

# Alianza: Our Legacy and Our Future





***INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION***

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EXECUTIVE DIRECTOR

**Mission:** Creating schools that work for *all* children.

**Vision:** IDRA is a vanguard leadership development and research team working with people to create self-renewing schools that value and empower all children, families and communities.

**Alianza: Our Legacy and Our Future**

by Josie Danini Cortez and Dr. María “Cuca” Robledo Montecel

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First Edition

IDRA is an independent, non-profit organization, directed by María Robledo Montecel, Ph.D., dedicated to creating schools that work for all children. As a vanguard leadership development and research team for three decades, IDRA has worked with people to create self-renewing schools that value and empower all children, families and communities. IDRA conducts research and development activities, creates, implements and administers innovative education programs and provides teacher, administrator, and parent training and technical assistance.

# Foreword

In 1998, the Intercultural Development Research Association (IDRA) and the Mexican and American Solidarity Foundation formulated the idea of Alianza. With funding for five years from the W.K. Kellogg Foundation, IDRA created a model teacher preparation and leadership development program.

Four years later, true alliance exists that transcends individual relationships and includes others we have met on the journey, such as the registrar who now sees the value of teacher training in México and has changed her part of the world by removing barriers in the admission process for normalistas (degreed teachers for universities in Latin American countries).

Such transformations, in individuals and institutions, are the legacy of Alianza. And it is such transformations that now make it possible to tap human, social, and economic capital and make an extraordinary difference in this rapidly changing world.

Alianza is already making a difference in the lives of those who are a part of it. On these next pages, we share a reflective and celebratory look at the milestones and the people who began this journey.

As we have for 30 years, we at IDRA stand ready to help create possibilities for children and young people. We invite your partnership in the continued development of alliances that transform institutions into places and spaces of excellence and opportunity.

*María Robledo Montecel*

María Robledo Montecel, Ph.D.

Executive Director

Intercultural Development Research Association

## Filling a Need

As the number of Latino youth in the United States increases, there is a critical shortage of people who are prepared and certified to teach students who are learning English. The National Center for Educational Statistics reports that one-third of teachers lack college preparation in the main subject areas they teach, and even less have preparation in their subject areas using English as a second language techniques. As a result, only 47 percent of the country's 3.8 million children who are learning English are being served in bilingual or English as a second language programs – and even fewer are enrolled in well-designed, well implemented programs taught by certified teachers who speak their language.

It is against this backdrop that Alianza flourishes. This binational effort is enabling more than 300 teachers to become leaders in bilingual and bicultural settings. Already, 70 Alianza graduates are positively impacting more than 6,000 children in bilingual classrooms and reducing the shortage of bilingual education teachers in Texas alone by 10 percent. Participating universities in several states are expanding their bilingual curricula to include courses of study and practical experiences that enhance the abilities of teachers, parents, administrators, school board members, and community leaders to collaborate effectively. Alianza is also enhancing the capacity of Latino and non-Latino students and educators to speak Spanish and work in cross-cultural environments – abilities that are essential to success in the 21<sup>st</sup> century.

Alianza targets teacher aides who are bilingual, traditional students in teacher-preparation programs in universities, and normalistas who are legal U.S. residents who were teachers in México. Alianza also equips educational systems to prepare teachers and other educators to perform effectively in bilingual, binational and bicultural contexts.

Angeles Pelka was the first University of Texas at El Paso Alianza student to graduate (December 2001). Angeles first enrolled in the program in spring 2000 and graduated 18 months later with her bilingual education certification and master's degree (education), maintaining a 4.0 (all A's) grade point average, and working as a teacher. Angeles will also receive her certificate as a master reading teacher this June and is presently working as a bilingual teacher at Canutillo Elementary School.





The role of the Intercultural Development Research Association in Alianza has been multifaceted:

- ❖ **Advisor** – Listening with interest; assimilating information; using non-directional techniques to bring more information to surface and building relationships of trust.
- ❖ **Advocate** – Clarifying and defining the problems and needs of students; focusing attention and action; speaking for and defending change; championing the program; speaking well of it and for it; making effective and articulate presentations; defending need for change.
- ❖ **Catalyst** – Sparking and energizing the process of change; generating interest, involvement, and participation.
- ❖ **Connector** – Working to improve relations between interacting groups; diplomat.
- ❖ **Supporter** – Balancing need to move toward change (risky and threatening to many) with encouragement and nurturing of individuals engaged in it.
- ❖ **Problem-solver and Solution-giver** – Meeting needs with resources and ideas; having appropriate feasible suggestions addressing needs and problems; knowing when and how to present them.
- ❖ **Process-helper** – Training and assisting groups in working together to analyze problems and needs, finding resources, defining roles, mapping path to change, and monitoring progress.
- ❖ **Resource-linker** – Connecting with community organizations, agencies, units of government and human services; working to bring them into effective collaboration with school and program.



Alianza objectives are focused on five areas.

- ❖ **Teacher Preparation:** Increase the number of bilingual teachers by enabling the certification of teachers (teacher aides and regular students from the United States and normalista teachers trained in México).
- ❖ **Leadership in Diversity:** Promote the contextual understanding and *interaction* among parents, communities, schools, colleges and universities, and policymakers.
- ❖ **Dissemination of Innovations:** Conduct research that will inform the university community on reform efforts at the university level; and disseminate research findings to the university communities, surrounding communities and policymakers.
- ❖ **Binational Collaborations:** Establish ties between U.S. and México universities, enabling professor and student exchanges, collaborative research, and shared curriculum development.
- ❖ **Institutional Changes and Relationships:** Promote institutional changes that improve the access and quality of teacher preparation programs, and enhance pedagogical and leadership abilities.



## Alianza Partners

Our partnership bridges countries, cultures, organizations, world views, and experiences. Partners in this extraordinary journey include the following (sister universities in México are listed in green).

Intercultural Development Research Association  
Mexican and American Solidarity Foundation  
Secretaría de Educación Pública  
Arizona State University

California State University at Bakersfield  
Escuela Normal del Estado Profesor Jesús Manuel Bustamante Mungarro (Hermosillo, Sonora)

California State University at Long Beach  
Escuela Normal Estatal, Ensenada (Ensenada, Baja California Norte)

Southwest Texas State University  
Escuela Normal “Profesor Serafín Peña” (Montemorelos, Nuevo León)

Texas A&M International University  
Escuela Normal “Ing. Miguel F. Martínez” Centenaria y Benemérita (Monterey, Nuevo León)

Texas Women’s University  
Benemérita y Centeraria Escuela Normal Oficial de Guanajuato (Guanajuato, Gto.)

University of Texas at El Paso  
Escuela Normal Experimental Miguel Hidalgo (Chihuahua)

University of Texas Pan American  
Escuela Normal Federalizada de Tamaulipas (Ciudad Victoria, Tamaulipas)

University of Texas at San Antonio  
Benemérita Escuela Normal de Coahuila (Saltillo, Coahuila)







**Arizona State University** is an internationally recognized metropolitan Research I university serving approximately 47,000 students at three anchor campuses in the Phoenix area (Main, West and East) and extended campus locations throughout the valley of the Sun. Its Center for Bilingual Education and Research was founded in 1980 and is concerned with policy analysis and scholarship in bilingual and dual-language education.

