

Pedagogy of Social Imagination in Language Learning/Teaching (PSILLT)

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A. Theoretical framework: The Pedagogy of Social Imagination in Language

Learning/Teaching stems from different Vygotskyan theoretical frameworks: Critical Sociocultural Theory and Cultural-Historical Activity Theory – in order to create a pedagogy that is expansive, uses thinking and imagination as tools, and builds on the strengths of diverse communities. Following is a more specific description of the pertinent tenets within these theoretical frameworks.

Community Funds of Knowledge proposes that communities, no matter how impoverished financially, create alternative paths of engagement in the societies in which they live. It is premised on the belief that people are competent and have knowledge because they have found alternative pathways to survival, and the experiences of their lives generate knowledge. If this is so, we have to find the tools associated with those alternative pathways and tap into such knowledge of possibilities and imagination as resources of academic achievement.

While language is only one of the identified cultural tools within the literature on funds of knowledge (Mercado, 2005), it is nonetheless one of the most powerful tools humans possess. Through and with language, verbal and non-verbal, we create social bonds with others, we communicate our thinking, and we name, imagine and create our worlds. While we do not want to belittle any cultural tools humans use and/or can create for new learning, within the PSILLT project we want to carve out a doable area by focusing on language learning and teaching.

A multilingual individual, as Kramsch (2009) proposes, uses multiple symbolic forms to craft the self and to construct multiple subjective realities. Transcultural repositioning (Guerra, 2007) is an important cultural tool that individuals must learn to successfully participate in more than one culture. The PSILLT would like to start from the premise that multilingualism within

a global context is the dominant mode (Skuttnab-Kangas, 2000) from the perspective of numbers of people, although not from a power perspective. The partner schools within the PSILLT project recognize and honor the world's dominant mode and attend to its lack of power. They are committed to privileging the minoritized language by supporting children from these communities to maintain their native/heritage language and include dominant language group children to learn bilingually through dual language education programming so that they can become competent citizens in multiple worlds. Within PSILLT, we want to explore the knowledge of possibilities that students bring to their classrooms through their language and their cultures. In order to do this, we have to create a learning environment that protects and understands their languages and cultures as intellectual resources for learning.

The *Social Design Experiments*, within the CHAT tradition, are “cultural historical formations designed to promote transformative learning for adults and children” that are organized around “robust” learning, mediated praxis, and social justice and equity for non-dominant community children and their families (Gutierrez & Voussoughi, 2010). It proposes that educators know their students and their histories and design educational practices so as to envision what is possible and generate new knowledge of possibilities for social change and equity.

In the field of language, researchers from a social design orientation (Alvermann, Hinchman, Moore, Phelps, & Waff, 1998; Cope & Kalantzis, 2000; New London Group, 1996) propose that the dominant definitions of literacy be questioned. They imply that the traditional definitions of literacy discursively promote a negative disposition of non-English speaking individuals’ potential in schools. What is needed is a new vision of language, language in print, and other ways of seeing and reading the world that reposition them transculturally (Guerra,

2007) for a “literacy of the new times” (Luke & Elkins, 1998).

We propose within PSILLT to reposition monolingual, bilingual teachers, teacher candidates, faculty members, and students transculturally as they engage with the task of imagining new futures for themselves, the students, and the families of the partner schools. We propose that the languages of the communities with which they work— Chinese, Spanish, Mixteco – be seen as a valuable intellectual resource for their learning/teaching. And, we propose to use multimodalities for the experimentation with “robust learning” (Gutierrez, 2007).

The last theoretical strand is *Formative Intervention*, also within the CHAT tradition. Cultural historical tools, re-mediation, and expansive learning are also central but Engestrom (2011) goes further to argue that social design instructional experimentation must include a more sophisticated understanding of agency as layered. He uses the Vygotskian concept of double stimulation to argue for ways of approaching social design and experimentation as an open and on-going system not determined a priori, and to argue for negotiated solutions to problems of learning so as to take the stable knowledge that is taught in schools and (de)stabilize it sufficiently to provoke a period of fluidity and borderlessness where imagination and creativity reign. It is in this (de)stabilized period where objects of attention and participants together generate new ideas and solutions creating new models of learning, doing, and thinking. Three processual elements, however, are important. One is the need to understand who the learner is and how s/he learns in order to understand what new cultural tools to use that might provoke re-mediating learning and opening up their thinking in imaginative ways. The second is that, whatever tools selected, they will be brought into a learner situation and one ought to expect that the learner will participate in the negotiation of new meaning. The last element is that new ideas or models for transforming learning could be understood as milestones that are

arbitrary and, frequently, unforeseeable in a process that is continuously shifting.

