fullan, 2012, pp. 21-22)

“Teaching Like a Pro”

(Hargreaves & Fullan, 2012, pp. 22-23)

- “Teaching like a pro is about improving as an *individual*, raising the performance level of the *team*, and increasing quality across the *whole profession*. It is about developing, circulating, and reinvesting professional capital.”

We cannot get to this level by ONLY talking about LANGUAGE!
Will we have adaptive resilience to take up what is
NEEDED rather than what we are comfortable with?

Theoretical Consensus

23

Vygotsky's Sociocultural Theory

- Knowledge is cultural
- Learning is social
- Teaching is facilitating
- Performance is situative

**The space between the
teacher and learner active.**

**Assisted Learning Within the
Zone of Proximal Development**

Freire's Critical Pedagogy

- Critical pedagogy, unlike traditional pedagogy, rejects the “banking concept of education” where teachers “make deposits which students patiently receive, memorize, and repeat” (1970, p. 53).
- In critical classrooms, Freire argued that students must **name** or identify their experiences, question and **reflect** critically upon academic content, power relationships, and everyday assumptions, and then **take action** to transform inequities.

Critical Sociocultural Theory

24

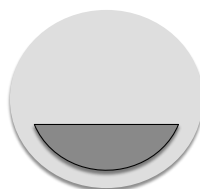
Sleeter (2008) argues...

- When teachers and students do not share common cultural, historical, political, or community experiences, it is **essential to create a shared and dialogic context for learning.**
- This is **more than** “equipping presumably unbiased individuals with **additional skills and strategies** to use with diverse populations.”
- “We need to prepare them [**White, monolingual, dominate culture teachers**] to teach **better and more equitably** than the average White [**monolingual, dominate culture**] teacher does currently.”

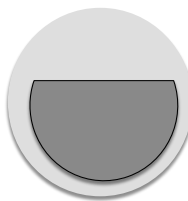
Giroux (1988) said...

- Education in a democracy should **connect school content** (i.e., “micro objectives”) **to the real lives, communities, and sociopolitical realities of students** outside the classroom (i.e., “macro objectives”). This allows individuals to be liberated from and transform unjust social conditions.
- **Critical Pedagogy bridges personal agency & structural racism.**

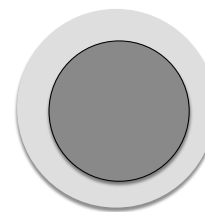
Who We Are Impacts Everything



Slight



Partial



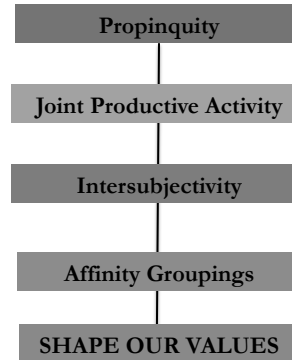
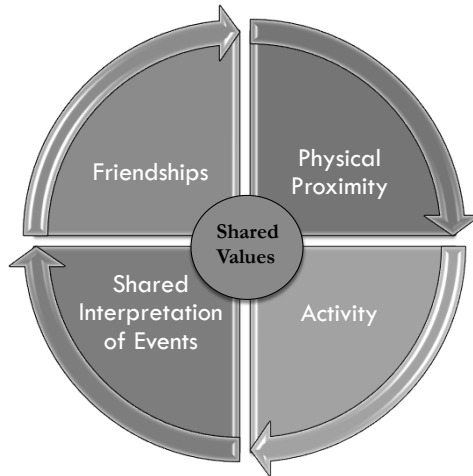
Substantial

The less we have in common with those we teach, the more conscious our efforts have to be to create a community with shared values and perspectives.

The Great Cycle of Social Sorting

(Tharp, Estrada, Dalton, & Yamauchi, 2000; Tharp, 2012)

Social relationships are organized around social class: income, education, race, culture, and language.



Identity, Power, & Agency Are Shaped in Community



Interdependent Concepts Constrained by Social Contexts that Shape Our Discourse Communities.

Teachers Serve as Mediators

(Tharp, Estrada, Dalton, & Yamauchi, 2000)

28

- Because social groupings are generally stable... **teachers serve as mediators** in moving diverse students from merely being in physical proximity to each other toward creating affinity among students through intersubjectivity or positive interdependence resulting from co-constructed cultural, linguistic, and conceptual learning spaces.