**California State University at Bakersfield** is a young Hispanic serving institution, enrolling about 10,000 full-time students. The accredited School of Education strengthens the foundations of democracy and equal education opportunity through quality programs that prepare committed education professionals and counselors in the context of a linguistically and culturally pluralistic society.

**California State University at Long Beach** College of Education creates and nurtures a learning and teaching community committed to excellence in education across the life span. It prepares professionals to be socially responsible leaders; engages in research and scholarly activity that informs and improves practice; values diversity; serves and collaborates with schools, agencies, the community and each other; and engages in an inclusive process for planning, communicating, working and assessing its progress toward its goals.

**Southwest Texas State University** was established in 1899 to address the state's need for excellent teachers. Today, it is a comprehensive, culturally diverse university offering undergraduate and graduate instruction to citizens across Texas as well as those from other states and nations. The Department of Curriculum and Instruction offers programs to prepare elementary and secondary teachers. These programs lead to teacher certification in Texas.

**Texas A&M International University** programs focus on developing undergraduate and graduate offerings and progressive agenda for global study and understanding across all disciplines. The College of Education develops educators capable of effecting quality educational theory and practice. Working within the facets of human diversity in an international environment, these professionals collaborate and contribute to the dialogue and decision-making crucial to a dynamic, global, and communication-based society.

**Texas Women's University** is a comprehensive public university emphasizing the liberal arts and specialized or professional studies. The Department of Teacher Education is committed to teacher preparation that focuses on a learner-centered climate in which the

learners, teachers, administrators, parents and the community all have responsibility for the learner's success.

**The University of Texas at El Paso** serves 15,000 students, two-thirds of whom are Hispanic Americans and nearly 10 percent from Mexico. More than half of the students are the first in their families to attend college. An international dimension is brought to the UTEP campus by students from more than 60 countries throughout the world. UTEP offers 60 bachelor's and 53 master's degrees in a broad range of academic fields, and offers several doctoral degrees.

**The University of Texas Pan American** serves one of the fastest-growing regions in the nation with more than 80 different degree programs. Its College of Education values the rich cultural and linguistic history of the international border area and directs its programs and course offerings toward the preparation of professionals for the increasingly diverse population of learners.

**The University of Texas at San Antonio** serves more than 18,000 students enrolled in bachelor's, master's and doctoral degree programs. It is among the nation's top five Hispanic-educating universities in terms of total Hispanic enrollment. The Division of Bicultural-Bilingual Studies, an interdisciplinary academic unit within the College of Social and Behavioral Sciences, offers a master of arts degree with concentrations in bilingual education, bicultural studies and ESL as well as a bachelor of arts degree in Mexican American studies. The division also offers certification and endorsement programs in bilingual education and ESL.

**Intercultural Development Research Association (IDRA)** is an independent, non-profit organization, directed by María Robledo Montecel, Ph.D., dedicated to creating schools that work for all children. As a vanguard leadership development and research team for three decades, IDRA has worked with people to create self-renewing schools that value and empower all children, families and communities. IDRA conducts research and development activities, creates, implements and administers innovative education programs and provides teacher, administrator, and parent training and technical assistance.

**Mexican and American Solidarity Foundation (Fundación Solidaridad Mexicano-Americana, A.C.)** is a binational, private, non-profit, nonpartisan organization established in 1994 to strengthen and promote the cultural, educational, and economic ties uniting Mexico and Mexican Americans and other Latinos in the United States, as well as to foster collaboration and improve relations between the United States and Mexico.





Located in Hermosillo, Sonora, the *Escuela Normal del Estado Profesor Jesús Manuel Bustamante Mungarro* was founded on December 25, 1915. Students work toward their bachelor's in early childhood education and bachelor's in primary education. The curriculum for these degrees has been designed with the purpose of restructuring the professional's thorough formation which is necessary to elevate the quality of education of the various national systems, as well as give academic coherence and organization to the diverse educational degrees offered in institutions across the country. The bachelor of education has been offered since the 1984-85 school year. Its student population in the 2002-02 semester was 290.

#### ***Escuela Normal Estatal, Ensenada, Baja California***

The *Escuela Normal Estatal* was founded on September 5, 1960, with a studies program in primary education. After 1984, the program was elevated to a bachelors' degree program and included a bachelor's in early childhood education. After 1997, the bachelor's in secondary education was incorporated with specialization in Spanish, English and mathematics. Currently there are 689 students.

#### ***Benemérita y Centenaria Escuela Normal Oficial Estatal de Guanajuato***

was founded in 1827 when the first governor of the state of Guanajuato, Carlos Montes de Oca, determined to gift his state with the most advanced pedagogical knowledge. The theoretical foundation for the first *Institución Normalista* was created on March 8, 1827. In 1869 the State Congress decreed the establishment of two *normales* schools, one for men and the other for women, with the purpose of "fashioning elementary teachers for public schools." During the 1880s two events elevate the *normal* to "*Centro Cultural en pleno Siglo de las Luces*:" the establishment of its library and its archives. During the revolutionary years, some *normalista* alumni joined Madero's, Carranza's, Villa's or Obregón's ranks. Others formed the *Congreso Pedagógico Guanajuatense* (Guanajuato's Pedagogical Congress), with the intention of preparing for the changes that would occur after the revolution. On September 1, 1953, the school was granted a spacious building that allowed it to accept many youngsters from northern and central states within the republic. In 1997 and 1999, the degrees given were bachelor's in early childhood and primary education. The *Escuela Normal* places particular attention on the education, investigation and diffusion of culture, thus meeting social and cultural needs.

The *Escuela Normal Experimental Miguel Hidalgo* was created on February 26, 1975, with the goal of forming highly qualified education professionals. Students are educated to obtain a bachelor's in early childhood education and a bachelor's in primary education. Currently there are 425 students.

The *Benemérita Escuela Normal de Coahuila* was founded on May 4, 1894, with its *Escuela Primaria Anexa* (Annexed Primary School); in 1909 the *Internado Femenil* (Women's Boarding-School) was established. The building was inaugurated on February 5, 1909, with Professor Andrés Osuna Hinojosa as director. In 1984, the State Congress officially declared it *Benemérita Escuela Normal de Coahuila*. The school has contributed to Coahuila's and Mexico's public education and cultural development.



Our alliance is guided by collaboration and a set of principles IDRA created.

- ❖ **Diversity** Reflect specialized and generic knowledge about the education of students and the preparation of teachers.
- ❖ **Trust** Partnership is based on confidence and faith in each other. Candor and willingness to work through issues will be standard operating procedures.
- ❖ **Binationality** The partnership represents a binational effort and consistently draws on the assets of the two nations.
- ❖ **Expediency** Minimal bureaucracy: Governance and execution of tasks are not hampered by organizational and structural red-tape.
- ❖ **Speed and Accuracy** Movement is quick and decisive and transforms barriers into opportunities. Quality and excellence with timely results are stressed.
- ❖ **Partnership** We are jointly committed to the success of the process we are in.
- ❖ **Empowerment** A collaboration in which all partners have a major role in a major function in the project and have access to other partners for the planning and delivery of project services.





