



Highly Effective Practices of Three Bilingual Teacher Preparation Programs in US Hispanic-Serving Institutions (HSIs)

Prácticas altamente efectivas de tres programas bilingües de preparación de maestros en instituciones de servicio hispano en los Estados Unidos

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Abstract: Bilingual teacher preparation programs are opportunities for aspiring teachers or Bilingual Pre-Service Teachers (BPSTs) who have linguistic proficiency and cultural knowledge in two languages that are seen as assets to address the needs for bilingual and multilingual populations in the US. However, there is an evident shortage that has been documented to attest to the high need of hiring bilingual and dual language educators (USDE, 2015). In this article, three bilingual teacher preparation programs housed in Hispanic Serving Institutions (HSIs) explore their practices and present highly effective examples for bilingual and dual language teacher preparation. The findings include the process of bilingual teacher identity formation that calls for critical consciousness that includes an awareness of the sociopolitical and sociocultural connections for learning. Other significant findings include support for highly effective pedagogical practices and attention to the socioemotional process that leads to advocacy and agency resulting in a social justice orientation and perspective. A cyclical model is presented as a framework for successful bilingual teacher preparation and the implications provide a future direction in exploring the cyclical model as a recruitment and retention strategy for successful bilingual teacher preparation.

Keywords: Bilingual Pre-service Teachers (BPSTs), Bilingual teacher preparation, Identity Formation of BPSTs, Bilingual teacher retention and recruitment, Hispanic Service Institutions (HSIs)

Resumen: Los programas de preparación para educación bilingüe ofrecen oportunidades para docentes aspirantes o principiantes bilingües (BPSTs- por sus siglas en inglés), quienes poseen competencias lingüísticas en dos idiomas y a su vez tienen el conocimiento cultural para asegurar que las necesidades de las poblaciones bilingües y multilingües sean cumplidas. No obstante, prevalece una escasez de maestros bilingües en los Estados Unidos (USDE, 2015). En este artículo, tres programas de preparación bilingüe en universidades que apoyan las necesidades de los estudiantes Hispánicos en los Estados Unidos (HSIs), exploran sus prácticas y presentan ejemplos para la preparación efectiva de los maestros en programas bilingües y de doble sendero. Los resultados de la investigación exponen un proceso de formación de identidad, desarrollo de la conciencia crítica e incluye conexiones sociopolíticas y socioculturales para el aprendizaje. Otros resultados significativos son el uso de prácticas pedagógicas efectivas y la atención a los procesos socioemocionales orientados a ejercer un rol activo de abogacía y agencia con perspectiva de justicia social. Se presenta un modelo cíclico como marco de apoyo para la preparación de maestras/os bilingües y las implicaciones señalan una nueva dirección para explorar este modelo cíclico como estrategia para reclutar y retener un exitoso programa de preparación de docentes bilingües.

Palabras clave: Maestros Bilingües de Pre-servicio (BPST), Preparación de maestros bilingües, Formación de identidad de BPST, Retención y reclutamiento de maestros bilingües, Instituciones de Servicio Hispano (HSIs)

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1. INTRODUCTION

Hispanic Serving Institutions (HSI) were established to provide a distinction to colleges and universities who serve Hispanic Americans and other minority group members with resources to assist in advancement and attainment of an academic degree. HSIs are defined by Title V of the Higher Education Act as not-for-profit institutions of higher learning with a full-time equivalent (FTE) undergraduate student enrollment that is at least 25 percent Hispanic. According to the U.S. Department of Education, the HSI designation assists with strengthening institutional programs, facilities and services to expand

educational opportunities for Hispanic Americans and other underrepresented populations.

Bilingual Education programs have long served Hispanic Americans and other underrepresented populations in the United States. More poignantly, the largest ethnic group supported by bilingual programs is Latinx and the languages of instruction are Spanish and English. In this article, the authors use the term Latinx and Bilingual Learners (BLs) respectively to reflect a) inclusivity and gender neutrality b) emergent bilingualism and proficiency for learning. In particular, bilingual education has formulated and shaped the positive outcomes of many Latinx BLs from early childhood to high school culminating for many into seeking a degree from an institution of higher education. Many Latinx BLs elect to enter the teaching profession and are motivated to become highly specialized in the field of bilingual education. This decision can be influenced by their prior experiences as a former emergent bilingual (EB) and their motivation to give back to their communities (Cervantes-Soon, 2018). Under this auspice, bilingual education has served for schools and their communities the opportunity to develop a student's bilingual, biliteracy and bicultural abilities. Thus, bilingual or dual language programs are the drivers of content-based approaches to learning delivered through inclusive approaches based on an asset-based perspective that results in transformational experiences for BLs. It is these prior experiences as well as community support that encourage many Latinx BLs to choose the bilingual teaching profession.

2. REVIEW OF LITERATURE

2.1. Current Practices of Bilingual Teacher Preparation

Currently, there are 26 states requiring bilingual education certification in the US and all 50 states require ESL certification (USDE, 2015). With the rise of dual language preparation programs, dual language teachers with language proficiency and skills in their native language (Spanish, Mandarin, Arabic, etc) are also in critical demand (USDE, 2015). In order to serve the needs of schools and school districts in the US with a large population of English Learners (ELs) nearly 5 million (NCES, 2019), a bilingual educator must be

well prepared, highly qualified, by their bilingual teacher preparation program to serve EL population (Alfaro, 2018). A highly qualified bilingual educator is a person who has strong knowledge of bilingual education and its effective pedagogical practices. Additionally, bilingual educators must be prepared to become critically conscious (Valenzuela, 2016) to ensure that they will serve the needs of students who are culturally and linguistically diverse (CLD). Martinez-Alvarez et al., (2017) extended our understanding of critical consciousness by recommending that Bilingual Pre-Service Teachers (BPSTs) should understand the social positioning in society and needs of their future BLs. Moreover, understanding the sociopolitical context (Nieto & Bode, 2012) of schooling is essential for BPSTs to meet the linguistic, socio-emotional, and cultural needs of BLs that will prepare them to lead the next generation of global leaders and scholars. In order to develop a critically conscious bilingual educator that understands the sociopolitical and sociocultural context of US schooling, the existing preparation programs responsible must provide opportunities to engage in transformational experiences that are supported by HSIs. Alfaro (2018) affirms this position and posits that in order to support bilingual education programs, bilingual teacher preparation programs must equip their teachers with the "...knowledge, disposition, and skills (KDS) to build on their students' cultural wealth and linguistic foundations" (p. 415). This prompts a call for an "awakening" to address the current scarcity of bilingual and dual language teachers in the US that also needs to be coupled with effective practices that result in success that increases the number and value of bilingual and dual language educators in the US teaching profession.