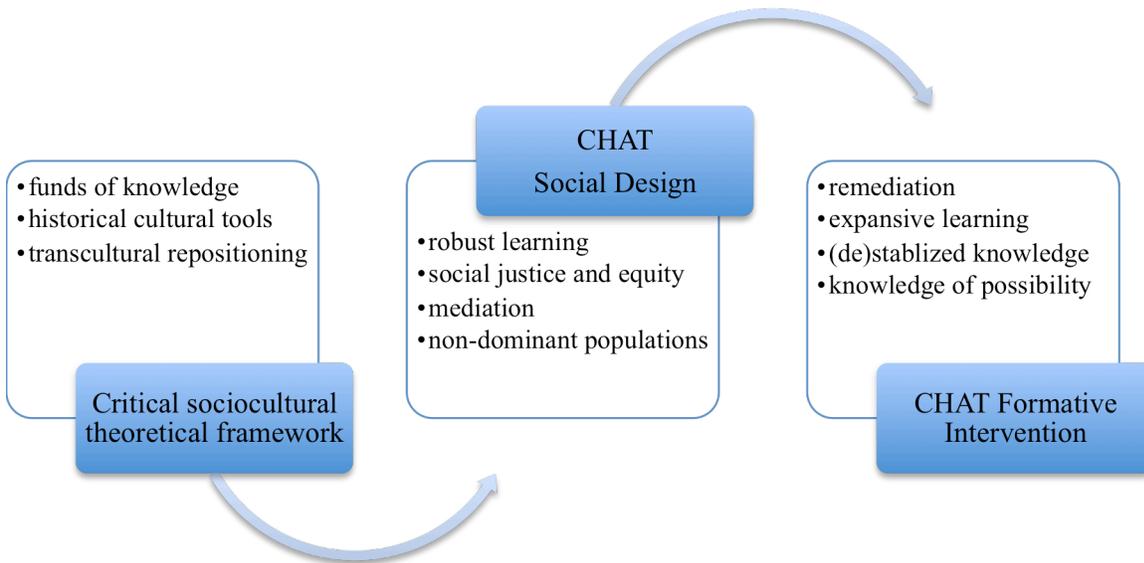


Figure 1: Theoretical Framework of Pedagogy of Social Imagination in Language Learning/Teaching

Within the PSILLT project, there will be two protected bubbles (TC Globalization Seminar, personal notes, 2011), so to speak, for a Pedagogy of Social Imagination in Language Learning & Teaching – the spaces for language learning/teaching for adults and the afterschool settings. In these spaces, we will approach the learning/teaching of languages as multi-modal and as an open space for expansive and robust understanding about learning languages/teaching – all learners/teachers will be multilingual at different levels and all language learning will be in the service of finding ways to improve school-based language learning but by first trying out new ways of learning the language in less restrictive, more open learning protective bubbles.

B. Needs of the Bilingual/Bicultural Teacher Education Program at Teachers College

Within this section, we will address the goals and sub-goals, the needs, and the activities associated with each.

1. Preparing bilingual teacher candidates who lack academic and pedagogical linguistic proficiencies

1.1 Just as the demographics are changing in our nation's public schools, so are the teacher candidates at the university. There are three specific changes we want to address in this section: (1) the change of Spanish-speaking teacher candidates, over the years, from Spanish-speaking immigrant/migrant and first generation to 1.5 to 2nd generation, which we will call the language revitalization group, and second language learners of Spanish; (2) increase in teacher candidates from Asian countries, particularly China and Korea, and (3) the increasing heterogeneity of the Spanish-speaking population. According to the U.S. Census Bureau, reported in the website "His/Her Name is Today" (<http://www.coedu.usf.edu/zalaquett/hoy/demographics.html>), the Hispanic population increased 57% since 1990. In 1990, the population was 22.4 million and today it has increased to a whopping (35.3 million) 13.2% of the U.S. total population.