## Tapping Human, Social and Economic Capital

“There is a whole population that I am meeting... A bunch of people who came to see me in person. They are Mexicans who came over to work in the fields. They are teachers from México with impeccable credentials. They can't earn a living there as a teacher so they came here to pick fruit. These are people with sixteen years of teaching experience.”

– Alianza educator

“Don't deny the Aliancistas the opportunity. They are so hungry for anything to come their way to get back into the classroom. When they speak about education, when you ask them why they think they want to be a teacher again, their demeanor changes. It is a glow. They are speaking, and their heart is in their hands. They speak of why they want to be in the classroom, and we should find ways to help them. It's in their heart and whole soul.”

– Alianza educator

“Many of the courses were taught in English, but the professors understood that the students were not completely proficient in English and were willing to make adjustments, not to change the standards or expectations but make adjustments in the way they taught the class... The teacher was amazed at what the Aliancistas were able to achieve and very impressed with the professionalism that they showed.”

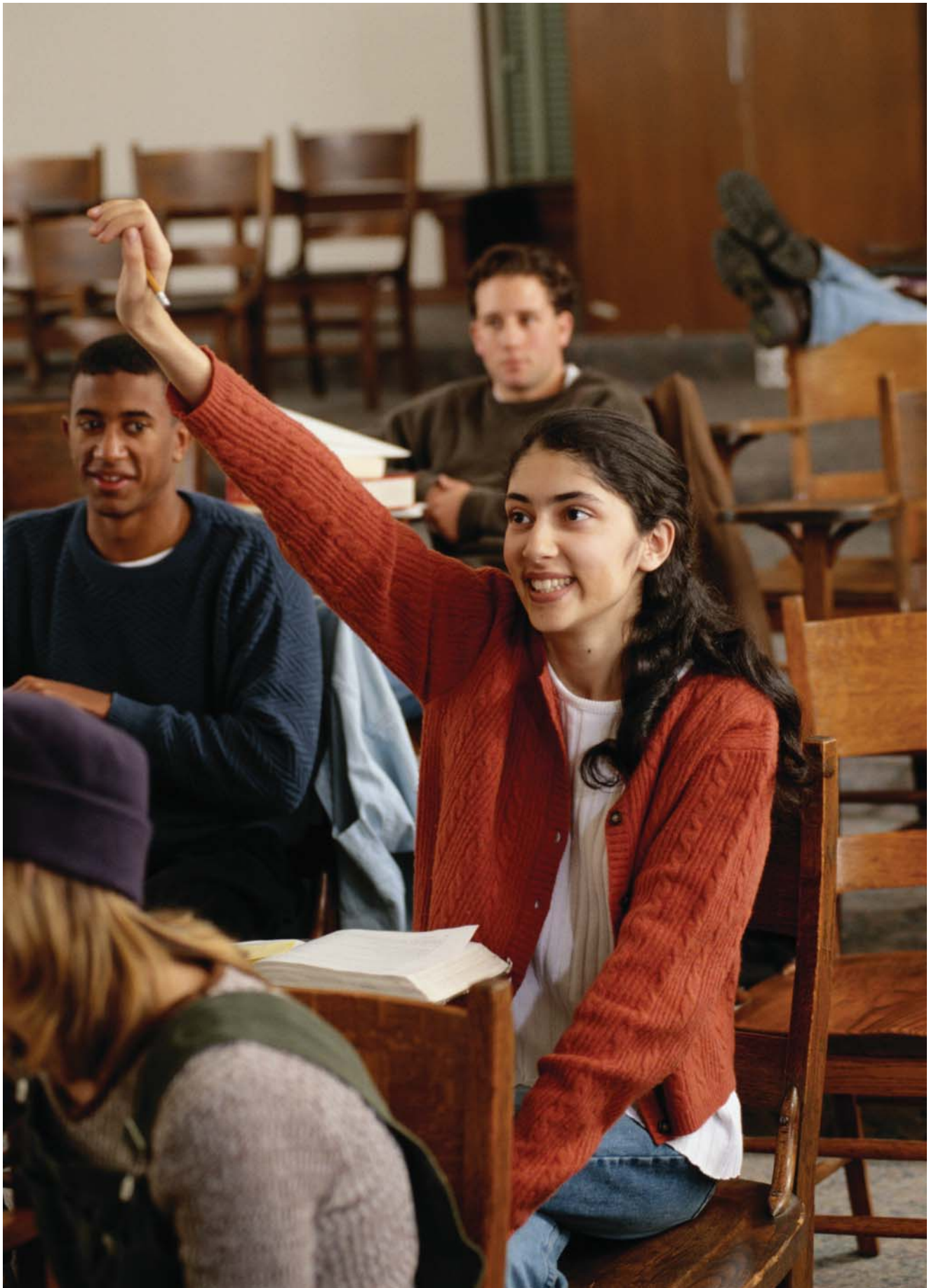
– Alianza educator

“One of the assignments was to make a class presentation. It was the first time that everyone showed up dressed up in suits and ties and heels and wonderful visuals. It was obvious that the teacher was dealing with a group of professionals.”

– Alianza educator







## Changing “Business as Usual”

“Alianza introduced the idea of the need for intensive ESL other than just for Japanese students who want to come to the United States to learn English so they can go somewhere else... Now we are talking about intensive ESL for local populations to fill local needs.”

– Alianza educator

“In some sense, institutional change is going to require that you just not say ‘business as usual.’ The institutional change is about shifting the center of power and how decisions are made.”

– Alianza educator

“The institutional change comes about because there is a series of pressures; grassroots knocking on the door, and politicians.”

– Alianza educator

“Institutional accommodations...are really important in Alianza... In some cases, we may not have what they need. That is our responsibility to service those students who don’t have the English level we need but they have the skills level.”

– Alianza educator









## Seeing Assets and Value

“As IDRA and the universities prepared to recruit normalistas into the program, there was a concern that it would be difficult for each university to identify the normalista pool. We soon learned this concern was unfounded. There are many more normalistas living in the United States who are interested in pursuing teaching careers than we originally thought. Recruitment exceeded all expectations. Some universities did not even need to formally recruit anyone – word-of-mouth spread the news so quickly that waiting lists soon developed.”

– Alianza educator

“Alianza will change the mindsets of universities and others to see the community from a ‘contributing’ perspective. This requires numerous and consistent conversations with key stakeholders. Our tendency is to see what is needed and how we might contribute. It requires a major shift to see that everyone has assets, strengths that are valuable. We are no longer ‘provider and client,’ but partners working toward a goal.”