2.2. Shortage of Bilingual Teachers

It has been noted that across the nation there is an urgent need for bilingual teachers (Kennedy, 2018; Carver-Thomas & Darling-Hammond, 2017). According to the USDE (2015) report, bilingual education is a high need field where the shortage of bilingual teachers crosses over 32 states. In addition, 16 of the 26 states that require bilingual education report that it has become a shortage field (USDE, 2015). The need for more bilingual teachers has been reported and numerous HSIs, private organizations and approaches

(alternative certification agencies, job fairs and postings, partnerships with other countries, financial incentives etc.) have attempted to help fill this void.

Previous research (USDE, 2015) has addressed that school districts are tasked with recruiting highly qualified bilingual teachers to meet the needs of their culturally and linguistically diverse Latinx populations from early childhood through middle school grades. Specifically, literature exists surrounding this unique need in California (Carver-Thomas & Darling-Hammond, 2017) and Texas (Kennedy, 2018) that classifies bilingual teacher shortages as a problem for high needs populations. These scholars contend that there is an increasing demand in bilingual teacher growth with an insufficient number of preservice teachers to fill needed occupancy. They attribute such problems to a diminishing teacher pipeline coinciding with an increase in barriers related to teacher certification.

The work of Alfaro and Bartolomé (2018) pinpoints that much of the problem with preparing BPSTs is rooted in the historical mistreatment of Mexicanos/Chicanos in the United States. The manifestation of the educational experiences of Latinx students has resulted in a “linguistic nightmare” (p.24) which has left bilingual undergraduate teacher preparation programs unclear of how to proceed with their preservice teacher formation. Alfaro and Bartolomé (2018) respond to this problem by stipulating that teacher preparation programs must foster “ideological clarity” in their bilingual teacher candidates through an incorporation of “cultural wealth”.

2.3. Addressing the Needs of the Field and Teacher Retention

To compound the current issue of meeting the shortage of the field and fostering ideological clarity for incorporation of cultural wealth, retention is another confounding variable that begins to enter the bilingual education field. Moreover, retention of pre-service teachers and educators is another issue that arises and an area particularly affected is bilingual education. When a BPST or a bilingual educator is not retained, the issue of replacing that teacher is more confounding than a general educator due to the shortage that already exists in the bilingual education field. For BPSTs, Arroyo-Romano

(2016) found that bilingual education candidates do not receive support throughout their schooling years (pre-kindergarten to high school) to support their bilingualism and biliteracy which minimizes the opportunity to reach state's goals of bilingual certification. For current bilingual educators, Flores & Claeys (2010) found that retention is also a challenge for school districts such as in the third year of teaching in a local school district, 67% of teachers are retained in the field which indicates 33% leave and in the fifth year of teaching, 50% leave the teaching profession. In order to retain teachers and support BPSTs and current bilingual educators, forming communities of practice (CoP) (Lave & Wenger, 1991) are being created such as university Bilingual Education Student Organizations (BESO) and first year induction/mentoring programs that addresses their challenges and needs (Schouten & Machado-Casas, 2015). Additionally, within CoPs, a social network is established that continually provides mentoring and support in learning how to navigate the sociopolitical and sociocultural contexts in the bilingual teaching profession (Flores & Claeys, 2010).

According to Amanti (2019), there are many factors that contribute to the shortage of dual language bilingual teachers (DLBE). They are attributed to their preparation and recruitment. Amanti focused on specifically 6 DLBEs practicing teachers who identified the current challenges they experience that lead them to reconsidering their profession. These challenges are lack of materials and instructional resources, the need to create materials and resources in non-majority language, and the lack of acknowledgement for this work which leads to an extra burden rarely compensated in school districts. This compensation is unfortunately insufficient and contributes to bilingual teacher attrition.

2.4. Response to Bilingual Education

In the late 1990s, an anti-bilingual education proposition, 227, was passed in the state of California calling to dismantle bilingual education. At this time, California had the largest population of CLD students. However, after 18 years, Proposition 58 successfully passed and a resurgence of bilingual education has occurred in California. Texas has also had a long debated

history pertaining to bilingual education. In fact, the work of Blanton (2004) ascertains that the field of bilingual education in Texas is in fact “*strange.*” Bilingual education in Texas can be traced back to the indigenous peoples who inhabited the land and who were forced to learn Spanish through the conquest of Spanish missionaries. The proximity to the border with Mexico has ensured the survival of bilingual education in the state to present day.

Throughout the decades, the adaptation of bilingual education models have been many. The federal government passed the Bilingual Education Act (1968); however, the types of programs adopted by districts were left to local school board policy. Oftentimes the programs implemented were known as ‘sink or swim’ models and were aligned with the English-Only Movement in the United States (Hakuta, 1990; Gonzalez & Melis, 2000). These traditional notions of bilingual education did not have clearly defined goals and were not supportive of bilingualism or biliteracy (Blanton, 2004). Present day movements for bilingual education have adopted an additive bilingual education dual language models that are supportive of bilingualism and biliteracy (Blanton, 2004; García-Mateus, & Palmer, 2017; García & Wei, 2014). Along with this bilingual teachers must be able to work with and respond to the needs of CLD students (Machado-Casas et al., 2017; Machado-Casas et al., 2018). With this resurgence and expansion in Texas and California, two of the largest states responsible for the education of BLs, there is a high demand for bilingual educators to meet the current shortages.

3. METHODOLOGY

We present here a qualitative study focused on three separate cohorts of bilingual preservice teacher candidates at three separate universities. Maxwell (2008) emphasizes that qualitative research studies are a reflexive process that occur throughout the study. The purpose of this study was to identify effective practices in three successful bilingual teacher preparation programs. Qualitative data was collected using questionnaires that provided responses from BPSTs to understand through their voices about what they identified as beneficial about their preparation in working with BLs. All of the preservice teacher candidates were in their junior and senior years and were

taking methods courses that were dedicated to understanding the needs for becoming bilingual teachers and working with CLD students. A qualitative study methodology was applied because it captures pre-service teachers' insights and conceptualizations about a phenomenon. Merriam (2009) describes qualitative research design as an investigation of participants in their real world context.