In addition to its growth, the Hispanic population is more varied than in any other time in the history of the U.S. as the traditional groups – Mexican, Puerto Rican and Cubans changed downward from the 1990's but the Other Hispanics went up by 22.8%.

- Mexicans increased by 52.9 percent, from 13.5 million to 20.6 million.
- Puerto Ricans increased by 24.9 percent, from 2.7 million to 3.4 million.
- Cubans increased by 18.9 percent, from 1.0 million to 1.2 million.
- Hispanic/Latinos who reported other origins increased by 96.9 percent, from 5.1 million to 10.0 million.

These demographics are evident in the ethnic composition and linguistic proficiencies of our teacher candidates. Each of the distinct groups comes with different language needs. Our objective is to strengthen the language other than English (LOTE) with which the prospective

teachers will work within in school settings with children. The second language Spanish learners have mastered some level of oral and written language when entering the program (as we do not admit students below a 3 in a scale of 1 to 5, with 5 as native language proficiency), but are unlikely to be familiar with pedagogical and academic language they need in classrooms. The Revitalization group comes in with a strong command of the everyday Spanish but with heavy needs in literacy, in pedagogical and academic language. The Asian group has these two linguistic groups in addition to the new immigrants that do not feel confident and, at times, proficient enough in English to be in front of a group of English-speaking students.

Thus, in Goal 1.1, *Language Learning/Teaching*, we propose to improve teacher candidates' abilities to teach in the LOTE.

We currently have a course entitled Teaching in Spanish/Chinese where we focus on the pedagogical language students will need to teach, but we find it insufficient for *all* our students' needs. We propose to fund supplementary experiences, such as weekend modules and summer institutes, which will address the needs of Spanish Language Learners (SSL) and Chinese Language Learners who are preparing to teach either in Spanish or in Chinese. For the revitalization language group we would like to develop a cohesive set of experiences, weekends and summer institutes, which would address grammar and other literacy elements that will help them improve their teaching in the language.

Specifically, we would like to support 15-20 admitted teacher candidates, per semester, to develop their second/heritage language goals (to a level of 4 and 5) by providing them supplementary differentiated activities for the different needs of the teacher candidates. These activities will be developed as three weekend modules and one summer institute per year.

1.2 Assist mainstream teachers to be able to work with ethno-linguistically diverse learners

Given the increase of White teachers in the field of education, we feel that there is a special need to create more positive dispositions amongst the mainstream teaching population, particularly in inner-city, urban schools that have high proportions of language minoritized student populations. We realize there is a gap in understanding among mainstream monolingual teachers regarding the needs of bilingual learners and we understand that monolingual teachers are important for the success of bilingual education programs as they have to support the environment that promotes native and/or second language learning, thus, we propose a different pathway to creating more positive dispositions amongst mainstream/dual language teachers that may also create a context for dialogue about the knowledge and skills that may help them better serve the bilingual learners in the school.

Thus, in Goal 1.2, *Language Learning/Teaching for Teachers* we propose creating language awareness experiences in the languages of the students in these schools – Chinese, Spanish, or Mixteco – for mainstream/dual language teachers to communicate with the students and their parents. Language awareness (LA) experiences can be organized as Saturday modules with experiences that focus on the teachers’ need to communicate with the children and their parents. LA, according to Helot (2003), aims at minimal proficiency at a communicative level and high levels of dispositions of acceptance of different language use in the environment. For the LA experiences we propose to work with the teachers a few Saturdays before parent conferences to help teachers learn phrases that might help them communicate and make families feel comfortable when they visit the school. The objective is for the teacher to experience what it might feel like to be a second language learner and to know sufficient Spanish, Mixteco, or Chinese to say basic things that might open up communication with frightened new students or disoriented parents that come into their classroom.