Multidimensional & Complex

(Teemant, Leland, & Berghoff, 2012, p. 137)

- “As Freire (1994) might argue, minority students need more than academic knowledge. They need to be **comfortable with hybrid identities, competent in reading power relations and challenging everyday assumptions, and agentive in the face of inequities** (Lewis, Enciso, & Moje, 2007).”

The Whole Person is Multidimensional

Recognizing and Honoring
Who I am and My Starting Places
for Learning

- Cognitive (Academic)
- Language/Literacy (Linguistic)
- Social/Affective (Inclusive)
- Physical/Expression (Vital)
- Sociopolitical (Empowerment)

Continuums of Development



Six Standards for Effective Pedagogy

Enduring principles of learning that guide teaching and instructional coaching

31

Critical Sociocultural Practices:

- Collaboration
- Language Use
- Meaning Making
- Complex Thinking
- Dialogic Learning
- Civic Engagement

Target: Simultaneous use of at least 3 of the 6 standards in each activity to shelter instruction.

STANDARDS FOR Effective Pedagogy

STANDARD 1 Joint Productive Activity (JPA) Teacher and Students Producing Together
Facilitate learning through joint productive activity among teacher and students.
Exacting Level: The teacher and a small group of students collaborate on a shared product.

STANDARD 2 Language & Literacy Development (LLD)
Developing Language and Literacy Across the Curriculum
Develop competence in the language and literacy of instruction across the curriculum.
Exacting Level: The teacher provides structured opportunities for students to engage in sustained reading, writing, or speaking activities, and assesses academic language use or literacy development by questioning, explaining, or modeling.

STANDARD 3 Contextualization (CTX)
Making Meaning: Connecting School to Students' Lives
Connect teaching and curriculum to experiences and skills of students' home and community.
Exacting Level: The teacher integrates the new activity/information with what students already know from home, school, or community.

STANDARD 4 Challenging Activities (CA) Teaching Complex Thinking
Challenge students toward cognitive complexity.
Exacting Level: The teacher designs and enacts challenging activities with clear standards and performance feedback, and assists the development of more complex thinking.

STANDARD 5 Instructional Conversation (IC) Teaching Through Conversation
Engage students through dialogue, especially the Instructional Conversation.
Exacting Level: The teacher has a planned, goal-directed conversation with a small group of students on an academic topic, which student talk by questioning, listening, and responding to others and about student understanding, and inquires about students' views, judgments, or relations. Student talk occurs at higher rates than teacher talk.

STANDARD 6 Critical Stance (CS) Teaching to Transform Inequities
Empower students to transform society's inequalities through democracy and civic engagement.
Exacting Level: The teacher consciously engages learners in interrogating conventional wisdom and practices, reflecting upon institutions, and seeking activity to transform inequities within their scope of influence in the classroom and larger community.

Be On Target! PROJECT TARGETT
TRANSFORMING AND EMPOWERING LEADERS OF EDUCATION AND TEACHERS OF TOMORROW

Instructional Coaching Growth Targets

Small Group Organization + Principles of Learning + Culture of Recognition

32



Teacher-Led Instructional Conversation Center:
The teacher engages in instructional conversations (IC) with two to seven homogeneously and flexibly grouped students (e.g., interests, assessed need, affinity, gender, ability).

Multiple, Independent Student-Led Centers: Students work productively and collaboratively in heterogeneous groupings, independent of teacher assistance, following directions on a task card or instruction sheet



Differentiate through a Culture of Recognition: Relationships, Curriculum, Context, Pedagogy, and Transformation

STANDARDS FOR Effective Pedagogy

STANDARD 1 Joint Productive Activity (JPA) Teacher and Students Producing Together
Facilitate learning through joint productive activity among teacher and students.
Reading Level: The teacher and a small group of students collaborate on a shared product.

STANDARD 2 Language & Literacy Development (LLD) Developing Language and Literacy Across the Curriculum
Develop competence in the language and literacy of instruction across the curriculum.
Reading Level: The teacher provides instructional opportunities for students to engage in extended reading, writing, or speaking activities, and assists students' language use or literacy development by questioning, modeling, or modeling.

STANDARD 3 Contextualization (CTX) Making Meaning: Connecting School to Students' Lives
Context teaching and curriculum to experiences and skills of students' home and community.
Reading Level: The teacher integrates the new activity/instruction with what students already know from home, school, or community.