3.1. Research Questions

In order to understand how bilingual teacher preparation programs successfully cultivate the development of critical consciousness and sociopolitical and sociocultural awareness to effectively serve the needs of their BLs, the following questions were explored in the study:

1. What are key components of bilingual teacher preparation programs that lead to successful bilingual teachers?
2. How do they prepare BPSTs to serve their communities?

3.2. Context

The research was conducted at three different universities all with established bilingual preservice teacher preparation courses. Several sites were used to compile data for this study. Sites were chosen to show examples of various types of bilingual programs across the US. Two public universities, and one private university. Of the three universities, two have a long history of preparing bilingual teachers, and the other is a newer bilingual program. Geographically located in key areas of the US, they provide a glimpse of what these programs are doing to prepare future bilingual educators.

The first university is a small Catholic university situated in a large urban city. Our Lady of the Lake University (OLLU) is located on the west side of the city, in one of the poorest zip codes, where 78% of the undergraduate population is Latinx. In 1923, it was the first higher education institution to receive regional accreditation and in 1927 became the third Texas school to receive approval from the American Association of Universities (OLLU, 2020). In 1968, OLLU became the host of the historic U.S. Commission on Civil Rights Hearing on

Mexican Americans in the Southwest that resulted in a premiere program for the training of bilingual education teachers with assistance from a governmental grant entitled Project Teacher Excellence (PTE). PTE was designed to identify Mexican American students who did not have the financial resources to attend college and provide them with a comprehensive teacher training program, so that they could return to their impoverished communities to give back through the classroom and the teaching of BLs (U.S. Bureau of Higher Education, 1968). In 1986 the Hispanic Association of Colleges and Universities (HACU) was founded at OLLU (HACU, 2020) and OLLU was recognized as an HSI over 25 years ago. OLLU continues to provide leadership in the area of teacher excellence through their teacher education program and focus on BLs. The second university is located on the west coast and distinguishably houses the Department Dual Language and English Learner (DLE) education which was established in 1979 as the Department of Policy Studies in Language and Cross Cultural Education was formed at San Diego State University (SDSU), a Hispanic Serving Institution. “Since its founding, the DLE has focused keenly on social justice, equity, multiculturalism, and bilingual education”. As of November 2016, DLE has been operating under California Proposition 58, through which more than 70% of voters endorsed replacing English hegemony (i.e., Prop 227) with multilingual education for all” (Alfaro, 2017). DLE has been a pioneering department as it pertains to developing and cultivating bilingual educators in the state of California. With that said, and like many bilingual education departments in the US, it was also at one point on the brink of being closed with only one tenured faculty member left, the chair (Alfaro, 2017). However, because of the efforts, tenacity, work, and commitment of the community and DLE’s past chair the department survived, thrived, and remains the only autonomous bilingual credential program in the state of California. DLE continues to be at the forefront of bilingual education in the state of California and continue to fulfill its mission “to prepare bilingual teachers to effectively serve students who come to school with a primary language other than English and to create an equitable, transformative learning space in which students can become bilingual, biliterate, bicognitive, and multicultural” (Alfaro & Bartolomé, 2018; Alfaro & Hernández, 2016; Alfaro, 2017). DLE

continues its history of innovation, and in 2018, DLE established the first of its kind, online bilingual credential program in the US (Machado-Casas & Castillo, 2019). An already successful program increased not only in numbers but also it expanded geographically, offering the bilingual credential program across the state of California. Making DLE's credential program the largest bilingual credential program in the country. The third university, also referred to in this article as New Southwest University, is a part of a large higher education system in the southernmost part of Texas that is considered a relatively new campus, with 10 years as a stand-alone university. The third university in this study was given the pseudonym New Southwest University to protect the anonymity of the university. New Southwest University was established through an initiative led by a Mexican-American state congressmen, who envisioned establishing a university located in the south side of the city to serve a historically underrepresented Mexican-American community. This university was founded during the era of NCLB and this national policy remained until the introduction of The Elementary and Secondary Education Act (ESSA) in 2015. Conversely, NCLB used a deficit lens such as the term Limited English Proficiency (LEP) to refer to BLs (Baker & Wright, 2017). At the end of 2015, ESSA replaced NCLB, and motivated school districts to recruit BPSTs that reflect the cultural and linguistic diversity found in classrooms across the state, metro and rural area schools. This timely shift to inclusive policies prompted more recruitment of bilingual educators and as Arroyo-Romano (2016) found an increased demand for high proficiency in the Spanish language, impacting the recruitment and certification process of the BPSTs across the state. The bilingual program at New Southwest University has a dedicated mission to "their students' advancement in the study of theories, research, and effective pedagogical approaches in the fields of bilingual, dual language, and ESL education". Through their course work, students in bilingual and ESL education at this university become actively involved in teaching, developing curriculum, service-learning partnerships, engaging in research initiatives, and participating in internal and external activities that support their growth as future bilingual educators.

All three university programs demonstrate a strong historical background that prepares BPSTs to be successful bilingual educators in bilingual and dual language programs. In recent years, due to the high demand for dual language educators, all three preparation programs have developed curriculums to support dual language teaching in their respective colleges of education. The authors of this study are all professors of bilingual bicultural education and taught the courses that were conducted in this study. These courses centered around the formation of bilingual teachers that would be attuned to the needs of CLD students.

3.3. Data Collection and Analysis

Trustworthiness must be ensured in qualitative research studies (Mertler, 2009). Therefore, data was triangulated across multiple sources including interviews, questionnaires, and classroom reflections throughout the semester. The data sources aligned to the principal functions of the courses were to expose BPSTs to complex issues found in the realm of bilingual education. The teacher candidates were challenged to make connections to pedagogy and practice by engaging in self reflection throughout the semester.

We then employed the use of qualitative analytic coding which is described as a two-phase process consisting of open-coding and focused coding (Emerson et al., 1995, p.143). First, we coded all data sources by using words that appear multiple times across data sets. Examples of these codes included: impact, courses, practice, activities, reflection, and culture. Once analytic coding was completed we then engaged in focus coding for our second phase. For example, the codes: projects, activities and reflections were all collapsed into a single code 'classroom' to reflect what occurred during classroom settings. Upon completion of analytic coding from all data sources we then reviewed and divided findings into themes that reflected: identity and support, agency and activism, and pedagogical and curricular alignment.

