Improving Education for Multilingual and English Learner Students

RESEARCH TO PRACTICE

California Department of Education
Sacramento • 2020

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Message from the State Superintendent of Public Instruction

The strength of California as the world's fifth-largest economy is dependent upon the success of our students. Our priority for student success begins with improving educational outcomes for students of color, multilingual students, and English learner students. Now is an opportune time in California's history to collectively impact the lives of these students by building on the rich social and cultural assets they possess, which will help lead them to become active global citizens.

Of California's 6.2 million students, 1.1 million are English learners, and 2.6 million have a language other than English in their background. Many of our students bring to school a vital cultural heritage, values, and the ability to communicate in their home language—all assets. The collective responsibility for providing equitable opportunities to our students lies with everyone in the school community.

The California Department of Education (CDE) engages stakeholders and advocates as partners in addressing major barriers in education focused on closing the opportunity gap, improving literacy/biliteracy, reducing chronic absenteeism, and advancing initiatives as a means to improve education for all students.

Improving Education for Multilingual and English Learner Students: Research to Practice will help realize the goals of these educational initiatives. This publication presents current evidence-based pedagogy and practices in the areas of developing multilingualism, early education, assets-based environments, English language development, and the creation of systems that support the implementation of these practices. Further, the publication provides a deeper dive into accessing actionable examples of how evidence-based pedagogy and practices may be implemented in districts, schools, and classrooms to positively impact multilingual and English learner students.

This volume will be an important resource within the California System of Support by assisting local educational agencies in building local capacity to sustain improvement and effectively address outcomes for multilingual and English learner students. This publication complements the English Learner Roadmap Policy and Guidance, the California Education for a Global Economy Initiative, the Global California 2030 Initiative, the State Seal of Biliteracy, the World Languages Standards, the Social and Emotional Learning Guiding Principles, and the statewide content standards and curriculum frameworks.

The CDE and I are grateful to the expert authors who participated in writing this publication. We invite researchers, educators, stakeholders, and advocates to continue your dedication to equitable education for multilingual and English learner students to meet their goals and make their dreams a reality.

Sincerely,

Tony Thurmond
State Superintendent of Public Instruction

Acknowledgments

Improving Education for Multilingual and English Learner Students: Research to Practice was developed by the California Department of Education (CDE) through a contract with WestEd. This project was a collaborative effort that involved the participation of practitioners, researchers, and organizations that are dedicated to nurturing the educational profession so multilingual and English learner students engage in a world-class education.

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Biographical Sketches

Veronica Aguila, Ed.D., is the director of the English Learner Support Division at the California Department of Education (CDE). The division oversees the Language Policy and Leadership Office, the Technical Assistance and Monitoring Office, and the Migrant Education Office. The division also coordinates the CDE's efforts to address the needs of English learners in California. Previously, Dr. Aguila served as the administrator of the Southern Field Service Office in the Early Education and Support Division and the administrator of the Curriculum and Adoptions Office, and held various leadership roles in the department. Her career in education includes 34 years in the California public school system as a biliterate English language development teacher, a reading specialist, a school district and county administrator, and a lecturer for the California State University system. Her work has been recognized nationally and internationally. She received her Ed.D. from St. Mary's College in educational leadership and organizational change. Her passion for addressing the needs of English learners comes from her personal experience as an immigrant, former migrant worker, and English learner.

Diane August, Ph.D., is principal at D. August & Associates. Dr. August brings 40 years of experience in the many aspects of educating language minority children. Most recently, she served as a managing researcher at the American Institutes for Research (AIR), where she directed the work of the

Center for English Language Learners. Previously, she was a senior research scientist at the Center for Applied Linguistics (CAL), where she directed federally funded research studies related to literacy development in dual language learners. At CAL she also served as coprincipal investigator of the National Research and Development Center on English Language Learners, where she developed, implemented, and evaluated innovative science, technology, engineering, and mathematics (STEM) programs for secondary school second language learners. Earlier in her career, Dr. August served as a senior program officer at the National Academy of Sciences, where she was study director for the Committee on Developing a Research Agenda on the Education of Limited English Proficient and Bilingual Students. Recently, she was a member of the National Academies of Sciences, Engineering, and Medicine (NASEM) Committee on Fostering School Success for English Learners and served as a reviewer for the consensus study report of the *NASEM Committee: English Learners in STEM Subjects.* She is published widely in journals and books.

Alison L. Bailey, Ed.D., is professor and division head of Human Development and Psychology in the Department of Education, University of California, Los Angeles. As a developmental psycholinguist, her expertise includes developing language learning progressions with multilingual and English learners and supporting teachers' academic language pedagogy and assessment practices. She has published widely in these areas, most recently in *Language and Education, Language Testing, Theory into Practice, The Journal of Early Childhood Literacy, Annual Review of Applied Linguistics, Teachers College Record, and Educational Researcher.* Her latest book is *Progressing Students' Language Day by Day* (2019, Corwin Press) with Margaret Heritage. She is currently principal investigator of the two US Department of Education funded ExcEL Peer Network projects focused on teacher professional learning with English learners. She is a coauthor of the National Academies of Sciences STEM and English Learners report, a member of the NAEP Reading Standing Committee, the NCME Classroom Assessment Task Force, and several state and other assessment technical advisory committees.

Jennifer DiBara Crandell, Ed.D., is an educator with expertise in early language and literacy development, cultural and linguistic responsiveness in early childhood settings, and dual language development. Dr. Crandell has led the development of resources for the National Center on Early Childhood Development, Teaching, and Learning and the National Center for Cultural and Linguistic Responsiveness. She was a lead developer of the Planned Language Approach, a comprehensive framework for supporting language and literacy development in culturally and linguistically diverse early childhood settings. Dr. Crandell has published in *Reading Research Quarterly, Early Education and Development,* and *The New Educator,* and has presented at numerous professional conferences. She is a consulting editor for the *National Association for the Education of Young Children,* was on the editorial board of *Reading Research Quarterly* and has been a peer reviewer for many publications. She consults with states, school districts, and other educational organizations. Dr. Crandell has a doctorate in human development and education from the Harvard Graduate School of Education.

Maharaj "Raju" Desai, Ph.D., is a scholar whose work crosses the disciplines of ethnic studies, education, Philippine studies, mixed race studies, and second language studies. His research explores participatory action research in educational spaces as ways to challenge colonially constructed narratives and identities. He has taught in schools for over 12 years and has worked with students ranging from sixth grade through university level in both Honolulu, Hawai'i and San Francisco, California.

Linda M. Espinosa, Ph.D., is professor emeritus of early childhood education at the University of Missouri, Columbia, and has served as the codirector of the National Institute for Early Education Research at Rutgers University and vice president at Bright Horizons Family Solutions. She was most recently coprincipal investigator for the *Getting on Track Early for School Success: Effective Teaching in Preschool Classrooms* project at the University of Chicago and for the Center for Early Care and Education Research—Dual Language Learners at the Frank Porter Graham Child Development Institute. Dr. Espinosa's latest book, *Getting it RIGHT for Young Children from Diverse Backgrounds* (2015) focused on quality education for dual language learners.

She was a contributing author to the 2017 report *Promoting the Educational Success of Children and Youth Learning English: Promising Futures,* and contributed content related to dual language learners and English language development to the *California Early Learning Foundations,* the *California Preschool Curriculum Frameworks,* and the *Desired Results Developmental Profile* (2010). Dr. Espinosa served as the lead consultant for the LAUSD Transitional Kindergarten program development team and is a member of the Council for Professional Development Governing Board.

Elena Fajardo is the program administrator for the Language Policy and Leadership Office. She has served at every educational level from instructional assistant to district administrator, county external consultant, and now administrator for the California Department of Education. Ms. Fajardo taught numerous subjects and grade levels including at the university level, and designed a variety of program models for English learners. Her training and 48 years of work built her expertise in system reforms. She brings a wide range of experience to her role and continues to support Superintendent Thurmond's vision for highly effective English learner programs.

Molly Faulkner-Bond, Ph.D., is a senior research associate at WestEd, where her work focuses on English learner (EL) students, policy, and assessment. In this role she collaborates with educators, researchers, and communities to strengthen the field of education research, increase the use and utility of educational research results, substantively impact teaching and learning, and improve educational outcomes for linguistically and culturally diverse learners. Prior to joining WestEd, Dr. Faulkner-Bond was a grant program officer at the Institute of Education Sciences, where she provided technical assistance and monitoring to applicants and recipients of multiyear research grants focused on improving educational opportunities and outcomes for EL students. She has coauthored a book on federal policies affecting EL students, coedited a book on educational measurement and assessment, and coauthored several articles on assessment validity and score reporting for both EL students and the general population. She earned her doctorate in research, educational measurement, and psychometrics from the University of Massachusetts Amherst.

Patricia Gándara, Ph.D., is research professor and codirector of the Civil Rights Project at the University of California, Los Angeles. She is also director of education for the University of California–Mexico Initiative. Dr. Gándara is an elected fellow of the American Educational Research Association and the National Academy of Education. In 2011 she was appointed to President Obama's Commission on Educational Excellence for Hispanics, and in 2015 received the Distinguished Career Contribution Award from the Scholars of Color Committee of the American Educational Research Association. She is also a fellow of the Rockefeller Foundation Bellagio Center in Lake Como, Italy, the French-American Association at Sciences Po Graduate Institute in Paris, France, and the Educational Testing Service in Princeton, New Jersey.

Gina Garcia-Smith is an education programs consultant in the English Learner Support Division at the California Department of Education. The programs she supports include the California English Learner Roadmap and the State Seal of Biliteracy. Ms. Garcia-Smith is a former middle and high school English teacher and mentor teacher with the Stanford Teacher Education Program. She earned a bachelor of arts in American studies from the University of California, Santa Cruz and a master of arts in education from Stanford University.

Gustavo Gonzalez, Ph.D., is an education programs consultant in the Language Policy and Leadership Office at the California Department of Education (CDE). His work involves supporting the implementation of state English learner initiatives and providing technical assistance to the field. His experience with language policy and educating English learner students spans 25 years of service as a classroom teacher, teacher educator, and state-level professional. He received his Ph.D. in education from Claremont Graduate University in 2010 with a focus on language policy and educational access for English learner students. Upon completion of his degree, he worked for two years as an assistant professor at Arizona State University, then returned to California where he joined the CDE in 2012.

María González-Howard, Ph.D., is an assistant professor of science, technology, engineering, and mathematics (STEM) education at The University of Texas at Austin. A former middle school science teacher in the Rio Grande Valley in southern Texas, she completed her doctoral studies in science education at Boston College. Her research explores the intersections of teaching and learning science with multilingualism development. Specifically, Dr. González-Howard investigates teaching practices and ways to foster learning environments to best support multilingual students' scientific sensemaking, as seen through their engagement in science practices. Currently, she is the multilingual specialist for OpenSciEd—a free, high-quality science curriculum aligned with the Next Generation Science Standards—and is helping to identify and develop strategies to embed in the OpenSciEd learning materials to support multilingual students. Furthermore, she is principal investigator on a National Science Foundation Discovery Research PreK–12 grant titled *CAREER: Developing elementary preservice teachers' understandings and abilities to support emerging bilingual students' scientific sensemaking.*

Carla B. Herrera has been a bilingual teacher and program specialist since 1975. She specializes in biliteracy program implementation and development, two-way immersion in Spanish/English and Portuguese/English, and technology integration in multilingual settings. Her passion and life's work has been English learner education at site, district, county, state, postsecondary, national, and international levels for preschool, elementary, secondary, and future teachers. In 1989, the California Association for Bilingual Education recognized Ms. Herrera as the first CABE Teacher of the Year; she went on to be recognized as the National Association for Bilingual Education Teacher of the Year as well. She was also the first English learner (EL)/dual language learner regional lead and advisory member for the California Preschool Instructional Network. Following retirement from ABC Unified School District in 2013, she became a Sobrato Early Academic Language (SEAL) model trainer while completing her term on the Instructional Quality Commission Executive Committee. Presently, Ms. Herrera continues EL student advocacy and bilingual teacher support through the English Learner Leadership and Legacy Initiative and as an all-district coach for the SEAL Bilingual Teacher Professional Development Program.

Megan Hopkins, Ph.D., is an associate professor in the Department of Education Studies at the University of California, San Diego. She is a former bilingual elementary school teacher, and has conducted extensive research examining how schools and school systems organize for equity, with a particular focus on the education of immigrant and multilingual students. In studies funded by the US Department of Education's Office of English Language Acquisition, the Spencer Foundation, and the W. T. Grant Foundation, she has investigated the implementation of language policies and English language development course placement policies, as well as content-specific curricular reforms. She has also engaged in context-embedded teacher professional development focused on fostering science learning opportunities for multilingual learners in the early elementary grades. Her scholarship has appeared in several top-tier journals, including the *American Educational Research Journal, Educational Researcher,* and *Journal of Teacher Education.* She is also coeditor of the volumes *Forbidden Language: English Learners and Restrictive Language Policies* and *School Integration Matters: Research-Based Strategies to Advance Equity.* She was a 2016–17 National Academy of Education/Spencer Foundation Postdoctoral Fellow, and holds a Ph.D. in Education from the University of California, Los Angeles.

Francesca López, Ph.D., is the associate dean of the College of Education, professor of educational policy studies and practice, and director of the Educational Policy Center, all at the University of Arizona. She began her career in education as a bilingual (Spanish/English) elementary teacher, and later served as a high school counselor, in El Paso, Texas. After completing her doctorate in educational psychology at the University of Arizona in 2008, she served on the faculty of the Educational Policy and Leadership department at Marquette University from 2008 to 2013. Her research is focused on the ways asset-based pedagogy promotes achievement and identity for Latino youth and has been funded by the American Educational Research Association Grants Program, the Division 15 American Psychological Association Early Career Award, the National Academy of Education/Spencer Postdoctoral Fellowship, and the Chan Zuckerberg Initiative. Dr. López is a National Education Policy Center Fellow, and was a visiting fellow at the Program for Transborder Communities at Arizona State University.

Martha Martinez, Ph.D., has over 15 years of experience researching programs and policies designed to improve educational outcomes for underserved populations, and over 10 years of experience examining English learner (EL) issues specifically. As the director of research and evaluation at Sobrato Early Academic Language (SEAL), Dr. Martinez oversees SEAL's current research and evaluation activities, and leads SEAL's future research agenda. This includes supporting and directing investigations of the efficacy of the SEAL model specifically, as well as high-quality EL instruction in general. Prior to joining SEAL in 2017, Dr. Martinez worked at the Oregon Department of Education where she served as coprincipal investigator on two research–practice partnerships focused on the state's EL programs and outcomes. She received her doctorate in educational methodology, policy, and leadership from the University of Oregon.

Laurie Olsen, Ph.D., founded and now serves as strategic advisor to Sobrato Early Academic Language (SEAL); she also served as cochair of California's English Learner Roadmap policy. She has spent the last five decades researching, writing, advocating, and providing leadership development and technical assistance on educational equity with an emphasis on immigrants, English learners, bilingualism, and language access. In hundreds of school districts across the nation, Dr. Olsen has designed, demonstrated, and evaluated powerful English learner programs and services for students from prekindergarten (PK) through grade twelve. She has published dozens of books, policy briefs, videos, and articles on English learner education. For 23 years, she directed California Tomorrow's work in PK–12 education with a focus on immigrants and English learners. Dr. Olsen holds a Ph.D. in social and cultural studies in education from the University of California Berkeley. She was a founding board member and currently serves as president of Californians Together—a coalition to protect the rights of English learners.

Marcela Rodríguez is an education programs consultant in the English Learner Support Division (ELSD) at the California Department of Education. The work of the ELSD addresses the needs of English learner, immigrant, and migratory students. Ms. Rodríguez provides support to the ELSD director. Her 34-year career in education began with a bilingual teacher assignment,

then several special education assignments after the completion of a master's degree in special education, and continued on to other various English learner support positions in a school district for 23 years. She completed an assignment in Region 2 of the migrant education program where, as the early childhood education (ECE) specialist, she provided professional development to ECE staff in six counties. Her passion for the education of English learner, immigrant, and migratory students, and students with disabilities is evidenced in her contributions to addressing student needs.

María Santos served as director for school and district services in the Comprehensive School Assistance Program at WestEd until 2020. She is also the cochair and senior advisor for leadership at Understanding Language, Stanford University. From 2010–2014, she served as deputy superintendent for instruction, leadership, and equity-in-action for the Oakland Unified School District. Until 2010, she was the senior instructional manager and superintendent for the Office of English Language Learners (ELLs) at the New York City Department of Education. In that capacity, she led the office in ensuring that Children First reforms were raising academic rigor through quality teaching and learning citywide. Early in these reforms, she led the restructuring of New York City's Early Childhood, ELL, and Instructional Technology departments. Ms. Santos has designed and developed strategic initiatives and resources for several nonprofit organizations that provide state and national support, setting trends in the educational agenda nationwide. Before going to New York City, Ms. Santos spent 20 years in the San Francisco Unified School District (SFUSD). As associate superintendent, she supervised the development of major instructional improvement initiatives such as SFUSD's Professional Development Initiative and gained SFUSD the recognition of an Exemplary Site by the US Department of Education's National Award for Professional Development. Education Week profiled her as a national 2014 Leader to Learn From and she is the lead author of *Preparing English Learners for College and Career: Lessons from Successful High Schools*.

Mary J. Schleppegrell, Ph.D., is professor of education at the University of Michigan, Ann Arbor. Her research focuses on the challenges of language across school subjects and the language development of students who are learning English as an additional language. She was an elementary school teacher in California and was professor of linguistics at the University of California, Davis, for 13 years, where she directed the writing program for English as a second language. She is the author of *The Language of Schooling: A Functional Linguistics Perspective* (2004) and numerous research reports, and served on the National Research Council's Committee that synthesized research to write *English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives* (2018).

Heather Skibbins is a program manager and bilingual education lead at Sobrato Early Academic Language (SEAL). Prior to joining SEAL, she worked as a bilingual educator in the Bay Area for 15 years. In addition to supporting SEAL districts, Ms. Skibbins presents regularly at conferences about English learner development instruction and best practices in dual language classrooms. She is passionate about helping districts, teachers, and families create and sustain bilingual programs that enact the research and best practices for dual language education. Ms. Skibbins majored in community studies and graduated with a bachelor of arts from the University of California, Santa Cruz.

Pamela Spycher, Ph.D., is a senior research associate at WestEd. Over her 30–year career in education, her focus has been improving educational experiences and outcomes for multilingual learners, especially students from immigrant backgrounds and economically underresourced communities. Dr. Spycher recently led two large federally funded research projects aimed at educational equity for multilingual learners: *Leading with Learning—Systemically Transforming Teaching for English Learners* and *College Ready English Learners—Preparing Teachers to Foster English Language Development with the Expository Reading and Writing Curriculum.* She was a lead author of *California's English Language Development Standards* (2012), *English Language Arts/English Language Development (ELA/ELD) Framework* (2014), *Practitioners' Guide for Educating English Learners with Disabilities* (2019), and

Arts Standards (2019), as well as a contributing author to *California's Science Framework* (2016) and *Health Education Framework* (2019). In the first part of her career, Spycher served as a first grade bilingual teacher, an ELD specialist, and a high school ELA/ELD and world languages teacher.

Allyson Tintiangco-Cubales, Ph.D., (she/her/siya) was born and raised on Ohlone land (Fremont, California) with parents who were immigrants from the Philippines—womb (Batangas) and seed (Tarlac). Since 2000, she has been a professor in the College of Ethnic Studies at San Francisco State University and an affiliated faculty member in the Educational Leadership doctoral program. She is also the cofounder and director of Community Responsive Education (CRE), a nationwide firm that supports the development of responsive, equitable, and justice-driven educators and ethnic studies curriculum. She has provided direct support to schools, districts, and organizations in San Francisco, Daly City, Oakland, New York, and Boston. In 2001, she founded Pin@y Educational Partnerships (PEP), a "barangay" that focuses on providing schools with ethnic studies courses and curriculum, developing radical educators, and creating resources for Filipina/x/o communities and similarly marginalized people. She has authored four books of curriculum and many articles focused on the applications of critical pedagogy and the development of ethnic studies curriculum.

INTRODUCTION

Improving Multilingual Education: Accelerate Learning

Veronica Aguila, Marcela Rodríguez, and Gina Garcia-Smith
California Department of Education

The context of education in California for English learner students has changed with the implementation of the Statewide System of Support (SSS), the Every Student Succeeds Act, the California Education for a Global Economy Initiative, and the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners. The scaffolding and bridging created by the SSS provide educators with the best practices necessary to assist all students through a tiered system of support. The SSS provides three levels of support for local educational agencies (LEAs), in which all other supports are contained: supports for all, including tools and resources that improve student performance and increase equity across student groups; differentiated assistance for some, focusing on significant disparities in performance among student groups; and intensive interventions for the few experiencing persistent performance issues with a lack of improvement over a specified time period. Since English learner students make up 18 percent of the student population in California, it is imperative to accelerate learning English for the 1.1 million English learner students enrolled in California public schools. This research-to-practice publication supports the goal of accelerating learning for California's English learner students.

Within the SSS, designated networks address diverse state priorities. These networks include

- Geographic Lead Agencies that build county office of education (COE) capacity to achieve full equity and access,
- Statewide Multi-Tiered System of Support lead that has trained all 58 COEs and more than half of the state's LEAs in a new approach to supporting all students,
- Community Engagement Initiative that works to build the capacity of communities and LEAs to facilitate difficult conversations about improving student outcomes,
- Special Education Local Plan Area Resource Leads that assist LEAs to improve outcomes of students with disabilities,
- COE Regional English Learner Specialists that provide guidance to reduce inequities for English learner students, and
- California's Equity Performance and Improvement Program that builds LEA capacity to address barriers to equity and access.

The resources provided within the SSS are far reaching in that teachers, administrators, and others involved in the everyday education of students in California receive targeted professional development. This tiered approach is a different way of serving students, enhancing programs, and extending the reach of statewide support. Resources are made available for the SSS through the collaboration of various agencies. Multilingualism is a priority in our state and will be emphasized throughout this publication. Capitalizing on the assets that our English learner students bring to our vision of a multilingual society is vital for bringing this vision to fruition. The goal is to cultivate English learner students' language skills and also ensure they meet the high academic expectations that are held for all students, so that they can use their biliterate/multiliterate skills to thrive and lead in a multilingual state. The English Learner Roadmap Policy is embedded in the SSS. This policy will be described in more depth in the upcoming chapters.

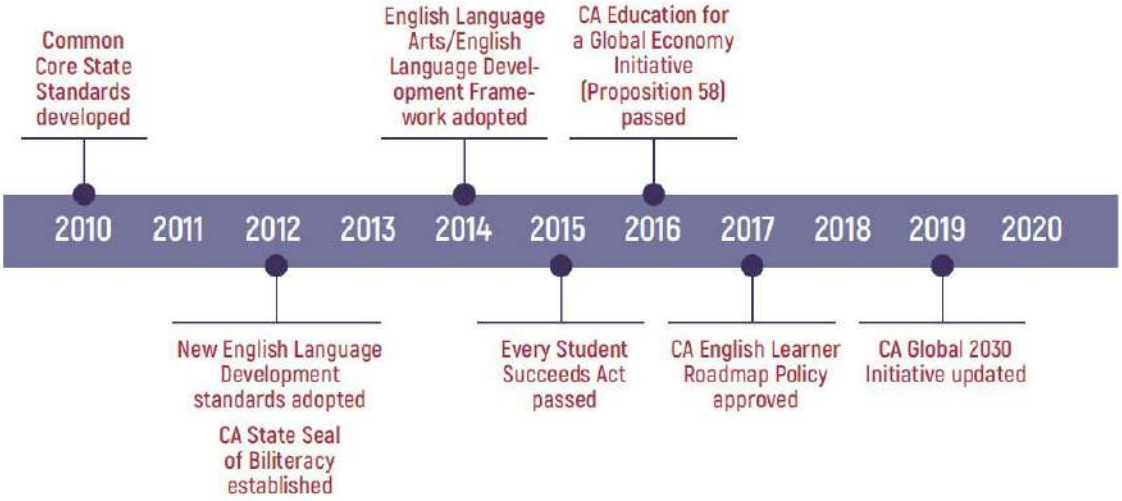
Every act of human learning is rooted in history. For this reason, this publication begins by offering an overview of the historical context in which California's English learner students find themselves. This account provides an overview of important markers of policy history and notes milestones in research on human learning, language development, bilingualism, and educational policies, practices, and programs that advance English learner success (*California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners*, page 14).

Historical Timeline of Events in English Learner Education

This historical overview begins in 2010 when the California Common Core State Standards were adopted. The California Common Core State Standards focus on deeper, richer, more applicable learning that will help California continue to be a center for innovation and leadership in education. In 2012, the English Language Development (ELD) Standards were adopted and the State Seal of Biliteracy was established. The adoption of the ELD Standards maintained California's commitment to providing English learner students with a high-quality program that enables them to attain proficiency in English and to develop the skills and confidence in listening, speaking, reading, and writing that are the foundation of achievement inside and outside the classroom. The State Seal of Biliteracy was established to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English and, by doing so, emphasizes California's commitment to the importance of the twenty-first century skill of biliteracy/multiliteracy. In 2014, the first-ever *English Language Arts/English Language Development Framework* was adopted. By aligning these two sets of standards, the framework formed the basis for remodeling California's instructional practices and promoting literacy through critical thinking, problem solving, collaboration, and communication. In 2015, the Every Student Succeeds Act (ESSA) amended the Elementary and Secondary Act of 1965 nationwide. Among other changes, the ESSA advanced equity and required—for the first time—that all students in America be taught

to high academic standards that prepare them to succeed in college and careers. In 2016, voters overwhelmingly approved the Education for a Global Economy Initiative (Proposition 58), authorizing school districts and county offices of education to establish language acquisition programs for both native and nonnative English speakers and requiring school districts and COEs to solicit parent and community input in developing language acquisition programs. Shortly after this, in 2017, the California State Board of Education unanimously approved the California English Learner Roadmap Policy, which established an assets-oriented vision and mission to guide California in educating English learner students. And finally, the Global California 2030 Initiative was updated in 2019. The goal of this initiative is to equip students with world language skills to better appreciate and more fully engage in the rich and diverse mixture of cultures, heritages, and languages found in California and the world, while preparing them to succeed in the global economy. Taken together, these events set California on the path toward embracing the English learner students enrolled in its public schools and preparing them to learn and lead as engaged members of California's diverse community.

Timeline of Events in English Learner History



Long description of Timeline of Events

Snapshot of English Learner Students in California—Demographics

California English learner demographics illustrate the reason for this publication. Additional English learner student data resources are available on the CDE School Dashboard, California Longitudinal Pupil Achievement Data System, and DataQuest web pages.

Top Five Languages

The top five home languages that English learner students and multilingual students bring to California schools over the last 10 years have changed slightly with Spanish and Vietnamese maintaining the top two positions, although both languages have seen decreases in the past 10 years. Recently, Mandarin overtook Filipino (Tagalog) in the third position. Cantonese and Hmong are no longer in the top five languages.

Language	2009–2010	2014–2015	2018–2019
Spanish	84.7%	83.7%	81.56%
Vietnamese	2.5%	2.34%	2.21%
Filipino (Tagalog)	1.4%	1.37%	Mandarin (Putonghua) 1.87%
Cantonese	1.4%	1.3%	Arabic 1.53
Hmong	1.1%	Arabic 1.20%	Other 1.4%

Number of Long-Term English Learner Students (LTELs) (2016–2018)

The success of LTELs is of utmost importance statewide. From 2015 to 2017 the number of students classified as LTELs began to show a slight decline. In 2018, however, there was a significant one-year increase in the numbers, due to the fact that only one year of English Language Proficiency Assessments for California (ELPAC) data were available to make LTEL determinations.

Year	Number of LTELs
2015–16	238,572
2016–17	230,119
2017–18	218,135
2018–19	342,983*

**The 2018–19 determinations of LTELs reflect a significant one-year increase in LTEL counts from previous years. These changes stem from having only one year of ELPAC data available in the 2017–18 academic year required for making LTEL determinations.*

Number and Percent of Reclassified English Learner Students in California (2005–2018)

Overall, the number and percentage of reclassified students has increased. The ESSA requires states to standardize reclassification criteria. California currently uses four criteria for reclassifying students:

1. ELPAC overall level 4
2. Teacher evaluation of pupil mastery
3. Parent/Guardian opinion and consultation
4. Comparison of performance of pupil in basic skills

Education Code Section 313(f) and California Code of Regulations, Title 5, Section 11303

The ESSA also requires four-year monitoring after students are reclassified. The following table shows the number and percentage of reclassified students from 2010–2018.

Year	Number of English Learner Students Reclassified	Percentage of English Learner Students Reclassified
2010–11	167,854	11.4%
2011–12	172,803	12.0%
2012–13	168,960	12.2%
2013–14	169,573	12.0%
2014–15	154,959	11.0%
2015–16	155,774	11.2%
2016–17	183,272	13.3%
2017–18	193,899	14.6%
2018–19	175,746	13.8%

California School Dashboard: Academic Performance Comparison

And finally, a comparison of academic performance between English learner students, reclassified students, and English-only students from the 2018–19 School Dashboard shows that, as expected, reclassified students outperform English-only students. This comparison of the performance on the Smarter Balanced Assessment Consortium English Language Arts and Mathematics assessments reaffirms the need to continue to implement systems of support to accelerate English learner students' progress in learning English. This is especially vital because English learner students comprise 18 percent of California's student population; their academic progress is therefore vital to California's success.

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
90.9 points below standard	3.2 points above standard	8.8 points above standard
Maintained 1.7 Points	Maintained 2.1 Points	Maintained 2.6 Points
Number of Students: 502,424	Number of Students: 465,653	Number of Students: 1,818,185

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
106.7 points below standard	27.3 points below standard	22.7 points below standard
Maintained 0.2 Points	Increased 3.2 Points	Maintained 2.7 Points
Number of Students: 502,095	Number of Students: 465,057	Number of Students: 1,813,063

Long descriptions of the English Language Arts and Mathematics Data Comparisons

Looking forward, chapter 1 will set the stage for the remainder of the groundbreaking publication, including more generous insight into the California context for multilingual learners.

CHAPTER

1

Molly Faulkner-Bond
Pamela Spycher
Laurie Olsen
Patricia Gándara

The Power and Promise of California's Multilingual Learners

We can communicate with others, we can help others, and we can make other people's lives better, by just having this one special trait—which is being bilingual.

–Student from the Abraham Lincoln High School Programa Bilingüe de Secundaria/High School Bilingual Program, San Francisco Unified School District

The Power and Promise of Educating California's Multilingual Learners

California is home to a large and richly diverse student population. Over 2.5 million of California's six million K–12 students (roughly two out of every five students) speak a language other than English (LOTE) in their homes, with nearly 70 home languages represented.[1] These numbers are even higher among California's youngest learners: roughly 60 percent of learners ages zero to eight have home languages other than English.

As the statements above suggest, these students have aspirations and a sense of their own promise. They can also face tremendous adversity in realizing their promise while navigating a complex education system. Fortunately, at no other time in California history have there been more

structures in place to help ensure that students feel welcomed at school, where their language, culture, and immigrant status are recognized as assets for learning, and where their connections to their families and communities are maintained because of the opportunities they have to use and develop their bilingualism at school.

As later sections of this chapter will show, California's current educational policies demonstrate its commitment to multilingual learner (ML) students and to an asset-based instructional approach that promotes global competence. This means that all students, and ML students in particular, should be recognized for the special assets they bring to school, because these assets enrich our society and make the state as a whole globally competitive.

To achieve this vision, however, the state must continue to empower its educators with resources and opportunities to support their learning, reflection, and implementation of best practices. Teachers need an understanding of the kind of supports their ML students need, the assets of bilingualism that students bring to the classroom, and the experiences of their students living in and across multiple language worlds.

Almost any educator or administrator will likely say that they spend tremendous amounts of time and energy trying to make all of their students feel welcome and supported in their classrooms. Indeed, the quotations below from California Teachers of the Year echo this sentiment.

My teaching philosophy has been one of continual experimentation and humility when it does not go the way you want. The discovery of what works is incredibly exciting, and quite honestly—empowering.

–Michael Henges, 2019 California Teacher of the Year, Redondo Union High School, Redondo Beach Unified School District, Los Angeles County

I strive to be a status quo disruptor and an agent for social justice, while engaging in a rigorous, standards-based English curriculum.

–Rosie Reid, 2019 California Teacher of the Year and National Teacher of the Year Candidate, Northgate High School, Mount Diablo Unified School District, Contra Costa County

What greeting each student as they arrive at school allows is for every kid to get noticed. There's nothing more powerful than connection. When we build relationships with kids, it starts with that.

