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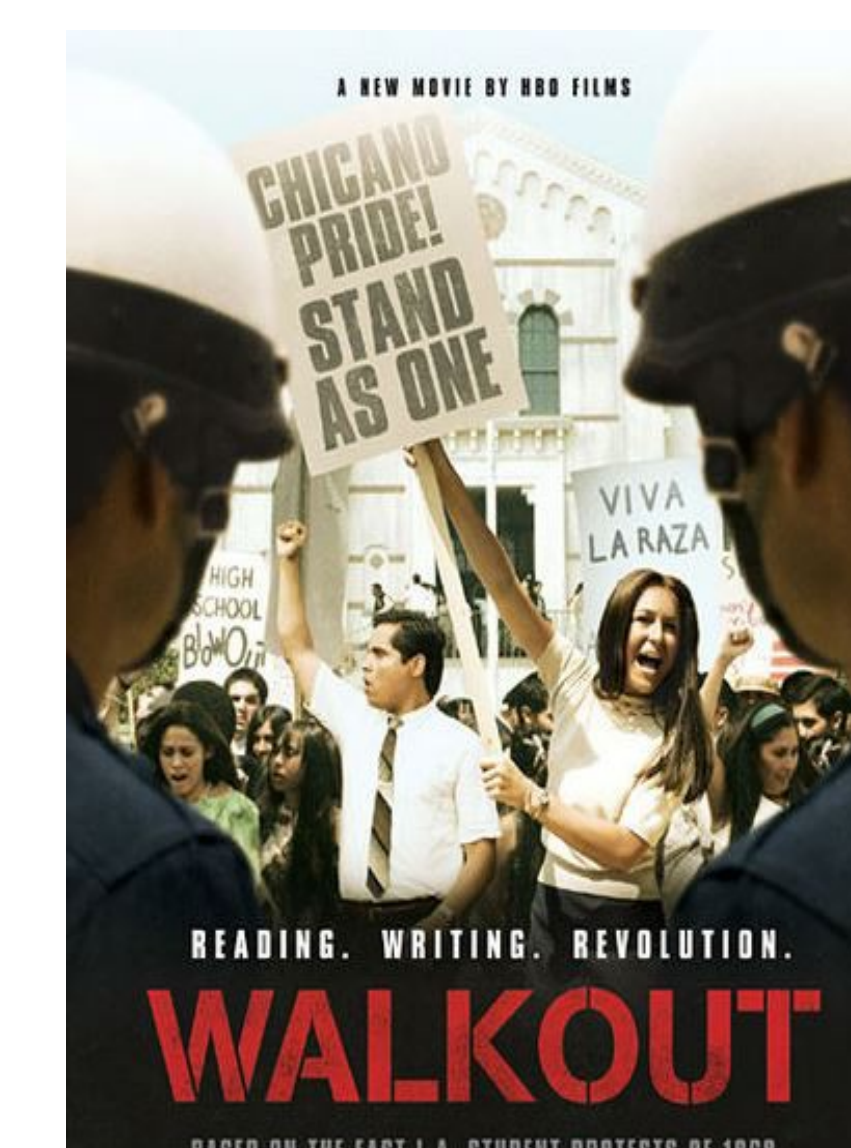
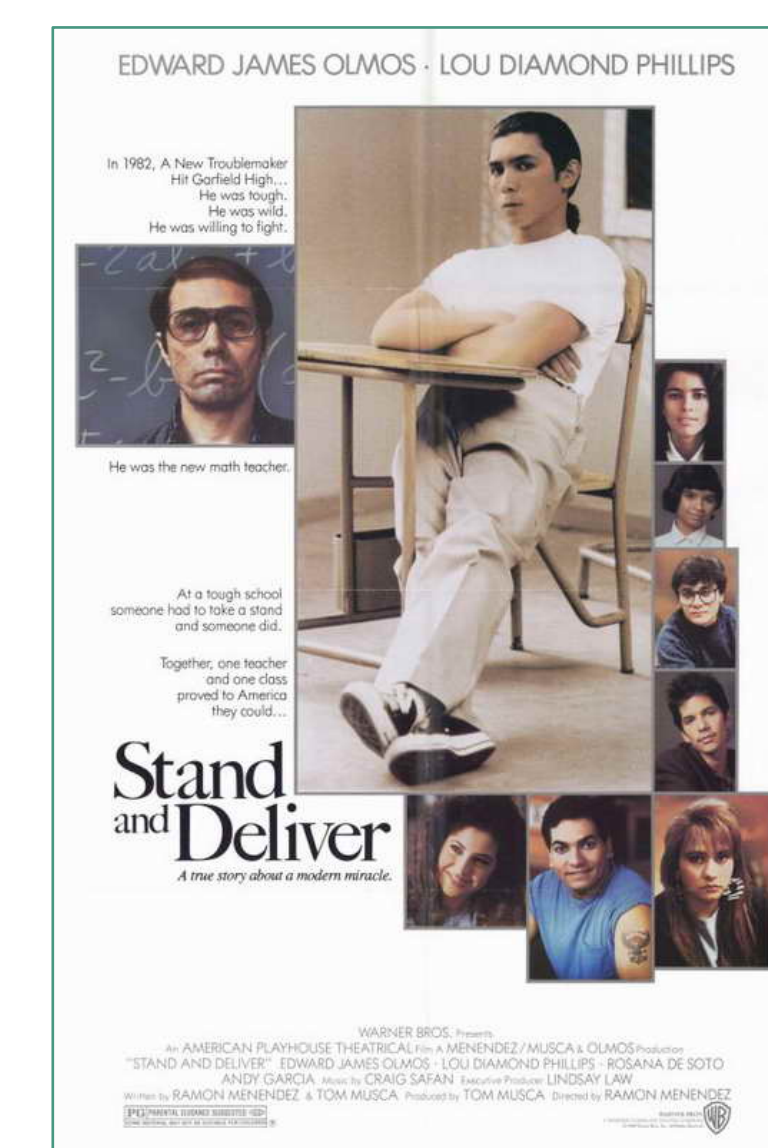
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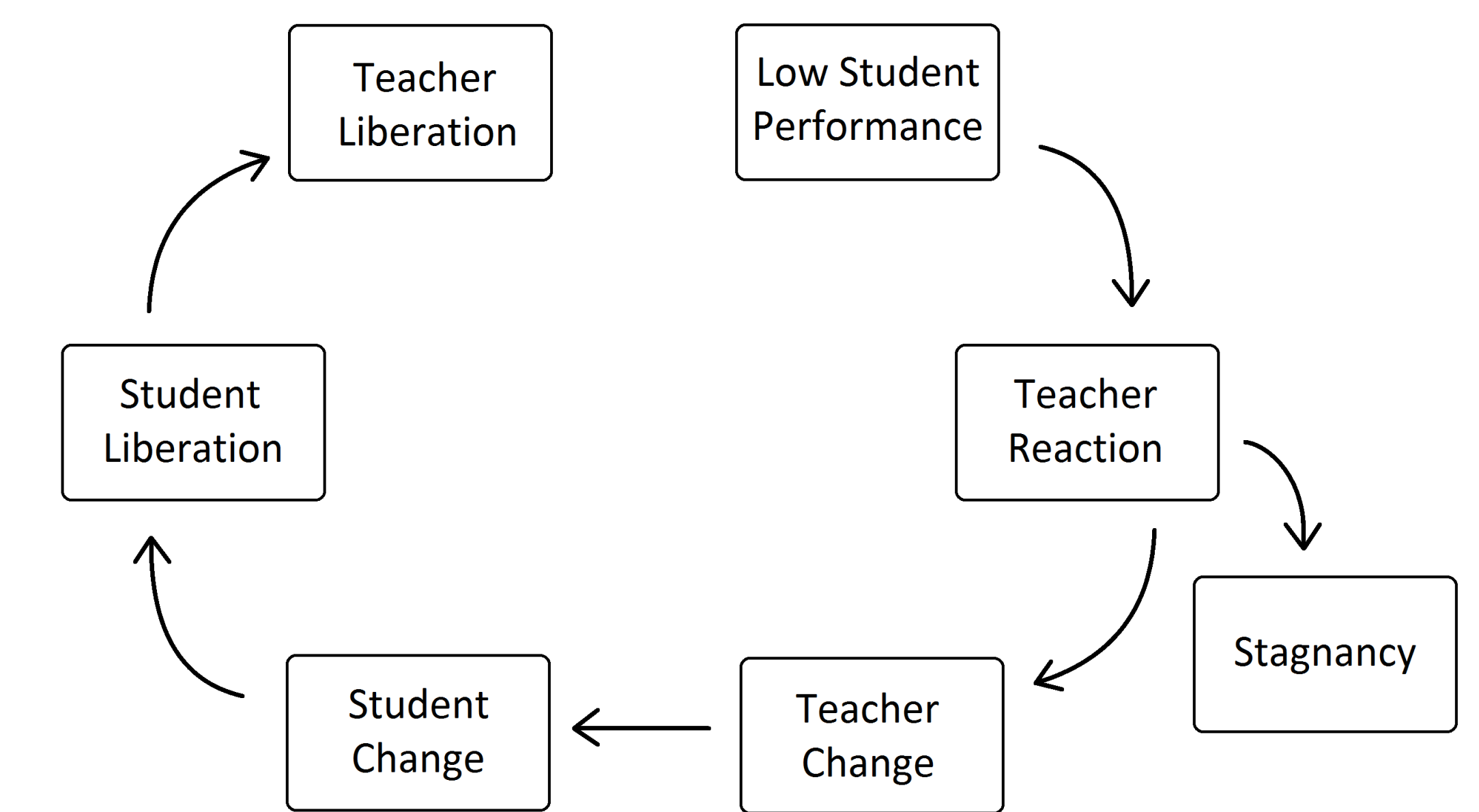
Disposition for Change: A Teacher's Quest for Student- and Self-Liberation