– Alianza educator





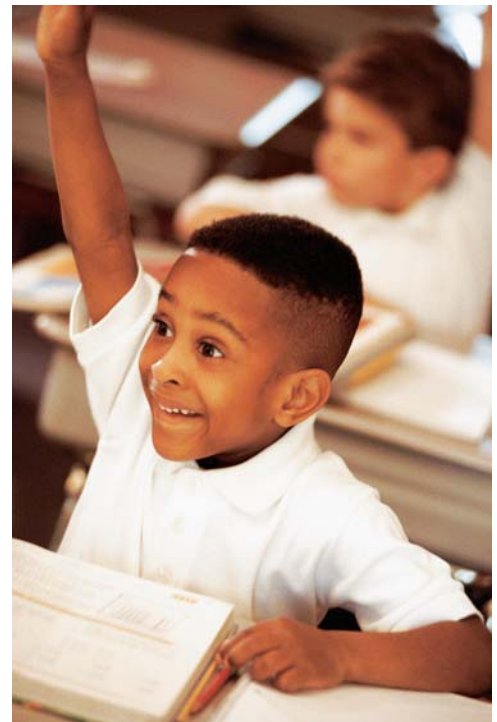
## Knowledge Has No Borders

“The normalistas value learning about the U.S. education system and, of course, the opportunity to improve their English language skills. The regular students are valuing the opportunity to improve their Spanish language skills. They highlight the harmonious and open interaction that exists between the two groups and the opportunity to learn Spanish as well as other cultural traits from México.”

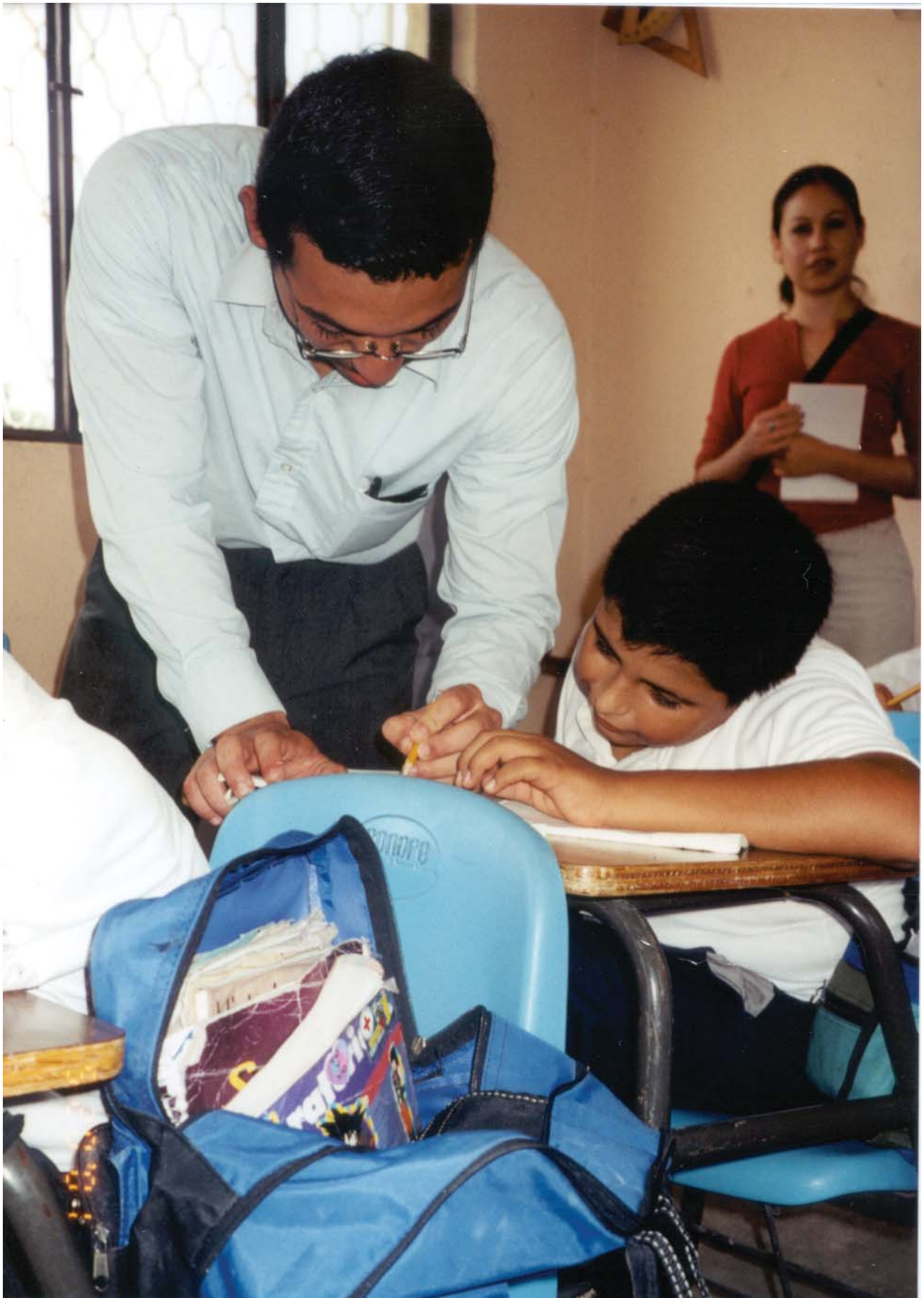
– Alianza educator

“Teaching and understanding the bilingual student in the United States are enriched by creating binational collaboratives where teachers and universities exchange pedagogical views and ideas.”

– Alianza educator







## Promoting Leadership in Diversity

“[Alianza’s Leadership in Diversity work has enabled] a community, school and university committee to provide guidance to universities to design policy... This is a rich, dynamic advocacy group that both influences the university and influences the community.”

– Alianza educator

“A case in point is in California where we established a new relationship with the community that wanted a connection. We are using this project as a way to enrich it, a more permanent connection, and one that facilitates students going to college and from community college to the four-year university.”

– Alianza educator

“So what we are seeing is that all of a sudden, because of Alianza, we have a whole population coming to the university that would otherwise never have gone there.”

– Alianza educator







## Teacher for the Second Time Around, by an Aliancista

“Why did I become a teacher? As a fifth-grader I was a lucky student. My teacher had just graduated and was in an excellent position to do the job and do it right. She set the example of what a good teacher should be and motivated me to become a teacher without knowing it. Time passed, and as I pondered the question of what to do in the future, I thought, ‘What will it be like to work in a school? Help the community? How will it feel to see the children’s faces to light up once they have learned how to read, write and solve math problems?’ It was time to make a decision. So I became a teacher.

“My mother, who was born in Texas, told me after I graduated: ‘Daughter of mine, I am going to arrange all the paperwork for you to come with me to the United States.’ In one instant, that statement changed all the plans I had made for my future: teaching, going back to school to get my master’s degree, etc. All of a sudden, my life was on hold. A few months later we traveled to Toledo, Ohio, and a new adventure began: learning English.

