



# Study Guide

## *Educating Hispanic and Latino Students:*

### *Opening Doors to Hope, Promise, and Possibility*

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This study guide is arranged by chapter, enabling readers to work their way through the entire book or to focus on the specific topics addressed in a particular section. This guide is designed to help you reflect on and apply the ideas presented in *Educating Hispanic and Latino Students*, and is a useful companion piece for individuals, small groups, or an entire faculty. Learning Sciences International thanks you for your interest in this book, and we hope that this guide proves a valuable addition and support to your professional development practices.

## **Chapter 1: Adverse Life Experiences**

1. What are the main reasons for illegal immigration by minors? What are some of the challenges an unoccupied minor might be facing at home? What challenges does he/she face in your classroom? What does your school or district do to address the needs of immigrant students?
  
2. What kind of emotional responses or behaviors suggest a student is undergoing toxic stress? How can you as a teacher help to address negative responses? What kind of programs can your school implement to aid Hispanic/Latino students undergoing toxic stress?
  
3. What are some reasons contributing to the educational gap for immigrant Hispanic/Latino students? For children of immigrants? For second-generation citizens?

4. What are some of the assumptions you may have had about Hispanic/Latino parental involvement? What are some strategies you can use to activate parental engagement with your Hispanic/Latino students?

## **Chapter 2: The Role of Poverty**

1. What are some of poverty's effects on the home's ability to prepare a child for school? What are some low-cost ways you can improve and enrich your students' home life to increase the pace of learning?
2. How does poverty discourage opportunity at the federal, state and district levels?

3. What three kinds of needs are you addressing when you educate the “whole” student? What are some ways you can address these needs in your classroom?

Need	Ways to address this need

### **Chapter 3: The Challenge of Identity**

1. What are some assignments you can implement to educate non-Hispanic/non-Latino students about ethnic diversity among Hispanic/Latino countries? How do you as a teacher address and empower the individual identity of your Hispanic/Latino students?

2. Pronouncing a student's name correctly can promote student achievement and provide a student with validation and a sense of belonging. What kind of strategies do you use to learn the names of your Hispanic/Latino students? What can you do to improve your knowledge of pronunciation?
  
3. What dual-language learning opportunities do you offer in your classroom? Is there any support offered to ELLs who might benefit from learning their native language of Spanish? What are some strategies you can implement in your classroom to assist ELLs?
  
4. How often do you use subject matter that is relevant to your Hispanic/Latino students? What kind of opportunities do you provide for these students to dictate what needs are not being met (i.e., curriculum subject matter, addressing their learning styles, classroom environment)

5. Pages 66-67 describe ways to allow your classroom to act as a team. How many of these ideas have you implemented in your classroom? How successful were they? What other strategies can you implement to act more as a “mentor” rather than an instructor?

#### **Chapter 4: Opening the Doors to Hope, Promise, and Possibility**

1. How do you acknowledge the effects of undocumented immigration, poverty, and identity politics? Do you choose to ignore poverty and skin color to treat students equally? Or do you try to acknowledge the unique hardships faced by Hispanic/Latino students? How can you positively address students' identities, home life, and culture more in the classroom?
  
2. Give examples of how you exemplify cultural competency in your classroom. Do your textbooks/assignments represent the images and culture of Hispanic/Latino students? How do you use classroom space to create an inclusive and engaging environment? What kind of strategies and activities do you use to promote academic achievement while also encouraging student to express their cultural and ethnic identity?

3. Aside from your degree, what additional professional development have you given or received to improve the academic achievement of Hispanic/Latino students? How do you model effective and culturally responsive pedagogy for your co-workers?
  
4. List ways in which you adjust your teaching-learning process to promote academic, social and emotional growth and development in your students. How do you express passion and empathy with your students?
  
5. Describe a way you can improve your teaching strategies to assist the academic achievement of Hispanic/Latino students by 1) next week 2) next month 3) next year.

6. How do you determine each student's personal strengths and weaknesses? Once determined, how do you organize the classroom so that all students can be challenged and supported based on their unique learning abilities? How do you incorporate scaffolding into your daily practice?
  
7. Do your classroom activities represent problem-based learning or project-based learning or neither? How can you assist in helping Hispanic/Latino students make a connection between classroom instruction and the real world?
  
8. How do you determine and address individual student's learning disabilities? Do you develop individual learning plans (ILPs) for your students? If not, how can you begin to incorporate ILPs into your school year curriculum?



9. How do you raise the floor and ceiling for students in your class? How do you challenge high-achieving students and assist low-achieving students simultaneously?