STANDARD 4 Challenging Activities (CA) Teaching Complex Thinking
Challenge students toward cognitive complexity.
Reading Level: The teacher designs and enacts challenging activities with clear standards and performance feedback, and assists in development of complex thinking.

STANDARD 5 Instructional Conversation (IC) Teaching Through Conversation
Engage students through dialogue, especially the Instructional Conversation.
Reading Level: The teacher has planned and directed conversation with a small group of students on an academic topic with teacher and students' questions, comments, and responses to each other's questions, comments, and responses about students' views, judgments, or rationales. Student talk occurs at higher rates than teacher talk.

STANDARD 6 Critical Stance (CS) Teaching to Transform Inequities
Engage students in identifying societal inequities through literacy and civic engagement.
Reading Level: The teacher consistently engages learners in identifying conventional wisdom and practices, interrogating conventional wisdom and practices, and reflecting upon and acting on their views, judgments, or rationales within their scope of influence within the classroom and larger community.

By Dr. Engel PROJECT IHRETT

Simultaneous use of at least 3 standards in each activity designed.

STANDARDS PERFORMANCE CONTINUUM-PLUS: IUPUI 2009 VERSION 1.2
A Rubric for Observing Classroom Enactments of the Standards for Effective Pedagogy (Adapted by Temlett, Leland, and Adams (2008) at IUPUI from Doherty, Hilberg, and Tharp)

	NOT OBSERVED	EMERGING	DEVELOPING	ENACTING	INTEGRATING
Observable Behavior to Increasingly Critical Sociocultural Practices					
Joint Productive Activity <i>Teacher and Students Producing Together</i>	Students work independently of one another.	Students are seated with a partner or group, AND (a) collaborate or assist one another, OR (b) are instructed in how to work in groups, OR (c) contribute individual work, not requiring collaboration, to a joint product.	The teacher and students collaborate on a joint product in whole-class setting, OR student collaborate on a joint product in pairs or small groups.	The teacher and a small group of students collaborate on a joint product. (Teacher does not float.)	The teacher designs, enacts, and collaborates in joint productive activities that demonstrate skillful integration of multiple standards simultaneously.
Language & Literacy Development <i>Developing Language and Literacy Across the Curriculum</i>	Instruction is dominated by teacher talk.	(a) the teacher explicitly models appropriate language, OR (b) students engage in brief, repetitive, or drill-like reading, writing, or speaking activities, OR (c) students engage in social talk while working.	The teacher provides structured opportunities for academic language development in sustained reading, writing or speaking activities. (Sustained means at least 10 minutes. If it is a whole class arrangement, then more than 50% of the students are participating. No turn taking.)	The teacher designs and enacts instructional activities that generate language expression and development of "content vocabulary," AND assists student language use or literacy development through questioning, rephrasing, or modeling. (Teacher can float.)	The teacher designs, enacts, and assists in language development activities that demonstrate skillful integration of multiple standards simultaneously.
Contextualization <i>Making Meaning - Connecting School to Students' Lives</i>	New information is presented in an abstract, disconnected manner.	The teacher (a) includes some aspect of students' everyday experience in instruction, OR (b) connects classroom activities by theme or builds on the current unit of instruction, OR (c) includes parents or community members in activities or instruction, OR (d) connects student comments to content concepts.	The teacher makes incidental connections between students' prior experience/knowledge from home, school, or community and the new activity/academic concepts.	The teacher integrates the new activity/academic concepts with students' prior knowledge from home, school, or community to connect everyday and schooled concepts. (Teacher does not have to be present. This can be about activity design.)	The teacher designs, enacts, and assists in contextualized activities that demonstrate skillful integration of multiple standards simultaneously.
Challenging Activities <i>Teaching Complex Thinking</i>	Activities rely on repetition, recall, or duplication to produce factual or procedural information.	The teacher (a) accommodates students varied ability levels, OR (b) sets and presents quality standards for student performance, OR (c) provides students with feedback on their performance.	The teacher designs and enacts "challenging activities" that connect instructional elements to academic content OR advance student understanding to more complex levels.	The teacher designs and enacts challenging activities with clear standards/expectations and performance feedback, AND assists the development of more complex thinking. (Teacher can float.)	The teacher designs, enacts, and assists in challenging activities that demonstrate skillful integration of multiple standards simultaneously.
Instructional Conversation <i>Teaching Through Conversation</i>	Lecture or whole-class instruction predominates.	With individuals or small groups of students, the teacher (a) responds in ways that are comfortable for students, OR (b) uses questioning, listening or rephrasing to elicit student talk, OR (c) converses on a nonacademic topic.	The teacher converses with a small group of students on an academic topic AND elicits student talk with questioning, listening, rephrasing, or modeling.	The teacher designs and enacts an instructional conversation (IC) with a clear "academic goal"*. Listens carefully to assess and assist student understanding; AND questions students on their views*, judgments, or rationales. Student talk occurs at higher rates than teacher talk. (No floating.)	The teacher designs, enacts, and assists in instructional conversations that demonstrate skillful integration of multiple standards simultaneously.
Critical Stance <i>Teaching to Transform Inequities</i>	Instruction that reflects appropriate content-area standards. Teacher-led instruction or student work focused on worksheets, factual information, or responses to closed-ended questions.	The teacher designs instruction using variety, which includes a) multiple sources of information, OR (b) values and respects multiple perspectives, OR (c) supports learning through multiple modalities.	Using variety, the teacher designs instruction that positions students to generate new knowledge resulting in a) original contribution, products, or expertise OR (b) students' questioning and reflecting on issues from multiple perspectives.	The teacher designs or facilitates instruction that consciously engages learners in a) interrogating conventional wisdom and practices; AND b) reflection upon significances of such practices; AND c) actively seeks to transform inequities within their scope of influence within the classroom and larger community.	The teacher designs, enacts, and assists in critical stance activities that demonstrate skillful integration of multiple standards simultaneously.