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Cycle of Teacher-Student Liberation



Introduction

The tensions that dominate the lives of Mexican-American adolescents complicate their academic achievement. In addition to a lack of parental and administrative support, many Anglo-American teachers see Mexican-American students as lacking capability or intelligence, stereotypes that poison progress and inhibit their learning.

Our research seeks to consider, on the other hand, the influence of visionary, dedicated teachers in the lives of underprivileged students. The autobiographical film narratives included in our study detail the experiences of Caucasian and Latino teachers and their Mexican-American students. They point to the fact that individual teachers possess the power to open doors of opportunity for positive change and progress in the lives of their students.

Results

Teachers who engage in the process of student liberation, choosing to learn and change on a daily basis, will be able to overcome racial stereotypes and help their students reach their potential.

Teachers in film:



With his students, teacher Jaime Escalante in *Stand and Deliver* celebrates the success of James A. Garfield High School's first AP Calculus class.



Coach White celebrates his cross country team's victory in *McFarland, USA*

Teachers can successfully engage in this process by choosing to:

- Keep an open mind
- Embrace student culture
- Love and respect their students
- Inspire hope

Conclusions

Teachers who look beyond racial stereotypes with the disposition to change liberate both their students and themselves. They experience fulfillment helping adolescents reach their goals. In the future we will consider how this type of teacher engagement can improve classroom effectiveness across the country.