–Manuel Nunez, Association of California School Administrators (ACSA) 2018 Middle Grades Principal of the Year, and former ACSA "Every Student Succeeding" honoree, Seaside Middle School, Monterey Peninsula Unified School District

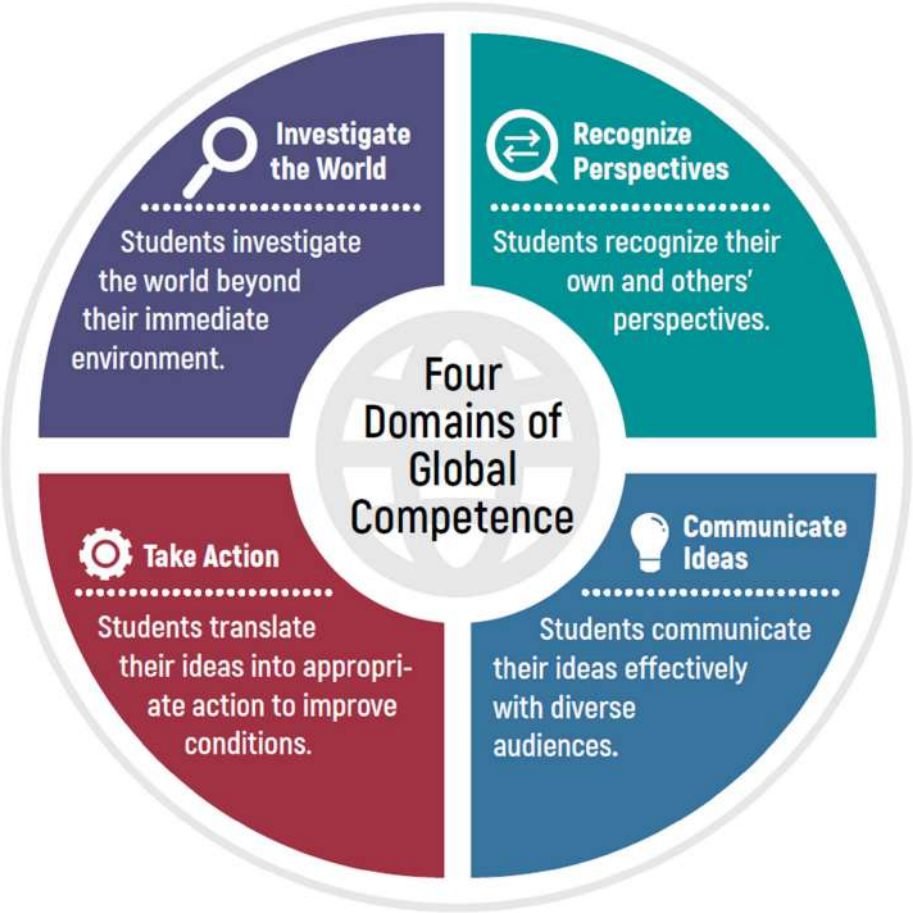
As a state, California has made great efforts in recent years to support every student and every teacher with the opportunities and resources they need to achieve the state's ambitious vision for multilingual education. This book is offered to California educators—particularly classroom teachers, instructional coaches, school and district administrators, and teacher educators—with this goal in mind. It focuses specifically on evidence-based pedagogy and leadership practices to support ML students in California's classrooms, and it was written precisely to help educators disrupt any negative experiences students may have and champion the strength and resilience reflected in the student voices at the beginning of this chapter. The material in this book echos the voices of some of the state's most talented teachers who understand the students in their classrooms, work to disrupt the status quo, and facilitate the kind of teaching and learning that help students achieve their fullest potential.

What Kind of California is Possible?

The future of California—the world's fifth-largest economy—very much rests on the shoulders of its ML students and their teachers. As a state with 300,000 teachers and 2.5 million ML students, the potential for transformative, large-scale change is limitless. The state's diversity is its strength, and it represents

a unique opportunity to promote both individual potential and the realization of a multicultural and multilingual society.[2] At no other time in history has this dual goal been more urgent. Right now, California needs its students to become globally competent citizens with the knowledge, values, skills, and attitudes to improve their communities, state, and world (see fig. 1.1).

Figure 1.1 The Essentials of Global Competence[3]



Long description of figure 1.1

Of course, the case for cultivating students' multilingualism is not merely for economic and international competitiveness reasons. Students' multilingualism strengthens family connections, promotes cultural pride, and enriches the fabric of diverse communities. These benefits are illustrated throughout this book.

How is this Chapter Organized?

Before delving into actionable practices for educating ML students, this first chapter dedicates time to understanding who these students are—as learners, as a group, and as individuals. It is premised on the idea that, in order to effectively educate these students, educators must first understand and appreciate the complex intersection of forces that act upon ML students in the education system. The sections in this chapter will unfold as follows:

- **Who are California's ML students?** First, important terms are clarified and the students this book is focused on are introduced in more detail. This section provides a definition for the term "multilingual learners," along with an explanation of why this term is used in this book. It also introduces other key terms and typologies within the general population of ML students.
- **What is unique about being or becoming multilingual?** This section provides a review of research on the cognitive effects of multilingualism. It summarizes current research on the unique ways ML students learn, as well as the benefits of being or becoming multilingual.
- **What is the California vision for ML students?** This section provides readers with a brief overview of California's current policy context with respect to multilingual learners, with a particular focus on the *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap).* It provides additional context for the importance of this book, including how this book fits with other California Department of Education (CDE) resources and initiatives related to ML students. The section closes with a set of recommended universal practices that all educators can use, regardless of the grade level, program type, or content area in which they teach. It includes a description of the systems that support students' assets, and the articulation that needs to occur so educators can use the universal practices when they teach.
- **How to use this book.** The chapter closes with an overview of the content of the remaining chapters, along with suggestions for how readers might engage with them.

Who are California's multilingual learners?

ML students can be found in every corner of California's education system: in every grade, in every region of the state, and in every kind of educational program. It is important to note that they are not a uniform group. This means that all teachers need deep understanding about the cultural and linguistic assets and experiences that ML students bring to the classroom and the kinds of specialized support they need. The remainder of this section provides more detail about the diversity within California's multilingual population.

Terminology and Typology

As the title suggests, this book uses the term **multilingual learners** to refer to students who have developed or are developing proficiency in both English and one or more other languages, which may be their home language. Students may be mostly dominant in one language or proficient in both. Many are on a continuum between dominance in one language and full proficiency in two or more. California has championed this term because it acknowledges these students' multilingualism, which deserves recognition as an asset they bring to their schools, classrooms, and communities.[4]

As figure 1.2 shows, however, "ML students" is a broad term that encapsulates several related subgroups of learners:

- **Dual Language Learners:** ML students in the birth to five-year-old age range are generally referred to as **dual language learners (DLLs)**. This is based on the assumption that, at this age, all children with a primary LOTE are continuously learning both their home language and English from birth through early childhood.
- **EL Students:** Students who enroll in California schools with a home language other than English, and with levels of English proficiency that indicate they need programs and services that will support them in becoming English proficient, are formally (by federal civil rights law) called **English learner (EL) students**. Within this group:
    - **Newcomer EL students** are EL students who arrived in the US recently (typically less than a year) before enrolling in school, and

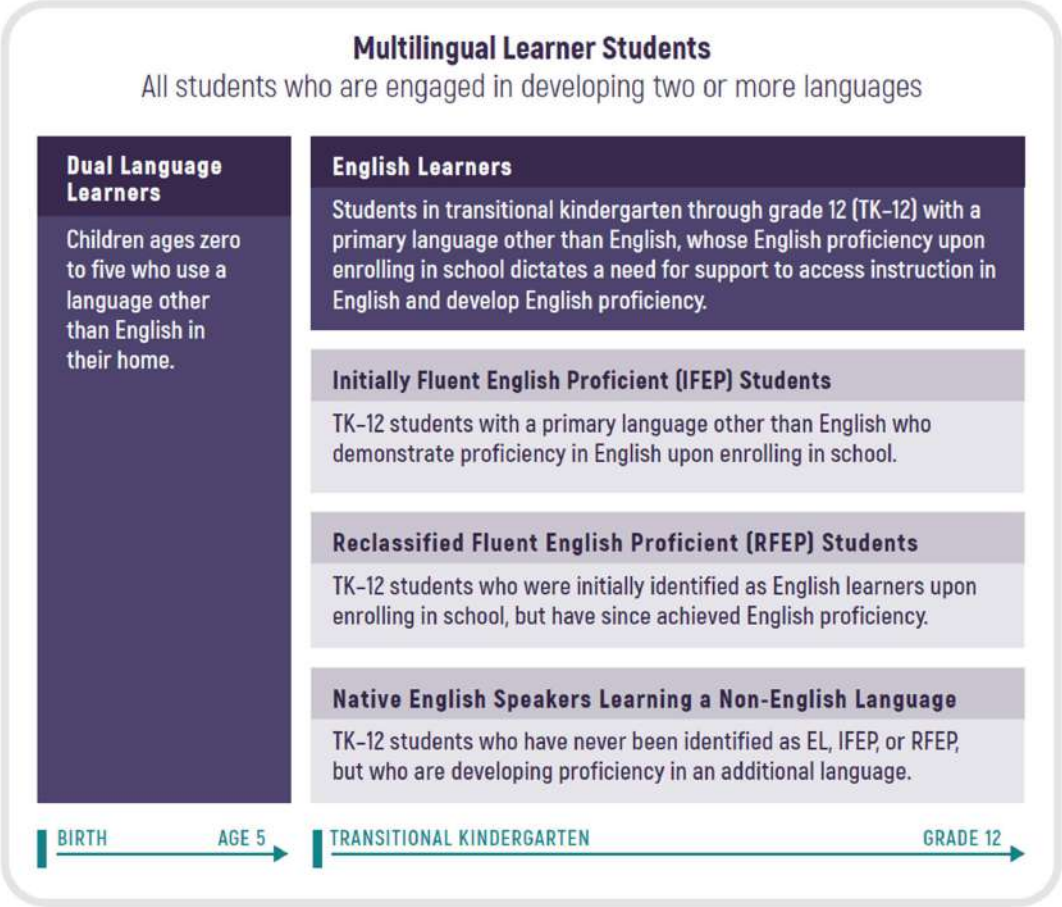
- **Long-term English learner (LTEL) students** (LTELs or LTEL students) are students who have been in California schools for six years or more but have not yet achieved English proficiency.

EL students' right to educational access and supports is delineated by the US Supreme Court in the *Lau v. Nichols* case in 1974 and the *Castañeda v. Pickard* case in 1981, and is further supported by subsequent laws such as the Equal Educational Opportunities Act. Elements of these policies are also woven into more recent reauthorizations of the Elementary and Secondary Education Act (ESEA), which is currently reauthorized as the Every Student Succeeds Act (ESSA).

- **Reclassified Fluent English Proficient:** EL students exit EL status when four criteria, delineated in the California *Education Code* Section 313, are met. They are: 1) the student meets the standard on the state English proficiency assessment, which at the time of this publication is the English Language Proficiency Assessments for California (ELPAC), 2) a teacher reviews the student's classroom performance using a locally determined evaluation, 3) a parent consultation is conducted, and 4) the student meets a locally determined basic skills criteria. EL students then transition to **Reclassified Fluent English Proficient (RFEP)** status. RFEP students generally no longer need EL services, though they are still monitored (for at least four years, under ESSA) to ensure they achieve the academic standards.
- **Initially Fluent English Proficient:** Some ML students also demonstrate proficiency in English immediately upon enrolling in school. These students are not English learner students. Instead, they are identified as **Initially Fluent English Proficient (IFEP) students,** and participate in mainstream classrooms and instruction because they have the fluency comparable to students who are native English speakers.
- **Native English Speakers:** Finally, ML students also include **native English speakers who are learning—or learning in—an additional non-English language.** This may include students who are engaged

in dual language (DL) immersion programs that are taught in both English and a partner language, or students who are engaged in coursework to learn a world language. It also includes students who experience multilingualism in their homes or communities without being enrolled in school-based DL programs. Students who are deaf or hard of hearing are often also multilingual, in that their primary language is American Sign Language (ASL) with the partner language being the written language of the hearing community. (As a note, some of these students may actually qualify as English learner students if their partner language to ASL is a non-English language.)

Figure 1.2 California's Multilingual Learners



Long description of figure 1.2

Note: The Elementary and Secondary Education Act for funding purposes defines EL students as students between the ages of three and twenty-one, whose native language is other than English, and whose language proficiency may prohibit access to a curriculum delivered in English.

Takeaways from this Section

In this book, the term **multilingual learners** will be prioritized for its inclusiveness and asset-based orientation toward language learning and multilingualism. There are two important caveats to this statement, however. First, whenever early childhood education is discussed, the term **dual language learners** will be used, to align with the established terminology in this field.

Second, although the term "multilingual learners" includes many distinct-but-related subgroups, it must be acknowledged that EL students and RFEP students are a particular focus within this subgroup. All EL students, including those with disabilities, have a right to an education that allows them access to the core curriculum—independent of the language they speak—and schools are legally obligated (via the *Castañeda v. Pickard* federal ruling) to provide support to these students to overcome language barriers and develop full proficiency in English. Therefore, when planning schedules and instruction for ML students, educators should always be aware of these rights and legal requirements. EL students are also highly vulnerable to implicit bias about their abilities. Even individuals with the best intentions may sometimes limit opportunities for EL students, believing that grade-level coursework is too difficult for these students before they have mastered English. Research has shown that this is not the case. EL students are absolutely capable of rigorous disciplinary learning, as the research cited in this book demonstrates. Similarly, RFEP students' rich cultural and linguistic assets should be acknowledged and leveraged for classroom learning. Therefore, this **book prioritizes ML students who are also EL students and identifies the necessary targeted and specialized support to provide these students with the high-quality learning experience that they need.**

Diversity and Trends Among Multilingual Learners

There is no single profile of an ML student or an EL student. Although there are definite trends within the population—for example, 82 percent of EL students in California speak Spanish—there is also tremendous diversity and complexity from individual to individual, school to school, and community to community.

Educators can serve ML students best when they approach them as individuals and learn about their particular experiences and identities, rather than making assumptions or basing their decisions on group-level terms. That said, in order to better understand individual students' needs, it may be helpful for educators to be aware of some of the many subgroups within the ML student population.

California enjoys a rich diversity of languages and cultures. The state collects data on **67 different language groups**; 93 percent of EL students speak just ten of the languages. As noted in the opening paragraph, **Spanish** is the most commonly spoken non-English language in the student population generally, and among English learner students, particularly. The next most prevalent language spoken is Vietnamese at just over 2 percent, followed by Mandarin, Arabic, and Filipino, all at less than 2 percent.[5] Some schools are finding that students speak languages they had not heard of prior to meeting their students, such as Mixtec languages or Mam.

Mixtec languages are indigenous Mexican languages spoken primarily in the Mexican states of Oaxaca, Puebla, and Guerrero. **Mam** is a Mayan language spoken by indigenous peoples in Guatemala and Mexico.

This linguistic diversity is a good reminder that not all students with similar geographic origins share the same cultural or linguistic backgrounds. As shown above, not all students with cultural connections to Mexico speak Spanish (or only Spanish). Similarly, not all Spanish speakers speak "the same" Spanish. Rather, there is tremendous dialectic diversity among speakers of any language (including English!), often tied to speakers' geographic roots. Likewise, not all Spanish speakers share the same cultural backgrounds. There is also a tremendous cultural diversity amongst speakers of any language, and any country of origin.

What do you know about the home languages and cultures of the students in your school? What are some things you could do to support them in developing their multilingualism and stay connected to their home languages and cultures?

This is also a good time to note that the majority of California's EL students (73.5 percent[6]) were born in the United States—potentially a surprise to some readers who think of EL students as synonymous with immigrants. Many LTEL students are, in fact, members of this group—they are students who entered the US school system as young children but have struggled to meet the state's reclassification criteria (see the previous section for definitions of LTEL students and reclassification criteria). LTEL students are often fluent in conversational English but lack the academic English skills and language for successful engagement in school. This can be due to a variety of reasons, but one prominent reason (according to the research of Olsen 2010) is educational programming that has not met their academic and language learning needs. For this reason, a promising practice can be in intentional educational programming designed to meet these needs.

Most EL students do have at least one parent who is an immigrant, however. Often, this means that their family experience and norms are rooted in another nation and culture, and they experience the complexities of being first- or second-generation Americans and forging binational and bicultural identities. In addition, while about 90 percent of the children of immigrants are native-born citizens—with all the rights and privileges of any citizen—about 750,000 of these students have a parent who is undocumented.[7] This can create enormous stress and worry for these students as they wonder what their future holds and if their parents will be at home when they return from school for fear they may have been deported. Teachers, school counselors, and administrators should be aware of these stresses as they try to interpret their students' behavior and create supportive school environments for them.

The 1982 US Supreme Court ruling ***Plyler v. Doe*** established that education systems cannot deny students access to schools (or deny schools funding) on the basis of immigration status. The ruling also established that it is illegal to ask a student questions or put a student in the position of having to reveal information about the legal status of their families or themselves.

It is also true, of course, that more than a quarter of ML students are born outside of the United States. These **immigrant students** come from all over the world, from many cultures and socioeconomic backgrounds. They arrive at all ages with different levels of prior education. Some come from rural and isolated communities with fewer people than students may find in their schools in the US. Others arrive from major urban and industrialized centers of the globe. Some come fleeing wars and political or social repression, others are reuniting with family, and still others are accompanying family members seeking work. The assets and needs that are generated from these different circumstances vary greatly. Some students live in the United States for a while, return to their homeland for a period of time, and then come back; they are transnational commuters.

Among ML students who are immigrants, two subgroups that often get special attention are **newcomer English learner students** and **students with interrupted formal education (SIFE)**. Because of their recent arrival in the United States, newcomers are adjusting to an entirely new home country, in addition to adjusting to the US school system in particular. SIFE students, meanwhile, are immigrant students (particularly newcomers) who have experienced interruptions to their schooling—perhaps due to some of the circumstances listed above, such as fleeing persecution or war in their home countries. These students need "survival English" (i.e., foundational language skills to help them navigate their new home both within and beyond school), support with culture shock and orientation, and educational support in aligning and closing gaps between the U.S. school system and the curriculum in their home countries. Additionally, those with educational gaps may need foundational literacy skills and basic content courses, while those who are highly literate and well educated can often make accelerated progress academically while learning English.

The educational programming in secondary settings may prove challenging to provide the support and attention that newcomer students and students with interrupted formal education (SIFE students) need. Whereas elementary students tend to spend all day with the same teacher who will eventually get to know them, secondary students may see multiple teachers in a day, thus making it harder to ensure knowledge sharing and continuity across their instruction. Intentional coordination can help prevent secondary newcomers and SIFE students from "slipping through the cracks."

Another subgroup among ML students are **heritage language learners,** or students who may have missed the opportunity to learn their heritage language (their parents' or grandparents' home language) in the home. These students may be considered native English speakers or IFEP students, considered RFEP students, or identified as DLL students or EL students. Because language is a key to cultural identity, language revitalization programs for heritage language learners that include both language instruction and culture-based education—where students have an opportunity to reclaim the language of their communities and deepen their knowledge of their cultural heritage—are important. For most Native American groups, for example, efforts to revitalize the heritage language by teaching it to young tribal members are important to sustaining and strengthening tribal culture. Through the Indian Self-Determination and Education Assistance Act of 1975, indigenous communities have a legal right to decide how to educate their children, and this may include multilingual education. For children living on tribal lands whose languages are in danger of extinction, language revitalization is a matter of extreme urgency. Other schools and communities, such as Hmong Americans and Vietnamese Americans,

Have you ever had to learn something important in a language in which you were not yet proficient? If yes, what did you learn from this experi ence? How did it make you feel about your skills and abilities relative to the content you were being taught?

also have made efforts in recent years to provide students with opportunities to learn heritage languages in formal school settings—languages that their parents or grandparents may have felt pressure to abandon as a result of the circumstances they experienced upon arriving in the United States or because they never had the opportunity to formally develop their multilingualism.

Migratory students represent a significant number of California's children and adolescents.[8] These are students whose families meet specific eligibility criteria for the purpose or frequency of relocations within or across states or countries. For example, a migratory student might be one whose family seeks seasonal farm work up the West Coast, or whose family relocates back and forth between California and Mexico with some regularity due to their work in seasonal agriculture, fishery, dairy, or logging. In California, the number of migratory students has declined steadily since 2016. Currently, there are about 82,000 migratory students attending California schools each year. Approximately half of California's migratory students are also classified as EL students. One of the greatest challenges migratory students face is access to and continuity of the services that are intended to meet their unique needs. When families move, migratory students' educational process is interrupted, and this can be exacerbated if the family moves to an area where there is not a migrant education program or if the migrant education program does not identify students as migratory and thus provide them with services. Not only do these children have an interruption in their education, but they also experience the interruption in services designed to help them overcome their unique challenges as migratory students.

It is also important to acknowledge that **race plays a powerful and complex role** in multilingual learners' experiences as well. Powerful, because research clearly shows that bias does exist in the education system

Think about the potential blind spots that our education system may have with respect to, for example, a nonwhite English learner student whose family is relatively wealthy and who received a top-notch education in her home country before im migrating to the United States. How might you help and get to know your own students to help them avoid these kinds of blind spots? What other intersectional multilingual identities have you encountered in your students?

and affects students of color (for example, in terms of discipline [Welsh and Little 2018], teacher judgments of student ability [Copur-Gencturk et al. 2019; Neal-Jackson 2018], and other factors), even when no one is acting intentionally to discriminate against individuals. Complex, because race intersects with multilingualism in untidy and nonobvious ways. For example, the majority of English learner students are nonwhite "students of color," who thus share experiences of racial discrimination and bias with other students of color who may or may not also be multilingual learners. Meanwhile, while the majority of multilingual learners are viewed as and considered to be Latinx, the vast majority of Latinx students are not multilingual learners. The layering of these different experiences—also including economic status—make it easy for well-meaning individuals to make incorrect assumptions if they are not careful, and get to know individuals and understand their backgrounds and perspectives first.

Having highlighted the rich diversity of California's ML and EL students, it is relevant, in closing, to also think about the demographics and diversity of California's teachers. California employs approximately 300,000 K–12 teachers. Of these, more than three out of every five (approximately 60 percent) are white, and more than seven out of every ten (approximately 70 percent) are female. Hispanic and Latinx teacher numbers have been climbing somewhat consistently since 2014, and currently stand at about one out of every five teachers (approximately 20 percent). Asian teachers make up about 5 percent of the workforce (roughly one out of every twenty teachers), while black teachers make up 4 percent. Roughly 1.5 percent of all teachers are Filipino, while groups like American Indian, Alaska Native, Native Hawaiian, and Pacific Islander all represent less than 1 percent of the teacher workforce.[9]

Unfortunately, California also has a persistent and well-documented teacher shortage generally, and a shortage of teachers of color and bilingual-certified

Did you grow up speaking a language other than English at home? Were you at one time an EL student? Were you ever in a bilingual program? Did you ever have a teacher who was not white? What did you learn from these experiences (or what could you have learned from them)?

educators, specifically (Carver-Thomas and Darling-Hammond 2017). These shortages disproportionately impact minority, low-income, and EL students, in that these students are more likely to be taught by new teachers and by underprepared teachers, as well as by teachers who do not reflect the students' cultural backgrounds or speak their home languages.

Takeaways from this Section

This section presented a long list of different subgroups and terms within the ML student population generally, and the EL student population in particular. This information was provided because it is important for educators to understand the rich diversity and intersectionality of these populations, and the many overlapping groups that comprise it.

It was not provided, however, to encourage educators to apply labels to their students, or to encourage educators to make decisions or assumptions about their students based on group-level traits or trends. Rather, it is meant to emphasize the important point that there is no single program or pathway that is sufficient to address the needs of this multifaceted group of students. What works in one school may not be sufficient, or even appropriate, for another school. Similarly, what makes sense for one student may be totally inappropriate for another. As stated at the opening of this section: there is no single profile of an ML student or an EL student.

Readers are therefore encouraged to use this information as a jumping-off point to help them recognize important typologies and categories within the ML student population, and then use this information to get to know their students as the complex, resilient, and promising individuals they are—and then use this information to mount responsive services. **Teachers and administrators should strive to know, with district support, not just whether they have EL students in their classes and schools and the English proficiency levels of those students, but also the language backgrounds, the national and cultural identities, and the educational backgrounds of their students.** It is a goal of this book to provide readers with practical and effective ways to accomplish this, whether they teach preschoolers or high school seniors, and whether they are classroom teachers or district-level leaders.

Knowing one's students as humans and individuals is essential to teaching. This knowledge is crucial information for planning instruction and knowing what kind of support and scaffolding will benefit students in order for them to engage with and access the curriculum. It is a requirement for creating the kind of learning environment in which students feel safe and open to learn. It informs curriculum choices and is—for most teachers—at the very heart of the motivation and commitment to teach. In California, knowing who the students are necessarily involves understanding what it means to be an ML student.

What is unique about being or becoming multilingual?

ML students, with their varied—yet often overlooked—assets, are in many ways primed to be excellent students. They come to school with knowledge in their home language(s) and from their home culture(s) that not only enriches their classroom community, but also enriches their own cognition and learning potential.

What goes on in multilingual brains?

For some time, there was the belief that in multilinguals, different parts of the brain were responsible for the different languages. It is now known that the bilingual is not two monolinguals in one brain, but that both languages are activated whenever the bilingual person is using language (Kroll and Navarro-Torres 2018). As students learn and develop proficiency in two languages, their brains are actively engaged in working across the two languages to access all of their linguistic resources and knowledge encoded in each language.

There is also now conclusive evidence that the brain is actually changed by acquiring additional languages (Bialystok 2017). While there continue to be debates about exactly how and under what circumstances this works (Kroll and Navarro-Torres 2018), multilingual individuals appear to have **greater control over the executive function of the brain** than monolinguals (Morales, Calvo, and Bialystok 2013). This greater control over cognitive processes is also associated with heightened attention in learning tasks and greater working memory—two things that can have significant benefits for learning.

Across various tasks that require bilinguals to balance competing tasks, they outperform monolinguals in speed and often in accuracy (Bialystok 2017).

The multilingual brain also makes connections across the languages, greatly facilitating **awareness of how language works.** This awareness brings the unique aspects of each language into focus and helps individuals form generalizable understandings of what is shared across the languages (National Academies of Sciences, Engineering, and Medicine [NASEM] 2017). This "middle space" between and across the two languages provides powerful support for each of the languages and creates deeper brain flexibility and awareness of how language works. This has been identified as another one of the key benefits of being multilingual.

How does multilingualism develop?

Not all multilingualism develops in the same way, and the trajectory toward English proficiency is not uniform. A common assumption is that most EL students arrive in US schools speaking another language and are introduced to English for the first time in school. This is known as **sequential bilingualism**—a second language is being added onto the first language, which has already been established.

This is less and less often the case: most EL students in California were born in the United States and enroll in school already having prior experience with and exposure to English, as well as their home language. These students are **simultaneous bilinguals** and have a linguistic basis for both languages, although their proficiency in two languages is seldom equally balanced; one is usually dominant. They may be classified as EL students because their English is still not fully developed or is not the dominant language according to assessment results, such as the Initial ELPAC.

What are the advantages of multilingualism?

In addition to the cognitive benefits described above, multilingualism is also associated with **strong academic outcomes**. Evidence of enhanced learning can be found in a number of recent studies comparing students engaged in bilingual education to those in monolingual English education. For example,

EL students who participate in bilingual education programs—particularly DL immersion programs—surpass the academic achievement of English-only program participants by the time they reach high school (Umansky and Reardon 2014; Valentino and Reardon 2015). And, non-EL students (IFEPs and native English speakers) who participate in DL immersion programs perform on par with or above comparable students who do not participate in DL immersion (Steele et al. 2017). Latinx students who develop their home language in addition to English and who are biliterate are also more likely to go to four-year colleges than those who lose or do not develop their home language (Santibañez and Zárate 2014). (More information about the different benefits and characteristics of bilingual programs is available in chapter 3.)

There is also evidence of **significant labor market benefits** for bilingualism and biliteracy. Rumbaut (2014) found that more proficient bilingual and biliterate students (in both languages) tend to have better jobs and earn more. These findings hold for several different language groups. Another study of nearly 300 employers across large multinational businesses as well as small firms located in California found that two-thirds of employers across all labor sectors reported a preference for hiring bilinguals, and that the benefits of bilingualism included more rapid promotions, higher earnings from commissions, and greater job security (Porras, Ee, and Gándara 2014).

Having highlighted the many potential benefits of bilingualism, it is, however, important to emphasize that none of these should be taken for granted as things that occur "naturally" or automatically. Rather, these many positive outcomes must be carefully cultivated and nurtured by educators who both understand how they work and see their inherent value for students and communities. Students who do not experience these opportunities may experience language loss, which not only robs them of their full cognitive potential, but can also have negative repercussions in terms of identity, family, and community relationships, and social–emotional well-being (NASEM 2017). Indeed, a primary aim of this book is to provide local educational agencies with guidance and information to develop educational structures and practices that help prevent language loss, affirm students' home languages and cultures, and nurture students' full linguistic repertoire—even in English-only instructional environments.

Takeaways from this Section

Home language matters! Additionally, home language is intrinsically linked to identity, family connectedness, and cultural pride. For ML students in any classroom, their home language is present and active whenever they are engaged in thinking, learning, or interacting. This is true for all students, and is thus important for all teachers to understand, whether they work in a multilingual program that explicitly builds students' home language skills or in an English-only environment. And, this is ultimately good news, because research makes clear that multilingualism is both an asset in itself and a powerful lever for improved learning and outcomes. Helping students to grow and access their full potential as multilingual learners requires careful, active, and intentional support from educators—even, and especially, in settings where English is the sole or primary language of instruction. **The more students are encouraged and supported in accessing and using their home language as the basis for accessing and learning about academic content, the stronger their learning.**

What is the California vision for multilingual learners?

California leads the nation in providing an ambitious and coherent statewide vision for improving educational outcomes for ML students, especially those who are DLL or EL students.[10] In fact, the state has experienced a tremendous amount of change and progress in the twenty-first century that has transformed its policies and guidance toward ML students and learning. This section provides an overview of some of the major policies and initiatives that have shaped the California vision for ML students and framed the guidance and stories readers will encounter in the remainder of this book.

The California Policy Context in the Twenty-First Century

Figure 1.3 lists major policies and initiatives from the second decade of the twenty-first century, with notable changes for EL and DLL students in particular. Within this timeline, two trends are worth calling out explicitly.

First, in its entirety, the list shows that between 2010 and 2020 California underwent a methodical and almost complete overhaul of its education system. For all students, the development and adoption of new academic content standards (available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch1.asp#link1) early in the 2010s led to new academic content assessments (starting in 2014). These changes, in turn, necessitated the development of new English language development (ELD) standards (in 2012), and a new English language proficiency assessment (in 2018). New standards (foundations) and assessments were also developed in early childhood education (from 2010 through 2015). This decade was an eventful one for all students in terms of updating the state's vision, policies, and guiding documents that undergird all aspects of education.

Second, within this larger evolution, there is a clear trend of specific decisions that reflect the state's renewed commitment to multilingualism and ML students, even though bilingual education was difficult to implement under Proposition 227 (in effect from 1998 through 2016). In 2012, the California State Legislature passed State Seal of Biliteracy legislation, and the state

> Among other things, the CA Ed.G.E. Initiative authorized school districts and county offices of education to establish language acquisition programs for both native and nonnative English speakers. One of its stated purposes was to ensure that **all children in California public schools have access to high-quality, innovative, and research-based language programs** that prepare them to participate in the global economy.

also supported the translation of the Common Core State Standards into Spanish—both signals of support for the many students and teachers who sought to develop full bilingualism and biliteracy as a part of their education. New guidance and assessments for early childhood included explicit attention to young DLL students—an acknowledgment that many, if not most, California classrooms include linguistically diverse learners. The partial repeal of Proposition 227 and the passage of Proposition 58, the California

Education for a Global Economy (CA Ed.G.E.) Initiative in 2016 further signaled California's commitment to multilingualism for all students, as did the state's adoption of new World Language Standards and the update of the Global California 2030 Initiative in 2019.