“Learning English became my first priority. Teaching had to wait. Years passed. I found the love of my life, got married, and had children. I took care of them, but teaching was still in my heart. I applied for a job as a teacher’s assistant, and I got it. What a joy! Still, there was something missing.

“In 1998, John Glen, at age 74, went into space for the second time. At that moment, while watching the shuttle go up to space, something inside of me told me that if he could go into space for a second time at age 74, I can go to school for the second time, too.

“Today, at age 47, I know teaching is still in my heart. Ever since I was in the fifth grade, the desire to teach was there, and has endured for all these years.”

# Alianza Impact: Our Legacy

Alianza maximizes the skills and talents of educators that have so far been overlooked.

At Alianza universities, transformations can be seen in the following.

## Teacher Preparation

- ❖ More than 300 normalistas and other students are enrolled in Alianza universities.
- ❖ Students are forming support groups and creating bicultural, binational learning communities.
- ❖ The first UTSA normalista student graduated in December 1999 and is a classroom teacher at Candlewood Elementary School, Judson ISD, Converse, Texas.
- ❖ Texas State Board of Education Certification (SBEC) published a document providing guidance on ways to certify teachers from other countries.

## Leadership in Diversity

- ❖ IDRA and Alianza partners designed a “leadership in diversity collaborative” – a community, school and university advocacy committee to provide guidance to the universities in designing policy and programmatic changes.
- ❖ Leadership in Diversity committees are established at all Alianza universities. Committee meetings include university faculty, parents, K-12 school staff including bilingual education directors, and community representatives.

## Dissemination of Innovations

- ❖ ASU and MASF are conducting research to support universities in their reform efforts for admission and preparation of bilingual education students:
  - Spanish Language Competencies for Bilingual Education Teachers – addresses teacher’s level of competency in the home language of students and how competencies should be developed and measured.
  - The Restructuring of “Escuela Normales” in México – addresses how *normal* preparation in México



compares to teacher education in the United States and the different eras of change in the *normal* curriculum since 1984.

- Instructional Competencies for Bilingual Education Teachers – addresses the commonalities of practice and competencies.
- ❖ Recruitment efforts include dissemination of information and presentations to: Consulados Generales de México; Clubs Oriundos for Nuevo León, Jalisco, Coahuila, Tamaulipas, and Distrito Federal; school districts; media, other colleges and universities; and professional organizations.
- ❖ IDRA established an Alianza web site and held the first binational video conference with parents.
- ❖ Alianza generates great interest in the media with articles written by the *San Antonio Express-News*, the *Los Angeles Times*, the *McAllen Monitor*, the *Austin American-Statesman*, the *Long Beach Press Telegram* and a national telecast (Univisión) featuring the California State University at Long Beach program.

### **Binational Collaboration**

- ❖ University attitudes for collaboration with institutions in México have improved dramatically.
- ❖ Improved pedagogical skills are being fostered; e.g., video conference on reading that permits cross-fertilization between projects at UTEP and allows students to see that México is making inroads on the topic.
- ❖ MASF is sponsoring and conducting a senior fellows seminar on México that provides a broad, diverse and insightful vision of the economic, political, educational, social and cultural aspects of today's México. Participants include IDRA staff, Alianza coordinators, university faculty and admissions officers.
- ❖ Sister institutions in México have been established.
- ❖ MASF is working with sister institutions providing project information and establishing linkages.
- ❖ Through the senior fellows seminar, MASF met with fellows and the Secretaria de Educación Publica which establishes protocols for certifying normalistas.
- ❖ As a result of MASF and senior fellows seminar, the SEP's subsecretaría de México assigned a contact person.

- ❖ Thanks to MASF, the SEP's subsecretaría wrote letters to U.S. institutions of higher education validating teacher certification for normalistas.
- ❖ MASF coordinated *Seminarios de Educación y Cultura Mexicana*, which provided everyone with wealth of insight through countless socio-cultural experiences.

### **Institutional Changes and Relationships**

- ❖ New guidelines were created by admissions departments for normalistas.
- ❖ Collaboration has been created with other colleges and departments from within the universities for recruitment and retention of students.
- ❖ Structural policies changed to meet student needs, such as allowing the taking of courses for credit before taking the Texas Academic Skills Program (TASP).
- ❖ The future direction of colleges of education are being influenced.
- ❖ The philosophy and policies related to teacher certification and validating credentials changed. Alianza led interactions with directors of certification.
- ❖ Classes are being offered at times that are more convenient for students (Friday nights and weekends) rather than faculty.
- ❖ Important linkages are being made between the K-12 schools, and universities creating opportunities for normalista students to meet with school principals and teachers during their fieldwork in the schools.
- ❖ UTSA provost established the Office of ESL Services as a result of Alianza's first-year activities.
- ❖ CSU at Long Beach mobilized support through Alianza to forward Senate Bill 1722, aimed at establishing an immigrant professionals career development center on teaching careers.

At the University of Texas at San Antonio, Aliancistas:

- ❖ Achieve an overall GPA of 3.25.
- ❖ Receive division scholarships through a competitive process.
- ❖ Receive university recognition – participating in honor classes, making the dean's list, making honor roll.
- ❖ Continue to pass the TASP.
- ❖ Have been hired and have had their salaries adjusted based on their number of years of experience.



Aliancistas also have graduated and are successfully working as teachers in their communities. One excellent example is found at the University of Texas Pan American in Edinburg, Texas. One of the original “hub” sites, UT Pan Am has 16 students from its first cohort (10 normalistas and six traditional and teacher-aide students) who are currently teaching at local schools in the Rio Grande Valley. In addition, the second cohort boasts 16 students (nine normalistas and seven traditional and teacher-aide students) who completed their student teaching during the spring 2002 semester. Most of these students already have teaching positions with local school districts in 2002.

School principals from several local school districts provided input regarding students’ teaching performance within their schools. They are “extremely delighted and pleased” with the Alianza students who are now teaching. The school principals have played a key role in the recruitment aspect of the project by disseminating information related to the project and its entrance requirements. This alliance between the K-12 school districts and the university has resulted in benefits for the teachers and especially for the students who are in dual language programs.



## Leadership in Diversity

Leadership in Diversity committees have been established at all of the participating universities. IDRA provides the guidance for establishing and nurturing these committees.

Each Leadership in Diversity committee addresses the following objectives:

- ❖ reaching out to school districts;
- ❖ integrating parents into the committees; and
- ❖ working collaboratively with university instructors, students, teachers and parents in school district communities to develop an assets-based model.

At California State University at Bakersfield, the Leadership in Diversity committee is comprised of a broad-based community group including the president of the chamber of commerce, an assemblyman's mother, and Telemundo and Univisión representatives – all influential people in the community, not just educators, who are invested in education.

Alianza sponsored a large community event honoring the visit of Lorenzo Gómez Morín, the Subsecretario of Public Education for México, and dignitaries of the Mexican and American Solidarity Foundation of México City, Graciela Orozco and Roger Díaz de Cossío. This event was held January 30, 2002, in Bakersfield, and attracted more than 50 people and many members of the media. Reports appeared on three television stations in English and one in Spanish and was covered by Spanish-language and English-language press.