Specifically, we would develop two language awareness experiences for the teachers in the partner schools, in the form of 2 two-day Saturday modules, each with 30 teachers annually.

2.1 Create spaces for BBE TCs to experiment without curricular constraints while learning to work with children

University teacher education programs face two conflicting needs: (1) teacher candidates are asked to observe classrooms and children for 50 hours before enrolling in student teaching and (2) the current state curriculum and testing mandates leave little room for teacher candidates to experiment with new theoretically sound, research-based ideas. The coming together of these two leaves teacher candidates not knowing how to bring together theory and practice because there is no space for them to work with real kids on new ideas they can construct. So, the teacher candidates enter with big ideas and faulty practices in their new classrooms. Unless there is a mentoring teacher much of what they learn theoretically is soon out the window and the hum-drum of perpetuating status quo practices sets in.

Our desire to collaborate with teachers and schools to create less restrictive environments leading to PSILLT evolves from this need. The project seeks partnerships with schools that will help our teacher candidates to think through how to understand students' learning, how to plan instruction that is expansive by using what they know about children as language learners, how to bring their understanding of theory to the practical and how to generate knowledge from practice. Since teacher candidates will have both the expertise of the faculty members and teachers in trying out new expansive and socially imaginative pedagogies, they will have an experience to draw from when they are first faced with student teaching during their second year of study and later as main teachers in the classroom.

Thus, in Goal 2.1 we propose to partner up with two schools – PS 20 and PS165 – to

develop an afterschool setting that will promote a *Pedagogy of Social Imagination for Language Learning/Teaching* where the Program in Bilingual/Bicultural Education first year students, prior to student-teaching, will be placed in a collaborative triad structure, with the cooperating teacher from the dual language program and the attending faculty member, that will seek funds of knowledge, with a specific focus on the language needs of the students, as a basis for developing expansive and robust learning. Ten teacher candidates will engage in PSILLT with 50 4th and 5th graders in two hours per week of afterschool activities for 8 months of the year. Two bilingual teachers in each school will be recruited as collaborators for planning and as instructional coaches for first-year teacher candidates in their work with 4th and 5th graders.

The participants engaged in the afterschool activity will meet as a group once a month for reflection on practice and on a weekly basis to work on lessons for the weekly afterschool program for 4th and 5th graders.

2.2 Create spaces that promote expansive learning, imagination and creativity for students

Students are also victims of restrictive teaching/learning environments in almost all the subject areas. In the spirit of improving test scores, many of the subjects, particularly the arts, have almost disappeared in traditional schools. This limits the creativity and imagination of all involved, and especially hinders children who rely on multimodal cues and experiential academic engagements for learning in multiple languages. The restrictive environments have also emphasized ESL over bi/multilingual environments, resulting in the devaluation of an important historical cultural tool for learning – the students’ native or heritage language.

Thus, Goal 2.2 of PSILLT proposes to include bilingual teachers in the planning of expansive learning designs in the less restrictive spaces for re-imagination, freedom, and experimentation. We would like to begin with the experimentation in the afterschool by

introducing Comic Life, Photovoice, and identity texts as representative tools with the potential to create new models of language learning/teaching that (de) stabilize traditional knowledge.

Employing Comic Life to document a family meal, for example, is similar to the photo-elicitation technique called Photovoice. These processes aim to use photographic images taken by persons to enhance community needs assessments, empower participants, and induce change by informing policymakers of community assets and deficits. The suitability of Photovoice in understanding the viewpoints of young people is demonstrated in a number of studies (see Goodhart, Hsu, Baek, Coleman, Maresca, & Miller, 2006; Moore, Croxford, Adams, Refaee, Cox, & Sharples, 2008; Strack, Magill, & McDonagh, 2004; Wang, 2006; Wang, Morell-Samuels, Hutchison, Bell, & Pestronk, 2004; Wilson, Dasho, Martin, Wallerstein, Wang, & Minkler, 2007; Zenkov & Harmon, 2009). Despite documented benefits, photography in a range of disciplines with diverse individuals remains under-utilized (Moore, Croxford, Adams, Refaee, Cox, & Sharples, 2008). Using visual elements combined with text in a comic format offers potential for exploring students' experiences outside of school, and taps into the out-of-school literacies in which many youth are already proficient (Hull & Shultz, 2002). They are flexible enough for the students to use the non-English language and they are useful tools for enhancing teachers' understanding of students' identities and individual cultures.