Figure 1.3 Timeline of major policies and initiatives in California since 2010

- Adoption of new language intensive K–12 Content Standards and Preschool Learning Foundations (2010–2019)[11]
- Adoption of new ELD Standards (2012)[12]
- Translation and linguistic augmentation of the Common Core State Standards en Español (2012)[13]
- Establishment of the State Seal of Biliteracy (2012)[14]
- Publication of *California's Best Practices for Young Dual Language Learners* (2013)[15]
- Adoption of the California Assessment of Student Performance and Progress (CAASPP) system, including the Smarter Balanced Assessment System for accountability testing (starting January 2014)[16]
- Publication of the *California English Language Arts/English Language Development Framework* (2014)[17]
- Development and implementation of an updated Desired Results Developmental Profiles (DRDP) assessment to be more culturally and linguistically responsive to dual language learners from early infancy through kindergarten entry (2015)[18]
- Publication of the *California Preschool Program Guidelines*, including an entire chapter on supporting young dual language learners (2015)[19]
- Federal reauthorization of ESEA as ESSA, including requirements for standardization of identification and reclassification (passed December 2015)[20]
- Adoption of new history–social science, science, health education, arts, and world languages curriculum frameworks with a focus on ELD and asset-based practices (2016–2019)[21]
- Passage of Proposition 58 (California Ed.G.E.) and the repeal of Proposition 227 (November 2016)[22]
- Adoption of the English Learner Roadmap policy by the State Board of Education (July 2017)[23]

- Development and implementation of the English Language Proficiency Assessments for California (2018)[24]
- Adoption of the *Spanish Language Development Standards* (2018)[25]
- Publication of the Global California 2030 Initiative in 2018[26]
- Adoption of the *California World Languages Standards for Public Schools* (2019)[27]
- Development and implementation of the California Spanish Assessment, which is aligned with the Common Core State Standards en Español and available in the same grades as the Smarter Balanced Assessment Consortium (SBAC) English Language Arts assessment (2019)[28]
- Publication of the California Practitioners' Guide for Educating English Learners with Disabilities (2019)[29]
- Update of the Global California 2030 Initiative (2019)
- Development of the Observation Protocol for Teachers of English Learners (2021)[30]

One other important event that occurred during this period was the state's rearticulation of what language instruction should look like for all English learner students. In 2017, the California Code of Regulations was updated with new definitions of integrated and designated ELD instruction, which appear in figure 1.4. As the definitions suggest, integrated ELD is meant to occur in all content areas as teachers use the *California English Language Development Standards (CA ELD Standards)* in tandem with their content standards to guide their lesson planning, observe students during instruction, and evaluate student work. Designated ELD is a protected time during the regular school day when teachers focus on the specific language learning needs of EL students, based on their English language proficiency levels, in ways that are directly connected to students' content learning. The *Education Code* also makes clear that comprehensive ELD, which includes both integrated and designated ELD, should be provided to all EL students at all English language proficiency levels, at all grade levels, in all

How many of the policies, resources, and initiatives listed above are familiar to you? Are there any that were totally new to you? Are there any that seem particularly relevant to your practice that you would like to explore further?

all grade levels, in all EL programs, and in all schools. It is a fundamental and nonnegotiable service requirement for all EL students, though how it is provided is dependent upon each student's needs and not a one-size-fits-all approach.

Figure 1.4 Legislative Definitions of Integrated and Designated English Language Development

Integrated ELD	Designated ELD
Integrated ELD is instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English (5 CCR Section 11300[c]).	Designated ELD is instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English learner students to develop critical English language skills necessary for academic content learning in English (5 CCR Section 11300[a]).

Takeaways from this Section

California has implemented a number of important updates and changes to its education systems and policies in the twenty-first century. Most notably, the state has taken active steps to champion and support its vision for multilingual education.

The California English Learner Roadmap: A Vision for High-Quality Education

The CA Ed.G.E. Initiative was followed by the development and passage of the *CA EL Roadmap* in 2018. The *CA EL Roadmap* articulates a vision and mission, and four principles all aimed at guiding the state's education system toward a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English learner students. It also serves as a central frame for this book. All chapters include explicit tie-ins and references to the *CA EL Roadmap* principles, and all recommended practices represent pathways and opportunities to enact the *CA EL Roadmap's* vision and mission.

In light of the *CA EL Roadmap's* centrality to this volume, the vision, mission, and four principles are restated below in their entirety, for reference.

Vision: English learner students fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages.

Mission: California schools affirm, welcome, and respond to a diverse range of English learner strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.

Principle One: Assets-Oriented and Needs-Responsive Schools. Preschools and schools are responsive to different EL strengths, needs, and identities and support the social–emotional health and development of English learner students. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access. English learner students engage in intellectually rich and developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learner students have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Three: System Conditions that Support Effectiveness. Each level of the school system (state, county, district, school, preschool) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learner students and their communities and who utilize valid assessment and other data systems that inform instruction

and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learner students.

Principle Four: Alignment and Articulation Within and Across Systems. English learner students experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college and career readiness and participation in a global, diverse, multilingual, twenty-first century world.

What Is Culturally and Linguistically Sustaining Pedagogy?

CA EL Roadmap Principle One focuses on assets orientation and specifically references students' cultural and linguistic assets. A phrase sometimes heard in connection with these ideas is "culturally and linguistically sustaining pedagogy." But what does this mean? Culturally and linguistically sustaining pedagogy seeks to address and redress the inequities and injustices that culturally and linguistically diverse students, especially those who are ethnically diverse, and people of color may experience. It teaches to and through the strengths of culturally and linguistically diverse students and is therefore validating and affirming.

As discussed, this book is structured to parallel the four *CA EL Roadmap* principles, which build from a focus on family engagement, asset-based pedagogy, and social–emotional development (Principle One), to a focus on high-quality classroom instruction (Principle Two), and then to a focus on systemic rigor, implementation, and alignment (Principles Three and Four).

Across all principles and settings, however, the vision and mission of the *CA EL Roadmap* position multilingual children and youth as having high academic

and linguistic potential and unique learning needs. As a first step toward realizing this vision, this section will close with a set of universal practices for all educators in all settings to consider and apply.

- **Attention to students' social–emotional learning.** Educators aspire to cultivate classrooms that promote students' social–emotional learning and growth. This includes establishing a warm, empathetic, and inviting classroom environment, intentionally focusing on students' development of social–emotional competence, and fostering students' sense of self-efficacy. The culture and climate of the classroom and school has a positive impact on content and language learning, identity affirmation, and participation and engagement in school. Students feel safe taking risks—including language risks.
- **An assets-oriented and inclusive-minded stance.** Educators recognize the cultures and languages of ML and EL students as assets that are essential for classroom learning. These assets are valued, promoted, and built upon at the policy, program, and pedagogy levels and through strong multilingual and ELD programs. Respect for home languages and cultures is explicit, and the linguistic, cultural, community, and individual assets students bring are recognized, appreciated, and utilized as a contribution to the class community and a resource for learning.
- **Learner-centered and collaborative learning.** Educators prioritize instruction that emphasizes student empowerment, autonomy, and content mastery through interactive activities (e.g., small-group inquiry, collaborative research projects) where students develop as autonomous learners. Teachers focus on cultivating students' curiosity, critical thinking skills, and ability to critique and value evidence, discover and express their own perspectives, and consider and appreciate multiple perspectives.
- **Intellectually rich and culturally relevant curriculum.** Educators engage all ML and EL students, regardless of English language proficiency, in intellectually rich, standards-based, grade-level appropriate curriculum and learning experiences that promote cognitive and linguistic growth. Teachers consider students' cultural assets and interests and strategically design instructional scaffolding to increase

access and full participation. Students have full and meaningful access to a grade-appropriate curriculum. High school students fully participate in coursework that meets A–G and graduation requirements and prepares them to be successful in college.

What about equity?

Educational equity is when each and every student is provided the academic, social, emotional, cultural, linguistic, and other opportunities, resources, and supports that they specifically need, when they need them, to experience belonging in school, achieve academic success, and attain self-actualization. California's commitment to equity and social justice is illustrated in its policies, standards, frameworks, and resources, which are enacted in real world examples throughout this book.

- **Content instruction with English Language Development.** Comprehensive ELD, which includes both integrated and designated ELD, is provided to EL students at all English language proficiency levels. Integrated ELD occurs in all content areas as teachers use the *CA ELD Standards* to guide lesson planning, observe students during instruction, and evaluate student work. Designated ELD is a protected time when teachers focus on the specific language learning needs of EL students, based on their English language proficiency levels, in ways that are directly connected to students' specific subject matter learning.
- **Support for students' full linguistic repertoire.** Educators recognize, affirm, and support students' home languages, even though not all classrooms have the capacity to actually instruct in those home languages or build biliteracy. Even when instruction and assignments are in English, students' use of their home language to think and process is a powerful support for their learning. Teachers design teaching and learning to leverage and promote students' home language for academic and social–emotional learning, and all school staff assert frequent messages about the benefits of bilingualism.

- **Systems that create opportunities for learning.** School policies related to antibullying, anti-immigrant, and cultural and language bias are known, visible, and enforced—establishing the school and classroom as safe and welcoming environments for all. Opportunities for students to learn about and build understanding of each other, pose questions, problem solve together, and engage in respectful, authentic dialogue is a part of all effective diverse classrooms that promote both academic excellence and global competence.

The practices listed above are essential for educators in early childhood, elementary, and secondary settings; for those with many ML students or only one in their classrooms; for those who are fluent in students' home language(s) and those who are not; and for those whose students have been in the US since birth, for many years, or only for a few months.

How do the practices above align with the four *CA EL Roadmap* principles? To what extent do these practices cut across or connect with multiple principles at once?

How to Use this Book

This volume was created to support educators in realizing California's vision and mission for ML student education. A common theme is the idea that ML students are valued and valuable individuals within California's school system, who have as much to offer as they have to gain. All educators share responsibility for including these students and supporting their success; even educators who are already familiar and firmly on board with the central values and ideas presented in this book need support to translate their convictions into effective practice that impacts students. For some educators, the ideas in this book will represent shifts—some drastic—in their current practice and school culture. Quite simply, it will take work, commitment, and collaboration to integrate the ideas offered in this book into existing practice and implement them in ways that are attentive to the academic and social–emotional learning needs of individual students.

In subsequent chapters of this volume, nationally renowned experts—the vast majority of whom come from California and have deep experience working in and with this state—will present real, lived examples of educators throughout the state who are enacting research-based practices to realize the goals of the *CA EL Roadmap* and help their ML students thrive. Each chapter will focus on a different aspect of the education system, with an order that mirrors the progression of the four *CA EL Roadmap* principles:

- Chapter 2 focuses on **asset-based pedagogy**. Authors Francesca López, Maharaj Desai, and Allyson Tintiangco-Cubales share ideas, information, and examples around family and community engagement, social–emotional learning, and critical consciousness.
- Chapter 3 focuses on **multilingual programs and pedagogy**. Laurie Olsen, in collaboration with Martha Martinez, Carla B. Herrera, and Heather Skibbins, provides a comprehensive overview on design, implementation, and instruction in the context of programs designed to support students' development of full bilingualism and biliteracy.
- Chapters 4 through 6 all focus on recognizing, understanding, implementing, and supporting effective, high-quality instructional practices to support content learning and language development across the preschool through grade twelve span.
    - In chapter 4, authors Linda Espinosa and Jennifer Crandell address **early learning and care for ML and DLL students**.
    - In chapter 5, Mary J. Schleppegrell and Alison L. Bailey tackle **content instruction with integrated and designated ELD in the elementary grades.**
    - In chapter 6, Pamela Spycher, María González-Howard, and Diane August share practices, strategies, and vignettes related to **content and language instruction in middle and high school.**
- Finally, chapter 7 focuses on **creating schools and systems that support asset-based, high-quality instruction for ML and EL students**. Authors María Santos and Megan Hopkins present a framework for continuous improvement aligned to the *CA EL Roadmap*

principles, as well as a rich set of detailed examples from districts in various stages of the journey to develop, sustain, and nurture such systems on the ground.

Although the chapters are structured sequentially based on the *CA EL Roadmap* principles, this book is designed for flexible and timely use. Each chapter summarizes the research-based practices on specific topics and shows how these practices have been implemented in California schools and districts. This book can be read chapter by chapter or one chapter at a time in whatever order is useful for the reader. The chapters are designed to provide clear explanations of the successful research-based practices currently in use across the state, with tangible guidance for successful adaptation or replication in new local contexts. And each chapter does touch on all four *CA EL Roadmap* principles—in recognition of the fact that these ideas are all interconnected. Thus, every chapter will include language, practices, and considerations around asset-based pedagogy, high-quality instruction, and well-designed and aligned systems.

In light of this, readers are invited to approach this book in a "choose one's own adventure" way. Pick a chapter that feels urgent now, dive into it, and try out some of the ideas. Readers can work on their own or in a community of practice.

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Endnotes

1 This data, current at the time of publication, was collected by the California Department of Education and can be found on the CDE website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link11.

2 For more on this goal, see the California World Languages Framework, available on the California Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link12.

3 Source: Asia Society Center for Global Education: https://www.cde.ca.gov/sp/el/er/ch1.asp#link13.

4 Readers may have heard other terms used to refer to multilingual students. For example, one is **emergent bilingual**, which emphasizes both languages, not just the trajectory toward English proficiency. The term **language minority students** has also been used in the past, though this term has more of a deficit orientation. These students and their cultures are often negatively "minoritized" even when they represent the greater part of a given school or district's community.

5 Source: https://www.cde.ca.gov/sp/el/er/ch1.asp#link14.

6 Source: https://www.cde.ca.gov/sp/el/er/ch1.asp#link15.

7 Source: https://www.cde.ca.gov/sp/el/er/ch1.asp#link16.

8 A student is considered migratory if they are between the ages of three and twenty-one and meets the federal qualifying criteria for moves and work (viewable on the US Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link17).

9 Source: https://www.cde.ca.gov/sp/el/er/ch1.asp#link18.

10 When referring to young children up to the age of five in early childhood education programs, the term that is typically used is "dual language learners" (DLLs). When referring to children ages five and older in transitional kindergarten to twelfth grade, the term that is typically used to refer to students who have been legally identified as such is "English learner students".

11 Available on the California Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link19.

12 Available on the California Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link20.

13 Available on the San Diego County Office of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link21.

14 Available on the California Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link22.

15 Available on the California Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link23.

16 More information available on the CAASPP website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link24.

17 Available on the California Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link25.

18 Available on the California Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link26.

19 Available on the California Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link27.

20 More information available on the United States Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link28.

21 Available on the California Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link29.

22 Available on the California Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link30.

23 Available on the California Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link31.

24 More information available on the ELPAC website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link32.

25 Available on the California Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link33.

26 Available on the California Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link34.

27 Available on the California Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link35.

28 More information available on the CAASPP website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link36.

29 Available on the California Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link37.

30 More information available on the California Department of Education website at: https://www.cde.ca.gov/sp/el/er/ch1.asp#link38.

CHAPTER

2

Asset-Based Pedagogy: Student, Family, and Community Engagement for the Academic and Social–Emotional Learning of Multilingual Students

Francesca López
Maharaj Desai
Allyson Tintiangco-Cubales

Students' families and communities are very important. I make sure to integrate knowledge about students' lives in my class because they need to see themselves in the curriculum. It affirms their identity. It makes school relevant. It encourages their sense of purpose.

–Mr. González, seventh-grade social studies teacher, April 8, 2018

Mr. González captures the essence of what asset-based pedagogy is and why it is important. Although known by various names (culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, funds of knowledge, and many others), practices that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom, collectively deem students' lived experiences as assets. Indeed, prioritizing assets and access are central and emphasized in all four principles of the *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap):*

Principle One: Assets-Oriented and Needs-Responsive Schools

Principle Two: Intellectual Quality of Instruction and Meaningful Access

Principle Three: System Conditions that Support Effectiveness

Principle Four: Alignment and Articulation Within and Across Systems

This chapter is directly situated in Principle One: Assets-Oriented and Needs-Responsive Schools (located on the California Department of Education [CDE] EL Roadmap Principle One web page at https://www.cde.ca.gov/sp/el/er/ch2.asp#link1), which acknowledges that by affirming students' lives, asset-based pedagogy promotes social–emotional development, as well as academic learning and ethnic identities, across the content areas and grade levels. Assets-oriented schools view language and culture as assets (EL Roadmap Element 1.A), are responsive to the varying characteristics and experiences of multilingual students (EL Roadmap Element 1.B), are affirming (EL Roadmap Element 1.C), value community and family partnerships (EL Roadmap Element 1.D), and use collaborative, evidence-based practices for inclusiveness (EL Roadmap Element 1.E). To enact asset-based pedagogy, educators require much more than a set of practices to engage in. Assets-oriented educators have developed a critical consciousness: knowledge and awareness that resist simple explanations for things like achievement disparities (e.g., "if only students were more motivated, they could achieve") and replace them with an understanding of the systemic inequities that shape the lives of historically, racially, and culturally marginalized youth.

Critical consciousness involves deep understanding of the historic and systemic inequities that shape the lives of racially, ethnically, linguistically, and culturally marginalized youth; the types of knowledge and language that are considered valid in school; and how much of the curricula in schools serves to replicate the power structure in society. It calls for educators to challenge simple explanations for things like achievement disparities and instead adopt more complex explanations that reflect societal inequities. Put simply, critical consciousness requires educators to persistently question why things are the way they are and to examine how oppression, racism, and other "systems" that perpetuate inequities have influenced the way they see themselves, their world, their students, their students' families, and their students' communities. In other words, it is the development of a deep awareness and critique of the historical roots and contemporary social dynamics that sustain the marginalization of most ML students.

For ML students who are members of marginalized groups, critical consciousness includes an understanding of the root causes of societal deficit perceptions of their linguistic trajectory. It involves asking the question: Why is bilingualism and multilingualism celebrated for other students but not these students? Critical consciousness is not merely a suggestion for improved teaching and student outcomes. As expressly stated in the *The Superintendent's Quality Professional Learning Standards*, it is an essential part of being an effective educator, that requires ongoing development:

> *In order to help every student meet new and more rigorous performance expectations, educators must understand the challenges and opportunities each student faces in achieving them. When educators have access to quality professional learning, they gain new knowledge and skills to extend their own experiences related to different equity perspectives, including race, gender, language, sexual orientation, religion, special abilities and needs, and socioeconomic status, on learning. Quality professional learning supports educators in examining their personal attitudes and biases and understanding their roles in creating equitable student learning and performance outcomes.*
>
> –California Department of Education 2014, 13

This chapter provides an overview of why asset-based pedagogy is an educational imperative for multilingual students and, in doing so, provides the background support for *CA EL Roadmap* Principle One. The chapter begins with a discussion on evidence showing how asset-based pedagogy promotes the social–emotional and academic development of ML students. It then discusses the tenets of asset-based pedagogy, which include critical consciousness and empathy, why asset-based pedagogy is important, and how teachers can develop this essential knowledge to engage in asset-based practices. The chapter then examines the associated problems of practice and specific pedagogical needs that educators of ML students often encounter. It then turns to a description of multiple examples, tools, and resources that have been successful for engaging multilingual students, families, and communities

throughout California. Some of these include language-centered courses and curriculum; ethnic studies courses; youth participatory action research; and oral history, migration story, and personal story projects.

Some of the ideas and content in this chapter may be challenging for some readers to process at first pass. In part, this is because the kind of knowledge that leverages the assets of marginalized communities has often been left out of teacher preparation programs, though there certainly is a focus on this area in teacher preparation programs in California (López and Santibañez 2018). The work of developing critical consciousness is challenging and often leads to uncomfortable realizations about one's own biases, privileges, and complicity in systems and ideas they would not consciously choose to reinforce. Similarly, efforts to face sociopolitical challenges like systemic racism or implicit bias can lead to defensiveness in one's self, one's colleagues, one's students, and one's students' families.

These are not, however, reasons to avoid this important work. As the *California EL Roadmap* makes clear, it is a goal throughout the state that all students see themselves as having inherent value and potential as individuals and believe in their capacity to effect positive change in the world around them. A first step in accomplishing that goal is accepting the reality that many students have not received this message before. For students to believe in their own worth and potential, their teachers must believe and radiate these ideas, as well. To do so, successful educators develop the skills and mindsets discussed in this chapter. Mastering these skills and ideas is not easy or quick work, just as developing pedagogical mastery in a content area does not happen overnight. Patience, humility, and the willingness to grow are critical tools for educators who wish to develop their expertise in the ideas presented here.

Take a moment to reflect on your own privileges, biases, and complicity in systems and ideas you would not consciously choose to reinforce. What "uncomfortable realizations" come to mind?

Who Are California's Multilingual Learner Students?

As discussed in chapter 1 of this book, California's population of multilingual learners is large and diverse. Indeed, there is substantial heterogeneity within multilingual communities that may speak the same non-English language. For example, although Spanish is spoken by the largest population of ML students in California, there is great diversity within the ethnicities, cultures, customs, communities, and experiences of these children and youth. In addition to extensive heterogeneity among multilingual students, the vast majority of teachers do not share the cultural, ethnic, or linguistic backgrounds of their students and may not have received the kind of training that would provide them with the knowledge needed to best prepare for multilingual contexts (Faltis and Valdés 2016). This is in part an artifact of reform efforts that have largely reduced the requirements for teacher preparation, as well as policies that fail to consider the unique needs and strengths of multilingual students (López and Santibañez 2018). In their research, López and Santibañez (2018) found that even in states where standards for teacher preparation are rigorous, educators often struggle with knowing how best to serve students who are newcomers to the United States, who come from households where English is not the primary language, or whose lived experiences differ from their own. Given that schools and districts throughout the state are becoming more and more diverse and have growing populations of new immigrants, as well as students whose parents or grandparents were immigrants, ensuring that teachers have the essential knowledge and skills to address ML students' needs is urgent.

What Is Asset-Based Pedagogy and Why Is It Needed?

Asset-Based Pedagogy

Asset-based pedagogy (which includes culturally and linguistically sustaining pedagogy) seeks to address and redress the inequities and injustices in school systems that harm culturally and linguistically diverse (CLD) students, especially those who are ethnically diverse and people of color. It teaches to and through the strengths of CLD students and is therefore validating and affirming.

- It recognizes and uses in daily classroom practice the cultural and linguistic knowledge, home and community experiences, frames of reference and worldviews, and learning styles of CLD students to make learning more relevant to and effective for them.
- It integrates the history and culture of students into the curriculum in all disciplines, providing accurate and positive depictions and counter-narratives to damaging and pervasive negative stereotypes.
- It promotes CLD students' healthy perceptions of their cultural and linguistic identity, along with a sense of inclusion and belonging in school.
- It supports students in sustaining their cultural and linguistic identity while they simultaneously develop advanced academic proficiency and critical awareness of the codes of power in school and beyond.
- It is focused on issues of social justice for all marginalized and oppressed people. It empowers students by supporting their development of personal efficacy and cultural pride.

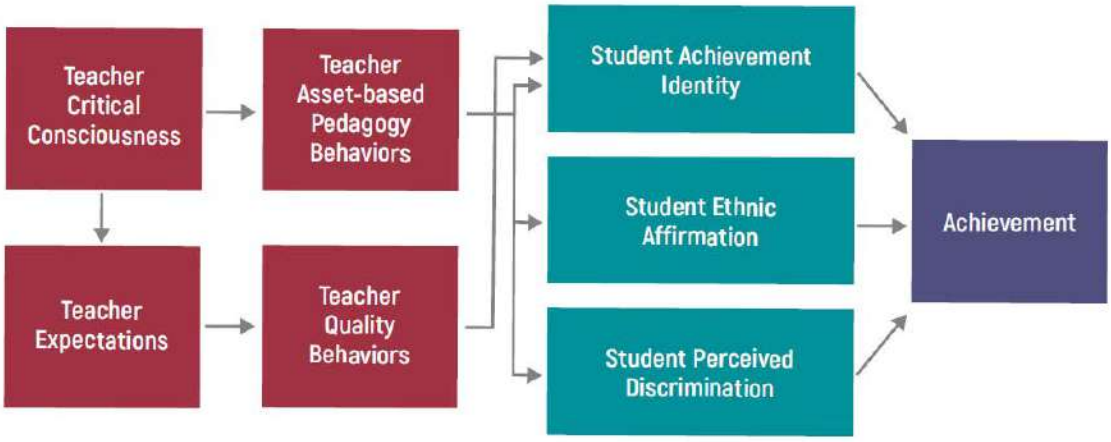
Source: California Practitioners' Guide for Educating English Learners with Disabilities 2019, 58–59[1]

Educators often enter the field of education to make a positive difference in the lives of children and youth, but the task of engaging with increasingly diverse families, communities, and students may feel daunting. Educators may feel underequipped with knowledge, skills, strategies, and practices

that are responsive to diverse students and their families. Even with the best of intentions, conscious and unconscious biases can inhibit educators' engagement with multilingual families and communities in ways that do not inform and reflect asset-based pedagogy.

As summarized in figure 2.1, research evidence (see, for example, López 2017) has contributed to our understanding that asset-based pedagogy requires unique knowledge (critical consciousness) to mitigate biases that can be detrimental to teachers' expectations. Teacher knowledge and beliefs, in turn, inform their behaviors, which are internalized by students in ways that affect their ethnic identities and beliefs about their own abilities (one of many social–emotional learning outcomes viewed as integral to a whole child approach by the State of California[2]). These student beliefs have been shown to be robust predictors of their achievement outcomes (López 2010; López 2017). In other words, critical consciousness promotes high teacher expectations and asset-based behaviors. These behaviors, in turn, predict enhanced student identities and beliefs that promote school achievement. This body of evidence supports why asset-based pedagogy is of the utmost importance to marginalized youth.

Figure 2.1 Asset-Based Pedagogy



Source: López 2017
Long description of figure 2.1

The following example uses student artifacts to illustrate how asset-based pedagogy may manifest itself.

VIGNETTE 2.1

An Example of Asset-Based Pedagogy in the Elementary Grades

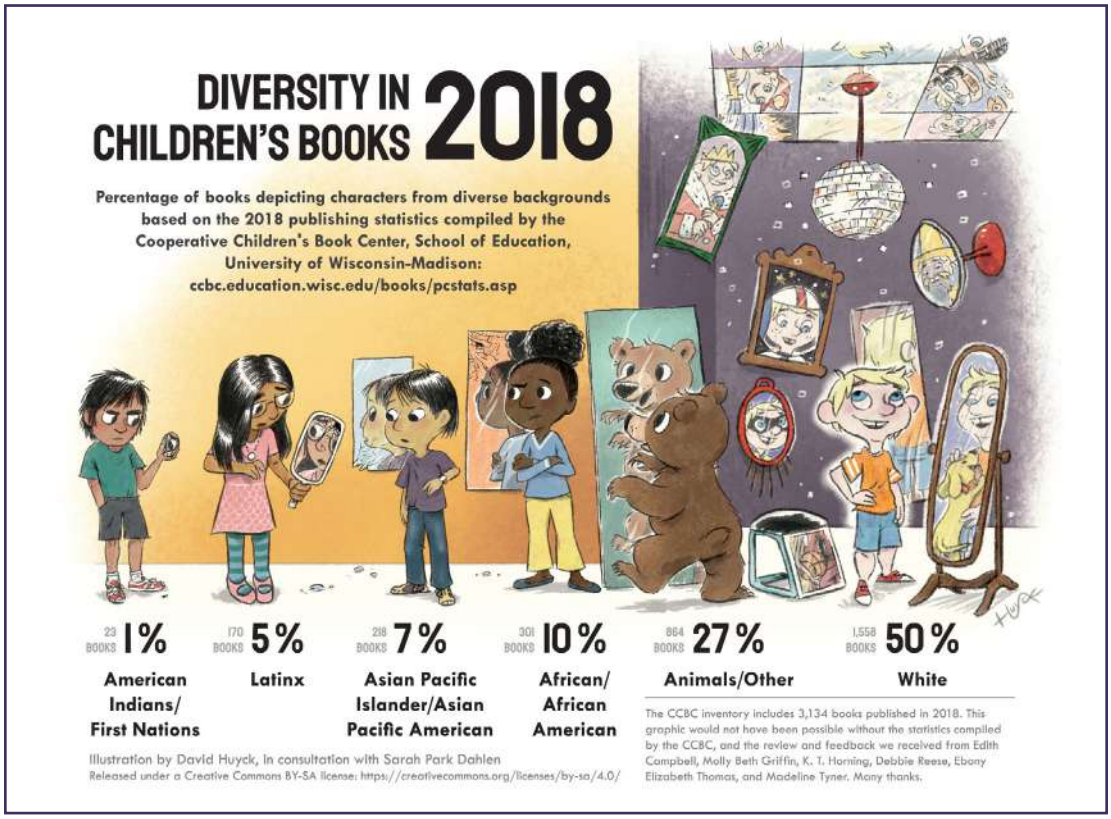
Norma González has been an educator for over 25 years. She would routinely begin the school year by asking her primary grade students to draw a self-portrait (a typical example is shown in fig. 2.2). At first glance, many might not see anything remarkable about the drawing. However, while developmentally appropriate, the student who drew the self-portrait is of Mexican descent with dark brown eyes, dark brown hair, and brown skin. Ms. González routinely saw children drawing images that did not align with their appearance during this activity and would ask them why they drew themselves in this manner. Consistently, the response was something like: "I want to be beautiful. Blue eyes and yellow hair are beautiful." At such a young age, her Latinx students had internalized societal messages—as all people do—and very much wanted to fit into the standard of what is considered beautiful in society. Luckily for these students, Ms. González is an expert practitioner in asset-based pedagogy. She developed activities that engaged students' identities such that by the end of the year, they drew images like the one on the right in figure 2.2. The self-portraits by students in Norma González's classroom are from before and after she has had the opportunity to engage in asset-based pedagogy that affirmed students' lived familial, cultural, and community experiences.

Figure 2.2 Self-portraits by students in Norma González's classroom

Long description of figure 2.2

Everyone receives messages about societal ideals through media, film, books, toys, and so on. The reasons marginalized youth must be provided with asset-based pedagogy—even at such a young age—are not limited to the beauty standards that are all around us. Every day, marginalized students are inundated with deficit views about their language(s), cultural values, and ways of being. The US Department of Education refers to children in school who are still developing proficiency in English as "English learner (EL) students" which focuses on learning English rather than on what they *really* are: bilingual and ML students. The difference in terminology enhances the focus on their language assets. Moreover, ML students are often missing not only from the curriculum, but also from materials we urge parents to use to have children "ready for school," such as picture books (see fig. 2.3). The lack of representation in curricular and other educational materials often translates into the requirement that teachers enhance materials so that their students see themselves and feel valued in the curriculum.

Figure 2.3 Diversity in Children's Books



Source: Huyck and Dahlen 2019

Long description of figure 2.3

Socially transmitted messages from curricular materials and educator behaviors inform identity (Valenzuela 1999) and prompt students to ask: *Who am I? Where do I belong? What is possible for me?* When multilingual children and youth consistently receive messages that omit them or reflect deficit views about them, they may feel excluded from school learning and believe that their potential is limited by who they are. Asset-based pedagogy activates teachers' power to disrupt and counteract these negative societal messages and have a positive impact on students and student outcomes. Specifically, asset-based pedagogy includes the following overarching practices, which are discussed in the next section:

1. Social–Emotional Learning: Prioritize social–emotional learning outcomes for whole child success
2. Critically Conscious Empathy: Develop a critical consciousness that frames empathy for ML students as a way to challenge cultural deficit thinking
3. Community Responsiveness: Enact community responsiveness with a focus on centralizing students' context

Social–Emotional Learning

As depicted in figure 2.1, extant research has contributed to our understanding that teachers who develop a critical consciousness are more likely to engage in asset-based pedagogy that influences students' identities and outcomes (López 2017). Some of these identities and outcomes are considered facets of social–emotional learning (SEL) that collectively refers to knowledge, attitudes, and skills about the self and others, which are important precursors to academic outcomes (Grant et al. 2017). Some key SEL outcomes and student attributes are summarized in figure 2.4, recognizing that there are numerous conceptualizations of SEL with tremendous overlap among the different nomenclature used.

Figure 2.4 Social-Emotional Learning Outcomes and Student Attributes

SEL Outcomes	Student Attributes
Relationships	Communication, cooperation, empathy
Emotional self-regulation	Stress management, impulse control, positive behavior
Intrinsic motivation	Initiative, persistence, self-direction
Self-concept	Knowing one's own strengths and limitations, believing in one's own ability to succeed, believing that competence grows with effort
Critical thinking	Problem-solving skills, metacognitive skills, reasoning, and judgment skills

Source: California Practitioners' Guide for Educating English Learners with Disabilities 2019, 53–54[3]

Asset-based practices align with California SEL guiding principles of whole child development, equity, and partnering with families and communities. As such, SEL should be approached as a set of skills that are nurtured through asset-based practices. Although often presented as important due to their role in predicting achievement, SEL outcomes are important in and of themselves because they reflect a focus on the whole child. Schools can nurture a whole child approach by using two CDE resources: California's Social and Emotional Learning (SEL) Guiding Principles available at https://www.cde.ca.gov/sp/el/er/ch2.asp#link2 and *CDE Social and Emotional Learning in California: A Guide to Resources* available at https://www.cde.ca.gov/sp/el/er/ch2.asp#link3. These resources offer the following SEL guiding principles, which are intended to empower teachers, administrators, and other stakeholders to continue to advance SEL in ways that meet the needs of their specific contexts and populations:

1. Adopt whole child development as the goal of education
2. Commit to equity
3. Build capacity
4. Partner with families and communities
5. Learn and improve

To successfully enact these principles with a whole child approach, it is essential to adopt an asset-based perspective that acknowledges unique factors that influence SEL in ML children and youth. For example, unchecked assumptions about what students are perceived to lack (e.g., requisite knowledge or language, attitudes, and skills) may lead to ineffective educational interventions. Alternatively, asset-based, student-centered approaches promote whole child success. Below we provide specific examples of how asset-based pedagogy promotes SEL outcomes.