Aliancistas attended the function and shared their experiences for all in attendance. Various officials from the university and other school deans and top administrators also attended. A photograph of the event appeared in the CSU at Bakersfield Foundation report, *Cal State Today*, and was sent to all alumni and donors.

As a result of the Leadership in Diversity work, three normalistas are employed in a California school district in a special bilingual project. One of these has moved up to a teaching position under the provisions of a California Basic Educational Skills Test waiver.

At Texas Woman's University, the committee's work has already resulted in alignment of the university curriculum based on the needs of the surrounding school districts. The dialogue provides reality-based insights needed to give a seamless and appropriate curriculum for the TWU students.



## Dissemination of Innovations

Arizona State University (ASU) completed research designed to support universities in their reform efforts for admission and preparation of bilingual education students. The research studies were disseminated during the subsequent program years and encompassed the following areas.

### *Spanish Language Proficiency of Bilingual Education Teachers*

The research addresses the teacher's level of competency in the home language of students and how competencies should be developed and measured.

### *Mexican Normalista Teachers as a Resource for Bilingual Education in the United States: Connecting Two Models of Teacher Preparation*

The research reveals how *normal* preparation in México compares to teacher education in the United States and the different eras of change in the *normal* curriculum in the last 20 years.

### *Certification and Endorsement of Bilingual Education Teachers: A Comparison of State Licensure Requirements*

The research discusses the commonalities of practice and competencies.

### *The Views of Mexican Normalista and U.S. Bilingual Education Teachers: An Exemplary Study of Perceptions, Beliefs and Attitudes*

The research reports on conversations with Alianza's normalista teachers before they completed their studies and became credentialed in the United States.

### *Elementary Curricula in México and the United States: A Comparative Analysis of Content Standards and Objectives*

The research identifies the differences and similarities in the curriculum objectives for mathematics and language arts in México and the United States.

### *Teacher Recruitment and Employment Practices in Selected States: Promising Prospects for Foreign-Trained Teachers*

The research documents the collective experience of states and school districts that have credentialed foreign-trained teachers, other than those involved in project Alianza.





### *El Desarrollo del Proyecto Alianza: Lessons Learned and Policy Implications*

This study documents the design and implementation of Alianza and synthesizes the lessons learned by various institutions involved in the process. This publication is designed to inform others who may be interested in doing similar research and display what might be expected as they attempt to implement the general concept of Alianza.

Other Alianza universities conducting research are listed below.

#### **University of Texas at San Antonio**

- ❖ “Language, Socialization, and Bilingualism,” H. Smith and O. Maroney (In press: *Language, Socialization and Bilingualism*)
- ❖ “Mexican Normalistas in the United States: Teachers’ Interpretations of Language, Culture, and Community,” H. Smith (Submitted August 23, 2001, to *Language, Identity and Education*)
- ❖ “Is Spanish Proficiency Simple Enough?” B. Flores and E. Clark (*MexTESOL Journal*, 2001)
- ❖ “A Critical Examination of Normalistas Self-conceptualization and Self-efficacy,” B. Flores and E. Clark (In review by *Journal of Teachers and Teaching: International Journal of Research*)
- ❖ *Normalista como maestro bilingüe en EUA: Un estudio sobre su concepto y su auto eficacia*, B. Flores and E. Clark (In press: Universidad Pedagógica Nacional)
- ❖ “A Comparison of Two Groups of Preservice Bilingual Education Teachers along the Bilingual Continuum: Biliteracy Teacher Preparation,” B. Perez, B. Flores and S. Strecker (Chapter, In press)
- ❖ “Critical Need for Bilingual Education Teachers: The Potentiality of Normalistas and Paraprofessionals,” B. Perez, B. Flores and S. Strecker (In press: *Bilingual Research Journal*)
- ❖ “Thinking Out of the Box: One University’s Experience with Foreign-Trained Teachers,” B.B. Flores (*Educational Policy Analysis Archives*, 2001)
- ❖ *Psychological Schema of Normalistas: Situated Learning and Praxis*, E. Clark and B. Flores (In progress)

- ❖ *Project Alianza: Lessons Learned and Policy Implications* (In press: CREDE)
- ❖ "Report on a Study of Normalistas' Ethnic Identity and Teaching Efficacy," E. Clark and B. Flores (*NABE News*, 2000)
- ❖ "El desarrollo de Proyecto Alianza: Lessons Learned and Policy Implications," B. Flores and E. Clark (*CBER*, 2002)
- ❖ *Biliteracy Teacher Education in the Southwest*, B. Pérez, B. Flores, and S. Stecker (In press)
- ❖ *The Psychological Schema of Normalistas: Distributed Learning*, E. Clark and B. Flores (In progress)
- ❖ *Acculturation: A Comparison of Three Distinct Groups of Teachers Candidates Normalistas, Paraprofessionals, and Traditional Route*, B. Flores, E. Clark and S. Sanchez (In progress)

#### **University of Texas – Pan American**

- ❖ *Alianza: Biliteracy Development through a Dual Language Teacher Preparation Program*, M. Valerio and D. Solís, principal investigators (In progress)
- ❖ *Positive Outcomes of Bilingual Mentoring Relationships*, D. Solís and M. Valerio, principal investigators (In progress)
- ❖ *A Dual Language Model's Impact on the ExCET*, L. Gomez, M. Valerio, and D. Solís, principal investigators (In progress)

#### **University of Texas at El Paso**

- ❖ *Perfil del Educador Bilingüe en los Estados Unidos de América*, R. de Villar (Texas Association for Bilingual Education, *TABE Newsletter*, 2001)