Identity texts, utilized by the proponents of the early literacy program (Bernhard, Cummins, Campoy, Flor Ada, Winsler, & Bleiker, 2008) are another tool whose introduction might (de) stabilize traditionally-recognized knowledge and further new models of language learning/teaching. Bernhardt et al. (2008) document how, as part of an ethnically and linguistically diverse Early Authors Program with 367 students, children created identity texts by authoring books with their families and caregivers. Technology for book production was

provided in this study as a way to broaden the approaches and methods used to support literacy initiatives (see Cope & Kalantzis, 2000; New London Group, 1996). Children were encouraged to use their home languages, as well as English, in describing the photographs and in telling their family stories and histories. The results of the study showed that 3- and 4-year-old children who participated in the EAP intervention showed greater gains than control children in language and literacy development. Researchers note that early literacy programs must foster a sense of shared power between teachers and children in which the culture and home language of the children is valued and effectively incorporated into the classroom (Cummins, 2004). For language-minority children, exposure to and production of print in the PSILLT after school program that is in both their first and second language and sharing of family stories and histories will convey that both of their languages are important. Such cultural validation helps students develop an identity that involves confidence and enthusiasm for communicating with teachers and participating fully in classroom literacy activities (Bernhard et al. 2008).

2.3. Foster initiatives for teachers to take on the role of inquirers and designers of quality learning environments for ethno-linguistically diverse children

Despite the many reforms introduced over the decades to reduce the gap between language minoritized and mainstream populations, we are still searching for new models of learning. Bilingual programs have evolved over the years and the structures of dual language have brought many new students into bilingual language learning environments. Even after many years of stable bilingual programs, teachers continuously face the new demands of the changing population and the federal, state, and local environments. These shifting conditions call for innovation, imagination, and creativity on the part of the teacher, and the space and support from the administration for them to take on this task.

Because we understand the demands on teachers in their everyday classroom, we will first invite the teachers of the two schools to participate in the language awareness experiences and the afterschool setting to experience expansive learning themselves. We believe that some of the new cultural tools discovered within the afterschool and language learning situations are likely to seep into the traditionally more restrictive environment. Thus, PSILLT aims to assist cooperating teachers to think, plan, and experiment with new models of learning as a way of understanding ways of improving the language learning/teaching that occurs in the classroom.

3. Create University interdisciplinary research teams to produce stronger research-based models of pedagogies of imagination for language learning/teaching

In most academies, and TC is not an exception, most faculty work in isolation rather than in interdisciplinary ways. Yet, the issue of addressing the needs of bilingual children being educated in more than one language requires a more sophisticated approach than just one individual's ideas. They need multidisciplinary approaches that integrate different ways of thinking. The PSILLT theoretical framework takes what we know about teaching and begins to (de) stabilize such knowledge as a pathway for more creative pedagogies of imagination and knowledge of possibilities. This needs to be done substantively and methodologically so experimentation and new models can eventually become forces of change in the more restrictive classroom environments of schools.

Furthermore, the work of research in the education of children who are educated bilingually is ill-funded. Many faculty members are turning their gaze toward the student population that does not possess, or is proficient in English. They need guidance from those who have been in the field for a longer time. The coming together of more experienced faculty members in the