3.4. Participants

This study included 26 BPSTs from New Southwest University, 6 from OLLU, and 45 BPSTs from SDSU. Participants in this study were selected using purposeful sampling (Merriam, 2009), which allows researchers to choose participants based on specific criteria. All of the participants identified as BPSTs of color who identified as Latinx. In this study, all participants were given pseudonyms to ensure their anonymity. The participants were all majoring in bilingual education and were first-generation college students. The participants were in their junior or senior year, and participating in field-based placements in bilingual and dual language elementary campuses in south Texas and southern California.

4. FINDINGS

Based on the investigation of the research questions, the findings attempt to provide an understanding of the three bilingual teacher programs whose primary goals are to support and retain BPSTs through the use of highly effective practices that meet the field's demands. The following quotes, that serve as examples, provide an insight as to how the three bilingual teacher preparation programs support critical consciousness and the awareness of the sociocultural and sociopolitical context stemming from BLs' linguistic and cultural backgrounds that result in successful, social justice oriented practices.

As a result of our findings, we developed a cyclical model that expands our understanding of how BPST preparation programs can instill multiple components that foster BPSTs' ideologies towards language teaching and development of culturally relevant classroom practices. The components were a) identity development through supportive programs; b) socioemotional processes connected to agency and activism; c) pedagogical and curricular alignment. All of these components are intersituational and multimodal in providing future bilingual teachers with the necessary tools to address the sociocultural and sociopolitical nature of the bilingual education field as shown below in Figure 1. It is recommended for teacher preparation programs to develop each component fully in order for future bilingual

teachers to grow in their critical consciousness so that they are better prepared for the field. Each component adds to the overarching BPST ideology and programmatic clarity (Machado-Casas & Espinoza, 2020) needed to prepare bilingual teachers for the field. To further unpack the constructs of the model, each component will be explained.

4.1. Identity Development through Supportive Programs

The development of a bilingual preservice teacher is one that is complex as it is rooted in an ongoing continuous process (Morgan, 2004; Varghese et al., 2005; Flores et al., 2008). Identities are not stagnant, but fluid in nature and therefore subject to change. As such, when preservice teachers enter a program they have had limited experience in relation to what it means to serve CLD students. As they progress in their teacher preparation program they gain exposure to courses and assignments that challenge them to reflect and construct their identities as future bilingual educators. Therefore, BPST preparation programs must adopt a community of support model when working in conjunction with their students.

4.2. Socioemotional Processes: Agency and Activism

For some time now it has been said that teaching in and of itself is a political act. Along with this, bilingual teachers assume the role of activist (Picower, 2012; Lopez, 2011; Urrieta, 2010). As previous scholarship has noted, BPSTs must be equipped with the skills to be prepared to advocate for their students and “work from within” the constraints placed upon them through colonial practices found in schooling. Urrieta’s work notes that many times whitestream educational practices do not adequately address the needs of Latinx students.

Exposing preservice teachers to opportunities where they can witness agency in action allows them to assume an active role in their ability to advocate for their BLs in the future. Through the previously mentioned components of identity through supportive programs, agency and activism are socioemotional processes that we come to realize are necessary to achieve goals within bilingual teacher preparation programs. Such necessary

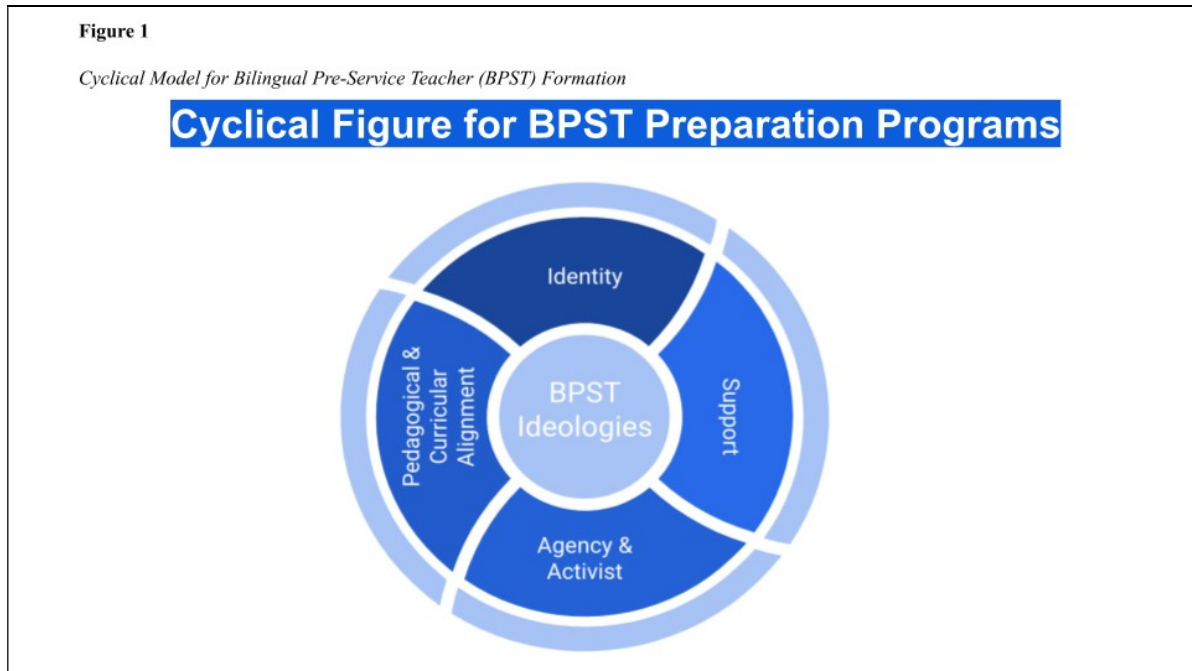
action must directly connect to having pedagogical and curricular alignment. Metaphorically speaking these components serve as roadmaps that will drive the goals and focus of courses within a bilingual teacher preparation program. Therefore, agency and activism need to be tied to the mission and vision of the bilingual teacher preparation program. If this is addressed in the programmatic planning, BPSTs will have the opportunity to be exposed to these socioemotional components that eventually will lead to beliefs, values and an ideology that are instilled throughout the program. To support this further, each of the three universities referenced in this article have institutionalized a Bilingual Education Student Organization (BESO) where BPSTs involvement encourages them to participate in community activities (i.e. Cesar Chavez Annual Marcha), attend local, state, and national conferences in bilingual education, and volunteer additional time outside of their required field placements at local schools serving CLDs students (Machado-Casas & Schouten, 2012). From a Freirian perspective (Freire, 1972, 2000), these activities are centered around activism instilling a sense of service, with the notion of understanding first the socio-political aspects of education and activism, then taking it into a higher level which is enacting the praxis of these principles in the community. Such effort cultivates outside spaces (Montaño et al., 2002) where agency and activism can grow. BESO serves as a platform for BPSTs to engage in such activities outside of the traditional classroom setting.

