Culturally Sustaining Language Instruction [Mini-Course Series Two, FULL DESCRIPTION]

The language and literacy strand offers 2 phases of study for participating schools and educational organizations. With the lens of raciolinguistic ideologies (Flores & Rosa, 2015) and anti-Black linguistic racism (Baker-Bell, 2020) as frame, we will challenge discourses of appropriateness and the hegemony of White Mainstream Englisht—both of which abound in classrooms and serve to police students of color linguistically.

Module One (Three Sessions): Setting the Scene to Disrupt Linguistic Policing in Our Classrooms and Schools

In Phase One, we will move beyond the static notion of language as an acontextual system to a stance where we apply the critical framework of raciolinguistic ideologies and adopt a culturally sustaining pedagogical stance (Alim & Paris, 2017) toward language learning. We will challenge tropes painting the language practices of language minoritized students as deficient when filtered through the white gaze (Morrison 1998) and rooted within a hierarchy celebrating monolingual norms. In phase I of the course, we explore linguistic identity through critical lenses and consider (among other factors) the role of teacher language attitudes in the teaching and learning dynamic. It is also in phase I where we will look at theories of language development and acquisition, with some of our attention directed to the language development of Emergent Bilinguals.

In Phase Two of the course, we deepen our study of standard language ideology (Lippi-Green, 1997) by exploring anti-Black linguistic racism (Baker-Bell, 2020), the role of dialects in schooling and society writ-large, and the role of learning variations in the language acquisition and development processes.

Phase Three of the course moves us into critical language pedagogies (code-meshing and translanguaging) as approaches with the capacity to integrate family and community languages and literacies meaningfully into classroom instruction, a shift that celebrates linguistic diversity.

Module Two (Three-to-Four Sessions, Depending): What's Learned Here, Leaves Here—>Using Our Disposition as Language Disruptors to Craft Professional Development Opportunities in Our Schools

Tropes painting the language practices of language minoritized students as "deficient" are filtered through the white gaze (Morrison 1998) and rooted within a hierarchy celebrating monolingual norms. In this course ("What's Learned Here, Leaves Here"), participants will engage with critical language pedagogies (e.g., code-meshing and translanguaging) as a way to integrate family and community languages meaningfully into classroom instruction. The goal is to create schools that celebrates linguistic diversity. By the conclusion of this 4-part mini-course, participants will have the opportunity to create and workshop linguistically-sustaining professional development plans with the ultimate goal of sharing said plans with your school-based colleagues! Some possible topics include (but are not limited to): How raciolinguistic ideologies live in our school's classroom (and how to combat them); how to integrate African-American Language into our literacy curricula; adopting translanguaging as the predominant language pedagogy; and disrupting the monolingual white gaze in our classroom through library audits.
Pam will invite you to ask yourself a set of questions:

- How could you share what you've learned in this mini-course with colleagues at your school, a friend, a family member or a fellow MfA educator who was not in this course?
- What key points from one of the topics you've chosen would you explain? How would you define the topic clearly and digestibly for those learning this material for the first time?
- Which experts, educators, and leaders in the field would you identify and recommend they look into?

Session One: Participants use sprachenportraits (i.e., language silhouettes) and student video to reconnect to *why* we are called to disrupt monolingualism in our schools. This session lays the first bricks for what will eventually become the professional development offers from participants!

Session Two: In this second session of Module 2 in the Language Strand, participants collect sprachenportrait data from their students and use these data to widen the aperture on their students' linguistic identities. We will also begin thinking about the ways White Mainstream English lives in participants' assignments for their students and disrupt this pattern. By the end of this session, participants are more apt to see their students' fuller linguistic repertoires.

Sessions Three and Four: Sessions three and four are where we move the needle further forward in the direction of building professional development offerings on linguistic interruption that participants can deliver in their school settings. After workshopping projects in sessions 3 + 4, participants will be ready to introduce these PD plans to their colleagues or others so that what was learned here in this course, leaves here!