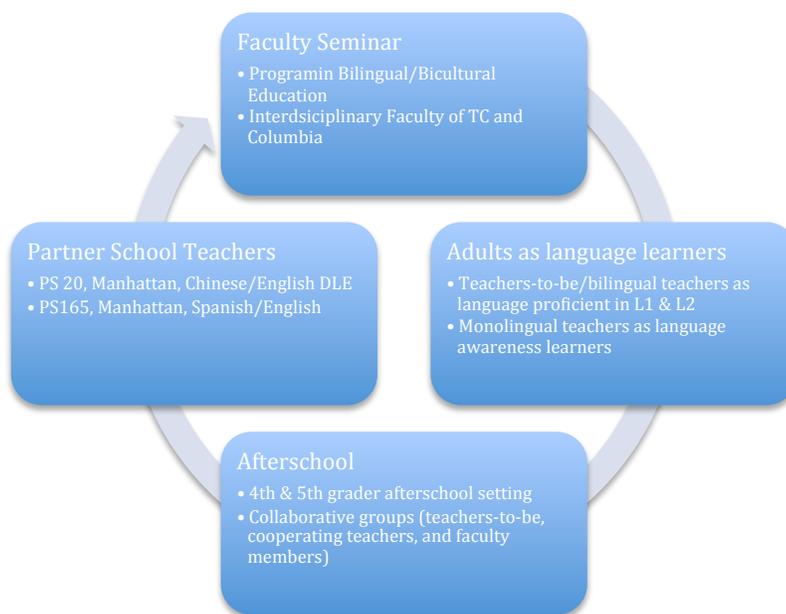
field and newcomers must be done in ways that recognize everybody's expertise in the service of the ethnolinguistically diverse and bilingual students in our nation's schools.

Thus, Goal 3 of the PSILLT project proposes to fund faculty to engage in documenting the processes of the PSILLT, identifying milestones of theoretical significance, and evaluate the project activities in creative ways. We propose that a bi-monthly faculty seminar be funded as a way of bringing each participating faculty member to the table to discuss theory, methods, and practices of the formative intervention with the monolingual teachers, the teacher candidates, the faculty and teacher coaches, and the children. The faculty seminar will serve to initiate and discuss potential theoretically-based expansive and robust language learning and teaching that promote socially imaginative pedagogical practices. Faculty participants will serve both as designers and as principal investigators in research efforts in the afterschool and language classroom settings. Faculty will be expected to lead the collaboration with teacher candidates and cooperating teacher groups within the afterschool and classroom settings.

A sub-committee of the group will serve to initially evaluate faculty proposals for socially imaginative pedagogical practices for language learning annually. These will be brought up to the seminar for further theoretical discussion so that seminar serves as an intellectually expansive space for faculty to think through the projects that will be part of the PSILLT and so that the project will maintain its overall ever-expanding theoretical focus.

University/School Partnership for the *Pedagogy of Social Imagination in Language*

Learning/Teaching (PSILLT)



C. Quality of the project personnel:

Name	Training	Experience
Project Director (5) Professor Maria E. Torres-Guzman	PhD degree, Stanford University, California, January, 1983. Curriculum and Teacher Education. Dissertation: (1983). <i>Participatory Democracy and Bilingual Education: The Case of San Jose, California</i> . Stanford, CA: Stanford University.	25 years as a professor, teaching graduate-level courses in the Bilingual/Bicultural Education Program, Teachers College and over 40 years in working with public school settings in the US, New Zealand, Puerto Rico, Japan, and Spain. Research on global perspectives on multilingualism, creating classroom communities in K-12 schools, and multilingualism in schools – published in over 45 books and journals.
Key Personnel (5)		
Professor Olga Hubbard	2003 - EdD in Art Education Teachers College Columbia University Dissertation: <i>The human dimensions of aesthetic experience: An adolescent conversation with the art of Isamu Noguchi</i> . Ed.D. dissertation, Teachers College Columbia University.	2003-Present - Assistant Professor of Art Education, Department of Arts & Humanities, Teachers College, Columbia University and 14 years experience in Museum Education, coordinating school visits and the education experience. Research on the museum education experience and engagement, cultural impact, and the importance of access to art – in multiple papers, articles, and presentations.
Dr. Guadalupe Ruiz Fajardo	Ph. D. in Spanish Philology (Applied Linguistics to the Teaching of Foreign Languages) University of Granada, Spain, 1992 M.A. in Linguistics at the Universidad e Granada.	21 years experience teaching college-level courses on the Spanish language at Columbia University and the Universidad de Granada, Spain. 4 years experience as a Teacher of Spanish language and literature in Secondary Education 9 years experience leading teacher training workshops