#### **Southwest Texas State University**

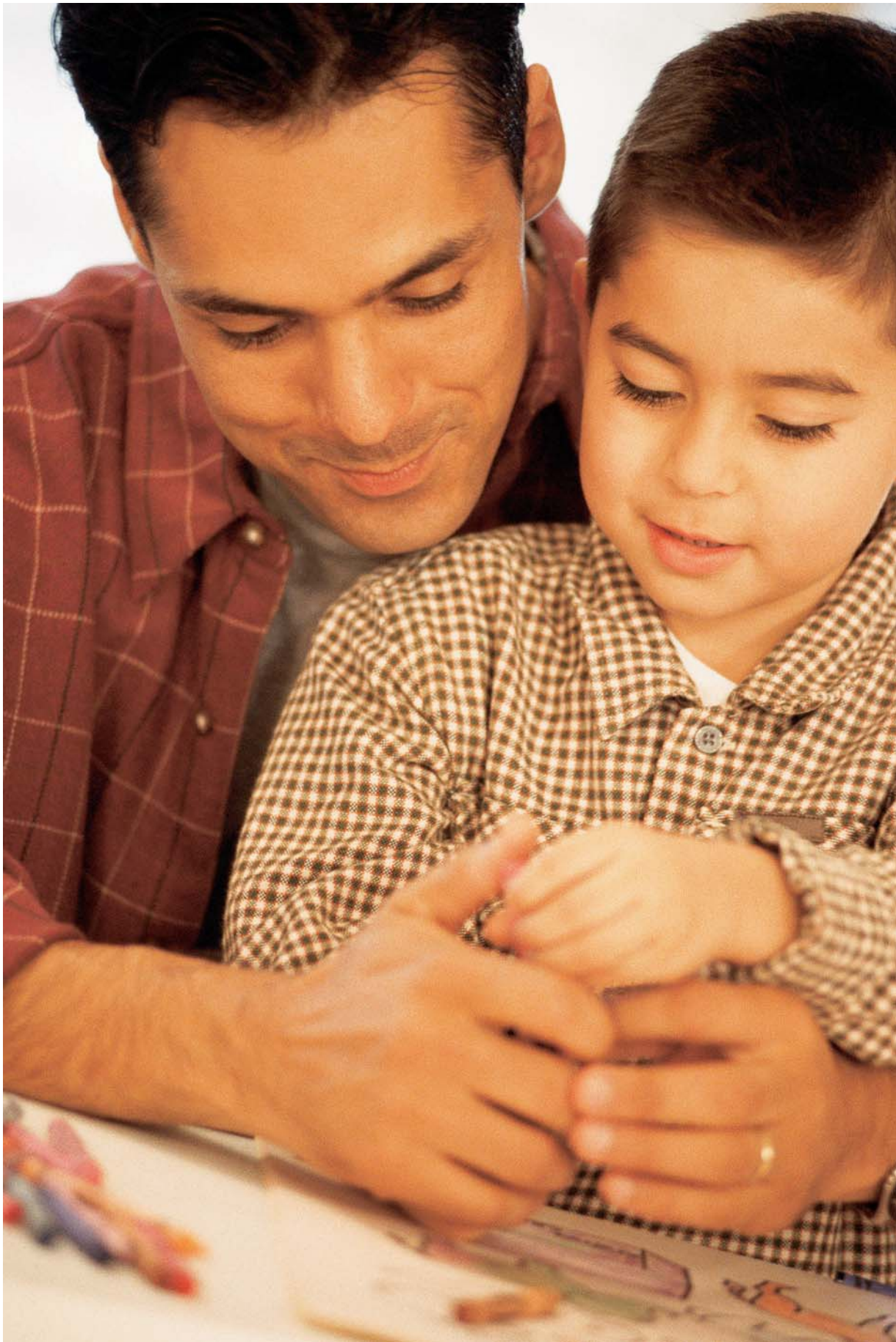
- ❖ *Reciprocal Learning in a Bilingual University Setting*, N. Ramos (In progress)
- ❖ *A Comparison of Best Practices in Teaching in México and the United States*, N. Ramos and N. Bond (In progress)

### California State University at Long Beach

- ❖ *Attitudes of Aliancistas Students Compared with U.S. Born Students*, N.B. Gastelum, principal investigator, UPN Ensenada, Baja California, México (In progress)
- ❖ *High Volume of Applicants to Alianza and How the University Is or Is Not Addressing the Issues of Access to Teacher Preparation Programs in a Time of Dramatic Teacher Shortages*, faculty from CSULB College of Education and director of liberal studies program, principal investigators (In progress)

These and other resources can be accessed by contacting IDRA at <http://www.idra.org>.







## **Binational Collaboration**

A binational event that has become invaluable for the project is the one-week institute in México conducted by the Mexican and American Solidarity Foundation. The seminar provides a broad, diverse and insightful vision of the economic, political, educational, social and cultural aspects of today's México. Participants have included program students, Alianza coordinators, university faculty, as well as representatives from the U.S. Department of Education.

Participants have reported that the dynamic exchange enhanced the sensitivity, the understanding and the compassion of those involved in the preparation of teachers who work with children of Latino or Mexican background in the United States.

The third annual Seminario de Educación y Cultura Mexicana was held in June 2001 in Saltillo, Coahuila. For the first time, four bilingual teachers from Greiner Middle School in Dallas participated, thus expanding Alianza's reach and tapping unused resources to improve the quantity and quality of teachers of bilingual and bicultural students. The four teachers saw the seminario as invaluable to their work.

In addition, Southwest Texas State University and Texas Women's University awarded three credit hours to their students who participated in the seminario, validating the seminario's curriculum in their respective institutions and influencing policies and practices. Similarly, the Escuela Normal del Estado Profesor Jesús Manuel Bustamante Mungarro integrated binational educational issues into its curriculum, also influencing the institution's programs and attitudes.

Formal evaluations of the seminar have had consistent results over the years; participants report that their expectations are always surpassed. As a result of the seminario, participants have understood and valued the educational context and pedagogy of the Mexican educational system.

By visiting different schools in México, participants have a first-hand appreciation of the contrasts and similarities between the educational systems in Mexico and the United States. They also have the experience of working directly with students in their classrooms and re-validating the curriculum used. This provides a

means for participants to return to their sites with new perspectives and integrate their learnings into their own respective contexts. This extraordinary experience would not be possible without the vision, continued persistence and dedication of the Mexican and American Solidarity Foundation; MASF has provided a unique vehicle for crossing borders, always taking back new and rich experiences that positively impact students and their teachers.

Other examples of binational collaboration include California State University at Bakersfield signing a formal agreement with the Escuela Normal del Estado Profesor Jesús Manuel Bustamante Mungarro, Hermosillo, Sonora (ENESON). This establishes a formal relationship that will outlive this first phase of Alianza.

The ceremony was held in conjunction with the quarterly meeting of Alianza in February 2002. It was well attended by Alianza universities; Mexican dignitaries from ENESON and the Instituto de Educación Sonora/Arizona (IESA), an entity of the State of Sonora's Secretaría de Educación y Cultura (SEC); IDRA; CSU at Bakersfield administration, including President Arciniega; school partners; advisory board members; media; students; faculty; and others.

Alianza's binational partnerships have provided opportunities for invaluable exchange of information, ideas and best practices from both sides of the border. On November 21, 2000, Alianza provided yet another extraordinary binational experience for its partners. On that day, it crossed borders via technology with students and faculty from the United States exchanging ideas, lessons, and experiences with noted faculty from México.

One of the aspects that makes this teacher preparation effort unique and visionary is the binational, cross-cultural exchange. On November 21, many of the Alianza students and their faculty had the opportunity to listen to a remarkable professor from México and then engage in a highly interactive session, learning, sharing and reflecting.