Cariño: Authentically Caring Relationships. One of the key artifacts of asset-based pedagogy is building authentic, caring relationships between teachers and students (Valenzuela 1999). This is an extension of what is known about attachment. From a developmental perspective, attachment reflects the bond between caregiver and child that promotes healthy relationships across a person's lifetime, and it affects students' sense of belonging, social awareness, and relationship skills. In schools, this translates into educators fostering contexts that promote authentic, caring relationships that incorporate students' lives in the classroom to promote a sense of belonging.

Emotional Self-Regulation. Asset-based pedagogy also has at its core the relevance of school. Rather than insisting that traditional schooling is something marginalized students must fit into, asset-based pedagogy asserts that students have assets that must be honored in the classroom. Relevance of school speaks to a pedagogy that respects students' experiences and integrates them into the formal instruction and pedagogy of the classroom. In doing so, asset-based pedagogy demonstrates to students the numerous ways they are resilient and fosters their critical awareness. Marginalized students exposed to asset-based pedagogy that fosters their critical consciousness are more likely to

set and work toward achieving personal and academic goals (Dee and Penner 2017). Setting and working toward goals requires emotional self-regulation, particularly stress management.[4] Many marginalized students may reject schooling that they perceive "erases" them and in contrast thrive in assets-oriented classrooms that "see" them. Students may develop stress management when teachers integrate an understanding of students' assets and systemic inequities into how they support students in handling stress.

Intrinsic Motivation and Self-Concept. Asset-based pedagogy creates a space where student voice and a positive self-concept are central. This promotes students' sense of purpose and intrinsic motivation (López 2017). Asset-based pedagogy fosters a growth mindset and rejects a fixed one: if students are told that ability is something one is born with, students may believe this is a fixed trait they may not have and behave accordingly (Dweck 2015). But simply teaching students about a growth mindset without an asset-based approach is insufficient for lasting effects. It is also important to consider that historically marginalized students have spent a lifetime receiving socially transmitted messages that tell them they are unlikely to graduate and unlikely to be high achievers. They have rarely, for example, seen themselves reflected in the curriculum as examples of success (Valenzuela 1999). Asset-based pedagogy, then, addresses this by integrating a growth mindset stance with an asset-based orientation, for example by intentionally incorporating into the curriculum the accomplishments of individuals with whom students share a cultural, ethnic, or linguistic background.

Critically Conscious Empathy

Although most educators are well aware of the importance of high expectations, many have not received the training and knowledge about just how very susceptible their beliefs are to unconscious or implicit biases. An abundance of research demonstrates, however, that when forced to make day-to-day decisions, people's brains rely on a lifetime's worth of socially transmitted messages that might suggest marginalized students have deficits. This begins to happen in the earliest years of schooling. For example, a recent study involving 135 preschool teachers illustrates biases in a salient manner: participants wore

eye-tracking glasses and were asked to view a video clip of four preschool children (an African-American boy, an African-American girl, a white boy, and a white girl) and attempted to anticipate challenging behavior. The eye-tracking glasses showed that participants anticipated challenging behavior from (i.e., watched) the African-American boy far more than the other children, even though there was no challenging behavior from the child (Gilliam et al. 2016).

This study illustrates that bias is all around us. It can be identified in statements such as: "The problem with students is that they are unmotivated" or "Parents just don't care about education" or "They don't have any language." Contrast these statements with the statement made by Mr. González at the beginning of this chapter, which exemplifies an understanding that allows teachers like Mr. González to transform their educational practice. Educators can engage in asset-based pedagogy, like Mr. González has, when they develop a critical consciousness and resist implicit biases toward marginalized children and youth.

Without critical consciousness, the true transformative potential of empathy cannot be actualized. Many believe that empathy is a necessary disposition in order to be an effective educator. Empathy is the ability to deeply understand and feel another's emotions and experiences, such as joy and hope, as well as fear, pain, and trauma. Empathy has been shown to foster positive relationships, create stronger classroom and school communities, lead to higher academic achievement, and even empower students to be community leaders (Jones et al. 2018; Owen 2015). It is a disposition that seeks to understand the experiences of others in the context of their previous experiences and their relationship to power. ML students, their families, and their communities, who have been historically marginalized and asked to conform to a system that excludes their voices and lived experiences (Yosso 2005), benefit from authentic empathy related to the many ways that schools may feel unwelcoming.

Educators begin to humanize their students when they deeply understand the multiple instances of marginalization and dehumanization that their students and students' families and communities have experienced. Educators cannot truly develop empathy, however, without nurturing their critical consciousness. This is because unexamined biases inhibit empathic dispositions. Effective,

assets-oriented teachers have developed **critically conscious empathy** with the help of the following actions:

1. Understanding their power over their students and their families, as well as their students' relationship to power
2. Critically examining and challenging their perceptions of their ML students and students' families and communities
3. Learning about the complex historical factors that brought ML students to the US, to California, and to that particular community
4. Listening to ML students' stories about their experiences (in first person)
5. Developing meaningful and authentically caring relationships that are rooted in empathy versus sympathy

One of the ways critically conscious empathy manifests itself is when educators engage students in developing their own critical consciousness. As teachers assist students in this endeavor, they may face resistance from their students or their students' families. This is not unanticipated and is a natural part of the process. For example, when students first engage with the idea that they possess biases, they may feel upset, threatened, or defensive. Teachers can support students in being open to the idea that, as members of society, all people may have internalized socially transmitted messages that reflect deficit views about different groups of people. Helping students to work through this discomfort and fostering their awareness in an empathetic way creates an entry point for students to develop critical consciousness.

From a systems perspective, teacher preparation coursework is one of the principal ways in which much of this essential knowledge is developed. Expanding coursework in areas relevant to critical consciousness beyond those for individuals seeking specialist certification (Valenzuela 2016) increases the extent to which all pre-service teachers have opportunities to develop critical consciousness. Teacher educators themselves have demanded making accessible the essential coursework that helps pre-service teachers develop sociopolitical awareness and understanding about systems of oppression, stratification, social movements, and other related knowledge. The need for in-service teachers' professional learning that addresses the

various sociopolitical factors that influence the lives of ML students is also urgent. Developing deep knowledge takes time and requires ongoing work throughout a teacher's career. The following framing questions can assist teachers in developing critically conscious empathy:

- In what ways do I feel powerless in society?
- In what ways do I have power in society?
- In what ways do I feel powerless as a teacher?
- In what ways do I have power as a teacher?
- In what ways do I have power over my students?
- In what ways do my students and their families feel powerless?
- How can I empower my students in the classroom?
- What are the strengths my students bring into the classroom?
- How can I affirm those strengths to empower my students?

Teachers can continue to develop critically conscious empathy when they learn about the historical trajectories of marginalized groups, civil rights issues, and other related topics (Valenzuela 2016). They can also learn about and listen to the experiences of their students and families and intentionally reflect the lived experiences of the students they serve. When teachers, as well as whole school systems, implement these practices, it acknowledges that some ML students and their families may be apprehensive about speaking out on school matters, while also supporting and encouraging them to do so. Educators who develop critically conscious empathy often begin to view teaching as a political act (Sacramento 2019). They become critically aware of their position of power over their students and students' families and of their role in challenging and transforming the status quo. The last section of this chapter provides additional examples, tools, and resources to support teachers as they develop critically conscious empathy.

In what ways are you already practicing (or have you observed other teachers practice) critically conscious empathy? In what ways might your students benefit from your professional growth in this area?

Community Responsiveness

Asset-based pedagogy takes into account a student's context, which invariably includes family and community. Community responsive pedagogy centralizes a community's context in the education of children and youth. It is responsive to the material conditions that are particular to a student's lived experience in a community and the histories that created that experience. Below is a description of how community responsive pedagogy focuses on the following three domains of pedagogical practice: relationships, relevance, and responsibility (Tintiangco-Cubales and Duncan-Andrade 2020). While these domains are part of quality instruction for all students, what is unique for ML students is how teachers focus on students' cultures, languages, social–emotional needs, and identities, rather than strictly on their academic learning.

Relationships: A community responsive educator is committed to building meaningful, caring relationships with students and families, understanding that students do not care what educators know until they know that educators care. These relationships are the foundation for teachers, students, and families to create solidarity with one another. Strong relationships begin with acknowledging the community's cultural and linguistic wealth that students and families bring with them to school. Strong relationships promote a connectedness where all students, especially those who have been marginalized, feel valued instead of marginalized.

Relevance: A community responsive educator is committed to developing curriculum and pedagogy that centers on students' daily lives, their communities, families, and ethnic, cultural, and linguistic histories. This connection must avoid the reduction of culture to "trivial examples and artifacts of cultures such as eating ethnic or cultural foods, singing or dancing, reading folktales, and other less than scholarly pursuits of the fundamentally different conceptions of knowledge or quests for social justice" (Ladson-Billings and Tate 2000, 61). By centering on students and their families, communities, and ancestors, a relevant pedagogy acknowledges their stories as assets that provide cultural wisdom and pathways to freedom and justice.

Responsibility: A community responsive educator is committed to understanding and responding to the wide range of needs (social, emotional, and linguistic) that impact a student's capacity to be at their best. This requires schools and individual educators to find effective ways to identify what students need when they need it and to measure the degree to which those needs are being met. Schools and educators also have the responsibility to acknowledge and leverage student strengths to develop and maintain their well-being and overall achievement.

Developing community responsiveness takes time and involves an openness and willingness to engage with students' families and communities. The following framing questions support teachers in these efforts:

- Who are my students? Who are their families? Who are their communities?
- How do I see my students, their families, and their communities? How do they see themselves? How do they want me to see them?
- How have they been historically seen by society? How are they currently seen by society?
- How do they see me? How do I want to be seen by them?
- What are the assumptions that society has placed on my students, their families, and their communities?
- What are the assumptions I may have had about them?
- What are the strengths they bring into my classroom?
- How can I affirm and engage their strengths in my classroom? How can I allow them to feel seen in the ways they want to be seen?

How Do Educators Practice Asset-Based Pedagogy?

The previous sections in this chapter have provided numerous insights into why asset-based pedagogy is essential to the ability of teachers to serve ML students. California's *English Language Arts/English Language Development Framework (CA ELA/ELD Framework)* chapter "Access and Equity" (CDE

2015) asserts that simply immersing ML students in English-medium instruction and ignoring differences between the language of the classroom and the languages and dialects of English that students use, as well as any cultural differences, is ineffective and not conducive to a positive and productive learning environment. The framework describes some of the issues such as poverty, citizenship status, and trauma that students may face and that have a direct impact on their learning and development in our classrooms. The *CA ELA/ELD Framework* also asks us to be aware of the following:

- Teachers have particular and often unconscious expectations about how children should structure their oral language, and these expectations are not always transparent to students.
- A perspective that both acknowledges all the cultural and linguistic contexts in which students learn and live and seeks to understand the relationship between language, culture, and identity promotes positive relationships and improves educational outcomes.
- It is important to underscore language varieties (e.g., varieties of English) as a common phenomenon that naturally occurs when languages come into contact with one another over a long period of time.
- Instead of taking a subtractive approach, teachers should give clear messages that languages other than English, and so-called "nonstandard" varieties of English that students may speak or hear in their home communities, are equally as valid as the English used in the classroom. Different languages and forms of English should be understood as sociolinguistic assets and not something in need of eliminating or fixing.
- It is important to understand and frame other registers of English as cultural and linguistic resources, rather than as dialects subordinate or inferior to so-called "standard English," because these other forms of English are intimately linked to identity, empowerment, and a positive self-image.

The *CA ELA/ELD Framework* also includes the guidance with examples of best practices to challenge the ways teachers describe or frame English to ML students. One example is provided in figure 2.5.

Figure 2.5 New Ways of Talking about Language

Instead of	Try this
Thinking in terms of • proper or improper language • good or bad	**See language as** • more or less effective in a specific setting
Talking about grammar as • right or wrong • correct or incorrect	**Talk about grammar as** • patterns of language • how language varies by setting and situation
Thinking that students • make mistakes or errors • have problems with plurals, possessives, tense, etc. • "left off" an -s, -'s, -ed	**See students as** • following the language patterns of their home varieties of English • using grammatical patterns or vocabulary that is different from academic English
Saying to students • "should be," "are supposed to," "need to correct"	**Invite student to** • try out and take risks with new language • code-switch or translanguage (choose the type of language most effective for the setting and situation)
Red notes in the margin • correcting students' language	**Lead students to** • explore how language is used in different settings and situations • compare and contrast language • build on existing language and add new language (e.g., academic English), understand how to code-switch or translanguage

Source: Adapted from CA ELA/ELD Framework figure 9.12, p. 919

Effective teachers also think beyond specific language learning strategies and consider their instructional approach and priorities more generally. They engage their students' families and communities with what is happening in the classroom and ensure that their students' histories, cultures, languages, families, and communities are reflected in the content being taught. When students, particularly those from marginalized and immigrant communities, start to see themselves reflected in classroom content, they no longer feel invisible and will share what they learn in school outside of the classroom with their peers, families, and community. Critically conscious asset-based educators ask themselves the following questions:

- What is my purpose in working with my ML students?
- What is the primary end goal in giving my ML students the tools to improve their academic English skills? Is it merely for a grade or to get a job? Is there a larger purpose for me in this?
- Who do I want my students to become? How can I support them to contribute as positive members in society?
- What aspirations do I want my students to have for themselves?
- What do I want my students to be able to envision for themselves, their families, and their communities?

Successful teachers come to know and value the cultural wealth of their students' families and communities and challenge some of the biases and negative beliefs about them that they may have unknowingly internalized. The following resource (fig. 2.6) can help educators challenge some of their potential biases in order to better engage with their ML students' families and communities.

Figure 2.6 Asset-Based Tool for Engaging with Multilingual Families and Communities

Instead of thinking …	Try asking yourself …
• Families do not care about their child's education or school. • Parents and families do not value education.	• How can I alter my approach to be more welcoming to my multilingual families? • What barriers may be preventing my students' families and communities from accessing education themselves?
• Parents and guardians just do not show up.	• What barriers may be preventing parents and guardians from participating in school meetings and events? • How can I adjust the format, times, or days of events to allow more multilingual families to participate?
• The families and communities see me as an outsider and do not want to engage with me.	• What are some new actions or behaviors I can adopt to show families and communities that I care and want to work with them? • Is there someone at my school or in my community who already has a good relationship with this community that can help me bridge the divide?
• My students' families and communities are unsafe or high risk. • The culture of my students' families and communities is not conducive to schooling.	• What is the context of my students' families and communities? • What traumas have my students and their families endured? • What is their cultural wealth?
• Families and communities cannot understand me because of language barriers.	• What are some approaches I can learn to effectively communicate with families and communities?

According to the *CA ELA/ELD Framework's* chapter "Access and Equity" (2015), schooling should help all students achieve their highest potential. To accomplish this, students should be provided (1) equitable access to all areas of the curricula; (2) appropriate high-quality instruction that addresses their needs and maximally advances their skills and knowledge; (3) up-to-date and relevant resources; and (4) settings that are physically and psychologically safe, respectful, and intellectually stimulating.

The following subsections provide examples, tools, and additional resources that show how asset-based pedagogy can be implemented in classrooms. Although the following examples illustrate all three pursuits and practices of asset-based pedagogy (social–emotional learning, critically conscious empathy, community responsiveness), one example is highlighted per practice. Figure 2.7 previews the examples.

Figure 2.7 Asset-Based Pedagogy: Three Practices with Illustrative Examples

Three Practices of Asset-Based Pedagogy	Illustrative Examples
1. Supporting social–emotional learning	Multilingual-centered classrooms Ethnic Studies curriculum
2. Developing critically consciousness empathy	Oral history projects
3. Fostering community responsiveness	Youth participatory action research

Practice #1: Supporting Social–Emotional Learning Through Multilingual-Centered Classrooms and Ethnic Studies Curriculum

As described earlier in the chapter, SEL builds a student's capacity to develop authentically caring relationships and emotional self-regulation with issues like stress and anxiety, intrinsic motivation, self-concept, and critical thinking. Ethnic studies courses and multilingual-centered classrooms have practiced and supported these competencies from their inception.

As you read about each practice, consider specific support you (if you are a teacher) would need to develop high levels of competence with specific practices. If you are an admin istrator, what could you do to support all staff in your school or district to grow in a specific practice?

Multilingual-Centered Classrooms. One way to engage the families and communities of ML students is to value their linguistic capital in the classroom. This can be done through language-centered courses and curriculum, which provide an opportunity for educators to sustain the "linguistic, literate, and cultural pluralism" of their multilingual classrooms (Paris and Alim 2014, 88). Various language-centered programs used in California are discussed in more detail in chapter 3 of this book. As highlighted in that chapter, effective educators ensure that ML students and their families are encouraged to see the value of their native and heritage languages and also have opportunities to perpetuate them in educational spaces without fear of judgement. One way that educators do this is by subverting the dominance of English in their daily classroom practices and allowing for translanguaging practices. Translanguaging is where students are encouraged to use their full language repertoire, or all of their languages, in classroom learning. García and Wei argue that translanguaging spaces "enable students to construct and constantly modify their sociocultural identities and values, as they respond to their historical and present conditions critically and creatively" (2018, 67). Translanguaging promotes the ML student's use of their unitary language system. (See chapters 3 and 6 for longer discussions on translanguaging.)

Language-centered courses and curriculum are a way to help validate students' identities in the classroom. Social–emotional learning emphasizes the importance of focusing on the whole child, particularly their knowledge and attitudes about themselves and others and the social skills needed to interact positively with others. As described by Tara Yosso as "linguistic capital," ML students have "the intellectual and social skills attained through communication experiences in more than one language and/or style" (2005, 76). As Yosso explains, the concept of linguistic capital reflects the stance that ML students come to school with rich language resources and communication skills, which may be unfamiliar to teachers who do not share the same cultural and language backgrounds.

In addition, these children most often have been engaged participants in a storytelling tradition, that may include listening to and recounting oral histories, parables, stories (cuentos), and proverbs (dichos). This repertoire of storytelling skills may include memorization, attention to detail, dramatic pauses, comedic timing, facial affect, vocal tone, volume, rhythm, and rhyme.

–Yosso 2005, 78

Understanding and valuing the home and heritage languages of ML students and incorporating them into language-centered content directly supports social–emotional learning outcomes by considering the whole child, including the linguistic and cultural assets they bring to the classroom.

Ethnic Studies Courses and Curriculum. A powerful way that educators can implement asset-based pedagogy is through ethnic studies courses and curriculum. Ethnic studies provides students of color with a powerful educational experience that redefines the lives of people of color from their own perspectives. It aims to provide "safe academic spaces for all to learn the histories, cultures, and intellectual traditions of Native peoples and communities of color in the US in the first-person and also practice theories of resistance and liberation to eliminate racism and other forms of oppression" (San Francisco State University College of Ethnic Studies 2019). Ethnic studies

inherently focuses on building relationships to foster a sense of belonging and social awareness for both the teacher and the students. Building on asset-based pedagogy, this centering of people of color in the classroom has had positive achievement effects, along with the possibility of positively impacting the SEL of students of color (de los Rios 2019, Curammeng 2017, Dee and Penner 2017, Milne 2020, Tintiangco-Cubales et al. 2014).

San Francisco Unified School District (SFUSD) was one of the first districts in California to develop a districtwide curriculum that is currently being used as a model for ethnic studies in the state and throughout the nation. The focus of this program is to develop student identity, critical consciousness, and agency. Research on SFUSD's pilot ethnic studies program (Dee and Penner 2017) demonstrated that it had positive effects on student achievement: the GPA of students in the course rose 1.4 points, and their attendance improved by 21 percent. These positive results have impacted the growth of ethnic studies courses in California and throughout the nation. Currently, California is creating an Ethnic Studies Model Curriculum as a guide that schools and districts may use when developing an ethnic studies course and curriculum that best address student needs. Many schools and districts already offer ethnic studies electives or programs and many of those courses meet the University of California's A–G requirements.[5] Figure 2.8 provides an example overview of such a course from SFUSD.[6]

Figure 2.8 San Francisco Unified School District Ethnic Studies Course Overview

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
Key Concept(s) Identity & Narrative	**Key Concept(s)** Systems & Power	**Key Concept(s)** Hegemony & Counterhegemony	**Key Concept(s)** Humanization & Dehumanization	**Key Concept(s)** Causality & Agency	**Key Concept(s)** Transformation & Change
Cross-Cutting Values **Love & Respect • Hope • Community • Solidarity & Unity • Self-Determination & Critical Consciousness**					

The definitions for the key concepts in figure 2.8 are provided below.

Identity: Identity formation is a process by which we, as well as others, define our sense of membership and belonging. Identity consists of the chosen and assigned names we give ourselves and/or are given. Identity is connected to our history or histories, and it is varied, multifaceted, and dynamic.

Systems: An organized way of doing something. In society, there are three types of systems that work together to cohere large numbers of people into a unified whole: economic, political, social-cultural.

Hegemony: The dominance of one group over another, supported by legitimating norms, ideas, and expectations within the existing system(s) in power. When oppressed people submit to these norms, ideas, and expectations, they perceive their life condition as unchanging or unchangeable reality, ultimately benefitting those in power.

Counterhegemony: Challenges values, norms, systems, and conditions that have been legitimized and promoted as natural and unchanging or unchangeable by the dominant class in society.

Humanization: When power is used to uphold and restore dignity and self-worth. When power is used to help people attain their self-determining potential.

Dehumanization: When power is used to distort one's humanity.

Causality: The relationship between cause and effect. The principle that there is a reason(s) phenomena occur.

Agency: One's ability to determine the outcome of their life. (Self-determination.)

Transformation: The liberatory process, through critical consciousness and agency, of uncovering, reclaiming, revaluing, and maximizing the potential of one's humanity in opposition to oppression and dehumanization.

Change: The act or instance of making or becoming different.

As shown in figure 2.8, ethnic studies fosters the development of students' identity, critical consciousness, and self-determination. ML students' growth in these areas provides them more than language development alone; it also centers their development as humans, connection to community, and potential as agents of social change. In other words, ethnic studies consists not only of the content that is relevant to students, but all elements of asset-based pedagogy must be included for it to be effective. Effective ethnic studies courses have a clear purpose, a consideration of students' context, content that is relevant, and methods that are engaging, challenging, and build on the assets and cultural wealth of each student. The following outlines the elements of ethnic studies pedagogy specifically for ML students.

Purpose: The purpose of ethnic studies is to eliminate racism and other forms of oppression. The goal is to provide a space where native peoples and communities of color are centralized in the curriculum—within a critical discussion around power, systems, and self-reflection. ML students benefit when educators commit to the purpose and goals of ethnic studies, thus countering deficit thinking rooted in racist logic. The majority of ML students come from communities of color, and the more their histories and experiences are centralized, the more they feel seen and heard. This engagement of their narratives combats marginalization and feelings of isolation.

Context: It is essential for ethnic studies to be responsive to students and their communities. Although there may be some major commonalities among students of color and ML students, it is damaging to assume they are all alike and their needs are equal. Eliminating a one-size-fits-all approach can be beneficial in exposing the nuances of a student's personal experience. An inventory or inquiry project that allows educators to learn more about their students can provide essential information about students, their families, and their communities that can shift what educators teach and how they teach. This type of initial "getting to know" students and families is complemented by a continuous and ongoing process of relationship building with students and their families.

Content: Related to the purpose, the content of ethnic studies centralizes the histories, cultures, and intellectual traditions of communities of color in the US. Effective teachers ensure that content is relevant and responsive to the lives of ML students by delivering it in ways that are engaging and assets-oriented and that draw on interdisciplinary methods, such as media literacy, critical thinking, problem solving, participatory action research, Socratic seminar, oral history projects, civic and community engagement and organizing, critical leadership development, critical performance pedagogy, and personal narrative/auto-ethnography projects. Some of these methods are described in the vignettes below.

For ethnic studies to be equitable and responsive, it is essential for the pedagogy and the curriculum to be responsive to specific students and their communities. The following vignettes illustrate different ways ethnic studies can positively impact the educational experiences of ML students.

VIGNETTE 2.2

Ethnic Studies with Multilingual High School Students

Ms. Connie So, a Cantonese and English-speaking ethnic studies teacher, has a large population of ML students who are newcomer EL students (i.e., students who have been in US schools for only one or two years and are at the Emerging level of English language proficiency). She believes that it is very important to integrate speaking, reading, listening, and writing with intellectually rich content learning, as this tends to motivate students and help accelerate their language and literacy development. What Ms. So loves about teaching ethnic studies is that students engage meaningfully with grade-level content and academic English and feel connected to a curriculum that is not only relevant for them but also about them. She sees ethnic studies as a place where students' experiences are valued and everyone has something to contribute. She is working with other teachers in her district in a community of practice to implement the ethnic studies course.

In the first unit, Ms. So focuses on identity and narrative, which is particularly important for her ML students who are mostly immigrants. It centers the experience of ML and immigrant students by asking them to develop an autoethnographic project that delves into their lives and their journeys to the United States. Using the following framing questions, she has the students look at three major parts of their identity: (1) How has your homeland culture shaped your ethnic identity? (2) Has your identity changed by being in the United States? If so, how? (3) Have you been able to maintain your homeland culture? If so, what parts? (4) Has school contributed to the maintenance of your ethnic identity? If so, how? If not, explain why not.

Ms. So invites the students to discuss the questions in small groups and then facilitates a whole-group discussion so students can share ideas and learn from one another. Later, students will use their notes from these conversations, as well as notes and resources from other activities designed to scaffold academic writing, to write an autoethnography about themselves. She encourages students to include their home language(s) for parts of their essay (i.e., to use translanguaging). She provides example essays from writers, like Gloria Anzaldúa, who write in English but are not afraid to include Spanish to express themselves. She uses these essays as mentor texts for students to learn from, explore, and emulate. The students are engaged in Ms. So's class because not only are they learning to read, write, listen, and speak in English, but they also feel seen and heard, and they feel valued as thinking people who are able to engage in grade-level academic learning.

VIGNETTE 2.3

Ethnic Studies with Multilingual Young Children

Ms. Tagumpay, a Tagalog and English-speaking kindergarten teacher, has primarily African American, Latinx, and Filipino students, some who speak Spanish with their families at home. Her school began investing in ethnic studies teachers and curriculum development. While attending one of the monthly professional learning sessions, she was asked to explore how ethnic studies can be implemented with young children.

Ms. Tagumpay focused on creating assignments where her students could answer the following questions:

- Who am I?
- What is the story of my family and community?
- What can I do to make positive change and bring social justice to my family and the world?

Ms. Tagumpay and her colleagues realized that to answer these questions, they needed to involve parents and families, so they each called a meeting with their students' families to explain the project. After Ms. Tagumpay explained the project to the families of her students, she invited them to pair up with each other to discuss the questions. Some paired up with each other based on home language and shared their answers in their common languages, while others paired up across different languages and discussed the questions in English. After these discussions, they shared with the whole group one thing they learned about the family they were paired with and one thing they had in common besides their children being in the same classroom. Ms. Tagumpay took notes so she would have a record to refer to later during lesson and unit planning.

Throughout the meeting, Ms. Tagumpay learned a great deal about the families, their cultural and linguistic assets, and their resilience, and she learned about the many experiences they could bring into the classroom. Most importantly, she saw the need to support families in having relationships with each other. She decided to have bimonthly ethnic studies gatherings where families could come together. Each gathering would highlight one family who would share their story with photos and important family mementos. Ms. Tagumpay created a schedule and invited each family to elaborate on the three questions they had discussed during the meeting so that other families would have a fuller, richer idea of the cultural wealth in the classroom. After each family presented there was time for questions, and Ms. Tagumpay would always end with, "What can we do as a community to support your family?"

After surveying the families, she found that the best time to have the meeting was 30 minutes after pick-up time. Childcare would be provided so that while the kindergarten children participated, younger children would have a fun and engaging place to play. Everyone agreed to take turns bringing food to share. These gatherings were well attended, and Ms. Tagumpay observed that during school time her students were highly motivated to engage in extended discussions about what they learned in the meetings and then write about and draw retellings of the stories.

The My Name My Identity Initiative https://www.cde.ca.gov/sp/el/er/ch2.asp#link4 Teachers can foster a sense of belonging and build positive relationships in the classroom, which are crucial for healthy social, psychological, and educational outcomes. This small step goes a long way to strengthen ML students' sense of belonging and cultural pride.

Practice #2: Developing Critically Conscious Empathy Through Oral History, Migration Story, and Personal Story Projects

ML students, their families, and communities benefit from projects that validate their histories and embodied experiences. Oral history is one of the most effective ways for students to learn about their families and communities. An oral history is a collection of testimonies and stories about the events that happened in a person's life. Oral history is also about the passing down of stories by verbally sharing them with other people. Oral history and migration story projects encourage students to reflect on and share their family members' stories and experiences. These projects allow teachers and students to practice empathy by listening to and understanding the personal histories that impact the lives and experiences of everyone in the classroom. They are an effective way of deepening relationships and fostering a greater sense of belonging that can extend beyond the classroom. Additionally, projects like these allow students and their families to reflect on their personal examples of cultural wealth. Oral history projects, in particular, can document the histories of exploitation, displacement, resistance, and survival that multilingual communities of color may have experienced (Mabalon 2013, Mirabal 2009). Students and their families with these forms of cultural wealth are recognized and valued in educational spaces. Furthermore, the connection between the curriculum and the lived experiences of students' families can provide a way for families to feel more included and welcomed in school spaces.

It is important to not assume that all oral history projects are happy ones. Migration stories can often be painful, traumatic, and sometimes triggering

for students. While there are many benefits to having students explore their families' histories, it is essential to understand that they may bring up painful and difficult conversations with which students may need support. Some students may not be able to write about their migration stories, let alone share them in front of a class. When assigning oral history or personal story projects, inclusive teachers also recognize that some students may come from nontraditional families or may be emancipated youth and are the only ones from their immediate family in this country. Students benefit when assignment guidelines and examples do not privilege the traditional family structure or otherwise make students feel like outsiders. Furthermore, some students or their families may be undocumented immigrants and feel vulnerable around a project like oral histories. Empathetic and inclusive teachers ensure students know they can choose not to respond to particular questions or prompts that may make them vulnerable.

In many cultures, people relied on the tradition of storytelling when there was no written language or when their native language was prohibited from being recorded. Oral histories were often the only means to record historical events, experiences of people, and cultural teachings. It is an important way of remembering the lives and experiences of those who are often not in textbooks, movies, and television (Tintiangco-Cubales and Mabalon 2007).

In oral history projects, students are often assigned to interview a family member or elder in their community about experiences in their life. It is a way of capturing and preserving the stories and perspectives of their elders. Oral histories that require students to contextualize their family's stories in relation to power, legislation, and political or social movements provide students with opportunities to develop their analytical skills. They also allow students to put their experiences "in conversation with history," that is, to situate their personal experiences in an informed historical context. When multiple oral histories are combined, a community can get a fuller understanding of its history, motivations, development, hopes, and dreams.

There are multiple ways that oral histories can be conducted. One example of the project description and questions that students can use is provided below (fig. 2.9).

Oral History Project Assignment

Description: You will be conducting an oral history on a family or community member who is thirty years old or older. This history will look at three significant events in their life. The oral history should connect the person's story to larger historical events that occurred during the time the person is talking about. If you are multilingual, you are encouraged to do the interview in the language that makes the interviewee feel most comfortable. The oral history project has three parts: (1) Oral History Paper, (2) Oral History Visual Representation, and (3) Oral History Presentation.

Figure 2.9 Sample Questions (each set of questions could be its own project)

Three Events	If you could choose the three most important events in your life, as a(n) _____ (insert an ethnic, racial, gendered, or other identity), what would they be? Why were they significant? Follow-up questions: (*You may need to ask follow-up questions based on the three events.*)
Growing up in the US or in another country	Describe your earliest childhood memory. How do you think this has shaped your life? Follow-up questions: Describe your family members and their personalities. Who took care of you? What were the different roles of everyone in the family? Who were you close to? What national or world events had the most impact on you when you were growing up? Did any of them personally affect your family?

Language History	Describe what it was like growing up speaking multiple languages in the United States. How has this influenced your identity? How did this impact the way you were seen? Follow-up questions: How were you treated at school? By your teachers? By your peers? How were students who spoke multiple languages cared for and "seen" at your school?
Community History	Describe the community you grew up in and especially the neighborhood. How did you see yourself in this community? How has it shaped who you have become? Follow-up questions: How did you identify your neighborhood? What did you call it? What were its boundaries? Where did you get news of what was happening in your neighborhood? Where did you shop? What was the largest city or town you remember visiting when you were young and what were your impressions of it?

VIGNETTE 2.4

Oral History with Multilingual Students at the High School Level

Ms. Daus, a high school English teacher, has her students do an oral history project that is a bit different from other oral history projects. She has students interview each other about their history in the United States. She begins by having students read the oral histories written by and about students from another district. After reading and discussing these stories, the students work together to create questions they will use to interview another student in the class. They are usually paired up with students who speak the same language, so that they can conduct the interview in their home language and then translate it into English or use translanguaging as they choose.