4.3. Pedagogical and Curricular Alignment

Pedagogical and curricular alignment are essential components that serve as overarching principles of goals in bilingual teacher preparation courses and need to be seen in tandem (Bartolomé & Trueba, 2000; Bartolomé, 2004; Alfaro & Bartolomé, 2018). They have a continuous interdependence but need to be scaffold in learning before sending students to their field practicum. For example, each university provided foundational classes for BPST formation and covered three fronts: first, pedagogy foundations for teaching content; second, bilingual and dual language theories and methods, and historical events where communities fought to secure the linguistic rights of CLD students (Nieto & Bode, 2012). These foundational courses afford BPSTs the

opportunity to understand and take up the reasons why bilingual teachers need to be activists and set the standard that they needed as advocates for their future students and families (Valenzuela, 2016). The third front is curriculum alignment aimed to develop and strengthen academic Spanish language proficiency. BPSTs' linguistic proficiency is a dual and fluid process which affords the opportunity for linguistic enhancement, at the same time through this process BPSTs develop their linguistic and cultural consciousness. This cathartic process, fueled with metalinguistic opportunities to reflect about their own identity and language trajectories, serves as a springboard for setting the stage to adopt greater activism and agency while affirming their own positionalities.

Conversely, the methods courses teach them how to be critical and they gain exposure to best practices for working with BLs, thus all three programs participating in this study, require experiential learning where students are placed in the field before clinical teaching. As a result of this earlier exposure and the learning embedded during internship experiences, BPSTs are able to connect the pedagogical practices they have been learning about in course work at the university to practice, and establish rapport with their cooperating, mentor teachers in the field. Thus, in short, the components of identity with support, agency and activism and pedagogical and curricular alignment all come together to construct an ideology that leads to critical consciousness and permeates all facets of bilingual teaching culminating into social justice practices (Anzaldúa, 1987; Valenzuela, 2016). The following illustrates our findings to demonstrate how this framework manifests itself in three bilingual teacher preparation programs.



Source: Bilingual Pre-Service Teachers (BPSTs).

4.4. Identity Development Through Supportive Bilingual Teacher Preparation Programs

The three bilingual teacher preparation programs in this study were established to provide access and opportunities for Latinx students. Each program has an HSI designation and all three strive through their established mission to support student self-development in relation to their academic goals and needs. From the data, identity became a salient theme regarded by BPSTs on all three campuses. The following are quotes that were identified by BPSTs' understanding about the role of identity and how their program supports its development for success in teaching.

Table 1. Identity development through supportive university bilingual program practices

Institution Southwest-Texas	Institution -Texas	Institution Pacific Coast-California
<p>There are so many books we have read of methods to apply to teach to our bilingual students however the biggest thing that I got from my course is [to] make it culturally relevant. I remember reading an article in my second language acquisition class with Dr. Marquez about a Korean-American student becoming a teacher because he wanted to change the curriculum... Why?... because he disliked the idea that he could never relate to anything he was so he decided he would create a culturally relevant pedagogy classroom. The courses make us reflect and think about our identities and that we should celebrate everyone's cultural background. There have been stories from my peers where they would sometimes feel ashamed of themselves because they were not 'American'; when really it is diversity that makes up this nation, and we should embrace it.-Veronica</p> <p>Administration may be difficult, parents may be difficult, but remembering why I chose to become a bilingual educator is more than those battles. This is something that some of the courses have taught me. Alongside, strategies and models on how to become a great educator. - Juana</p>	<p>My [bilingual] courses and assignments have allowed for me to explore and take into consideration various cultural and linguistic factors that will impact how I will best support my future students. My courses covered important history, misconceptions, scenarios, personal stories, and diversity in the community that will greatly play a part in my teaching. Having peers with different previous bilingual education experiences to share allowed for many open discussions and various points of view about what factors make bilingual education most impactful. -Martha</p> <p>Most importantly, having the opportunity to actually take what I have learned in lectures, discussions, PowerPoints, and textbooks and apply it in various classrooms has allowed for me to find what would be the best fit for me as a future bilingual educator. -Paula</p>	<p>Every single class that I took in this program looked and dealt with identity. My identity, my students' identity, and the identity of bilingual education as a field. It is so clear to me that in order to support our students as future bilingual teachers, we have to get to know them and who we are. Every class from biliteracy to math highlighted the importance of our culture, and language.-Marisa</p> <p>The curriculum used for our program spoke to me! It led me to understand why as a US citizen... I always felt that I did not belong. And that I was not wrong. It led me to understand via the curriculum the socio political struggles of our bilingual education community, the fight that is still taking place, and that I belong right in the middle of it. I now see my identity as an agent of change, and with power! My identity not only matters but can lead to so much good for others as a bilingual teacher.- Karen</p>

Note: All quotes collected from questionnaires, interviews and reflections from Bilingual Pre-Service Teachers (BPSTs) at the three institutions