**Students generate new knowledge by using information to perform complex tasks that require various forms of elaboration such as analysis, synthesis or evaluation.*

Behaviorist

Cognitivist

Critical Sociocultural

* See glossary



Professional Development Model

EIGHT YEARS EXPERIENCE AND RESEARCH IN HIGH-NEED URBAN SCHOOLS
Theoretically Grounded in Critical Sociocultural Practices

30-hour Summer Workshops
followed by
7 Cycles of Individual Instructional Coaching
Across the School Year

Two Year Professional Development Model

STAGE 1: Intensive Workshop (WHAT, WHY, & HOW)

5 Days on Six Standards and Instructional Model

STAGE 2: Job-Embedded Coaching (HOW, HOW, HOW)

Phase 1: Joint Lesson Planning Conference (30 minutes)

Phase 2: Classroom Observation (45 minutes)

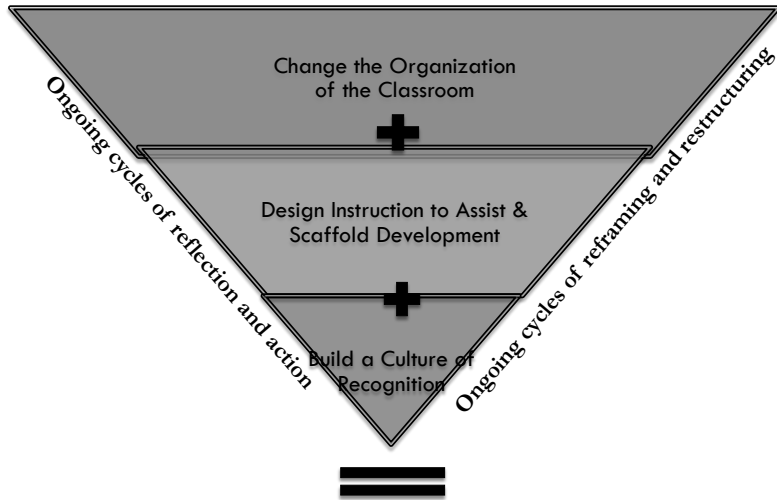
Phase 3: Post-Observation Conference (30 minutes)

STAGE 3: Intensive Workshop (WHAT, WHY, & HOW)

3 Days on Evidence-Based Differentiation In Six Standards Frame

STAGE 4: Job-Embedded Coaching (HOW, HOW, HOW)

A Three-Tiered Approach to Differentiation

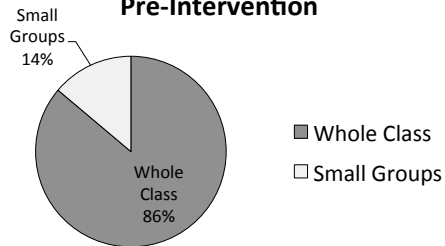


Ongoing transformation of attitudes, beliefs, and instructional practices in service of improved and equitable educational outcomes for students.