The students enjoy being able to tell their own stories and learn about the stories of their classmates, and addressing something that is so familiar to them in an academic context helps them gain confidence as scholars. The students help each other in the translations since they are invested in having their own stories represented well. After they finish the final editing of their stories, they prepare to co-present them orally to the class. Before the students share, Ms. Daus models by presenting her own oral history and inviting students to ask questions afterward. In reflection, she acknowledges that this modeling not only provides an example for students, it also makes them feel more willing to share their own experiences and gives them more confidence to speak in front of the class.

Practice #3: Fostering Community Responsiveness Through Youth Participatory Action Research

As discussed earlier in the chapter, community responsiveness focuses on understanding students' contexts, including their families and communities, and helps teachers understand who their students are, as well as their learning strengths and needs. Many ethnic studies programs in California schools, in order to be community responsive, implement youth participatory action research (YPAR) projects that help transform the way youths see themselves and their community. YPAR is a project approach that is centered on the strengths of the students and their communities, and the projects develop the critical consciousness of students and educators. The research process is organized around Freire's (1970) concept of praxis, or the synthesis of theory, reflection, and action, and has the following five steps: (1) identify the problem, (2) analyze the problem, (3) create a plan of action, (4) implement the plan of action, and (5) reflect.

YPAR curriculum interrogates the multiple power structures that affect students both in and out of school. It challenges students to begin to reframe the way they understand, interpret, and interact with their school, their community, and the world. The "action" part of YPAR is crucial, in that students must address the issue in an effort to transform the situation. YPAR "decenters the power in research from adults by allowing youth to explore their identities and power structure while also engaging in action that challenges structure" (Desai 2018, 61). This allows students to see themselves as both scholars and community leaders. Additionally, because the "participatory action research" part of YPAR requires community stakeholders to be involved, YPAR projects incorporate the voices and perspectives of students' families and communities in the scope of the research process.

YPAR helps build the capacity of students and teachers to be community responsive because it entails learning about and transforming the root causes of a community issue that directly impact the students. "YPAR nurtures a positive youth identity, develops critical consciousness and empathy for the struggles of others, and engages youth in social justice activities informed by

students' lived experiences" (Tintiangco-Cubales et al. 2014, 12). YPAR can transform the way teachers see their role, their students, and the communities their students come from. YPAR cannot happen without already having fostered a safe space where students have started to build strong relationships through practicing empathy and trusting one another. Figure 2.10 outlines the implementation of a YPAR project, and the vignette that follows illustrates how YPAR looks in action.

What types of YPAR issues might students in your school or community be interested in investigating? How might you facilitate this type of research?

Figure 2.10 Outline of a YPAR Project

Steps of YPAR	Questions for Students
Identify the Problem	Describe your earliest childhood memory. How do you think this has shaped your life? Follow-up questions: Describe your family members and their personalities. Who took care of you? What were the different roles of everyone in the family? Who were you close to? What national or world events had the most impact on you when you were growing up? Did any of them personally affect your family?
Analyze the Problem	• How does the problem impact our community? • Where else does this problem occur? What has been done about it in those places? • What is currently being done to understand or address the problem? • What are the root causes of the problem? What are the symptoms of the problem? What are the differences between the root causes and the symptoms? • Are the root causes being addressed or are current solutions only looking at the symptoms of the problem?

Create a Plan of Action	• What is our vision for change? • What are our hopes and dreams for our community? • What is our capacity to engage with our community? • How can we address, challenge, or impact the root causes of this problem? • What are the steps we need to take to implement an action plan to address this problem? • What is our capacity to enact that action plan?
Implement the Plan of Action	• What shifts or adjustments do we have to accommodate for in our action plan and its implementation as we roll this out? • What is happening to our community as we implement this action plan?
Reflect on the Problem and Plan of Action	• How has the action plan impacted the problem? • How has the action plan impacted us individually and collectively? • How has the action plan impacted our community? • What new things have we learned about ourselves, each other, and our community through this process? • What have we learned about the problem, its symptoms, its root causes, and the impacts on ourselves and our community through this process? • What would we do differently next time? • What new action plan(s) do we find are needed to better address the problem? • How has our relationship to the problem changed in this process? • How has our relationship to each other changed in this process? • How has our relationship to the community changed in this process?

VIGNETTE 2.5

YPAR Project Co-Taught at a High School

Teachers in San Francisco who were co-teaching a course led a group of seniors in a YPAR project. The students were having trouble narrowing down the issues they wanted to study, so the teachers asked them to list the most important community issues that they experienced or witnessed regularly. The students began to list many things such as feeling stressed, female students feeling harassed on the bus and while walking in the street, Chinese students being bullied on campus by other students of color, feeling unsafe in certain San Francisco neighborhoods, and ineffective school practices around restorative justice, to name a few. After the teachers wrote the list on the board, they had students vote for their three most pressing issues. The majority of students chose issues that were connected in some way to violence.

After agreeing upon the topic, one of the teachers placed an empty coffee can in the middle of the room and said: "This can represents violence. Let's all stand up and position ourselves as close to it as we think violence is to our lives." The students did not move closer to the can. No student wanted to say that they were experiencing violence, even though the majority of topics brought up by the students themselves had to do with violence at school, on the bus, in the community, and at home. The students and their teachers discussed the issue for two days before coming up with these questions: "How do race/ethnicity, class, and gender affect the experiences of students at this school around violence? Are they normalizing or internalizing this violence?"

To research the questions, students viewed and discussed documentaries, read and analyzed articles, and explored other sources addressing violence in urban communities and in communities of color. After lengthy discussions around the root causes of violence, the students started to reframe their understandings as to why violence existed in

their community. They then surveyed the entire school and conducted 30 interviews, with students, faculty, and administrators, to get a deeper understanding of how the larger school community was witnessing, experiencing, and understanding violence. After they analyzed the data and compared it to their previous readings and discussions, they began to develop a deeper understanding of violence in their community.

Although initially planned as a seven-week unit, the YPAR project ended up stretching out to ten weeks. The coteachers agreed that no matter how much planning one puts into YPAR, the project is very dynamic and usually lasts a little longer than initially planned. When the students completed their research and could discuss new language and theories around violence, the teachers repeated the activity with the can. The results were drastically different as more students moved closer to the can. What was also different was both the way that students were able to articulate their experiences in their community and how they supported one another when students shared their experiences of violence. These same students who initially did not want to even discuss violence in class with one another, chose to create a public service announcement on violence that could be shown in the daily morning video broadcast and on YouTube. They also volunteered to teach a violence prevention workshop to students from the nearby middle school that fed into their high school. These students went from being afraid to open up about their experiences to becoming community leaders trying to facilitate change in their community.

YPAR projects are usually conducted around a topic of the students' choosing. Another project, conducted in a ninth-grade English classroom with a large number of newcomer English learner students at the Emerging level of English language proficiency, examined the root causes and impacts of violence both at the school site and in the community. The students read academic articles on youth violence that were slightly modified to be challenging (see fig. 2.11) yet understandable for the students who were still developing their English language skills. Students then discussed the readings with partners and in small groups (in both English and their home languages) before engaging in class discussions on the causes of violence in the community. The teacher was surprised by how well his students were able to engage with the peer-reviewed articles. In his desire to not set them up for failure, he inadvertently assumed that they were incapable of engaging with such advanced academic language.

Figure 2.11 Example of an Academic Text Modified for High School EL Students

For people living in **low-income** [poorer] communities, a **scarcity** [lack] of **material** resources [wealth] organizes behavioral choices and influences people's efforts to become middle class. **Consequently** [as a result], many people who live in low-income communities have to fight their environment to find relief from the **burdens** [difficulties] it **imposes** [puts/creates]. One of the products of this effort is the development of a "defiant individualist" personality. According to Fromm (1970), this personality characteristic combines dominant social values—i.e., a stress on being socioeconomically mobile and on **accumulating capital** [getting rich]—with a **paucity** [lack] of resources available for people living in lower-income communities to achieve these **objectives** [goals]. Accordingly, "defiant individualism" leads people to become involved with money-producing economic activities whether legal or not; the trait carries along with it an edge that "defies" any and all attempts to **thwart** [prevent] it.

Source: Sánchez-Jankowski 2003, 201

In an example from Pin@y Educational Partnerships (PEP), an ethnic studies educational project in San Francisco that has teacher interns at various school sites, multiple forms of YPAR are conducted over the course of the school year, and students do a culminating YPAR study at the end of the year. PEP has not only developed a way to have youth conduct research on their communities but has also developed two methods that support teachers and leaders in doing research about their students with the goal of better serving them in the classrooms and schools.

Through LPAR (Leadership Participatory Action Research) and TPAR (Teacher Participatory Action Research) in PEP, leaders and teachers build the following skills and mindsets and become a model for youth: sense of purpose, self-direction, curiosity, relevance, social awareness, and self-awareness. PEP's development of LPAR, TPAR, and the guiding of YPAR is built on valuing of students' prior knowledge and experiences, meeting students where they're at, and designing relevant inquiry projects that aim to solve real-life problems. This authentically engages educators in a process of culturally and community responsive research that aims to improve their effectiveness and their service in their classrooms.

–Daus-Magbual, Daus-Magbual, and Tintiangco-Cubales 2019

In PEP, these participatory action research projects develop the critical consciousness of both students and educators. One of the greatest aspects of YPAR is the ambiguity of the research topic and the process. Since it is student centered, the instructor cannot do much preplanning. YPAR requires the instructor and the students to show their vulnerabilities. Sometimes, depending on the research topic, the students are the experts and not the teacher. It is beneficial for educators to not fight this and instead use this as a time to show vulnerability. Saying things like "I don't know, but let's find out together" can be incredibly helpful in getting students to humanize their teacher and build a deeper, more authentic relationship. The same is true when engaging with students' families and communities. Trust can be nurtured with students' families and communities when everyone is viewed as an expert, not just the teacher.

Concluding Comments and Suggested Next Steps

This chapter discussed why asset-based pedagogy is an educational imperative for ML students. Working collaboratively, every educator can develop deep knowledge and skills for implementing asset-based pedagogy. To support these efforts, readers are encouraged to try out some of the ideas from this chapter and deepen their knowledge with the resources available on the CDE website, including the Asset-Based Pedagogies web page available at https://www.cde.ca.gov/sp/el/er/ch2.asp#link5.

Teachers and administrators are highly encouraged to engage in learning with other educators. One thing all educators can do is meet for a book study group using one or more of the following titles:

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Endnotes

1 *California Practitioners' Guide for Educating English Learners with Disabilities* is available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch2.asp#link14.

2 Guidance on social–emotional learning is available on the California Department of Education Social and Emotional Learning web page at https://www.cde.ca.gov/sp/el/er/ch2.asp#link15.

3 *California Practitioners' Guide for Educating English Learners with Disabilities* is available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch2.asp#link16.

4 For more information on how this looks in middle and high school, see the 2015 CASEL Guide, available on the CASEL web page at https://www.cde.ca.gov/sp/el/er/ch2.asp#link17.

5 Information on California's Ethnic Studies Model Curriculum is available on the California Department of Education Ethnic Studies Model Curriculum Frequently Asked Questions web page at https://www.cde.ca.gov/sp/el/er/ch2.asp#link18.

6 San Francisco Unified School District now provides an "Equity Studies Infusion Framework" for its ethnic studies courses. Resources can be found on the SFUSD website at https://www.cde.ca.gov/sp/el/er/ch2.asp#link19.

CHAPTER

3

Multilingual Programs and Pedagogy: What Teachers and Administrators Need to Know and Do

Laurie Olsen
with
Martha Martinez
Carla B. Herrera
Heather Skibbins

This is a unique moment of opportunity for California, where the convergence of policy, research, and public interest calls for implementing increased multilingual education throughout the state for all students, and for establishing dual language (DL) programs as central in the education of English learner (EL) students. Throughout the state, educators are engaged in planning for new programs, and in building and sustaining them across the full pathway from early education through high school graduation. After two decades of primarily English-only education in the state, this is a major shift, and educators have many questions: Why has this shift occurred? What are multilingual programs? What are DL programs? What are the most effective pedagogical approaches for biliteracy development? What do teachers and administrators need to know in order to ensure quality programs?

This chapter presents essential concepts and research-based practices in response to these questions. It focuses primarily on multilingual programs for EL students. Because effective multilingual education begins with educators understanding and being able to articulate why California has set a roadmap toward a multilingual state, and then understanding the specific models of multilingual education, the chapter begins there. It then turns to seven research-based practices that comprise teaching for biliteracy in a DL program as distinct from teaching in programs focused primarily on English language proficiency.

The chapter ends with a focus on the essential role of administrators in creating the site and district conditions that support effective design and planning, as well as sustained implementation of quality multilingual programs.

Why Create and Implement Multilingual Programs?

It is important that every teacher and administrator in schools and districts with multilingual programs understand and be able to articulate the benefits of multilingualism, the rationale for multilingual programs being a core component of research-based approaches to meeting the needs of EL students, and where it is written that DL education is the direction California has set.

> This chapter will use the term "bilingual" frequently, since most formal DL instructional programs use only two languages. The authors will continue to use the term "multilingual" to refer to students however, since some learners may speak additional languages beyond the two that are used in their DL program.

The Assets of Multilingualism

There are multiple benefits of bilingualism—for the individual, the family, the economy, general society, and all students—with particular import for English learner students.

> We have a growing body of research that makes clear that students who are bilingual have advantages, not only in their literacy development, but in the development of problem-solving skills and other areas of cognition. What we see now is that bilingualism is a gift that we can give to our students and to our communities.
>
> – Former US Secretary of Education John King[1]

Bilingualism has **economic benefits**. Many career opportunities are available to people who communicate well in English and other languages—both in the United States and around the world—and these opportunities are even

greater (and may be compensated with higher salaries) when that proficiency includes reading and writing. In a global world, employers are increasingly interested in hiring workers who can reach out to international audiences abroad as well as service a multilingual population in the United States in their language with an understanding of their culture (Porras, Ee, and Gándara 2014). California in particular, as a major Pacific Rim economy, needs people with biliteracy skills and cross-cultural competencies to work in and fuel the economy, strengthen social cohesion, and enrich the quality of life in communities across the state.

Bilingualism has **social benefits**. Being bilingual offers students the opportunity to develop relationships across cultures. Students who study world languages display more interest in other cultures, and their cultural awareness and competency are enhanced. There are stronger family connections for those students who speak a language other than English (LOTE) at home—this maintains communication across generations and enables students to participate actively in both/all of their language worlds as bridge builders and translators. Family relationships can break down when children are no longer able to communicate effectively in the language of their parents—a common pattern among EL students educated only in English. When the home language is lost, part of one's identity is lost.

Bilingualism has **educational benefits** as well. A multilingual education confers a number of benefits on EL students—and all students—that a monolingual education does not. While not uniform for all students, those who develop biliteracy are less likely to drop out of school than those who do not sustain or develop their home languages (Rumbaut 2014). Higher levels of proficiency in two languages are associated with higher levels of performance on achievement tests—particularly those related to language and literacy—and improved academic outcomes (National Academies of Sciences, Engineering, and Medicine [NASEM] 2017). Students in DL programs catch up to and surpass the English language outcomes of EL students in English monolingual programs. Latinx students who develop their home language in addition to English and are biliterate are more likely to go to four-year colleges than those who lose or do not develop their first language (Santibañez and Zárate 2014).

Bilingualism has **brain and cognitive advantages**. As discussed in the first chapter of this volume, the development of skills in two or more languages has been found to enhance brain functioning and long-term cognitive flexibility (NASEM 2017). Enhanced working memory and protection from brain aging symptoms, including delay of age-related mental decline, are also associated with bilingualism. The ability to speak two languages is associated with superior concept formation, increased divergent thinking, pattern recognition, and problem solving (Bialystok 2011).

Finally, multilingual programs produce stronger English language outcomes for **EL students** and serve as an effective pathway for closing gaps and ensuring **equal educational access and participation.** The myth that bilingual programs inhibit EL students' English language development (ELD) has been debunked many times over the years. In fact, research has demonstrated that a greater number of EL students reach English language proficiency through bilingual programs than do EL students in English-only instructed programs—with the added benefit of biliteracy skills (Umansky, Valentino, and Reardon 2016).

This research consensus, combined with new policies and public opinion in California (specifically the State Seal of Biliteracy (SSB), the *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)*, The Global California 2030 Initiative, and the California Education for a Global Economy [CA Ed.G.E] Initiative), powerfully call upon California schools to build and sustain multilingual programs. The coherence and convergence of research, policy, and guidance have set the conditions for a new era in California education. The next section of this chapter focuses on what this actually means—what multilingual programs are, and what implementing and teaching in such programs look like.

Understanding the Models: What Is Multilingual Education? What Are Dual Language Programs?

Multilingual education is an umbrella term for a variety of program models that aim to develop proficiency in two or more languages. The specific program model that is selected for any school defines key elements that together set

the conditions for DL development. These elements include decisions around the allocation of time to be spent in each language, the way in which the two languages are incorporated into the school day and across years, and how each year of the program builds on prior years to achieve high levels of biliteracy. Because there are different multilingual program designs, models, and structures, effective instruction begins with administrators—in collaboration with teachers, families, and community members—selecting an appropriate model for their student population and community, and with teachers having clarity about the model they are delivering and about the implications for curriculum planning and instruction. Clarity about the DL model any school elects to implement is essential to the quality of that program.

Questions Every DL Teacher and Administrator Should Be Able to Answer

- What are the goals of our DL program?
- Which model are we implementing, and what is the language allocation per grade level?
- In what ways (if at all) is curriculum content divided into different languages?
- What curriculum are we using in each language and content area?
- Who is our program designed to serve? And who actually are our students (by language proficiency, language group, language history, typology)?
- What student populations are served in our classrooms?
- How are we assessing program effectiveness? How are we monitoring student progress toward biliteracy?

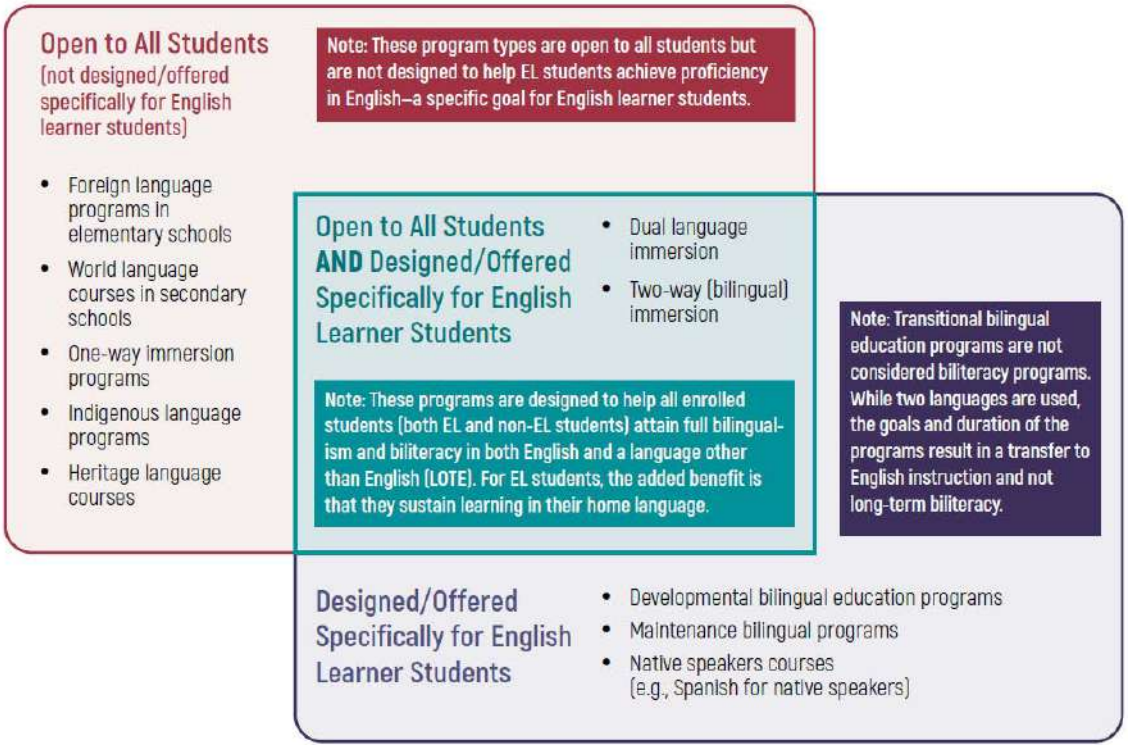
California offers two categories of programs: language programs and language acquisition programs. Language programs provide opportunities for pupils to be instructed in languages other than English to the degree sufficient to produce proficiency in those languages. Language acquisition programs are

designed for EL students and must include integrated and designated ELD instruction to support their academic and language learning in ways that lead to fluent proficiency and academic achievement in English. Bilingual language acquisition programs lead to proficiency in another language in English.[2] All students—EL students and non-EL students, with and without disabilities—may participate in and benefit from multilingual programs that lead to biliteracy. For EL students, the pathway to biliteracy includes developing academic proficiency in the student's home language as well as in English. In this way, bilingual and DL programs are distinguished from other EL language acquisition program models in which English proficiency is the only language goal. They are also distinguished from language models that focus primarily on world or foreign language development for all students. While English-instructed classrooms may provide some degree of support in an EL student's home language, these are not considered multilingual programs because they neither have the goal of proficient biliteracy nor include an intentional, articulated sequence of language development in both languages.

Multilingual Program Models

There are various language learning program options for students who are fluent in English and seeking the enrichment of an additional language. They are not the focus of this chapter, though they also offer pathways and opportunities for students to develop multilingualism and are sometimes called dual language programs. These include, but are not limited to, language immersion, foreign language, and world language courses and programs. Heritage or native language programs are language development programs that are designed or tailored to address the needs of students who have a family background in or a cultural connection to a language of the program, though the students are not yet speakers of the language. These programs may also seek to rejuvenate an indigenous language, in addition to promoting bilingualism and biliteracy (with English). Indigenous communities commonly call this type of program a native language program. In some cases, this type of language program is designed to respond to the potential extinction of the language and culture of indigenous people. Figure 3.1 provides a graphic representation of the types of multilingual programs available in California.

Figure 3.1 Multilingual Programs



Long description of figure 3.1

Dual Language Program Models

Under the umbrella of multilingual education, there are a variety of DL program models that differ to some degree in goals and outcomes, appropriateness for and intention to serve specific student populations, and in the allocation of time for each language. In DL programs, students are taught literacy and academic content in English and a partner language. The aim is developing proficiency and literacy in both languages, attaining high levels of academic achievement, and developing an appreciation for and understanding of multiple cultures. In contrast, transitional bilingual education programs are not considered biliteracy programs because, while two languages are used, the goals and duration of the program do not result in biliteracy.

Proficient biliteracy is a high standard. It can take many years of consistent and articulated language development and the use of both languages for academic purposes to achieve this standard. Biliteracy also requires ongoing

maintenance, because as students progress through the grades their academic work becomes more rigorous. Therefore, DL programs are designed as pathways across grade levels—with an early start and duration of at least five years. In the elementary grades, DL programs constitute full instructional programs covering the same standards-based core curriculum taught to all students in the district.

A primary difference among additive DL approaches is the student population. Developmental or maintenance bilingual programs typically serve just EL students or former EL students who are native speakers of a LOTE. They add English to students' language repertoires and build toward high levels of proficiency in both English and the home language. These programs are most appropriate in linguistically isolated schools where the vast majority of students are EL students of a single language group or where a scarcity of bilingual teachers prompts prioritizing EL students for slots in bilingual classrooms.

DL and two-way bilingual immersion programs serve both EL students and non-EL students by integrating EL students from a common language background (e.g., Spanish, Mandarin Chinese) and English-speaking students in the same classroom for academic instruction in both languages, with each serving as a model of native language for the other. The integration of communities is a major feature of DL and two-way immersion programs. The "two-way" refers to the two populations that are developing DL proficiency and learning with and from each other. Ideally, there should be a 50:50 balance of partner language speakers and English proficient students (Sugarman 2018). Where that balance is not possible, each language group should account for at least one-third of a program's students in order to have enough second language peers (in both languages) to anchor the language. The remaining one-third is comprised of students who are balanced bilinguals.

DL and two-way bilingual immersion programs share with developmental bilingual programs similar goals of high levels of literacy in both languages and grade-level mastery, but they are more strongly positioned to build positive intergroup relations as the two language groups of students learn together (Sugarman 2018). In fact, two important reasons for the initial development of

two-way bilingual immersion programs were the integration of EL students who could otherwise be educated in more segregated settings and the development of more cultural sensitivity and awareness among non-EL students (Sugarman 2018). All effective multilingual programs of whatever model also incorporate a cultural component in which the cultures and communities of the two languages are woven equitably into instruction. Desirable outcomes of these programs are not just language acquisition, but also multiculturalism—an appreciation for the cultures associated with partner languages and the people who speak those languages, as well as for the skills needed for bridging across cultures. In DL education, this is formalized as the "third goal" or "third pillar": sociocultural competence. Figures 3.2 and 3.3 illustrate the primary distinctions between the two main types of additive DL programs, as well as the distinction between additive programs and other forms of language instruction for EL students.

Figure 3.2 Additive Dual Language/Multilingual Language Acquisition Program Models

Language Program Model	Goals	Student Population	Typical Duration
Dual-Language Immersion/Two-Way Bilingual Immersion (the "dual" or "two-way" refers to the two student populations)	Bilingualism, biliteracy, and academic achievement in two languages (English and a partner language) Integration across two language populations	EL students and non-EL students (ideally 50% each or minimum of 33% each)	At a minimum, kindergarten to grade 5 (K–5), ideally pre-K–12
Developmental or Maintenance Bilingual Education	Bilingualism, biliteracy, and academic achievement in two languages (English and EL's home language)	EL students and former EL students	At a minimum, K–5, ideally pre-K–12 with secondary options integrated

Figure 3.3 Non-Additive Language Acquisition Models

Language Program Model	Goals	Student Population	Typical Duration
Structured English Immersion (may include home language support, but not instruction)	English proficiency	EL students or EL students integrated with non-EL students in general education classes with specialist periods to address EL students needs	Until reclassified as Fluent English Proficient
Transitional Bilingual Education (uses two languages, but is not a biliteracy program because goals and duration do not result in biliteracy)	Proficiency and literacy in English (does not result in biliteracy) Partial home language emphasis for initial participation; transition to English as soon as possible	EL students in primary grades	Early exit is typically 2–3 years

A description of program options and goals for EL students is available on the California Department of Education (CDE) Language Acquisition Programs web page at https://www.cde.ca.gov/sp/el/er/ch3.asp#link1.

A key design element of DL is how much time will be spent in each language, also referred to as the **language allocation**. Programs vary in how they divide instructional time between English and the LOTE. In developmental or two-way bilingual immersion programs, the most common language ratios for the first year of elementary school typically are 90 percent LOTE and 10 percent English, or 50 percent LOTE and 50 percent English. Each year of schooling in the 90:10 program adds more English until a 50:50 balance is reached between the languages in the upper elementary grades. For all DL

programs, a minimum of 50 percent in the LOTE is needed to provide the immersive condition that is a foundation for developing biliteracy through the elementary school grades. Programs in which the partner language is used for less than 50 percent of instruction or for fewer than five years are very unlikely to meet the goal of full bilingualism and biliteracy (Sugarman 2018).

DL programs in the early childhood education system are defined somewhat differently. The Balanced English with Home Language Development model simultaneously develops both languages. The ELD with Home Language Support model instructs primarily in English but affirms the child's home language and creates opportunities for a presence of and engagement with the home language as much as possible (CDE 2015a). For further discussion of early childhood education DL models, see chapter 4 in this volume.

Characteristics of Effective Programs Shared Across Models

DL program models vary in structure but share a commitment to DL proficiency, a biliteracy stance, and set of pedagogical practices. They support the identity and skills of multilingual people and view EL students as having multilingual brains, rather than viewing them with a monolingual perspective of having two separate languages developed in two wholly separate realms. Across all successful DL models, several key characteristics are present (Howard et al. 2018; Olsen 2014; CDE 2019):

- Active engagement in language production (speaking, writing, discourse), literacy in both languages, and use of both languages for meaningful interaction and academic study
- An affirming climate for linguistic and cultural diversity, including learning about the benefits of bilingualism and explicit efforts to equalize the status of minoritized languages (and communities) with English
- Integration of language and culture, intentionally teaching and learning the ways in which language reflects a culture and way of thinking

- Language-specific scope and sequence designed toward authentic proficiency in each language
- Cross-language connections that build metalinguistic understanding of how language works across language systems
- High-quality and equitable instructional materials in both languages
- Exposure to high-level, expressive, and authentic language models
- Valid and appropriate DL assessment
- Language instruction that is appropriately differentiated and scaffolded for students at different levels of proficiency

Dual Language Pedagogy: What Does Teaching for Biliteracy Look Like?

Effective DL pedagogy shares much in common with effective language education for EL students overall. They both use language development integrated with content knowledge, scaffolding to provide comprehensibility and support participation, oral language in a foundational role, and well-designed and responsive integrated and designated ELD (all addressed in the elementary and secondary education chapters of this book). In addition, in DL programs, effective pedagogy involves the strategic use of two languages. Learning builds upon what students know and have learned in one language to support high levels of literacy in the other, regardless of in which language learning occurs first. Students exercise the gift of working in and across two languages. It is not teaching the same thing in two different languages or developing two separate language capacities. The following section focuses on seven research-based pedagogical practices in comprehensive and effective DL programs.

Research-Based Pedagogical Practices in DL Programs

1. Establish Clear Language Allocation and Strategic Separation of the Languages
2. Actively Affirm the Status of the LOTE, Equalize the Status of Cultures, and Build Sociocultural Competence
3. Provide All Students with Strategically Coordinated and Aligned Literacy Instruction in Both Languages—Authentic to Each Language
4. Build Cross-Language Connections, Transfer, and Metalinguistic Understanding
5. Promote Opportunities for Language Choice, Support Bilingual Identities, and Activate Bilingualism
6. Integrate Content with Language and Literacy Development Using Content as a Bridge Across Languages
7. Assess in Both Languages to Inform Instruction

Research-Based Practice #1: Establish Clear Language Allocation and Strategic Separation of the Languages

Why it is important: Language is acquired and learned in large part by hearing it spoken with integrity and authenticity, and by being immersed in a context where the language has purpose and meaning for sufficient stretches of time to absorb its cadence, rhythm, sounds, pacing, patterns, structure, and vocabulary. This requires sufficient exposure to the new language and using it interactively with proficient speakers of the language. In most "one-way" immersion programs in the initial years, the teacher serves as this model; in two-way immersion programs, peers also serve that role.

Language is learned in contexts where the learner is motivated and needs to use the new language, where comprehension is facilitated, and where students are supported in producing the language with maximum opportunities to approximate and process it, internalize its rules, discover how it works, try out vocabulary, and wrestle with expressing themselves and understanding others

in authentic interactions with appropriate feedback. Language separation is important so that students have such a context and immersive time in each language, during which the integrity and authenticity of that language holds, and they experience (sometimes challenging) functioning in that language.

What it looks like: In order to create the conditions of DL immersion, language separation is intentional, protecting the time needed for each language. Specific instructional time is designated for each language—one language at a time—with no translation. Adults maintain the language of designation, and students are expected and supported to remain in the designated language. While language program models (and grade levels within a model) differ in the specific allocation of minutes per language, explicit allocation of Spanish time or English time, for example, is important to establish and maintain. The languages may be separated by teacher (team teaching, one in English and the other in the LOTE, often in different classrooms to support the creation of English environments and LOTE environments), by time (alternating mornings and afternoons, or alternating by day), or by subject (designating one subject to be learned in English, and another in the LOTE and alternating by semesters so students wrestle cognitively and acquire vocabulary and language in both languages in all subjects over time).

There is no research that definitively answers whether students should learn in both languages each day or whether instruction can alternate between the two languages daily or weekly. However, research on learning and memory distinguishes between two types of learning: massed (longer sessions of learning spaced further apart) and distributed practice (daily learning). Distributed practice over a period of time is more effective for long-term memory than massed practice (Kang 2016). Therefore, it is reasonable to conclude (especially for young learners of a second language) that daily use of both languages is a good approach to promoting higher levels of second language development, especially since content is taught through that language (Howard et al. 2018).

When a teacher stays in the target language and models the use of the new language or prompts the student to generate it, this promotes language

development. However, teachers need to understand that in most contexts people naturally use all of their language resources as they are learning a new language, and bilingual individuals activate both languages regardless of which language they are producing. Very young children (preschool, transitional kindergarten [TK], kindergarten) should be allowed to express their needs and respond in the language (or mix of languages) in which they are most comfortable. They are utilizing all of their linguistic resources to communicate. However, while there is an authenticity about using both languages, especially when speaking to others who are also bilingual, the disciplined separation of languages for purposes of language learning is an important condition in the DL classroom. It is important that the teacher maintains the designated language of instruction. From the beginning, there should be a clear expectation that children will also use some of the new language. They can be increasingly encouraged and eventually required to use that language without reverting to their more familiar home language or to what they may see as the higher status language—English. For older students and students past the initial stages of bilingual development, the discipline of staying in the LOTE is important and, with scaffolding from the teacher, is a realistic expectation (Thomas and Collier 2012).