Based on the quotes above in Table 1, BPSTs identified that through their engagement in university course activities, they learned to integrate culturally relevant ways to present opportunities for BLs to connect to their learning by tapping into their linguistic and cultural backgrounds. Learning and teaching strategies develop as gains in both knowledge in the field and in the classroom. The connections that the students make between the pedagogy and practice provide them with diverse scaffolded opportunities that allow the student to make personal connections to their own strengths and weaknesses based on their own cultural understanding (Morgan, 2004; Varghese, Morgan, Johnston, & Johnson, 2005). This became an opportunity, for self-reflection where BPSTs revisited their own identities and questioned how the sociocultural and sociopolitical context becomes a source for enacting inequities for learning and that by countering this, we can move towards a critical consciousness that dismantles inequities and rather invokes and celebrates diversity (Flores, Clark, Guerra & Sánchez, 2008). Additionally, as the BPSTs' self-reflect, there is a liberation of the hegemonic conditions or structures that exist in schools. Arce (2004) found that as their resistance unfolds, bilingual educators become critical educators and it is this practice in schools that provides children with a greater opportunity to achieve academically. Referring back to the cyclical model, identity through supportive practices is a critical component of BPST preparation because it centers identity as an area of focus for BPSTs' in order to reflect on their own personal notions as to how their prior linguistic and cultural experiences contribute to their own knowledge of how identity shapes and motivates BLs to develop their own bilingualism, biliteracy and biculturalism. BPSTs were able to explore diversity and create an awareness that culture, such as their experiences both in and out of the classroom, supported their ability and confidence in becoming effective bilingual classroom teachers.

4.5. Social Emotional Component: Agency and Activism in the Community

Part of the development of a teacher identity is connected to the social emotional process that occurs when the formation of a teacher begins; this is a critical component of the cyclical figure for preparing bilingual preservice teachers. BPSTs engage in this process; however, they are charged with developing it in conditions, such as English Only movements, that do not completely support bilingual teaching and pedagogy. To declare a teacher identity becomes a unseeingly political act, but to declare a bilingual teacher identity the pathway is engulfed by a constant trajectory of misconceptions about bilingual education's purpose, questioning of practices and constant contention with a colonized history resulting in the omission of historical facts and figures, and linguistic knowledge and ways of knowing. For example, in the following exemplars, these BPSTs describe how the social emotional component of becoming a bilingual teacher and working with BLs results in activism and prompts them to be change agents of knowledge and change in their communities versus as Delgado Bernal (2002) found that Latinx students are treated typically as non-agents of knowledge and this affects them at various institutional levels. In the following quotes, BPSTs spontaneously and naturally responded either in English or Spanish. This is a practice that legitimizes BPSTs' bilingual proficiency, particularly Spanish and demonstrates their agency and activism for bilingualism and multilingual practices.

Table 2. Social emotional component: Agency and activism in the community

Institution Southwest-Texas	Institution -Texas	Institution Pacific Coast-California
<p>Mi preparación docente ha sido de mucho beneficio porque he podido poner en práctica lo que he aprendido en la escuela primaria donde me asignaron. Además, considero que mi propia experiencia es muy relevante para enseñar a los estudiantes bilingües porque nuestras profesoras siempre nos exigen tomar en cuenta los factores culturales que ayuden a los estudiantes a crear conexiones auténticas. También la variedad de estrategias son unas excelentes herramientas que he podido poner en práctica para ayudar a los estudiantes a tomar ventaja de su don de ser bilingües. -Sonia</p>	<p>Durante mi trayectoria en el programa bilingüe he aprendido que cada estudiante tiene una manera diferente de aprender. Para mí es un honor enseñar en dos idiomas porque sé que les voy a cultivar sus culturas y tradiciones. Las tareas que he aprendido me han enseñado a entender mejor el aspecto lingüístico y diverso. Algo muy beneficioso son los diferentes programas que los estudiantes pueden obtener para aprender un segundo idioma. Cada estudiante va a triunfar de una manera diferente pero eso es la gracia de ser maestra porque no solamente vamos a enseñar de una manera sino adaptarnos a cada estudiante. El adaptarse a aprender un segundo idioma puede ser difícil para el estudiante pero haré lo mejor posible para que el estudiante se sienta cómodo. - Stella</p>	<p>Este programa me dio la oportunidad de ver lo importante y crucial que es el poder abogar por nuestros estudiantes y nuestras comunidades. En este programa, la directora nos llevó a una reunión del un “School board”, y fue tan impresionante ver como nosotros tenemos el poder con la comunidad de cambiar las cosas. Aprendí a ser la voz de esos que no pueden o que tienen miedo de hablar. Y los ojos de a los que no dejan que vea. Ahora, soy maestra, abogada, psicóloga, y miembro activa de mi comunidad. -Laura</p>

<p>Lo que pienso que me ha beneficiado más es aprender y entender que cada estudiante es diferente. Cada estudiante posee distinta cultura, lenguaje y experiencias y eso tengo que usarlo a mi favor para conocer y poder apoyar a mis estudiantes. Mis entrenamientos y las clases me han enseñado que tendremos estudiantes distintos pero no nos podemos dar por vencidas y tratar de ayudar a cada estudiante a ser exitoso. - Adriana</p>	<p>Mis cursos de educación han incluido tareas, proyectos, observaciones y especialmente piezas de reflexión que me han dado las herramientas y estrategias necesarias que me permitirán crear una conexión auténtica con mis alumnos bilingües. La parte más impactante de estos cursos es el componente de discusión, lo que permite que mis compañeros y yo realmente tomemos los métodos y estrategias que hemos aprendido e intentemos comprender cómo se utilizarían mejor en escenarios del mundo real. Esto también nos permite visualizar cómo podemos aplicar estas estrategias y métodos con nuestros alumnos bilingües en el futuro. Un tema muy importante del que aprendemos en nuestros cursos y que practicamos la visualización en múltiples escenarios del mundo real es la competencia cultural. Este es uno de los muchos temas cruciales discutidos en nuestros cursos que es necesario aprender para crear esa conexión auténtica con nuestros estudiantes bilingües. - Belen</p>	<p>En este programa tuvimos trabajos donde tuvimos que trabajar con la comunidad. This allowed me to see that parents are our allies and together we are a power machine. I know that I'm an advocate for my students, and the parents. I help them see and stay informed, we work together and I have their back and they have my back. I really never thought I was going to consider myself a "community activist". But today, I have to say that I am! - Dariela</p> <p>Community activism has always had a bad connotation in my eyes until I started this program. Today, I can proudly say that I know how to get additional resources to help my students, that I know about policy, and how it works in order to help my students. I also know how to make connections with other organizations and also how to organize within my school and community. I also know that it is a critical part of who I am now--Thanks to this program.</p> <p>All the assignments prepare you for this--<i>la lucha!</i> It is done in such a wonderful way, that before you know it, one assignment after another, you just grow an awareness of the need for social justice and our roles as bilingual teachers in it. <i>¡Somos luchadoras bilingües!</i> -Maribel</p>
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Note: All quotes collected from questionnaires, interviews and reflections from Bilingual Pre-Service Teachers (BPSTs) at the three institutions

For example, Sonia concludes her quote by making a powerful statement and demonstrating her activism when she informs her students that they should use their bilingualism as an advantage. She uses the word “don” which is a Spanish word encoded by the BPST’s cultural knowledge about the significance of this word to mean that their bilingualism will be their advantage in life and that they should feel that it is a source of strength. Stella and Belen, in their responses, describe the socioemotional feeling that they get in understanding the importance of their roles not only as content

teachers, but as vehicles in which students can continue to learn, appreciate, and respect their culture and language (Flores & Claeys, 2010).