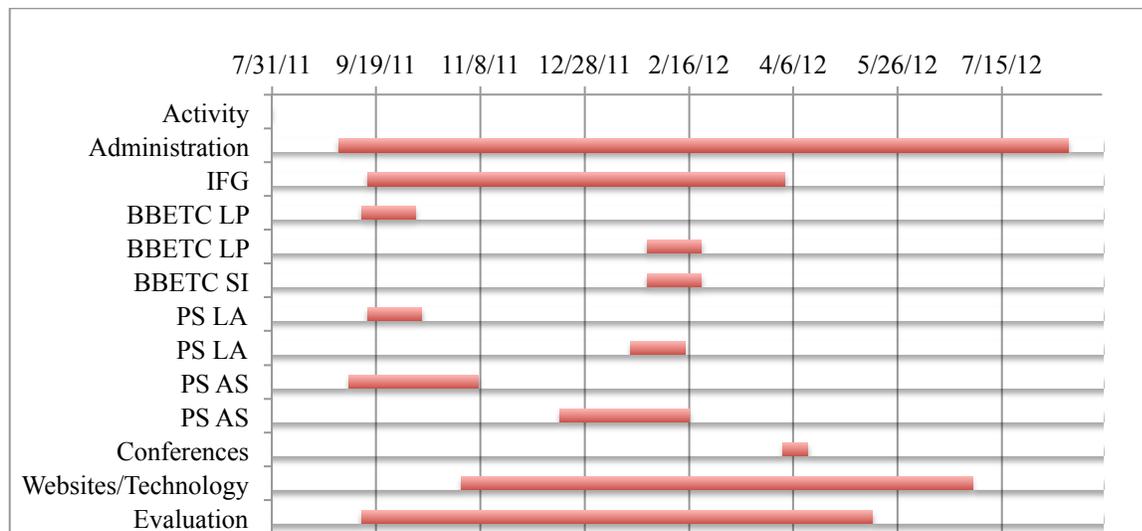
	Dissertation on Verbs with Supplements in Spanish	on the critical analysis of text books of Spanish for immigrants, on television from the point of view of conversational analysis, on Input and interaction, and more. 21 years as an active member of research groups with the Ministry of Education, Spain.
Professor Patricia Martinez	Doctor of Philosophy and Education with a major in Instructional Technology and a minor in Multilingual Multicultural Education. George Mason University. Fairfax, VA.	2 years teaching Bilingual Education courses on the Graduate level, 15 years of experience in the field of bilingual special education and 13 years as a special education teacher in US public elementary schools. Research on special education, bilingual, and special needs students with a focus on math, science and reading skills – multiple publications and presentations Teacher certification in: English to Speakers of Other Languages (K-12), Special Education Specific Learning Disability (K-12) Special Education Emotional Disturbance (K-12)
Professor Carmen Martinez-Roldan	Ph.D. Language, Reading, and Culture, College of Education, The University of Arizona, Tucson, Arizona, August 2000 Areas of concentration: Curriculum, Language, and Literacy Children’s Literature Dissertation title: <i>The Power of Children’s Dialogue: The Discourse of Latino Students in Small Group Literature Discussions</i> . Kathy G, Short, Ph.D. Adviser	10 years teaching graduate and undergraduate courses on Bilingual Education, Language and Literacy, Reading, and Early Childhood, 5 years as an elementary school principal in Puerto Rico and the Dominican Republic, and 7 years as an elementary school teacher in Puerto Rico and the Dominican Republic. Research interests: Young Latino students’ literacy/biliteracy development; Latino/a literature; Computer-mediated activities and Biliteracy; Immigrant children’s education and literacy development; Sociocultural theories of learning; Discourse analysis; Qualitative research. – has published numerous books chapters, articles, and paper presentations.
Dr. Laura Huang	Ph.D., Psychology, Beijing Normal University, China, 2007. Dissertation title: <i>A Study of Essential Occupational Requirements of School Teachers</i> M.A., Secondary Education in Mathematics - Bilingual Extension (English – Chinese), CUNY- City College, 1994	3 years experience teaching graduate and undergraduate courses in mathematics and in bilingual education, 2 years as a supervisor of student teachers, and 11 years experience as a mathematics teacher in New York City public schools Research on pedagogical reform, and factors affecting education quality in New York City public schools – published in articles.