Making it clear to students when each language is to be used by routinizing the language allocation across the day and week or signaling the change with some visual movement or symbol can be helpful. As students are learning foundational literacy skills, such as sound–text correspondence, it helps when the languages are also visually separate. This is important particularly for those languages that essentially share an alphabet (e.g., Spanish and English), because while the alphabet looks the same, there are differences in the sounds the letters represent. The same letter (or letter combination) in one language can be pronounced differently and sound different in the other language. During contrastive analysis (the systematic study of a pair of languages with the purpose of identifying their structural differences and similarities), it can be particularly helpful to use consistent positional cues (e.g., Spanish always on the left and English on the right) to make the comparison more visible between languages. This can also be accomplished through color coding (e.g., Spanish is always written in green, English in blue, or using yellow paper or border for

English charts and white for Spanish). Once students have learned to read and are confident about the different alphabets and phonology, visual separation matters less. Students are then able to identify the languages in text by context, grammar, vocabulary, and structure.

Implementation challenges: Language separation can be difficult to maintain for a variety of reasons. Bilingual teachers themselves may find it difficult to sustain remaining in one language in the classroom when in other contexts of their lives they move freely between their languages. Sometimes teachers are tempted to provide concurrent translation out of concern that students may not be adequately understanding what is being taught in their second language. Concurrent translation is discouraged, however, as it involves direct translation from one language to the other and often results in students only tuning in to the language in which they are most proficient—exactly the opposite of what is needed and intended for DL learning. It interrupts the students' efforts to process and make sense of the new language. The productive cognitive struggle to understand and produce the language that is not one's strongest language is an essential part of second language learning. Students require maximum encouragement, scaffolding, and support, including think time and sufficient pauses between utterances, so that they can process, function with, use, and remain in the partner language.

Even though language allocation parameters are determined by the chosen DL program model, erosion of the minutes for the LOTE happens frequently in many schools—especially where a DL program is a strand within a school and not the whole school. For example, a teacher's schedule may have carefully established minutes in the day for each language, but the school assembly ends up in English, the specialist art teacher only speaks English, and a fabulous guest speaker from the community who comes to the class only speaks English. All of these added together means the allocation of time for the LOTE is eroded. "What counts as minutes?" is a frequent query from teachers in DL programs. Many programs find it is helpful to think of language allocation as a weekly allocation, monitoring the balance of languages across the five days. Regardless, monitoring of language allocation encroachment is an ongoing responsibility of both teachers and principals.

There are exceptions to the rigid separation of the two languages, which are discussed in later sections of this chapter. One exception is during planned transfer instruction, in which cross-language connections engage students in comparing the two languages together to explore common and contrasting patterns. Another exception is strategically planned time for language choice and translanguaging.

Research-Based Practice #2: Actively Affirm the Status of the LOTE, Equalize the Status of Cultures, and Build Sociocultural Competence

Why it is important: Language embodies culture. It is the vehicle through which people communicate the perspectives of their culture. Therefore, when learning a new language, an explicit focus on the culture embodied in that language is needed. The *World Languages Standards for California Public Schools: Kindergarten Through Grade Twelve* (*WL Standards;* CDE 2019) names culture as one of the three domain standards, calling upon educators to integrate the teaching of language with culture. Furthermore, different languages and cultures occupy different positions of power and status. The commitment to DL education is in itself a statement about the worth of languages beyond English. And the benefits of DL classrooms (particularly two-way classrooms which bring together students whose languages and cultures are minoritized and students of the majority culture and language) include offering both the opportunity to and the urgent necessity of equalizing the status of languages, cultures, and communities in the context of a larger society in which equal status is far from a reality.

Becoming proficiently bilingual involves engagement in understanding, bridging, and crossing cultures. This does not just happen automatically in classrooms where students from different language and cultural backgrounds are integrated for all or most of their instructional time. Cross-cultural understanding must be intentionally embedded in how language is taught, and in how relationships across language and cultural communities are fostered in the classroom. Through affirmation, establishing norms, building collaboration, and daily interactions, students will form positive relationships with peers from different backgrounds and develop an appreciation and understanding of social and cultural differences.

Without vigilance, the prestige, status, and power of English can result in a slide toward the use of more and more English in DL classrooms. An inequitable mix of English proficient students with speakers of other languages undermines a focus on the LOTE (Cummins 2000). This is particularly true in the less formal and social interactions between students. They may, for example, maintain the LOTE during formal instruction while responding to a teacher's questions about content, but then turn to a peer and ask to borrow a pencil in English. The LOTE in a DL and two-way immersion program, which is most often a minoritized language, is particularly vulnerable to being undermined, devalued, and less invested in by students, families, and the school system (Alfaro and Hernández 2016; Hernández and Daoud 2014). This can result in a subtractive learning environment that diminishes the rigor of the LOTE and the goals of sociocultural competence and equity (Palmer 2009). It is critical to convey the message that the LOTE is equally valued and that students who speak it as their home language are respected as equally talented peers. Teacher attention to equalizing the status of two cultural–linguistic communities is essential, especially when these communities are accorded unequal status in the society at large.

What it looks like: Teachers in effective biliteracy classrooms work vigilantly to incorporate a focus on culture, to equalize the status of the two languages, and to enhance the status of minoritized communities of students. This is not simply a matter of how many minutes are allocated to the LOTE, or how vigilantly a teacher enforces that allocation. Equalizing the status of languages means elevating the status of students, communities, and cultures. Teachers who institute pedagogies of inclusion create equity-oriented structures, build students' skills of respectful collaboration, and support the equal participation of all students. Successful teachers intentionally celebrate bilingualism and promote the value of the LOTE. For example, since more attractive materials are usually available in English than in the LOTE, teachers and librarians could make special efforts to obtain equity and parity of materials across the two languages. The LOTE could appear first on a bilingual poster, in a letter home to parents, or in announcements and assemblies.

Teachers can intentionally use the LOTE with other staff members in the presence of students. Bilingualism can be celebrated as vigorously as when EL students reclassify to fluent English proficient status. In the upper elementary grades, teachers can engage students in discussions about language equity and power and how language choices are influenced by power structures in society. By secondary school, where issues of identity and motivation become paramount in whether a student elects to continue with DL programs, schools can offer options to students so they can formally sustain and expand their multiliteracy. For example, instead of only offering a traditional Spanish world language class in high school, students whose home language is Spanish might be offered one or more A–G content classes in Spanish.

DL programs have an explicit goal to build sociocultural competence, which includes understanding that language represents and encodes a culture, building knowledge about and respect for one's own culture in addition to other cultures and languages, and developing skills of bridging and moving in multiple cultural worlds. The resource *Guiding Principles for Dual Language Education* (Howard et al. 2018) defines sociocultural competence as encompassing identity development, cross-cultural competence, and multicultural appreciation. This has ramifications for the content of what is taught in courses, such as ensuring that the literature, histories, and perspectives of multiple cultures are represented in the curriculum. It also calls for the consistent use of strategies to promote sociocultural competence, such as conflict resolution, community building, perspective taking, empathy development, global competence, and intercultural understanding. Consistent efforts to support the building of friendships across language and cultural groups of students and their families create the opportunities for students to have authentic interactions across cultural realities.

Implementation challenges: The benefits of integrating language groups do not automatically occur just because students from different backgrounds share a classroom (de Jong and Howard 2009; Hernández 2015). For example, EL students may become proficient in English faster than English speakers become proficient in the LOTE, which may create pressure to switch to English for discussions, limiting opportunities for EL students to serve as language

resources. Cultural differences and teacher expectations about academic language skills may also affect these opportunities. De Jong and Howard (2009) have suggested specific actions teachers can take to address these challenges, such as providing native language speakers of the LOTE with explicit direction in being "academic language experts" for their classmates, or separating students by home languages for brief periods (e.g., two hours per week) to address particular language needs. In addition, teachers must be vigilant to not prioritize the needs of native English speakers during LOTE instruction, resulting in less rigorous instruction for EL students. It is important that they don't succumb to simplification of either language or content in the LOTE in order to accommodate the native English-speaking students (DePalma 2010). This status difference can affect peer interactions, which tend to be in English, providing EL students with even less opportunity to develop their home language (Hernández 2015). Unless attention is paid to these language status dynamics, the benefits of DL instruction may not be as strong for EL students as they are for native English speakers.

Research-Based Practice #3: Provide All Students with Strategically Coordinated and Aligned Literacy Instruction in Both Languages—Authentic to Each Language

Why it is important: Because a major goal of DL programs is biliteracy, intentionality in how literacy will be developed in each language is essential. There are limited instructional minutes in a day, and schools must provide a full curriculum, so by strategically aligning and coordinating literacy instruction across the two languages, teachers can make the most efficient use of instructional time. This alignment can involve simultaneous or sequential literacy skills development, but it always builds across the two language systems. Lack of alignment and coordination results in wasted time in school, often narrows the curriculum to make room for two literacy blocks, and can mean losing the opportunity to build metalinguistic cross-language connections that strengthen literacy.

What it looks like: Explicit language arts for each language is based upon language-specific standards and is coordinated and carefully planned across the two languages. Questions teachers often raise include the following:

- Do you approach literacy in the same way in the two languages?
- Should students be taught to read in their native language first and then add the second language later?
- Should literacy instruction in the LOTE always precede literacy instruction in English?
- If the two languages are taught simultaneously, how do you do this without confusing students?
- How does this double-literacy effort "fit" into a school day without wasting time on reteaching literacy skills that are transferable?

In DL programs, language arts instruction is provided in both languages, and the approach to instruction in each language needs to be authentic to that language and aligned to that language's standards, rather than approached in an identical manner. Analysis of language arts standards and characteristics of each language is used to determine how the standards will be addressed, though a consistent and comprehensive literacy approach will include reading, writing, word study, and oral language in both languages.[3]

For example, for Spanish–English programs, the greatest differences in literacy instruction occur in the primary grades during initial foundational literacy instruction, due to the internal structural differences between the languages. Spanish has a transparent orthography with very clear sound–symbol correspondence. In most cases, each sound is represented by one letter, and each letter represents one sound. Not so in English, which has an opaque orthography—the sound–symbol relationship is less consistent. Many sounds can be represented in more than one way, and many letters (and letter combinations) can represent more than one sound. These differences affect the way early reading is taught in the two languages. Syllable awareness emerges before phoneme awareness in Spanish and is a stronger predictor of reading success in Spanish than in English. However, the role of syllabification in English is not as strong as in Spanish. In addition, the role of vowels in teaching language arts in Spanish is different than in English. Spanish instruction frequently starts by teaching children the vowels, while in English, teachers start with consonants. Both English-dominant and

Spanish-dominant children can learn to decode in Spanish effectively through a phonetic, syllabic approach. However, early English literacy approaches tend to use a balance of phonics and sight word techniques instead, which are less effective for Spanish. Once past basic foundational skills, as students become more fluent readers and writers, there are fewer differences in instructional approach and sequencing, though grammatical differences between languages are important to recognize as students advance through the grades.[4] Effective DL literacy instruction across all grade levels responds to the specific language features of each language and how each language works to make meaning in different contexts.

In 90:10 or 80:20 DL programs, literacy instruction begins in the LOTE in large part because the vast majority of instructional minutes are devoted to that language, and to establish the importance of the minoritized language. This benefits EL students, with no downsides for English-speaking students. Research shows that EL students who are provided literacy instruction through their native language eventually score much higher on literacy tests in English—and in their native language—than students who have been provided literacy instruction largely or entirely in English (August and Shanahan 2006). Learning to read in their home language gives EL students more vocabulary and oral proficiency to build upon (NASEM 2017). At the same time, immersion research for native English speakers provides evidence that teaching literacy through a second language does not place these students at risk in their development of English later since they catch up to grade level at least by the end of elementary school on standardized tests of English reading achievement (Lindholm-Leary and Genesee 2014). Starting literacy instruction in the partner language in a 90:10 or 80:20 program is better for everyone. It is better for EL students because it helps with long-term achievement and helps elevate the status of their language. And it is better for English-only students, when the partner language is Spanish, because Spanish is actually more consistent and easier to learn to read, as described in the previous section. Most of the research in this area is on Spanish–English programs. The research is less clear on whether this same advantage holds true for other partner languages, although indications are that the sociocultural impact of prioritizing the partner language is the same (Lindholm-Leary 2011).

In 50:50 programs, simultaneous literacy instruction is generally the preference. There is sufficient time to devote to literacy instruction in both languages. However, simply instituting two side-by-side complete literacy programs—one in each language—is a waste of instructional time and does not consider the fact that some literacy skills transfer across languages and therefore do not need to be taught in both languages. For languages with the same alphabetic system, such as English and Spanish, students can be taught the many letters and sounds that are the same across the two language systems, and then learn which letters and sounds are different. They do not need to learn each alphabetic system from scratch in each language.

Literacy can be developed in both languages simultaneously but needs to be coordinated so students are not repeating the same content and skills. Effective teachers carefully ensure that lessons are not repeated and the same literature is not used in the two languages unless explicitly used for contrastive analysis. Dual literacy development works most powerfully with a coordinated approach across the two languages.

Implementation challenges: The research is not definitive about whether simultaneous or sequential literacy development in DL contexts is better in terms of general literacy outcomes. Some bilingual educators used to believe that students should wait for literacy instruction in English until they had a strong foundation in the LOTE. This belief is no longer supported by research. The rationale for this belief was because of the language status issues raised earlier in this chapter and because students who participated in transitional bilingual programs (that ended by second or third grade) could not benefit from biliteracy before entering into an all-English classroom setting, thus leaving their home languages underdeveloped. Therefore, the extra emphasis and time spent on home language literacy in the early years is important.

One thing is clear: the language of initial literacy instruction is not, in itself, a significant determinant of academic outcomes nor of English proficiency attainment. Both simultaneous literacy instruction and sequential approaches appear to have strong academic and English proficiency outcomes *if* oral language and literacy development in both languages continues across the

years on a pathway to high levels of proficiency (a minimum of five years) and the classes are taught with attention to cross-language connections. Some successful programs teach literacy in both languages, other successful programs provide reading instruction in the LOTE first and then later teach in English. By fifth grade, EL students from similar socioeconomic backgrounds in both literacy approaches score equivalently on norm-referenced, standardized achievement tests in reading assessed in English. Reading achievement in Spanish, however, is higher in those programs with literacy instruction that begins initially in Spanish (Lindholm-Leary 2014). Therefore, if the goal is high levels of biliteracy, there is an advantage to programs that begin literacy instruction in Spanish.

Whichever approach is adopted, programs need to leverage the opportunities created by that approach and offset the risks. For example, the simultaneous approach involves the risk of using valuable instructional time repeating literacy skills instruction, which can be offset by strategically coordinating literacy across the two languages to avoid repeating content and investing planning and instructional time on transfer. It also requires careful attention to language status issues that undermine the LOTE and to monitoring to ensure that literacy in the two languages does not push other essential content areas out of the curriculum. The sequential approach involves the risk of unnecessarily holding students back from engaging in literacy in both languages, which can be offset by careful attention to and monitoring of what students are able to do and their interest in literacy in the other language, and then differentiating and tailoring instruction to support the transition to biliteracy as soon as possible.

Research-Based Practice #4: Build Cross-Language Connections, Transfer, and Metalinguistic Understanding

Why it is important: Being multilingual is more than just having proficiency in two (or more) separate languages. The multilingual brain makes connections across the languages, greatly facilitating awareness of how language works, bringing into focus the unique aspects of each language, and forming generalizable understandings of what is shared across the languages with resultant cognitive flexibility. Multilingual learners benefit from having two or more languages that interact and complement one another. There are universal literacy skills and concepts that transfer from one language to another and

that do not need to be explicitly taught. Once something is learned in one of the languages, it generally applies to the other as well; it does not have to be relearned. Furthermore, the transfer of skills accelerates the developmental progression of the skills in the second language. Universal concepts and skills include things like alphabetic and orthographic awareness (marks on a page are symbols that represent sounds), the meaningfulness of print (print carries meaning and reading is about deriving meaning from print), habits and attitudes about reading and writing (e.g., reading is beneficial), higher-level thinking and metacognitive skills and strategies (good readers use the skills of skimming, paraphrasing, summarizing, predicting, notetaking, etc.), and content knowledge (knowledge transfers—content mastered in one language transfers to a second language). There are other skills and concepts that are language specific and must be explicitly taught, such as print directionality, how different genres work, grammatical structures, vocabulary, and orthography.

As students develop language, they are learning not just vocabulary, but also how words and phrases have meaning, and how they are constructed and put together into sentences and longer stretches of language. Every language has regular structures and rules governing how this is done. Students internalize rules from their home language and then use those rules to generalize and apply them to new vocabulary and new linguistic tasks in a second language. This often works (particularly in Spanish and English), but sometimes it does not. The term *approximation* is used instead of *error* to highlight the fact that students are applying a familiar set of rules to a new language—a very reasonable thing to do—even though it might produce grammatically incorrect results in the second language (Escamilla et al. 2013; Sobrato Early Academic Language [SEAL] 2017). With enough immersion (i.e., hearing how the language sounds when produced by a proficient speaker, reading abundantly to see models of the language), and with strategic teacher feedback and responsive direct instruction as needed, the multilingual learner begins to sort out the rules of each language system and is able to apply them fluently.

The relative similarities of two languages matters in this process—some languages have shared historical and linguistic roots with many similarities, while others differ in significant ways. Learning what transfers and what does

not is an essential part of becoming bilingual and biliterate, and a crucial area of understanding on the part of teachers of biliteracy. Research reveals that when learners of two languages discover similarities and differences between the two language systems, they become stronger in each language. Students also benefit from developing skills to become proficient "language detectives,"—thinking about, talking about, and marveling about language and the relationships between and among languages. Language and literacy development across two languages is greatly enhanced when there is an intentional focus on supporting and teaching for transfer and students are engaged in activities that cultivate their curiosity about how the two languages relate.

What it looks like: Teaching for transfer is all about helping students focus on the similarities and differences between their languages, and in so doing create stronger skills within each language system and more adaptability in functioning in and across the two languages. There are three general types of transfer:

- **Positive transfer** is when the influence of the native language leads to immediate or rapid acquisition or use of the second language because the languages work the same or similarly. An example of this is when the two languages share a writing system (e.g., Spanish and English).
- **Negative transfer** is when the influence of the native language may cause confusion or lead to errors in the application or use of the second language because skills are seemingly similar, but actually work differently in the two languages. An example of this is false cognates (e.g., "embarrassed" in English is not the same as *"embarazada"* in Spanish).
- **Zero transfer** is when linguistic and grammatical features occur in one language, but not in the other language. These need to be explicitly taught as part of the development of each language, but are not an issue that affects the second language. An example of this is the use of accent marks (e.g., Spanish and English) or when there are different writing systems across the two languages (e.g., Khmer and English).

The following vignette shows how effective DL instruction supports students in looking for and discovering cognates and other aspects of positive transfer.

VIGNETTE 3.1

A Cognate Hunt Leads to a Transfer Lesson

On the door to Ms. Herrera's third-grade DL class hangs a sign: *"¡Somos investigadoras de idiomas!* We are Language Detectives!" Inside, Ms. Herrera begins her Ocean Animals and Habitats thematic unit by hanging her customary cognate wall transfer (T) chart. She writes *"Océano"* on the Spanish side of the T chart in blue, and "Ocean" on the English side in red, places a pocket of red and blue markers next to the chart, and (speaking in Spanish because this is the Spanish part of the day) challenges the class to find at least 15 cognate pairs by the end of the unit.

From that point on, the chart becomes the students' responsibility. Whenever they come across cognates (or possible cognates) in their reading or discussions about ocean habitats, the students know it is up to them as language detectives to post the pair of Spanish–English words. But before posting, their task is to check in with another classmate to see if there is agreement. Almost daily, a pair of students run to the chart calling out, "we found another one, we found cognates!"

By the middle of the unit, the list reached 15 cognate pairs—some specific to the topic (*"animales*/animals," *"plantas*/plants," *"Pacífico*/Pacific") and some not (*"números*/numbers"). It is time to call the language detectives together! With the students assembled on the rug, Ms. Herrera asks the class to look at the list and see if everyone agrees that these are cognates. A lively discussion follows. Are "penguin" and *"pingüino"* cognates? Are "bay" and *"bahía"* cognates? The class finally agrees that they are indeed cognates because they sound so similar even though spelling conventions are different in the two languages. And then the teacher points out *"adaptación*/adaptation." She had reviewed the list the day before and planned a specific mini-lesson on this cognate pair, based on the standard in the *Common Core State Standards en Español: "Reconocen cognados entre el inglés y español y explican las diferencias*

en su pronunciación y ortografía," focusing on how English uses "-tion" and Spanish uses *"-ción"* as suffixes. "How might you say 'immigration' in Spanish applying this rule?" she asks, and the class shouts out *"¡inmigración!"* Although the ending syllable follows the rule, a new rule generalization is discovered! English has double-consonant combinations, but Spanish rarely does. In this case, the "mm" in English becomes *"nm"* in Spanish.

Throughout the day, students try out their newfound contrastive analysis awareness. At the end of the day, after reading the final chapter of a favorite read aloud book in English, Ms. Herrera asks the students to think about a personal connection to a character in the story. A student named Sally calls out, *"¡En español, conexión personal!"* Ms. Herrera smiles; even though this is English time and Sally shouted out in Spanish, her interjection is an indication that the comparative suffixes lesson was soaking in. Throughout the week, students are encouraged to add other examples of this linguistic pattern onto a "-tion/*-ción"* contrastive analysis chart newly posted on the T wall. At the end of the week, Ms. Herrera gives the class a dictation in English with the word "integration" in it. She assigns them as homework translating the short paragraph into Spanish. Reading their responses later and seeing that all students had gotten *"integración"* correct, she knew her transfer lesson had been successful.

Implementation challenges: Metalinguistic understanding develops in many ways. This can include natural metalinguistic aha moments when students realize that connections exist between languages. Teachable transfer moments (or just-in-time scaffolding for transfer) can occur at any point in any block of instructional time as an opportunity arises for an aha moment about the relationship between the two languages. However, intentionality is critical. Eleanor Thonis (1988), one of the foundational linguists and theorists in the field of transfer, warned that a major risk regarding the transfer of comprehension skills from Spanish to English is the unwarranted assumption that transfer will occur without intentional teaching for transfer. In addition to aha moments, students' development of metalinguistic awareness is enhanced when teachers explicitly plan for and instruct with a focus on transfer. Some call this a "bridge"—instructional time when teachers purposely bring the two languages together to engage students in contrastive analysis of the languages and strengthen their knowledge of both languages (Beeman and Urow 2013). Transfer instruction lessons are based on formative assessment of student needs and analysis of the two languages. This may take the form of specific planned time set aside for this purpose, but it can also occur in the LOTE language arts, ELD, or English language arts (ELA) time. It can be done in one language and then carried over to the other language during specified language allocation times. It may not happen daily but does happen on a regular basis and is planned into the weekly routine.

The emphasis on cross-linguistic connections depends on the teacher's understanding of the structures, sounds, and vocabulary of both languages. The specific connections depend on the features of the two languages. Transfer and developing metalinguistic awareness and connections across languages are ways of exercising the DL brain. Supporting that process and leveraging the strengths of bilingualism are discussed further in the next research-based practice.

Research-Based Practice #5: Promote Opportunities for Language Choice, Support Bilingual Identities, and Activate Bilingualism

Why it is important: Two goals of bilingual education are preparing students for participation in all of their linguistic contexts and supporting them in developing strong bilingual identities. This includes the right to make choices about how, when, with whom, and where they use their two languages. The importance of student language choice is a cornerstone of "translanguaging" (García and Wei 2014). In framing translanguaging, García and Wei use the notion of a single holistic language repertoire that includes all of a persons' linguistic resources. In other words, multilingual people have one whole language system that incorporates all of their languages, rather than several separate language systems. From a linguistics perspective, translanguaging is the "deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named … languages" (Otheguy, García, and Reid 2015, 281). In translanguaging, students use all of their linguistic resources with no artificial separation of the languages. Increasingly, students are enrolling initially in California schools already having some degree of bilingualism. Their language practices and repertoire already incorporate aspects of multiple languages. A translanguaging approach in school enables students to draw upon their entire linguistic repertoire, to grow, and to be more complex and nuanced. If the goals are comprehension, engagement, and having a voice, then enabling students to use all of their linguistic resources provides a stronger foundation.

Much of the theorizing and work on translanguaging has focused on students in grades four and above, where there is sufficient proficiency in both languages to engage actively in reading, writing, discourse, and expression in the classroom in and across their full linguistic repertoire, although newer work is underway in developing translanguaging as a strategy in the lower grades.

In classrooms with strict language separation policies in place at all times, without emphasis on transfer and cross-language connections, and without support for translanguaging, students have to rely upon a serendipitous discovery of transfer and have therefore less opportunity to develop and demonstrate their bilingualism and skill in and voice for operating across

language communities. They do not have the opportunity to explore the territory of bilingualism or the important aspect of forging choice and ownership of language. A DL education honors the rights of bilingual individuals to make choices about their language and expression and includes designating time in school where there is freedom to make choices about use of language and mix of languages.

Cultivating a translanguaging classroom requires the understanding that (1) bilinguals use their entire linguistic repertoires (both languages) as resources for learning and communication and as identity markers; (2) bilinguals learn language through their interaction with others within their home and within social and cultural environments (which may combine and mix both languages in unique forms); and (3) translanguaging is fluid language use that is part of bilinguals' sensemaking processes and expressive capacities that integrate home, school, community language, cultural practices, and ways of knowing. It is a theoretical and pedagogical approach that includes a teacher's stance toward students' language and voice as well as strategies that focus on developing and exercising an awareness of bilingualism. It is not a strategy aimed at developing proficiency in each of the two languages separately, nor is it for the initial teaching of a second language. For those tasks, separation of the languages is important and necessary. A translanguaging stance sees the bilingual student as having a complex and fluid language repertoire—viewing this as legitimate and as a resource, never a deficit.

What it looks like: In the classroom, this translanguaging time may take the form of a "language choice" or "free language" time of the day. Such time is explicitly for bilingual engagement, with activities such as translation or interpretation, bilingual discussions, creative expression of or engagement with bilingual texts, or individual choice time for engaging in academic work in either or both languages. During this bilingual time, teachers may, for example, explicitly ask students to read a text in one language and develop a response in another, or to draw upon resources across both (or all) of their languages to collaboratively produce a written or oral report (which could be in the LOTE, bilingual or monolingual, depending upon the intended audience). Students might make the choice to read about a topic in either of

their languages, or to write or present in either language or both languages. This is strategic language integration with the element of choice.

In addition, a class might study translanguaging in literature and narrative genres to examine when, how, and why bilingual authors choose to switch to a second language or from English to their mother tongue or combine languages—arriving at an understanding of the nuances of meaning, ownership of language, and identity. Students could reflect on issues of language choice and register[5] variation as a matter of audience, voice, or appropriate genre for specific purposes. They can also be engaged in making such choices of their own. Support for their emerging identities and language skills as bilinguals involves opportunities for making language choices, for combining and calling upon both or all of their languages, and for engaging in analysis of bilingual written and spoken words. As students enter upper elementary years and beyond, teachers can provide opportunities for students to discuss their own language ideologies, to explore their history and heritage as a way of contextualizing how language relates to their identities, and to actively participate in shaping their relationship to language.

Implementation challenges: Teachers are sometimes concerned about opening up the option of language choice, fearing that students will revert to the easier choice of the language of status, namely English. And some are concerned that allowing students to mix their languages confuses and pollutes the structural integrity of each language. Certainly, paying attention to issues of language status and to protecting time for and maintaining a focus on the LOTE is always essential in a DL program (as discussed earlier in this chapter). It is not, however, a matter of either–or—of translanguaging or language separation—nor one of bilingualism versus the integrity of each language. Language choice and translanguaging are other aspects of a biliteracy program and do not infringe on time set aside for the study and use of LOTE. Along with designating certain instructional periods as "Spanish time" or "English time" or "cross-language transfer time," the teacher can explicitly designate a "translanguaging time" or "bilingual focus time" as a strategic, intentional addition to protected instructional time in the LOTE—with the intention of engaging students in owning their own bilingualism.

Research-Based Practice #6: Integrate Content with Language and Literacy Development Using Content as a Bridge Across Languages

Why it is important: The *California ELA/ELD Framework* calls for integrating language development with content knowledge for all students, and Principle Two of the *CA EL Roadmap* (CDE 2018) similarly calls for integrating language development, literacy, and content learning as part of assuring intellectual quality of instruction and meaningful access for English learners. These practices reflect research findings that show language develops most powerfully where it has meaning and purpose. Acquiring and processing content knowledge requires language, including discipline-specific language. Quality DL programs—dedicated to both mastery of grade-level content and development of high levels of DL proficiency—are content driven for an additional reason as well: the content serves as a bridge across languages. Knowledge developed in one language supports content comprehension and language development in the second (Lindholm-Leary 2005; CDE 2019).

For too long, the education of EL students consisted of a narrowed curriculum focusing on learning English first (and often exclusively), sacrificing access to social studies, the sciences, and the arts until students achieved basic literacy in English. The resultant knowledge gap played a role in later academic struggles, a characteristic of long-term EL students (Olsen 2010). Quality DL programs are committed to content because content itself matters and because content is what gives language meaning and purpose. Students are developing proficiency in two languages and accessing knowledge and content in and through two languages. This means that teachers need to plan strategically for delivery of material in both of the program's languages and plan for how to use content as a bridge across languages.

What it looks like: As is the case in quality English-medium programs, DL program teachers use a variety of strategies to scaffold deep content and language learning. In a DL classroom, there is the additional benefit of bridging across two language contexts as students are engaged in learning—making it possible for students to access content in both languages, and to build upon what they have learned in one language as they continue their

learning and thinking in the other. The knowledge gained in one language provides meaning and a foundation for continuing knowledge development in the other language. Teachers do not need to teach the same content twice in the two languages. Every unit of study establishes the allocation of time per language, the strategic uses of each language, and cross-language connections that transfer skills and understanding between languages, as well as the integration of literacy skills with meaningful content (Beeman and Urow 2013). Every lesson progresses the content learning from the previous lesson, regardless of which language was used for instruction in the prior session. Therefore, strategic instructional planning both abides by the language allocation of the program model and attends to the scope and sequence of the unit of study, moving content knowledge progressively forward. New skills and concepts are developed in one language and then extended in the other language in ways that deepen students' conceptual understanding and expand their language development.

Effective teachers make informed choices about what content and strategies to use in which language so that learning in one language actually builds on learning in the other and does not simply repeat it. Many teachers have found it helpful to map out the whole unit before starting, in order to have a clear sense of how they are using the two languages intentionally to build content knowledge and language skills. Here are some important questions to consider in this process:

- In which language will I ground initial key concepts for this unit?
- What strategies and materials will I use to extend and build upon that learning in the other language?
- How will regular opportunities for listening, speaking, reading, and writing in both languages be incorporated?
- What materials are available in the LOTE? In English?
- How will performance tasks capture learning in both languages?
- What will be happening in designated ELD to prepare for, build upon, and respond to what students need in order to build toward these performance tasks and unit activities?

- What transfer lessons can be planned in relation to the content being covered and the standards being addressed?

Implementation challenges: Teaching in two languages and integrating both languages with content learning goals pose unique challenges. One is that curriculum materials may not include materials in both languages. Even when materials are available in both languages, seldom are they aligned in ways that make their use practical for integrated content and language development in two languages. Given this challenge, DL teachers often end up creating their own materials, using a patchwork of curricular materials, or abandoning integrated design and working in one subject or discipline and language only in the given content area. In these situations, the benefits of transfer and of integrating content and language are compromised. To support DL teachers, quality resources must be allocated for materials in all subjects across the two languages, and collaboration and planning time provided to accomplish integration of content as well as connections across languages. Translation support, supplemental pay for extra hours, the support of resource teachers, and other mechanisms are needed to support DL teachers in their additional role of preparing aligned materials in both languages. The materials issue is particularly challenging for programs focused on languages other than Spanish.

Driven by the challenge of finding aligned content materials in both languages for all subjects, many programs designate one subject or content area to each language rather than working in both languages within a subject. To the degree possible, it is advisable to avoid this and steer away from the "one language per subject" approach. If the same pattern continues year after year, by the time a student gets to middle school, there are often content or vocabulary gaps in their knowledge. Planning for alignment across years is important. If, however, separation by subject is unavoidable, planning for content alignment across years is critical. For example, one year the subject is taught in the LOTE and the next year it alternates to English so students have the opportunity to develop conceptual understanding and language in both languages for all subjects. Alternatively, teachers could switch from thematic unit to thematic unit, alternating between predominantly English-medium interdisciplinary units and predominantly LOTE units throughout the year.