Adriana describes, in her quote, how the bilingual teacher preparation program has provided her the opportunity to understand how significant it is to implement best practices and strategies derived from bilingual studies and education research. As she closes her response, she emphasizes the importance that her students should feel comfortable especially in a curriculum and an educational context that may lack cultural relevance (Calderon, 2014). Moreover, her intention is to encourage student agency and build bridges between the home and school while using their native tongue as a tool to improve their learning and acquisition of their second language. Such a stance was formulated and informed in her teacher preparation program that stems from the socio-emotional process that becomes part of the journey of becoming a bilingual teacher (Cervantes-Soon, 2018). Following Adriana's position about the importance of inclusivity in bilingual education, Laura, Dariela and Maribel describe in their quotes how inclusivity was prompted in their bilingual teacher preparation program. Moreover, inclusivity manifested itself through opportunities to engage with community leaders and community members such as parents. The strong identity formation and the support BPSTs received in the program lead to another stanza, which is the activism and own rising agency. Maribel strongly claims '*somos luchadoras bilingues*', we are fighters, which clearly posits her own views and positions about future educators of bilingual students, as advocates and pursuers of social justice. Such a powerful engagement supported outside of the university classroom provides experiences for agency and activism for BPSTs that are demonstrated as a component of the cyclical model resulting in becoming critically conscious about the cultural community responsible for supporting schooling programming, funding and practices.

4.6. Pedagogical and Curriculum Alignment

The final connecting theme developed from the data was pedagogical and curriculum alignment. This became an integral component of the cyclical

model that allowed BPSTs to visually and holistically understand how the other intangible components manifest themselves in the instructional practices that they create based on their interactions and participation in university coursework and activities (Bartolomé & Trueba, 2000; Bartolomé, 2004; Alfaro & Bartolomé, 2018). Of particular importance is the spontaneous relationship that BPSTs develop with their university professors and peers. Moreover, as presented in the following quotes, it is opportunities and interpersonal relationships that result in supporting the success of the cyclical model for consciousness raising. The quotes below are examples of this connection and how BPSTs unpack its meaning for pedagogical decisions.

Table 3. Pedagogical and curriculum alignment

Institution Southwest-Texas	Institution -Texas	Institution Pacific Coast-California
<p>My courses have taught me quite a bit in regards to what it means to be a bilingual teacher and what it involves. I can say that Dr. Castillo specifically has shared her experiences that have shed light on the struggles, the doubts us as bilingual educators may come across. If there's anything I learned from Dr. Castillo's courses, is that connecting with your students should be number [the] one goal, finding literature they can actually relate to, and never give up for what you love and believe in. It might sound cliché, but when you love what you do, you shouldn't give up. -Juana</p>	<p>Definitely the hands on experience has been the most beneficial throughout my teacher training. You gain plenty of knowledge but it is not until you put it to test/work that you really know your strengths and your weaknesses. Critical engagement with the materials, resources, and texts is key throughout the learning process and in a smaller classroom environment, I have had more opportunities to seek clarification and am therefore more confident in the material that I have learned because I can relate it directly to my own funds of knowledge and cultural experiences and those of my students and families. - Pamela</p>	<p>We worked on an assignment called community scan. This assignment asked us to critically look at each of our communities. I was placed in the elementary school I attended as a child. Doing the community scan was life changing for me. After looking at the school, community, parks, stores with a critical lens I became aware of the struggle of my community. The struggle to maintain equitable educational opportunities, and to help our students and community members to feel a sense of belonging. I learned that who we are and what we believe is key in addressing the needs of our students but also in order to help our community move forward and out of the trauma we have suffered. It has strengthened my sense of self and my love and passion for my students and where I come from. -Alexandra</p>

<p>My experience with the bilingual teacher preparation program courses and assignments I believe it has been a great benefit personally. When I arrived at this university my Spanish was not that good. I am happy to say that I am more confident to speak in Spanish and accept good criticism as well. I am more confident in my assignments that I have had from presenting at school to teaching a lesson during my field residency Overall, I really think that the program has helped me grow both in school and for teacher training. -Jasmine</p>	<p>I definitely feel that the opportunity to explore and observe classrooms of different types of bilingual education (dual language, Spanish immersion, ESL, etc.) has been extremely beneficial to my teacher training. It has allowed me to compare each branch of bilingual education, apply what I have learned in each of my courses, and find the strengths and areas of improvements of each method.-Sara</p>	
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Note: All quotes collected from questionnaires, interviews and reflections from Bilingual Pre-Service Teachers (BPSTs) at the three institutions

For example, Juana also added about the importance of culturally relevant texts stemming from her preparation in her bilingual program. In this quote, Juana adds that by learning about the integration of culturally relevant texts in her lessons, she would be providing an opportunity for her students to assist in shaping their identities and engagement for learning about content, concepts and access to literary structures that benefit them in learning the academic discourse and language in two languages. Similarly, Pamela interprets the intersection of culture and community and the importance that it has in supporting families whose cultural values are not always accepted and validated (Nieto & Bode, 2012). Such opportunities also yield vital support for BLs for future academic success in contributing to their sociocultural and sociopolitical contexts.