<p>Professor Maria Paula Ghiso</p>	<p>Ed.D. Reading/Writing/Literacy, University of Pennsylvania, Philadelphia, PA, August 2009 Dissertation: <i>Writing that matters: Collaborative inquiry and authoring practices in a first grade class</i> M.A. Early Childhood and Elementary Education with a Bilingual Specialization, New York University School of Education, New York, NY, 2000</p>	<p>2010-Present - Assistant Professor, Department of Curriculum and Teaching, Teachers College, Columbia University, 8 years of experience teaching graduate-level courses on literacy for children and adolescents, Spanish language for educators, and addressing the needs of English Language Learners, 6 years experience leading workshops for teachers and student teachers on the topics of Language, Diversity, and Literacy, and 4 years experience as an elementary school classroom teacher in NYC schools, including dual-language programs. Research on early literacy and linguistically diverse children, and children’s literature as it relates to identity, history, and experiences – published in over 40 articles and paper presentations.</p>
<p>Professor ZhaoHong Han</p>	<p>Ph.D. Applied Linguistics Birkbeck College, University of London, UK, 1998 Dissertation: <i>Fossilization: An investigation into advanced L2 learning of a typologically distant language</i> M.A. TESOL (Teaching English to Speakers of Other Languages) Moray House School of Education, University of Edinburgh, UK, 1990</p>	<p>2002-Present - Associate Professor of Language and Education, TESOL/Applied Linguistics, Department of Arts and Humanities, founded the Columbia University Roundtable in Second Language Studies, Faculty advisor of the Community English/Language Program, 20 years experience teaching graduate and undergraduate courses in second language acquisition and ESL at numerous colleges and universities around the world, 5 years experience teaching Chinese in international grade schools. Research on fossilization in second language acquisition, and second language teaching and learning – published in over 50 books and journal articles, and over 50 talks and paper presentations.</p>
<p>Professor Mariana Souto-Manning</p>	<p>Ph.D., Language Education The University of Georgia (May 2005) Dissertation title: <i>Critical narrative analysis of Brazilian women’s schooling discourses: Negotiating agency and identity through participation in culture circles. (2005)</i> M.Ed., Early Childhood Education The University of Georgia</p>	<p>Associate Professor of Early Childhood Education 2009-present, Teachers College, Columbia University, New York, New York 6 years experience teaching graduate and undergraduate courses on childhood, language, and literacy education. 9 years experience as a preschool and primary school teacher in the US and abroad. Teacher certification in: Early Childhood Education (P-5), English to Speakers of Other Languages (P-12), Special Education General Curriculum (P-12) Consultative, Special Education Language Arts Cognitive Level (P-5), Special Education Mathematics Cognitive Level (P-5), Special Education Reading Cognitive Level (P-5), Special Education Science Cognitive Level (P-5), and Special Education Social Science Cognitive</p>

		Level (P-5). Research on the sociocultural and historical foundations of schooling and language development in the early years. Research focuses on cultural and linguistic diversity in the early years, multicultural education, and early language and literacy education – published in over 50 books, journal articles, and chapters.
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D. Quality of the management plan

The following figure of the PSILLT indicates the duration of each of the activities within a year. This will not differ significantly in years 2 and 3.



Project PI, coordinator, and media expert will meet on a weekly basis to monitor all activities. Each of the tasks are described and the responsibilities of each of the participants are further delineated in the budget narrative.

The IFG will meet bi-weekly to create, review, and monitor all curricular design activities.

Key project milestones at a practical level will be upon the completion of each of the activities. Each semester, there will be three activities: the BBETC LP, the PS LA, and the PS

AS. Following each activity the PSILLT will analyze the activities within two months. The PS AS activities evaluation will be on-going. The website will be updated monthly.

At a theoretical level, our milestones will be the discovery of critical moments of expansive learning and social imagination identified and reconstructed in models for adaptation in everyday classrooms, the migration of new ideas into actual classrooms, and the scaling of models at the school level.

The IRB process for the documentation will be developed upon starting the PSILLT.