While there are multiple ways to organize curriculum, the general guidance is that content is not repeated as students move from one language to the other, content and concepts are built across the two languages, and language development is integrated with content.

Research-Based Practice #7: Assess in Both Languages to Inform Instruction

Why it is important: There is presently no requirement in California to test students in the LOTE for statewide accountability purposes, so it is up to districts and schools to institute assessments in both languages to inform instruction, monitor progress, and assess the strengths of a program. Without assessments in both languages, there may be information about students' progress in ELD, ELA, and other content areas taught in English, but not about how students are progressing academically in the LOTE. These students are acquiring valuable skills in two languages. If the goal is proficiency in two languages, both language development and academic development should be assessed in both languages so that teachers can respond to learning needs in a timely manner. Assessing only in English tells only half the story and can lead to needless concerns or overlook specific learning needs. Because DL education is about both DL development and mastery of academic content in two languages, it requires the use of multiple measures in both languages to assess students' progress toward meeting bilingualism and biliteracy goals, as well as meeting curricular and content-related goals.

Teachers, schools, and districts benefit from a clear means of determining whether students are on an appropriate trajectory toward full linguistic and academic proficiency in both languages. And they also benefit from assessments of content knowledge that match the language of instruction. Families benefit when they have information on normative expectations in biliteracy programs so they can monitor whether their children are receiving the language development in English and in the LOTE that will result in academic achievement and biliteracy.

What it looks like: Teachers need DL assessments, and a system of proficiency level reports and rubrics, in all four domains of language—speaking, listening, reading, and writing—to inform their instruction. Within the classroom, teachers can use various formative assessments to gather information on student learning. Oral language and writing assessments that are sensitive to cross-language influences are particularly useful for informing DL instruction. For example, some teachers use a bilingual side-by-side rubric for assessing writing, enabling them to look at the content, the structural elements, and the spelling of the writing in response to a prompt as different aspects of a students' writing in both languages (Butvilofsky et al. 2020). This informs instruction because a teacher can see where strength in one language can be leveraged to build writing capacity in the other language, and can hone in on what specifically needs to be supported in which language. Vignette 3.2 offers an illustration of how assessment can inform transfer awareness.

In successful DL programs, curriculum-based measures are administered in the language of instruction and incorporate a DL lens. To avoid the load of too many assessments, teachers can focus on key standards and skills that are most meaningful and assess them at a few points throughout the school year to assure students' satisfactory progress toward mastery. At least several times a year, parallel assessments in both languages are needed in key skills. For example, near the beginning of the school year a teacher might give students two opinion writing prompts using two different topics (one per language, both opinion writing) and then do the same thing later in the year. The teacher can then look across the two writing samples and determine students' strengths and needs when it comes to writing in this genre in each language. The focus of instruction in each language may be different, based on what the student produced, and teachers can support students in using their strengths in one language to improve in the other. For example, if a student can already produce a well-crafted piece of opinion writing in one language, they can learn to transfer specific writing skills into their other language. Parallel assessments build purpose and intentionality around cross-language work and promote efficient instructional time.

VIGNETTE 3.2

An Oral Language Assessment Informs a Transfer Lesson

The third-grade class in this developmental bilingual model is instructed 60 percent in Spanish and 40 percent in English. The class is deep in a science-based unit on fossils, integrating language in and through science content. The teacher, Ms. López, uses an oral language formative assessment in which individual students are given a content-based prompt related to what the class has been studying. In this case, the prompt was: *"Tell me about paleontologists and the tools they use."* Working with a student named Jesse, Ms. López wrote down the student's response, word for word. *"They have hammers, brushes, and un tornillo. The shovel of the paleontologist, they use for dig."*

There were several takeaways Ms. López noted: Jesse had a good grasp of the content; he could use help regarding adding an "-ing" ending to verbs to connote the habitual; and he made the same approximation other Spanish-speaking students commonly make by using "for" when describing purpose in English. She further observed that many other students in the class similarly used the grammatically correct Spanish form of the possessive and applied it to English, substituting English vocabulary into the Spanish form. The approximation made sense (that is, it is comprehensible), but she wanted her students to see how English and Spanish differ in how the possessive is structured.

The next day, Ms. López structured a transfer lesson. A blue pocket chart labeled *"español"* was posted next to a green pocket chart labeled "English." This is her standard wall for building cross-language connections. While still in Spanish instructional time, she had written three sentences on sentence strips and posted them on the Spanish section of the wall. The first was from a text the class had read:

Los fósiles de Mary Anning cambiaron el mundo.

The second sentence she spoke aloud while writing:

Los zapatos de David son fabulosos.

And the third sentence she had the class construct after asking them to describe her key.

La llave de la maestra López es dorada.

Ms. López asked the class (in Spanish, of course, because it was still Spanish instructional time) if they saw the pattern. As the class noted the pattern, she circled the *"de"* in each sentence. "This is how we structure the possessive in Spanish," she concluded, writing *"posesivo"* above the three sentences.

Later that day, having switched to English for ELA time, she suggested, "Let's make the bridge to English and see how the two languages differ." Writing "possessive" onto a sentence strip, Ms. López inserted it into the green pocket chart opposite the blue Spanish board, and then added below it a sentence already written out: "Ms. López's key is gold." Circling the apostrophe, she explained that the possessive in English is denoted by an "apostrophe s" after the noun. Together, the class translated the other two Spanish sentences into English: "David's shoes are fabulous." "Mary Anning's fossils changed the world."

For practice, the students turned to a partner. Partner A constructed a possessive statement in whichever language they wanted. Partner B then had to translate it into the correct form of the other language. Then they switched roles back and forth, practicing the possessive form and paying attention to the difference and switching between languages.

Ms. López kept the transfer anchor charts on possessives up for the duration of the week, purposely modeling possessive statements in both languages and listening and noting with satisfaction that her students were increasingly using the correct forms in each language. On Friday,

María raised her hand and said, “Teacher, I need to go to the office of the nurse.” It was less than a second before María burst out laughing and said: “Just kidding! I know it’s the nurse’s office, and I don’t have to go there. I just wanted to play a little possessive joke.”

Parallel assessments can also inform reading instruction and student groupings. Using a reading assessment in both languages, for example, enables teachers to see if there is strength in one language that can bolster a student in their second, and create reading groups in the second language based on strengths in the first. Looking across the two language assessments, a "biliteracy zone" defines the student's reading level, rather than holding them from reading in their second language until they have an underlying proficiency and skills in their first language that can transfer to the second.

Putting It All Together

Together, these seven research-based practices inform pedagogy and practice as well as the structure of a day and week in a DL classroom. The structural implications include defined time by language (according to the chosen language allocation model), during which language arts and a designated focus on developing authentic proficiency in that language occur along with an academic study of curriculum content in the designated language. Designated ELD occurs as a specific, defined part of the English block. In addition, a DL week also has defined transfer and cross-language connection blocks, and designated time for bilingualism and translanguaging.

What Is the Role of Administrators in Supporting Multilingual Programs?

Teaching for biliteracy is challenging. Teachers need an understanding of their students and communities, a grasp of bilingual learning theory, appropriate materials in two languages, a toolkit of instructional strategies, and an overall curriculum vision to plan for and deliver the components of DL curriculum and instruction. They also need supportive conditions. Quality multilingual education depends upon having knowledgeable, supportive, and skilled administrators who can serve as instructional leaders and who work to create and protect the conditions for effective programs. Aligning curriculum across languages and preparing to teach in two languages takes more time and support than preparing to teach in just one language. Administrators can create the conditions needed for successful programs by, for example, creating frequent

opportunities for teachers to collaborate, providing instructional coaches, and purchasing or supporting the development of instructional materials. Furthermore, valid DL assessments make the difference between thriving programs and struggling ones, and it is up to site and district administrators to ensure these assessments are available and attended to. Knowledgeable and supportive principals build a schoolwide and community-wide climate that is supportive of bilingualism, as well as manage the logistics of scheduling and calendaring needed for effective DL program implementation.

Principle Three of the *CA EL Roadmap* (System Conditions that Support Effectiveness) and the *Guiding Principles for Dual Language Education* (Howard et al. 2018) explicitly call for district leaders, the school board, and district- and site-level administrators to provide the leadership, systems, and infrastructure in the school and district that will shape the conditions for quality DL teaching. This includes quality resources (e.g., DL curriculum and assessment), recruitment, and placement practices that promote the balance of students in the program, as well as professional learning specific to DL programs. Districts throughout California are approaching these tasks in the following ways:

- Selecting appropriate program models with community input
- Building pathways toward biliteracy from early education through high school graduation and planning for sustainability
- Building capacity and systems of professional learning for teachers to implement the model, including establishing ongoing collaboration and learning networks
- Monitoring student progress toward biliteracy and evaluating program quality
- Advocating for DL programs, teachers, students, and the community

The following section describes these crucial roles in more depth.

Selecting a Language Allocation Model That Matches the Context

Leadership needs to understand DL program models and how to select the model that is most appropriate and will be most effective for their school community, such as a 90:10 or a 50:50 language allocation model (see a

description of these language allocation models and their implementation challenges earlier in this chapter). A common mistake is trying to implement a DL program model that had success somewhere else, but that does not match the context or needs of a school community. There is no single model that makes sense for and can be successfully implemented in every context. Many researchers and experts recommend the 90:10 two-way DL immersion model. For some districts this evidence is sufficient to prompt the selection of that model. However, there are valid reasons for selecting a 50:50 language allocation model instead, or for selecting a one-way biliteracy program model over a two-way. The particular mix of students in a community, the goals of that community for language and social outcomes, and the capacity and availability of teachers to deliver DL instruction all impact what the best match for a school or district might be. Selecting the model that can work best for a community involves asking the following key questions and always engaging families and communities in the planning and inquiry process:

- **Who is the student population?** Two-way programs require a good balance of LOTE students and English proficient students. Recommendations are that less than half but at least 25 percent are English proficient students. If those demographics are not present, and the school or district cannot mount a recruitment strategy to attain that balance, the program will be less effective. Too many English proficient students without sufficient native speakers of the target language would suggest implementing a one-way immersion program rather than a two-way. A preponderance of EL students would call for a developmental bilingual language program. The student demographics can also inform the language allocation. In linguistically isolated communities where EL students have little exposure to English outside of school, a district may opt for a language allocation model that provides somewhat more English than the 90:10 model, such as an 80:20 or 50:50 model, which still provides intensive time in the LOTE but also allows for robust designated ELD.
- **What is the capacity and what are the priorities?** With a shortage of credentialed bilingual teachers prepared to deliver a DL program, districts face the dilemma of who will be enrolled in the program. Schools may opt to use the few bilingual teachers they have in a

developmental bilingual DL program to allow more EL students to be served. A short supply of bilingual teachers also prompts some sites and districts to establish 50:50 programs rather than 90:10 programs, because in a 50:50 model an English-only teacher can be paired with a bilingual teacher, who can cover two classrooms. This enables a site to maintain English-only teachers who otherwise would be displaced and moved to another site to make room for a DL program.

- **What matters to parents and the community?** Under Proposition 58, districts are to provide opportunities for families of all students to request a multilingual program. If 20 or more students at a grade level or 30 or more students within a school (English learners and others) request a program, the district has 60 days to explore and respond regarding its ability to implement the program the families requested. If a district already has families that have requested a program, their voices are essential as stakeholders in the process of determining the specific model. If the district or school does not yet have family input, this becomes an essential first step in exploring the appropriate model. It is every district's responsibility to inform families of language acquisition program options and their right to request a DL program.
- **What are the goals?** While all DL programs aim for proficiency in two languages, other goals may shape the choice of a specific DL program model. For example, the decision to implement a DL and two-way bilingual immersion program rather than a developmental bilingual program may be related to goals of racial/ethnic integration or bringing together cultural communities in the district. While a developmental bilingual program could serve the school's EL students well in terms of academic outcomes, it may not achieve the social integration goals desired.

Additional Factors That Impact Model Selection

There are additional considerations in determining whether a 50:50 or a 90:10 program is the best match. Sometimes programs that focus on less prevalent languages—especially those languages that do not share an alphabet with English—may choose a more balanced percentage of each language from the beginning because of the more limited transfer between the two languages

and the difficulty in accessing standards-based materials to teach content in the LOTE. Parents may be worried that their children's ELD might be delayed and therefore be unwilling to enroll their children in a 90:10 program, preferring a 50:50 program with more English in the early grades. Accountability testing, including pressure to show early and increased reclassification rates of EL students to English proficient status, can also result in pressure on schools to select a 50:50 model over a 90:10 model (Lindholm-Leary 2018).

Thoughtful and well-designed education campaigns about both 90:10 and 50:50 models—including student outcomes, short- and long-term benefits, and implementation challenges—are needed so that parents and families, community members, educators, and school board members can make informed decisions. Once the decision is made about which language allocation model to adopt, it is helpful to consider the benefits, opportunities, and challenges the model presents (see fig. 3.4) in order to maximize the opportunities and offset the downsides.

Figure 3.4 Benefits/Opportunities and Challenges of Various Language Allocation Models

Language Ratio	Benefits/ Opportunities	Challenges
90:10	• Enhances status of the target (minoritized) language • Fullest immersion in the LOTE • Easier to plan for teachers than a 50:50 model • Stronger long-term outcomes in LOTE while providing equal outcomes in English • Do not need full complement of curriculum materials in both languages in early grades	• Educating parents and community to understand that English outcomes take somewhat longer to develop with this model than with a 50:50 model • Requires teachers who are comfortable and proficient in the LOTE to be able to teach most of the day in that language

Language Ratio	Benefits/ Opportunities	Challenges
80:20	• Enhances the status of the target (minoritized) language • Strong immersion in LOTE • Easier for teachers to plan than a 50:50 model • Stronger long-term outcomes in LOTE than a 50:50 model while providing equal outcomes in English • For EL students in developmental bilingual programs living in linguistically isolated communities, provides additional time for ELD than a 90:10 model while maintaining significant focus on the LOTE	• Educating parents and community to understand that English outcomes take somewhat longer to develop with this model than with a 50:50 model • Requires teachers who are comfortable and proficient in the LOTE to be able to teach most of the day in that language
50:50	• In schools with shortages of bilingual teachers, a 50:50 model enables a bilingual-authorized teacher to pair with a monolingual English-speaking teacher to share classrooms and serve two groups of students, and it avoids displacement of staff • Assuages nervousness on the part of parents, families, and educators about attention to English	• Planning and delivery are more complex for teachers, requiring additional planning and collaboration time • Grade-level standards-based materials in both languages are needed • Long-term outcomes in LOTE may be somewhat compromised • More challenging to equalize the status of the two languages and to maintain a true minimum of 50% in the LOTE

Planning for Sustainability

Starting a new program involves the challenges of recruiting sufficient numbers of students to enroll and finding teachers who are qualified, prepared, and willing to teach in the program. There are tendencies to start small, especially if the program is a pilot effort or the first DL program in a district. However, field experience suggests avoiding starting with just one classroom per grade level because enrollment cannot be sustained for the long-haul trajectory needed for quality DL outcomes. Some student attrition, and possibly teacher attrition or grade-level transfers, must be expected over the years of an elementary program. Also, class sizes in kindergarten and first grade are often smaller than in the upper grades, so starting with only one classroom results in either very small class sizes by the upper grades (raising equity concerns among teachers about why the DL classroom has much smaller ratios), forcing combination classes, or diminishing the program altogether. The "one classroom per grade level" scenario also reduces flexibility in upper grades to rebalance classes to address social dynamics that can arise in classrooms of students who have been together for years. Finally, starting with just one classroom puts undue pressure on the singleton teacher responsible for the grade level. For these reasons, it is best to begin the program with at least several classes at the kindergarten and first-grade levels at a school so that normal attrition does not lead to problems with class size and equity in the upper elementary grades. The following guidelines offer additional suggestions for planning for sustainability.

Considering a "whole school" approach. DL education can be implemented as a whole-school program in which all students in a school participate, or as a strand program, in which one or more classes at every grade level are dedicated to the DL program, while other classes follow a different model. The choice between a whole-school or a strand program is often a practical one. Programs often start as strand programs at a neighborhood school with a few designated classrooms, as an option for those who are interested. After some years of operation and growing demand, these schools often expand the number of DL classes they offer at each grade level and may eventually reach whole-school status. In districts with

magnet schools, a whole school can be designated as a DL program offered to students districtwide.

When a program operates as a strand in a larger school, it is important to build cohesion with the rest of the school and gather support from the broader community so that those outside the program understand its goals. Critical actions include the following:

- Engaging the entire school in defining a commitment to language diversity and valuing bilingualism
- Providing resources for the English-instructed classrooms to have specialty teachers or enrichment offerings that expose all students to languages other than English (e.g., world language enrichment, Spanish music specialist, French gardening class)
- Hosting schoolwide events that celebrate the linguistic and cultural diversity of the community where all classes participate in some way
- Adopting collaborative planning and a shared vision across the school that knit language acquisition program strands together in a shared vision about pedagogy and learning goals

Building for the Long-Term, from Preschool Through Graduation with Vertical and Horizontal Articulation

It takes years to become proficient in a language. To attain the goal of academic proficiency and literacy, the bar is even higher. Principle Four of the *CA EL Roadmap* explicitly calls attention to alignment and articulation from preschool through graduation—with particular import for DL education. Ideally, districts are prepared with the programs in both languages that enable students to start early and continue on into middle and high school to attain high levels of academic proficiency in both languages sufficient for college and careers. An early start captures the developmental window from ages four to eight for DL learning in which children are able to develop near native-like proficiency in multiple languages and before language loss in the home language begins to occur. An elementary school program alone can be a powerful start toward biliteracy, but it only gets a student partway to the

levels of proficiency required for career and adult use. To get students to the levels of proficiency needed for the SSB and careers requires planning across early education through high school graduation. Yet, DL programs are often planned only as elementary school programs.

Students who are enrolled in a DL pathway that is articulated in sequential study over an extended period are able to achieve the highest ranges of proficiency possible. This is one of the reasons that Principle Four of the *CA EL Roadmap* is Articulation and Alignment and that the *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve (WL Framework)* emphasizes the notion of pathways. From the start then, districts investing in multilingual education need to think in terms of and plan for full pathways for optimal DL outcomes. For reasons of political strategy aimed at building demand and support for secondary level programs, some may choose to focus first on planning for the elementary school program and wait to plan the secondary extension until parent interest and demand for continuing into upper grades has built. Nonetheless, a district engaging in starting an elementary program needs to know that at least several years of advanced planning will be needed before it can extend into the secondary school grades.

Without articulated pathways, students complete an elementary DL program and then arrive in secondary school where the choice of continued language study is often limited to lower-level courses designed for students with far less proficiency. World language courses in most secondary schools are intended for students without previous language study and can seldom address the more advanced language levels of students that were already developed through DL programs in elementary grades. In the absence of formally planned pre-kindergarten through grade twelve (K–12) DL pathways, secondary schools are unlikely to offer content area courses in a LOTE, although in some cases there are alternative programs (such as the International Baccalaureate) that can serve as a secondary follow-up to an elementary DL program.

DL program pathways in secondary schools offer students who come to them from elementary programs opportunities to continue to engage in content area academic work in the partner language, as well as continued development in

the LOTE. Advance planning is essential, however, because offerings are often limited by scheduling issues and by the availability of teachers qualified to teach the content in the LOTE. Recruitment and advising is also essential. Many students who have been in DL programs in elementary school do not continue in DL pathways in secondary school. Therefore, effective district leaders attend to the articulation of pre-K–12 biliteracy pathways, to staffing, and to educating students and families about the benefits of a full pathway.

Various elementary school DL programs (developmental bilingual, two-way immersion) can converge in middle school and high school, where they may be served in combined higher-level world language classes and academic courses taught in the LOTE. Beyond elementary school, DL programs may be offered in the form of second language academies where students continue their study of core subjects in the LOTE, allowing for more time interacting in the language and higher ranges of language proficiency, or as a set of course options in the LOTE.

In high school, students who are continuing their pursuit of biliteracy continue to develop skills in both languages and enroll in academic content courses taught in the LOTE and in advanced language courses that prepare them to earn college credit through Advanced Placement language exams. Career technical academies can engage students in developing more specialized biliteracy for specific careers, such as medical professions, teaching, interpretation, etc. Teachers and counselors help guide students to these opportunities, mentoring them to consider how biliteracy can be a resource for their future.

Planning for pre-K–12 articulation can help to encourage ongoing language study, minimize the occurrence of students repeating language study they have already completed, and support students' attainment of high ranges of language proficiency. A well-articulated sequence of DL learning requires thoughtful planning and the collaboration of all stakeholders from the beginning. This involves world languages and English learner services specialists and early childhood and high school educators knitting together a shared vision, articulation, and relationships across what is often wholly separate departments. Figure 3.5 shows how a DL pathway might look.

Figure 3.5 Dual Language Pathways Pre-K–12

Preschool Pathway pre-K/TK
Balanced English and Home Language Development Approach: Children are supported in developing and maintaining the home language while promoting ELD.
Elementary Pathway TK/K through grades five and six
Dual Language Programs (two-way, one-way, developmental bilingual): Students develop five to seven years of proficiency in two languages, plus a broad base of content knowledge in English and the LOTE, ending with a Biliteracy Pathway Award.
New Language Pathways: World language courses for students learning a second (or third) language, and native speakers courses for students wanting to engage in academic literacy development of their home language.
High School Pathway grades nine through twelve
Dual Language Program: Continued development of content knowledge in English and the target language deepen linguistic skills and cultural competencies in the LOTE and English; Advanced Placement (AP) or International Baccalaureate (IB) Language Exam in ninth grade; third language study option beginning in tenth; ending with the SSB.
World Language Pathway: Begin development of linguistic, communicative, cultural, and intercultural expertise in the second language; AP or IB Language Exam in twelfth grade or dual enrollment in the target language ending with the SSB.
Native Speakers Classes: Continued development of the native/heritage language, leading to AP or IB Language Exam and the SSB.
World Language Career Technology Pathway: Development of second language proficiency in the context of the workplace (health, hospitality, social work); ending with the SSB.

In addition to continuing study for students through twelfth grade with a background in DL education, attention has to be paid to creating new opportunities for entering into DL study. While it is seldom appropriate for students without prior academic study and literacy in the LOTE to join a DL elementary program above the first grade (since they seldom have the

foundation of literacy), there needs to be other ways to enter pathways toward multilingualism. It should never be too late for a student to begin to study a new language or to develop a home language. Heritage language courses (e.g., Hmong for Hmong Speakers, Spanish for Native Speakers) enable students to develop academic proficiency in their family language—playing an important role in building language proficiency and sustaining cultures and family connections, as well as providing the benefits of increased metalinguistic understanding. Other options could include world language courses, language clubs, study abroad and international exchange programs, partnerships with community language schools, summer bilingual academies, bilingual service learning, and language-infused career academies. Regardless of the specific multilingual program model, effective district and site administrators plan for articulated DL programs beginning in preschool and kindergarten and a range of multilingual options that offer study in the home language and in additional languages.

Recruiting and Supporting the Development of Qualified Teachers

A key role of administrators is to recruit teachers and other staff with appropriate competencies for the DL program (Howard et al. 2018). After decades of English-only policies and practices in California, there is a major shortage of teachers qualified and prepared to teach in DL programs (Harris and Sandoval-Gonzalez 2017). Even those who have a bilingual authorization and may have taught bilingually in prior eras might not have received updated professional learning that incorporates newer research on effective bilingual pedagogy and practices appropriate for this era of Common Core Standards (California Commission on Teacher Credentialing 2016). Starting, building, and sustaining quality multilingual programs requires attention to recruiting, growing, supporting, and maintaining qualified teachers. Developing partnerships for recruiting new teachers, systems of professional learning and support for teachers, and structures that enable bilingual teachers to engage in the specialized and extra planning required are all key responsibilities of administrators.

This process begins with clarity about what constitutes a qualified teacher for DL programs. As general education practitioners, teachers in DL education

are expected to possess the credentials and core competencies needed by all teachers for their grade level or subject matter, in addition to being knowledgeable about effective practices for EL students (e.g., planning with the *California English Language Development Standards: Kindergarten Through Grade 12 [CA ELD Standards];* culturally and linguistically sustaining pedagogy, scaffolding, and differentiating instruction) (August et al. 2012). Teachers' positive attitudes toward bilingualism and culturally diverse groups are essential in order to create an environment conducive to productive interactions and language learning. In addition, bilingual teachers in California need a bilingual authorization, a major qualification signifying a high level of proficiency in the languages in which they teach. It is especially important that secondary DL teachers have both advanced levels of language proficiency and content expertise.

Knowing what skills and competencies a teacher needs to be successful in a DL classroom helps administrators with identifying teacher candidates for DL programs and guiding professional learning investments. Forging reciprocal partnerships with teacher education programs ensures that pre-service preparation is specific to DL contexts and competencies, and that pre-service candidates have supportive DL classrooms in which to learn their craft. It can help if districts provide incentives and opportunities that encourage teachers with bilingual skills to pursue their bilingual authorization, as well as support for teachers who have the authorization but have not taught in a DL setting for a long time to receive professional development and coaching support.

Building Assessment Systems That Monitor and Honor Biliteracy

Assessment systems inform educators and the community whether students are progressing adequately toward biliteracy and mastering grade-level standards as they engage in DL education. This requires valid and appropriate assessments in both languages and a means of analyzing progress in a biliteracy trajectory. Developing proficiency in a language takes time, and attainment of academic proficiency in two languages is a process that normally takes five to seven years and can continue to build up to higher levels of academic biliteracy throughout schooling. Again and

again, research has demonstrated that well-implemented DL programs indeed result in equal or stronger outcomes in English with the addition of proficiency in a second language.

One major challenge for districts is in identifying assessment tools and defining an accountability system for their DL programs. Administrators should resist judging programs based only on bilingual students' achievement on tests that are designed and normed for monolingual instruction. Over time, the biliteracy models produce equal or superior outcomes in English as well as provide the added benefit of literacy in a second language, but students in a monolingual English program will normatively assess differently in the first six years than students receiving instructional time in both languages. Without awareness of the biliteracy trajectory in a DL program, erroneous conclusions about lack of adequate progress can lead parents, administrators, and district leaders to press for more English earlier or to eliminate the DL program altogether. For this reason, a key role of administrators is to ensure teachers have appropriate assessments for monitoring student progress in both languages and a system for monitoring progress along a biliteracy trajectory, and be able to communicate articulately with families and the district about impacts of the program on student progress.

Across studies, fifth grade appears to be the year in which most students in multilingual programs reach parity and begin to move beyond their English-only instructed peers in terms of English language proficiency. Thus, parents and educators do not need to be concerned about DL program students' initial slower development of English. It will, in most cases, catch up and even accelerate. Every DL program, school, and district needs an accountability system that can track whether students are moving toward and then attaining bilingual proficiency. Regular testing in both languages need not be "high stakes" to meet specific standards, but it should allow parents and educators to track students' progress and acknowledge their accomplishments.

Yet, few districts currently have assessment and accountability systems appropriate for DL education. In those situations, administrators should resist judging programs based only on bilingual students' achievement on tests

designed and normed for monolingual instruction. These assessments will not provide an adequate assessment of students' learning and skills, and can therefore powerfully undermine programs (Valdés and Figueroa 1994). As Valdés and Figueroa explain, "when a bilingual individual confronts a monolingual test… both the test taker and the test are asked to do something they cannot. The bilingual test taker cannot perform like a monolingual. The monolingual test cannot measure in the other language" (1994, 255).

Students' bilingualism is not well measured solely by using tools in either language (Escamilla, Butvilofsky, and Hopewell 2017). A bilingual assessment perspective recognizes that what students can do in one language is not yet the same as what they can do in the other and that looking at just one language does not tell the whole story. Assessment in English only undermines the value of teaching and learning the LOTE. To support biliteracy programs, district parallel assessments are needed in the languages of the biliteracy programs. Effective districts build their local accountability and continuous improvement system to incorporate indicators and benchmarks toward biliteracy as a core part of what is being monitored and responded to in local planning. Without this switch in district-valued assessments incorporated into local accountability, there is mounting evidence to suggest that bilingual children are particularly vulnerable to the narrowing of curriculum that can accompany testing as a result of their tendency to score lower in accountability measures in English in the first five or six years of a DL program (Palmer and Snodgrass Rangel 2011).

Given the variation of students' bilingual abilities, successful districts develop their own expectations around biliteracy trajectories based on an examination of their own data from bilingual assessments that are aligned with their instructional goals and grade-level standards. If DL programs are to thrive, then multiple measures—including measures of language development in both languages and bilingual measures of content understanding—are needed. Effective districts define a normative biliteracy trajectory for monitoring progress toward biliteracy, both as a mechanism for communicating with students, parents, and teachers about individual progress, and as a means of monitoring program effectiveness toward continuous improvement.

VIGNETTE 3.3

San Francisco Unified School District: Monitoring the Trajectory of Progress Toward Biliteracy

Bilingual education is not new to the San Francisco Unified School District (SFUSD). One of the few districts that maintained bilingual programs through the Proposition 227 era, SFUSD now can boast an abundance of DL and bilingual pathways from preschool through graduation with opportunities for students to develop proficiency in Italian, Japanese, Korean, Filipino, Spanish, Arabic, Mandarin, Cantonese, and Hebrew, in addition to English. Parents can choose to enroll their children in preschool DL programs in Spanish and Cantonese, in K–5 elementary DL immersion programs in nine languages, in heritage language programs in four languages, in newcomer EL programs (elementary, middle, and high school), and secondary school DL and world language programs. Each program addresses a different typology of students, but all share a commitment to high levels of academic proficiency in two or more languages. Working in partnership with Stanford University, SFUSD engaged in an English Learner Pathway Study to determine outcomes from their programs and to define a biliteracy trajectory for monitoring progress toward proficiency. The study found that in elementary school more students in English Plus (English-medium with ELD) classrooms were being reclassified as English proficient than in DL pathways. However, they also found that students in the DL pathways catch up by the seventh grade and have the added benefit of bilingualism. In a communications guide for parents, the district explains clearly:

- As your child develops English and academic skills, they will reach a point when they will be reclassified as a Fluent English Proficient student.
- In fifth grade, three out of four students in an English Plus pathway have reclassified, which is somewhat higher than reclassification rates in the other pathways.

- By the seventh grade, reclassification rates are virtually the same—above 85 percent—in all three EL pathways. The students in the DL pathways have caught up.
- Furthermore, the average ELA test scores of EL students enrolled in the Dual Immersion pathway increase faster from second through seventh grade than those of students enrolled in the English Plus or Bilingual Maintenance pathways.
- Although those in Dual Immersion pathways score below their peers in the Bilingual Maintenance and English Plus pathways in second grade, by fifth grade they catch up—their scores do not differ across pathways.
- By seventh grade, EL students in Dual Immersion pathways score higher on the ELA test than the average student in California, and higher than EL students enrolled in the other pathways.

The district uses these trajectories to monitor "normative" progress for the various pathways, and to reassure parents that students in the DL models are not suffering in English proficiency because they are working toward proficiency in two languages. The district also relies on this expected trajectory as a mechanism for their own monitoring of program effectiveness to inform continuous improvement.

To offset fears that lower levels of proficiency in English in the first years of study in a DL program are indications that students are failing to make adequate progress, the following steps are crucial:

- Knowing the research about normative progress and expectations
- Setting explicit scope and sequence of skills and end-of-year targets in both languages
- Using biliteracy trajectories to determine adequate progress
- Regularly communicating about the research, scope and sequence of skills and targets, and biliteracy trajectories to students, parents, and school boards

Finally, successful district monitoring disaggregates impacts of DL programs by student type. Research has increasingly demonstrated that not all students in two-way programs reap the same benefits (Valdez, Freire, and Delavan 2016; Palmer and Henderson 2016). Aggregating data on all students in two-way programs into one measure does not reveal whether EL students in the program are gaining equally as English proficient students.

Being a Leader, Cheerleader, and Advocate

At this time, there is a shortage of qualified bilingual teachers, which limits the number of DL classrooms available in a school or community. An essential guiding question for all district planners has to be, then, "How will the district give access to the enrichment and benefits of a DL program?" This planning impacts where programs ought to be located (who has to travel and who does not), priorities for enrollment, the choice of program model (developmental bilingual or DL and two-way bilingual immersion), and the approach to staffing.

Research on effective programs is unequivocal about the importance of a supportive principal and leadership team who understand the DL education model and implementation, and who wholeheartedly support the vision and goals of the program (Howard et al. 2018). Support is made concrete through active advocacy on behalf of the program to ensure sufficient and appropriate resources, recruit and build community support, and provide teachers with the professional development and materials needed for quality implementation. Good leadership is also clear on the indicators of quality implementation and appropriate assessments, monitoring student progress along bilingual trajectories and engaging the school community in shared attention to and accountability for DL outcomes.