In order to promote support for our BPSTs, the academic development of language proficiency in Spanish is of critical importance for bilingual teacher preparation programs (Arroyo-Romano, 2016). Moreover, the expectation to be proficient in two languages, Spanish and English, is the linguistic requirement to become a bilingual or dual language teacher and all BPSTs understand the importance of this requirement. However, for BPSTs, it can

cause initial fears and discomfort. Jasmine describes her initial fear of speaking Spanish and how over time she became more proficient and this helped her be successful in her university coursework as well as the classroom. While Sara emphasizes the importance of having the opportunity to learn about and observe different classrooms during her studies. Thus, in order to strengthen the students' linguistic proficiency and bilingual academic knowledge and pedagogy, universities have to develop a systematic approach for supporting their BPSTs' academic Spanish development. As referenced in Jasmine's quote, many BPSTs initially feel very insecure and lack the confidence in using their native tongue to develop a deep understanding of bilingual content and pedagogy. The initial contact with this expectation to learn and think critically about content and issues pertaining to BLs in their first language can be overwhelming. However, as presented in this BPST's quote, because developing an internal structure, as found on all three campuses study sites, it is essential to support candidates throughout the teacher preparation program where there is coursework in Spanish content and pedagogy in a consecutive and sequential approach. Such an approach increases the sustainability of these practices resulting in successful field experiences, completion of degree, and bilingual certification. All of these successful outcomes for BPSTs also support the linguistic needs of their future BLs.

Alexandra also provides an introspective understanding about how by participating in an environmental scan project in her bilingual course, she was able to identify the community Funds of Knowledge (Moll & Amanti, 2005) and develop an awareness of the cultural wealth that her BLs possess and the application of this knowledge for bilingual content learning. Alexandra's articulation of her experience with this critical project allows us to further our understanding of the cyclical model and its impetus to formulate a BPST ideology grounded in a theory of praxis (Freire, 1972) stemming from BLs' linguistic and cultural backgrounds.

5. DISCUSSION

The cyclical model was a proactive approach conceptualized from the current study findings to support BPSTs successful progression in a bilingual teacher preparation program. Highlighting the historical trajectory of three university programs contextualized the significance of the findings and introduction of the cyclical model. In this study, the findings revealed that identity was supported by bilingual teacher preparation programs, socioemotional processes resulted in agency and activism and it concluded with pedagogical and curricular alignment for BPSTs and address the needs of bilingual teacher preparation programs who provide the necessary qualifications to achieve bilingual teacher certification. However, the key focus of this research, in addition to the state certification, is the need to support the critical consciousness (Valenzuela, 2016; Cervantes-Soon, 2018) of BPSTs so that they equip themselves as well as their BLs with the tools that can influence the construction of their identity academically but as well knowledgeable of the wealth of sociocultural practices and the sociopolitical nature of their respective communities. BPSTs' experience similar linguistic and cultural experiences and similar cultural wealth stemming from the prior experiences as a Latinx community that addresses BLs' learning needs. The findings attest and support the introduction of a cyclical model that will contribute to our preparation of bilingual teachers with also hopes of alleviating the bilingual teacher shortage. Future research needs to be called upon based on our research findings surrounding identity building supported by our colleges and universities, socioemotional processes such as agency and activism, and the introduction of a pedagogical curricular alignment that yields high expectations and results.

6. CONCLUSION

The themes found based from the research questions that were posed involved exploring how three universities developed a critical consciousness that was accomplished through self-reflection and exposure to culturally relevant practices leading to activism. A cyclical model was helpful to understand how BPSTs' ideologies are formed and influenced by their participation in bilingual teacher preparation programs that allow for exploration of identity, support networks, agency and activism and the development of pedagogical and curricular alignment. In addition, this cyclical model promotes a strong understanding for what growing a bilingual teacher preparation program entails. The three teacher preparation programs resulted in effective practices for learning and teaching in a bilingual and dual language classroom. Culturally relevant practices found in the BPSTs' responses supported bilingualism and biliteracy using Latinx texts that promote awareness and advocacy to counter the dominant narrative and support a strong identity or sense of self for BPSTs. Such practices stemming from three bilingual teacher preparation programs supports successful academic outcomes for BPSTs that in turn strengthens a child's opportunity for bilingualism and biliteracy.

Identity was the first component in the cyclical model. It was the opportunity to understand how BPSTs describe their own notions about how they are developing their linguistic attitudes towards bilingualism, a sociopolitical consciousness, and their bicultural identities (Cervantes-Soon, 2018) to identify as a bilingual educator. Developing an identity in a CoP (Lave & Wenger, 1991) is supported by bilingual teacher educators in a BPST program who understand identity is central to the development of a critically conscious bilingual teacher and establishing these connections are imperative so that BPSTs engage in this same process for their future BLs. Cervantes-Soon (2018) found that Latinx BPSTs are themselves from the linguistic communities and similar socio-economic backgrounds that can be used to form strong connections and relationships between the bilingual teacher and a BL. Such connections create opportunities to forge through on an anticolonial path and engage in reflective practices to digest the

implications of colonization and the power dominant ideologies have that create deficit perspectives resulting in cognitive conflict towards different ways of knowing and being. The ways and knowing of an individual or collective group stem from their own prior experiences in their communities (Moll & Amanti, 2005). However, the result of monocultural and monolingual practices, usually supported with English Only Movements (Padilla et al., 1991), begin to fracture the principles of bilingual education. However, when agency and activism manifest to counter deficit perspectives using antiracist pedagogy and culturally relevant practices this begins a process of building on students' cultural and linguistic assets. The cyclical model addresses in the final component how pedagogical and curricular alignment result as BPSTs begin to self-select teaching practices and the instructional decisions based on their completion of participating in the model resulting in best practices for working with BLs.

7. IMPLICATIONS

The implications of this current study can be applied to any institution based on our presentation of the historical timeline that provides three different time periods in our history. Many institutions will appreciate the applicability of the components of the model that form an academically sound approach that supports a social emotional and holistic perspective of bilingual teacher preparation. In the future, extending this cyclical model provides the opportunity to understand or reveal how BPSTs can impact the identity formation of BLs. Moving forward, these institutional or programmatic practices promise to address the bilingual teacher shortage in the US and encourage an anticolonial pathway (Cervantes-Soon, 2018) towards fostering and retaining critical consciousness (Valenzuela, 2016) for BPSTs. We are committed to continue developing this cyclical model in the hopes to continue to elevate and strengthen bilingual teacher education to support the growing Latinx population in the US that is also impacting the educational global perspective.

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