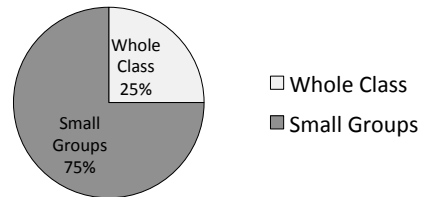
36

Changes in Classroom Organization

Pre-Intervention



Post-Intervention

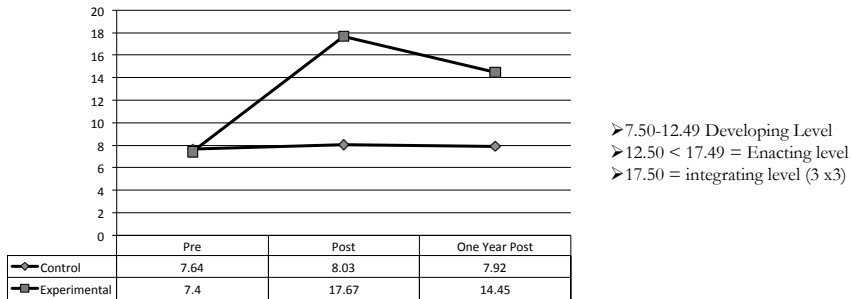


Total # of Activity Centers:
 $F(1,23) = 11.22, p = .003$

Group	N	M	SD
Con	7	0.17	2.14
Exp	18	2.56	1.37

Sustainability of Sociocultural Practices

(Using Total Score; Range 0 to 20)



n= 16 subjects present for all three rounds of observations; $p < .01$
 Significant within-subjects effect: $F(1, 15) = 39.18$; medium effect size = .72
 Significant linear trend: $F(1, 15) = 25.92$; medium effect size .63
 Significant quadratic trend: $F(1, 15) = 66.16$; large effect size .82
 Significant between-subjects effect: $F(1, 15) = 397.32$; large effect size = .96

See Table 1 on handout.

Six Standards for Effective Pedagogy

Enduring principles of learning that guide teaching and instructional coaching

39

Critical Sociocultural Practices:

- Collaboration
- Language Use
- Meaning Making
- Complex Thinking
- Dialogic Learning
- Civic Engagement

Target: Simultaneous use of at least 3 of the 6 standards in each activity to shelter instruction.

STANDARDS FOR Effective Pedagogy

STANDARD 1 Joint Productive Activity (JPA) Teacher and Students Producing Together
Facilitate learning through joint productive activity among teacher and students.
Enacting Level: The teacher and a small group of students collaborate on a shared product.

STANDARD 2 Language & Literacy Development (LLD) Developing Language and Literacy Across the Curriculum
Develop competence in the language and literacy of instruction across the curriculum.
Enacting Level: The teacher provides structured opportunities for students to engage in sustained reading, writing, or speaking activities, and assesses academic language use or literacy development by questioning, explaining, or modeling.

STANDARD 3 Contextualization (CTX) Making Meaning: Connecting School to Students' Lives
Connect teaching and curriculum to experiences and skills of students' home and community.
Enacting Level: The teacher integrates the new activity/information with what students already know from home, school, or community.

STANDARD 4 Challenging Activities (CA) Teaching Complex Thinking
Challenge students toward cognitive complexity.
Enacting Level: The teacher designs and enacts challenging activities with clear standards and performance feedback, and assists the development of more complex thinking.

STANDARD 5 Instructional Conversation (IC) Teaching Through Conversation
Engage students through dialogue, especially the Instructional Conversation.
Enacting Level: The teacher has a planned, goal-directed conversation with a small group of students on an academic topic, which student talk by questioning, listening, and responding to others and about student understanding, and inquires about students' views, judgments, or relations. Student talk occurs at higher rates than teacher talk.

STANDARD 6 Critical Stance (CS) Teaching to Transform Inequities
Empower students to transform society's inequities through democracy and civic engagement.
Enacting Level: The teacher consciously engages learners in interrogating conventional wisdom and practices, reflecting upon institutions, and seeking activity to transform inequities within the scope of influence in the classroom and larger community.

Be On Target! PROJECT TARGETT
TRANSFORMING AND MEASURING QUALITY OF EDUCATION AND TEACHERS OF TEACHERS

QUESTIONS/COMMENTS

ateemant@iupui.edu