## **En El Agua Clara**

*En el agua clara  
que brota en la fuente  
un lindo pescado  
sale de repente.*

*– Lindo pescadito  
no quieres salir  
a jugar conmigo?  
Vamos al jardín!*

*– Yo vivo en el agua,  
no puedo salir;  
mi madre me ha dicho.*

*“No salgas de aquí  
porque si te sales  
te vas a morir”*

*– Poema usado por el Dr. Garrido para  
inculcar a estudiantes el gozo de leer*

Sponsored by the School of Foreign Students of the Universidad Autónoma de México (UNAM) in México City, this two and one-half hour session focused on teaching reading skills in Spanish and three specific barriers to reading comprehension: vocabulary problems, cultural prejudices and the lack of a cultural framework. Dr. Felipe Garrido conducted the session in Spanish. A noted professor, editor, translator, essayist and short story author, his most recent published books are *Tierra con Memoria*, *La Musa y el Garabato* and *Luz y Sombra*. Dr. Garrido's primary message during the video conference was for these future teachers to nurture the sheer joy of reading in their students and to never underestimate their students' capacity for reading comprehension.

### In the Clear Water

In the clear water  
that spews from the fountain  
a pretty fish  
suddenly appears.

– Pretty little fish  
don't you want to come play  
with me?  
Let's go to the garden!

– I live in the water  
I can't come out;  
my mother has told me.

“Don't leave here  
because if you do  
you will die”

– *Sample poem used by Dr. Garrido to help instill joy of reading in students*



## Institutional Changes and Relationships

Good working relationships have been established through the different institutions. It is these relationships that form the basis for collaboration, increased understanding and flexibility among the different partners in the individual institutions. For example, through the project director's efforts at California State University at Bakersfield the following has occurred.



- ❖ The Extended University, through the Office of International Education, has created a special section of English 90 for its almost fluent Aliancistas who need intensive instruction passing the required teacher examinations in California such as the California Basic Educational Skills Test (CBEST), Multiple Subject Assessment for Teachers (MSAT), and Reading Instruction Comprehension Assessment (RICA). Five current normalista students qualify for this level. One normalista is now teaching on an emergency credential, lacking only one more part of the CBEST for his credential, having passed two of the three sections.
- ❖ The vice president for admissions and records has agreed to waive the Test of English as a Foreign Language (TOEFL) and is allowing Alianza students to audit classes upon request. One Aliancista was admitted to a graduate degree program under this arrangement.
- ❖ Aliancistas may now audit courses for free upon request. Normally there is a charge to audit a course, but Aliancistas are exempt from this charge. The purpose of auditing is to provide a safety net for normalistas whose level of English may not be competitive enough in a regular college class. It also gives the Aliancistas an opportunity to acquire new knowledge that they may be exposed to later in formal courses and a chance for previewing specialized English vocabulary in content areas. Four Aliancistas have already taken advantage of this arrangement.
- ❖ The Hispanic Education Project, a funded grant, has hired several Alianza students to offer GED courses in Spanish. They are being paid \$45 an hour for this part-time work. There have already been 30 GED graduates since January 2001 thanks to the Alianza tutors. This further links California State



University at Bakersfield with the community and is attracting more students to the university.

- ❖ Alianza has become a part of a much larger movement in the California State University. It is now a part of the *International Teacher Education Council* of the CSU system. As a result of this participation, CSU at Bakersfield is being asked for advice from other universities in the CSU system that also would like to implement similar programs. For example, CSU at Bakersfield was invited by CSU at Long Beach and CSU at San Diego to participate in the development of a bilingual certificate program in Querétaro (BCLAD) and a bilingual undergraduate BCLAD emphasis program as well.
- ❖ The *Bakersfield Adult School* has moved to CSU at Bakersfield to prepare students for the TOEFL. Now the university is a magnet for English language learners who are professionals wanting to study for a teaching career. Some of the students are native Spanish speakers who are not normalistas, e.g., from Peru and other Latin American countries. Through the Bakersfield Adult School there will be more students involved in the future even after this funding ends. The project has played a tremendous role in linking the community and university.
- ❖ Other institutional changes have occurred within the traditional tenure track non-bilingual faculty. Faculty have expressed more interest in wanting to participate with Alianza at some level, including the summer institute in México. Faculty are learning Spanish, and they are participating in organizations such as the California Association for Bilingual Education (CABE). One non-bilingual reading professor accompanied Dr. Santos to the CABE annual conference this year. Faculty interest and commitment in support of bilingual education has increased noticeably as well as the urgency to learn more about English language development strategies and methods to include in the credential courses for all students.

## Alianza: Our Future

Alianza is creating its mark in innovation and practice through partnerships among institutions of higher education aimed at creating the following outcomes now and in the future.

- ❖ Effective models that accelerate teacher preparation programs along the border and throughout the United States.
- ❖ Creation of a new pool of qualified teachers prepared to respond effectively to an increasingly diverse student body.
- ❖ Innovations in instructional practice that improve performance and learning for students within culturally relevant contexts.
- ❖ Models and innovations shared among universities and reaching a variety of scholars and policymakers at the local, regional, state, national and binational levels.
- ❖ Dialogues and planning with key stakeholders to identify points of leverage for systemic change and institutionalization of best practice for preparation and certification of teachers to serve in multicultural settings.
- ❖ New ways of collaborating among institutions that lead to improved and more efficient binational and cross-regional communication.

Throughout the Alianza journey, partners learn from their experiences and engage in relevant and applied research that has a positive impact for students. The lessons learned now and in the future will be shared with other higher education institutions, policymakers, foundations and other potential partners.

But to reach these goals, much support is required for efforts at each university and within the Alianza partnership. Individuals who can provide funding, and long-term commitments, are needed to scale-up and disseminate the Alianza model for even greater impact. Strong efforts are underway, and much energy and creativity surround the Alianza activities. When supported, Alianza will have far-reaching impact to shape a better future for children and youth in classrooms throughout the nation.

Ultimately, improved educational opportunities will have positive social and economic impact for communities.

IDRA's future efforts for Alianza include a three-tiered approach that will expand and scale-up the accelerated teacher recruitment and preparation program along the border region and throughout the United States.

- ❖ Assist participating universities by targeting the institutionalization process of effective practice.
- ❖ Collect and disseminate knowledge acquired to scale-up efforts in other settings.
- ❖ Inform local, state, regional, and national educational policy aimed at supporting improved student learning and success.

Alianza efforts lend themselves to informing the field with applied and practical research on effective strategies for identification, recruitment, preparation, certification and professional support for teachers in multicultural and bilingual environments. This research improves performance and learning in the classroom by adapting best practices to the local context.

Our collective efforts will encourage youth, strengthen communities and have lasting impact socially and economically in our nation. Investment in this effort will build lasting institutional change and maintain positive momentum in education for the future.



The normalistas were here in the United States trying to succeed. Yes, all of us have a degree but it isn't valid in this country. We felt frustrated in our lives, but thanks to IDRA comes a great opportunity.

We are not a risk; Alianza is an opportunity given to the Mexican teacher with experience. We have a lot to offer.

Thanks to all the little ones, to all those children who are waiting for a teacher who can speak their own language. A teacher who doesn't believe in learning disabilities for those whose "problem" is language. A teacher who can understand. Thanks to all those children whose first language is Spanish. Because of Alianza, bilingualism is valued and nurtured

– An Aliancista

Alianza: Our Legacy...





# And Our Future





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IDRA is a non-profit research and development organization dedicated to the improvement of educational opportunities for *all* children.



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