VIGNETTE 3.4

Oxnard Elementary School District's District-Level Planning and Investment in Building and Sustaining Dual Language Education—Principle Three of the *CA EL Roadmap* in Action!

Oxnard Elementary School District (OESD) is a kindergarten through grade eight (K–8) district comprising 21 schools serving approximately 16,000 students, 51.8 percent of whom are EL students. It is located in Ventura County on California's south coast, adjacent to an agricultural center that grows strawberries and lima beans. The vast majority of students in the district are Latinx. Throughout the Proposition 227 era, OESD held onto some of its bilingual programs, although those that were retained were scaled back to transitional early exit programs.

Intrigued by research on the effectiveness of DL programs, in 2009 the district opened its first two-way bilingual immersion program using a 90:10 model as a strand within Soria Elementary School. One year later, the program was changed to an 80:20 model as staff found that 10 percent in English was not sufficient time to address the *CA ELD Standards*. After only two years, long waiting lists to enroll in the program convinced the district to add DL programs at two additional sites. One was modeled after the initial two-way 80:20 program, but the other was made into a 50:50 developmental bilingual program just for EL students. The decision to make it a one-way English learner 50:50 program was based on student demographics (too few English speakers for a two-way program), the available staffing at the school (insufficient number of authorized teachers to staff bilingual classrooms), and the desire to avoid displacing existing faculty. By making the program a 50:50 model and having English-language teachers paired with Spanish-language teachers, the school was able to keep its existing teachers and serve the students of the community.

Demand for the programs continued to grow, and the district became increasingly convinced that biliteracy programs were more effective than English-only programs. The commitment to asset-based DL programs and to high levels of biliteracy for students was shared from the school board and superintendent level and throughout the district. The challenge was not to convince people that biliteracy was a worthy goal, but rather to craft a plan that would result in high-quality and sustainable programs throughout the district.

It was clear that the district needed to build infrastructure to support the development and implementation of their ambitious plan. Local Control Funding Formula funds enabled the district to hire a Director of Dual Language Program in addition to the existing Director of English Learner Services position. The first focus for this role was to facilitate learning across the district about DL approaches—the why, the what, and the how.

The importance of external guidance:
To support the district in developing its expansion plan and ensure high-quality programs, the district enlisted external experts to look at what they were doing. The BUENO Center for Multicultural Education (Bilinguals United for Education and New Opportunities—Kathy Escamilla/Literacy Squared) and later Karen Beeman (Center for Teaching for Biliteracy) reviewed the work in the district and offered recommendations for action. Beeman led several trips to Chicago so OESD teacher leaders and administrators could see strong biliteracy programs and engage in learning together. As the staff studied the *Guiding Principles for Dual Language Education* (Howard et al. 2018), and the recommendations of their external experts, a comprehensive vision began to emerge resulting in a long-term plan outlining a six-year process of implementation.

Creating consistent, sustainable, research-based, additive program models across the district:
Understanding the research on DL models, learning from other districts

about implementation challenges, and clarifying their vision for student outcomes, OESD made several important decisions:

- Phase out existing transitional bilingual programs by building them into developmental DL programs, grade level by grade level, thus moving from a weak model into a more robust and additive pathway toward biliteracy
- Switch from creating programs as strands within a school to whole-school programs by expanding existing strands and planning for new programs as full schoolwide programs, thus creating more sustainable programs through the upper grades
- Match the demographic realities of the district (i.e., a large percentage of EL students) and the linguistic skills of teachers (i.e., a shortage of authorized bilingual teachers) by moving forward with 50:50 models of DL education that could utilize the English-instructing teachers in their home schools

All of this required clear articulation of the selected DL models and the engagement of principals, the teacher's union, and the community in understanding the various program models and their rationale. Phase Three of expansion occurred quickly, then, with four additional schools in 2013–14, and three more schools added in 2017–18. All of these newly added schools were 50:50 models, and most were developmental bilingual programs (all English learners). Mindful of equity in the opportunity for a DL program, every neighborhood of the city now had one DL program.

The ten schools were brought together to collectively establish a biliteracy vision statement for the district: *"To provide students the opportunity to become biliterate/bicultural/multicultural through a rigorous academic program, in order for them to be able to develop to their fullest potential as global citizens."*

As part of building a sense of district direction and to motivate students along the pathway toward biliteracy and the SSB at high school graduation, the district established Bilingual Pathway awards at fifth grade and eighth grade.

Articulating a coherent framework for instruction and system of professional support to guide implementation:
OESD was clear that effective programs require teachers who understand the model and its implications for instruction and pedagogy. The plan for implementation, therefore, included a major emphasis on supporting teachers in "doing the everyday work" of biliteracy teaching, which includes a framework for instruction and agreed-upon practices that are nonnegotiable for every classroom, for all of the more than 800 teachers in the district. Despite a major shortage of substitute teachers, which made release time difficult, the district was committed to quality, ongoing, and focused professional learning as the engine of what would result in the desired student outcomes. OESD approached this in several ways:

- Creating a literacy pedagogy statement and a condensed set of biliteracy essential components as the framework and touchstone for everything from professional development to coaching to Instructional walk-throughs (look-fors). Everyone (leadership, administrators, teachers, parents) knows what instruction should be.
- Establishing an ongoing system of professional learning for teachers, including a five-day summer institute, after-school meetings (voluntary, but with pay), monthly district grade-level meetings (after school), special conference opportunities (strategically allocated), hosting a Teaching for Biliteracy Institute, walk-throughs (so teachers could visit each other's classrooms and focus on specific problems of practice), and use of Teachers on Special Assignment to support teachers.
- Attention to academic rigor and curriculum alignment through the strategic use of adopted curriculum in the context of immersion in the standards (Spanish standards, English standards, content standards)—resulting in more intentional teaching and transfer, and in the development of biliteracy units.

Because the programs were being built beginning with kindergarten and grade one and adding a grade level per year, it will not be until 2026 that all schools will have complete K–8 biliteracy programs. However, this steady phasing allows for professional learning and support for teachers

and curriculum development targeted at specific cohorts of teachers who are in the process of implementation.

In addition to the focus on supporting teachers, OESD looks to the principals to serve as primary instructional leaders in DL education. Regular dual language immersion meetings engage principals in examining research, building leadership capacity, and problem solving. While philosophically the district's belief and commitment are that site administrators should be instructional leaders, it has become a practical matter as the district has declining enrollment with a resultant shrinking budget and less robust district leadership support.

Designing a system of accountability for dual language outcomes: OESD has invested heavily in this direction for their schools as a top priority for leadership, a core of its instructional focus, and a priority for the use of its resources. Therefore, the district takes seriously the need to know whether students are actually achieving in the ways in which it hopes, and where the weak spots in implementation are that need attention.

While the California Assessment of Student Performance and Progress is one metric, because it is only in English and only for students in third grade and higher, it is far from adequate for the questions the district seeks to answer. OESD uses Star 360 in English and in Spanish, enabling the district to see what is happening for students in both languages and to inform their focus on transfer. This is both a task for district personnel monitoring the effort and a collaborative task engaging teachers. As a regular practice, they are able to respond to questions such as: "Are there big gaps between what students are able to do in the two languages? How does this inform the need for a more explicit focus in English, or in Spanish, for ELD, for transfer time?"

Writing assessments in both languages are linked to the curriculum being taught, thus enabling teachers to analyze student writing from a biliteracy lens. As teachers in the district work together on the development of the

new biliteracy units, the clarity about which standards are being taught in which language are leading to the development of assessments as well.

OESD has a clear vision, an entire system aligned around that vision, and enthusiasm and inspiration to carry it forward. Key lessons shared with visitors and those wanting to know how the district has done it are to

- be steady and take the long view, (this is building educational pathways across years, with long-term outcomes that will be realized years down the road);
- have a good plan for getting there;
- monitor progress along the way; and
- keep a steady course.

They are, thus, building an assets-oriented schooling experience (Principle One of the *CA EL Roadmap*), implementing high-quality, rigorous, and standards-based education aiming toward goals of biliteracy (Principle Two), and being sure that their entire system is shaped around creating the conditions needed to support quality and consistent implementation (Principles Three and Four).

Conclusion

As this chapter has shown, there are many benefits for students and society that come from bilingualism, and from the interaction between cultures that language learning brings. For students, developing proficiency in more than one language enhances career opportunities, promotes cross-cultural understanding, and improves communication skills. EL students, especially, benefit from continuing to develop and learn in their home language and experience improved academic outcomes from being in DL programs. Multilingual programs are the vehicle to make all of this happen.

California has decisively declared this an era of assets-oriented education, in which the languages and cultures that students and families bring with them to school are valued and built upon, and where proficiency in multiple languages is a goal conferring benefits on individuals, communities, and the state's social and economic welfare. Educators have a strong knowledge base for designing programs to realize these goals, and a deep understanding of effective teaching pedagogy for DL education. Yet, while the goal in California is for every student to develop proficiency in multiple languages, there is still much to do to prepare schools for expanding opportunities in multilingual education (CDE 2018). Leaders should continue to acquire the expertise to adequately lead and support research-based quality programs, the availability of qualified teachers should continue to grow, and many educators and communities alike should continue to develop and implement current research-based practices for educating ML and EL students.

At the time of this publication, there were approximately 500 DL programs serving only a small fraction of students. What is more, those DL programs that exist might still be establishing the necessary district infrastructure and support to deliver effective, sustained programs and pathways to graduation. Further, a major barrier to the implementation of current research-based practices can be attributed to misunderstanding and fear around and biases against bilingual programs. All of this means that this era must assertively move to invest in the planning and start-up of new programs, building existing programs into full pathways toward biliteracy, developing the infrastructure to

sustain strong programs, and communicating the benefits of bilingualism and multilingual education to all stakeholders (CDE 2018).

Getting from here to there requires particular attention to the shortage of prepared bilingual teachers. The understanding of what constitutes effective bilingual pedagogy has been strengthened and clarified over the past decade due to new research on DL development and increased field experience in responding to the new context of Common Core standards and twenty first century demands (Howard et al. 2018). But that knowledge base is largely new to the teaching force in California as well as to site and district leaders, and it is a major shift from the pedagogy, practice, expectations, and beliefs of the recent past.

This chapter has summarized both research and field experience, demonstrating what it is looking like throughout California as educators take up these challenges and move to implement multilingual education. The new confluence of policy, vision, research, and field knowledge is a powerful support as the work continues to provide students with the gift of biliteracy, which can be accomplished by an investment in professional learning and by conditions that support effective biliteracy teaching—investments locally through Local Control and Accountability Plans, and statewide through legislative and philanthropic funding—to meet the exciting and challenging task of preparing teachers and retooling schools for multilingual outcomes. For this to happen, DL teachers—among others—need to be active participants, as described herein, articulating the teaching and learning conditions defined for quality DL programs, and continue, as they always have, to be active advocates for the students and families they serve.

This is a tall order, but it comes with a great gift—students emerging from school with a strong sense of identity, a proud connection to family and heritage, the ability to bridge and cross cultures and communities, and the academic, language, and social skills to participate, thrive, and lead in a global, twenty-first century, diverse and multilingual world (NASEM 2017).

Next Steps

Educators are invited to explore the resources below as they plan, expand, or improve their multilingual instruction and DL programs and seek guidance and opportunities for further professional learning:

- The Association of Two-Way and Dual Language Education provides information on the ATDLE website at https://www.cde.ca.gov/sp/el/er/ch3.asp#link2.
- The BUENO Center for Multicultural Education (BUENO: Bilinguals United for Education and New Opportunities) and Literacy Squared provides information on the BUENO website at https://www.cde.ca.gov/sp/el/er/ch3.asp#link3.
- The California Association for Bilingual Education (CABE) provides information on the CABE website at https://www.cde.ca.gov/sp/el/er/ch3.asp#link4.
- The California Department of Education provides information on its Multilingual Education web page at https://www.cde.ca.gov/sp/el/er/ch3.asp#link5.
- Californians Together provides information on the Californians Together website at https://www.cde.ca.gov/sp/el/er/ch3.asp#link6.
- The Center for Applied Linguistics provides information on the CAL website at https://www.cde.ca.gov/sp/el/er/ch3.asp#link7.
- The Center for Equity for English Learners provides information on the Loyola Marymount University website at https://www.cde.ca.gov/sp/el/er/ch3.asp#link8.
- The Center for Teaching for Biliteracy provides information on the Center for Teaching for Biliteracy website at https://www.cde.ca.gov/sp/el/er/ch3.asp#link9.
- The National Resource Center for Asian Languages provides information on the California State University, Fullerton website at https://www.cde.ca.gov/sp/el/er/ch3.asp#link10.

- Information on the Sobrato Early Academic Language model can be found on the SEAL website at https://www.cde.ca.gov/sp/el/er/ch3.asp#link11.
- SEAL Videos (with "Bilingual/Dual Language" and "Supporting Dual Language Practices" playlists) can be found on the SEAL YouTube channel at https://www.cde.ca.gov/sp/el/er/ch3.asp#link12.
- The City University of New York–New York State Initiative on Emergent Bilinguals provides information on the CUNY–NYSIEB website at https://www.cde.ca.gov/sp/el/er/ch3.asp#link13.

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1 Retrieved from the US Department of Education website (https://www.cde.ca.gov/sp/el/er/ch3.asp#link14).

2 California *Education Code,* Ed.G.E, sections 300, 305-6, 310, 320, and 335, 2018.

3 The 2019 *CA WL Standards* and *WL Framework* provide guidance for standards-based language development and planning for instruction. Both are available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch3.asp#link15 and https://www.cde.ca.gov/sp/el/er/ch3.asp#link16, respectively.

4 Approaches to literacy instruction are less similar and less straightforward for languages that use an ideographic system for their written form, such as Korean or Japanese. In ideographic languages, symbols represent the words themselves, as compared to English in which words comprise various letters.

5 See figure 2.14—Understanding Register—in chapter two of the *California ELA/ELD Framework* for an explanation of register.

CHAPTER

4

Early Learning and Care for Multilingual and Dual Language Learners Ages Zero to Five

Linda Espinosa
Jennifer Crandell

Miss Lisa is a preschool teacher in a school-based preschool program that serves 18 children ages three to five. Lately, there has been an increase in the number of families from India who speak Urdu in her neighborhood. One family recently enrolled their three-year-old daughter, Pryta, in Miss Lisa's classroom. Miss Lisa speaks mostly English and some Spanish while her part-time assistant, Maria, speaks mostly Spanish and very little English.

Pryta is mostly silent during the classroom activities but brightens up and starts chattering in Urdu as soon as her mother comes to pick her up. In addition to Pryta, eight other children are enrolled in Miss Lisa's classroom who do not speak only English in the home—five who speak mainly Spanish with some English, two who speak both Mandarin Chinese and English, and one who speaks only Burmese.

Miss Lisa is very concerned that Pryta may be getting confused with all of these different languages being spoken in the classroom. She knows she needs to have frequent language interactions with Pryta, but she is unsure which language she should use. Would it be better for Pryta to use one language, English, or both English and Urdu—even though Miss Lisa does not speak Urdu? Pryta does not answer questions posed to her in English and rarely speaks to the other children, although she does follow another girl around during center time and often watches and mimics other children's behavior, such as during cleanup or circle time.

The questions Miss Lisa has about how to best meet Pryta's needs are very real for many California early childhood education (ECE) educators who are increasingly serving children from very diverse ethnic, linguistic, and cultural backgrounds. California has the most linguistically diverse population of children and families in the US, with approximately 60 percent of all children age birth to five living in homes where English is not the primary language (First 5 California 2017). More than 65 different languages are spoken in California's school-age population, and the majority of preschool classrooms have children who speak a language other than English in the home (Early Edge California 2019). The State of California has a long-standing commitment to promoting equal access to high-quality early education for all children, based in the principles of equity and multilingualism. This includes valuing all children and families for their unique talents and cultural and linguistic strengths (California Department of Education [CDE] 2014; 2015c). The CDE has an explicit commitment to fostering bilingualism and biliteracy that begins with fully supporting the cognitive and linguistic capacities of dual language learners (DLLs). "DLLs" is the term used to describe young children (children from birth through age five) who are exposed to two or more languages or who begin to learn an additional language as they continue to develop their first language. The term "dual language learner," as well as "multilingual learner," emphasizes that these children are learning both or all of their languages—typically English and one or more home languages.

The CDE explicitly recognizes and promotes the linguistic and cognitive capacities of DLLs through multiple publications and policy statements. For example, the *California Preschool Curriculum Framework, Volume 1*, states: "Being exposed to two or more languages at a young age is a gift. It is a gift because children who are able to learn through two or more languages benefit cognitively, socially, and emotionally" (CDE 2010a, 224). In addition, the *English Language Arts/English Language Development Framework for California Public Schools* (2015c) emphasizes the value of biliteracy and multiliteracy for the state, nation, and world. Early childhood educators in partnership with families play a critical role in supporting the optimal learning and development of California's DLLs.

> "Children given the opportunity to develop competence in two or more languages early in life benefit from their capacity to communicate in more than one language and may show enhancement in certain cognitive skills, as well as improved academic outcomes in school" (National Academies of Sciences, Engineering, and Medicine [NASEM] 2017, 147).

This chapter builds on the momentum of these groundbreaking resources. It will (a) propose three core evidence-based principles for supporting the education of DLL children, (b) summarize the educationally relevant research on the early language and literacy development of DLLs age birth to five, (c) present instructional and classroom adaptations based on current scientific evidence on how to best support the academic success of DLLs, and (d) describe foundational family engagement and assessment practices that have shown to be effective for DLLs. In addition, the chapter includes an example of a California school district that is implementing innovative practices for DLLs age birth to five and offers additional resources for practitioners. Finally, the chapter concludes with some suggestions for next steps for ECE educators to deepen their understanding of these topics by exploring additional evidence-based resources.

> As stated in *California Early Childhood Educator Competencies,* all ECE educators should be able to "communicate[] with the larger community about how children develop both their home language and English, and how this knowledge is applied in early education settings" (CDE 2011, 47).

Core Evidence-Based Principles for Supporting the Education of Dual Language Learners

This chapter is built on three core evidence-based principles about the learning and development of DLLs that have important implications for ECE:

1. Learning two or more languages during the early childhood years is a strength, not a weakness.
2. Strong home language skills combined with English language skills appears to be the best preparation for early and later school success.
3. Successful ECE educators build their knowledge about the development and learning of DLLs and consistently implement curricular adaptations in order to provide equitable early education to linguistically diverse children.

Our first principle, **learning two or more languages during the early childhood years is a strength, not a weakness**, is based on current research from neuroscience, developmental psychology, program evaluation, and psycholinguistics. A recent report from the National Academies of Sciences, Engineering, and Medicine (NASEM) overwhelmingly concluded that all young children can learn more than one language during the ECE years and that doing so carries significant linguistic, academic, social, and cognitive advantages (NASEM 2017). This asset-based approach is particularly important because much of the early research focused on DLLs compared their knowledge of one of their languages—English, to that of their peers who were monolingual English-speakers. These earlier studies ignored the implications of dual language development, in which DLLs' language knowledge is spread across two languages (not one), as they develop conceptual and academic knowledge through two separate languages at once (Center for Early Care and Education Research—Dual Language Learners 2011).

Recent research has clearly demonstrated that learning two or more languages during the early years is associated with certain enhanced cognitive abilities and the potential for higher achievement in both languages for DLLs than for monolingual students (Halle et al. 2012; NASEM 2017; Thompson 2015). In fact, research demonstrates that learning two languages

is an asset that enhances the achievement of DLLs. When educators view the learning and achievement of DLLs through an asset-based lens, they value what DLLs know and form positive beliefs about their potential.

DLLs bring linguistic, cognitive, and social strengths to their educational experiences, and evidence finds that supportive experiences in school help them reach their full potential. However, gaps in academic achievement between DLLs and monolingual English speakers remain. DLLs show language gaps in English beginning in infancy, likely due largely to many DLLs having fewer opportunities to learn English (Fuller et al. 2015). DLLs also perform significantly below their English-only peers on measures of kindergarten readiness and have much lower English reading and math scores at third grade. However, this gap seems to be associated with a lack of English proficiency rather than with bilingualism itself. Those DLLs who achieve some level of English proficiency on measures of kindergarten readiness often perform as well as or better than their English-only peers on third-grade reading and math assessments. ECE educators can realize the potential of DLLs when they understand the benefits of early bilingualism and adopt more effective strategies for building on the linguistic and cognitive strengths of DLLs.

The second principle is based on recent research that shows DLLs have higher long-term achievement in reading and math and are less likely to drop out of school when they have acquired some level of English proficiency by kindergarten entry (Halle et al. 2012; Thompson 2015). **Strong home language skills combined with English language skills appears to be the best preparation for early and later school success.** Since all children can—with sufficient support and opportunities to learn—become proficient in two or more languages during the early childhood years, and since early bilingualism is associated with certain cognitive advantages, ECE educators play a critical role in promoting both languages (NASEM 2017). All ECE educators can learn specific strategies that will support DLLs' acquisition of English, while also supporting the continued development of their home language. Many of the recommended adaptations to universal high-quality ECE practices are described throughout this chapter and are appropriate for DLLs from birth to age five.

> An underlying principle for the effective education of DLLs is that they need both intentional support for home language maintenance and development, as well as purposeful exposure to English (NASEM 2017).

This brings us to our third evidence-based principle: **All successful ECE educators build their knowledge about the development and learning of DLLs and consistently implement curricular adaptations in order to provide equitable early education to linguistically diverse children.** High-quality ECE has been shown to improve the school achievement of low-income and ethnically diverse preschoolers (Yoshikawa et al. 2013). Additional research has also found that DLLs may benefit more from high-quality ECE than their English-only peers (Gormley 2008). However, research also demonstrates that high-quality ECE for DLLs supports them in building on what they already know in their home language while they are also adding English and building knowledge across the learning domains (Castro, Espinosa, and Páez 2011; CDE 2014). Successful ECE educators make these essential adaptations and provide targeted instructional enhancements when they understand the process of second language acquisition, and understand how DLLs' development unfolds and that it is distinct from monolingual development.

What do all early childhood educators need to know about dual language development?

DLLs are not a uniform group. Although the majority of DLLs in California speak Spanish in the home, 64 other languages are also represented in California's DLL population. DLLs vary according to many other educationally significant characteristics: country of origin; how much English exposure they have had and when they were exposed to it; their family's social, educational, and economic status; immigration history; cultural background; early language experiences; and community characteristics. ECE educators should consider these factors when designing an educational plan for each DLL. The following three profiles illustrate the diversity of DLLs in California:

1. Dani, who is thirty-four months old, recently immigrated to the Fresno area from Honduras and only speaks Spanish. She seems eager to interact with her Spanish-speaking peers but will not look at her teacher or answer any questions from adults. Dani follows other children to the rug during circle time and occasionally will follow the finger plays but does not join in the songs or volunteer responses during circle activities.
2. Derek, who is forty months old, immigrated to the San Francisco Bay area with his parents and younger brother from Hong Kong when he was three years old. Derek's family speaks Mandarin in the home, although his father also speaks English at work. The family relocated to the United States as a result of his father's promotion within his IT company. Derek is very sociable and actively seeks out other children to play with. He rapidly learned a few phrases in English, like "come here" and "wanna play," which helped him form friendships with other children. However, after four months in the pre-K program, Derek still is not participating in large- or small-group times, which are conducted in English. The teacher has noticed that Derek seems distracted and uninterested during storybook read-alouds.
3. Nhan is a three-year-old child whose parents immigrated from a mountainous, rural area in Vietnam. The family had been farmers in Quang Nam Province and pooled all of their resources to endure a difficult immigration in 2010. Nhan's older brother and sister were born in Vietnam, and he was born in the United States. His parents are eager to help Nhan learn English and succeed in school. The family received resettlement support and have many friends in their community. Nhan's father insists that Nhan speak only English at school, while Nhan's mother seems to speak very little English. Nhan is polite and good-natured but engages very little with the other children and rarely speaks to an adult.

All of these DLLs deserve high-quality ECE that is linguistically and culturally appropriate for their specific circumstances. What is appropriate will likely look different for each child. The diversity in their early cultural and language learning contexts, family circumstances, and language learning opportunities may require specific types of instructional enhancements.

Until recently, there was limited research that could guide ECE educators in their instructional approaches to DLLs. Fortunately, a recent report by NASEM—*Promoting the Educational Success of Children and Youth Learning English*—provides a research synthesis on the development and achievement of DLLs from birth to age twenty-one (NASEM 2017). This national report confirms the research foundation that underlies California's approach to supporting DLLs (e.g., *California's Best Practices for Young Dual Language Learners: Research Overview Papers* [Governor's State Advisory Council on Early Learning and Care 2013]; *California Preschool Learning Foundations, Volume I* [CDE 2008]; *California Preschool Program Guidelines* [CDE 2015a]). Figure 4.1 provides a summary of the NASEM findings for DLLs ages birth to five, which educators might find helpful for long-term planning or talking with parents and families about DLLs and language development.

Figure 4.1 Research summary of language development of DLLs ages zero to five

The major findings about the language development of DLLs ages birth to five from the NASEM (2017) report include the following:

Capacity of All Children and Benefits of Early Bilingualism

- All young children, if given adequate exposure to two languages, can acquire full competence in both languages.
- Early exposure to a second language—before three years of age—is related to better language skills in the second language.
- Early bilingualism confers benefits such as improved academic outcomes in school and enhancement of certain cognitive skills such as executive functioning.

Process of Dual Language Development

- The language development of DLLs often differs from that of monolingual children. They may take longer to learn some aspects of language that differ between the two languages, and their level of proficiency reflects variations of amount and quality of language input.
- Social and cultural factors affect language development. There is wide variation in the language competency among DLLs that is due to multiple social and cultural factors, such as parents' immigration status and number of years in the US, family's socioeconomic status (SES), status of home language in the community, and resources and amount of support for both languages.

Strategies for Supporting Dual Language Development

- DLLs are supported in maintaining their home language in preschool and the early school years while they are learning English in order to achieve full proficiency in both languages.
- The cognitive, cultural, and economic benefits of bilingualism are tied to high levels of competence, including listening, speaking, reading, and writing, in both languages. Balanced bilingualism at kindergarten entry predicts best long-term outcomes.
- DLLs' language development is enhanced when adults provide frequent, responsive, and varied language interactions that include a rich array of diverse words, sentence types, and longer stretches of language. For most DLL families, this means they should continue to use their home language in everyday interactions, storytelling, songs, and book readings.

Dual Language Development and Babies

All young children (including DLLs) need responsive, sensitive, trusting, and nurturing relationships with adults in order to develop the social–emotional competencies that underlie all future learning (National Research Council and Institute of Medicine 2000). In addition, important early language skills, such as listening comprehension and expressive language abilities, depend on meaningful language interactions during infancy. The quantity and quality of adult language that is directed at a child, as well as the diversity of that language, influences future cognitive and language outcomes (Tamis-LeMonda, Kuchirko, and Song 2014). Children benefit when adults pose interesting questions, give them adequate time to respond, engage in extended conversational turn taking, and expose them to rich vocabulary and

diverse sentence structures. All infants and toddlers, including DLLs, succeed with attentive adults who are warm and responsive, and provide frequent language interactions that are interesting and enriching.

A bilingual or multilingual language environment during the first years of life uniquely influences the brain architecture of infants. Sophisticated noninvasive brain imaging techniques are allowing researchers to study how early bilingualism impacts brain functioning. For example, magnetoencephalography is currently being used to study language processing in infants and toddlers. This advanced method of studying how the human brain processes language during the earliest years is providing insights into how specific experiences with more than one language influence the organization of the language processing systems of young DLL brains (Conboy 2013). Based on this recent research from cognitive neuroscientists, we now know that from the earliest days of life, human babies have an extensive and innate capacity to hear, process, and learn multiple languages. In fact, even the youngest babies are able to sort into separate language categories the unique phonology (sounds) of each language perceived, and by the preschool years, bilingual children are skilled in interpreting contextual cues to direct their utterances in the appropriate language to the appropriate person (Byers-Heinlein, Burns and Werker 2010; Kuhl et al. 2006). Additional research has concluded that during the last trimester of pregnancy, fetuses are actively processing the unique characteristics of different languages and beginning to make distinctions among them (Conboy 2013).

Research shows that all infants, including those with special needs, have the innate capacity to learn multiple languages, and that the early years are an ideal time to acquire multiple languages (Conboy 2013).

Age of exposure. The influence of the age when a child is first exposed to the second language has also been extensively studied. Research has shown that during the first year of life, DLLs are capable of distinguishing between two different languages and can quickly learn the salient features of each language (Kuhl et al. 2006). Very young children who are exposed to more

than one language during the earliest years, experience certain cognitive enhancements that are discernable during the first year of life (Barac et al. 2014; Sandhofer and Uchikoshi 2013). Bilingual or multilingual infants as young as seven months of age demonstrate superior mental flexibility when presented with shifting learning tasks—bilingual infants are able to respond more quickly than monolingual infants to a switch in learning conditions and change their responses. This particular skill—the ability to inhibit previous learning when conditions change—is usually considered an aspect of executive functioning and is an essential component of school readiness.

Early bilingualism has also been associated with other aspects of executive function abilities, for example, working memory, inhibitory control, and attention to relevant versus irrelevant task cues, as well as improved language skills (Sandhofer and Uchikoshi 2013). As stated above, these executive function skills have been identified as foundational for kindergarten readiness and academic success (Espinosa 2013). As infants mature into preschoolers, these advantages in executive function abilities become even more pronounced, especially in tasks that require selectively attending to competing options and the ability to suppress interfering information (Sandhofer and Uchikoshi 2013).

This research shows that infants are most sensitive to the different sounds of diverse languages during the first year of life and that sometime during the second half of the first year, infants' perceptual sensitivities to the sounds of unfamiliar languages start to decline. Additional studies have found that DLLs who learn two languages simultaneously, or from a very early age, reach major language milestones in each language at approximately the same age and learn both languages at approximately the same rate (Holowka, Brosseau-Lapré, and Petitto 2002). Further, some research has shown that the optimal age for learning the morphology and syntax of a second language is before age five, and the "language sensitivities" identified in infants start to fade after age three or four (Meisel 2008).

Type of input. Babies learn language best when adults engage in one-on-one interactions that are directed at them. Just overhearing others' conversations does not help toddlers advance in their language development.

The amount and quality of child-directed speech is directly related to DLLs' language development (NASEM 2017). Some studies have found that DLLs who spend at least 40 to 60 percent of their time interacting in each language made as much progress as monolinguals who had 100 percent exposure to one language (Thordardottir 2011). In one study, DLLs who had more than 70 percent exposure to English did not differ from monolingual children who had 100 percent exposure (Hoff et al. 2012). Taken together, this research suggests that DLLs need frequent, responsive, and enriched language interactions, and that early, balanced dual language exposure with at least 40 percent of the time in each language will lead to high levels of competence in both languages and improved long-term academic achievement for DLLs.

The educational implications of this brain research is that very young children are capable of learning two languages earlier than was previously thought (NASEM 2017) and that early exposure to more than one language alters the neural architecture of the brain in ways that enhance certain cognitive processing abilities.

What is executive function?

Enhanced executive function abilities have been linked to early bilingualism; these include working memory, inhibitory control, attention to relevant versus irrelevant task cues, and mental or cognitive flexibility, as well as improved language skills. These abilities have been portrayed as the biological foundation for school readiness, providing the platform which children's capacities to learn (the "how") educational content (the "what") depend upon. Multiple studies have found a bilingual advantage on tasks that require selective attention, cognitive flexibility, and certain literacy skills such as decoding when the two languages have similar writing systems. Notably, these advantages have been found across all socioeconomic, racial, and ethnic groups (Espinosa 2013).

Bilingualism and the Preschool Years

As DLLs enter the preschool years, they often show even more advantages in executive function than the advantages found for bilingual infants. These bilingual benefits have been found across cultural and socioeconomic groups, as well as across different language combinations. However, these cognitive advantages depend on the extent to which the child is bilingual. Children who are more balanced in their bilingualism show greater advantages than children who are more strongly dominant in one language.

The preschool years are a critical period for language and literacy development for all children, including DLLs. Research from psycholinguists has shown that although DLLs follow a similar general language trajectory as monolingual children, their development varies in unique ways as a function of learning two languages. These differences include language mixing, smaller vocabularies in each language (Bedore et al. 2005), and differences in the emergence of certain linguistic benchmarks (NASEM 2017). For instance, Sandhofer and Uchikoshi (2013) point out that studies have consistently found that bilingual children take longer to recall words from memory and may have slower word retrieval times in picture-naming tasks and lower scores on verbal fluency tasks. This suggests that ECE educators should allow enough wait time for the child to come up with a response, given the additional challenge a young DLL experiences when processing language, particularly the nondominant language. These differences are a feature of early bilingualism and not a reason for concern. Sufficient wait time is important for all children, but critical for young DLLs as they are processing language requests in two languages.

Many studies have found that bilingual preschoolers tend to have smaller vocabularies in each language when compared to English-speaking and Spanish-speaking monolinguals. However, when both languages are considered together, bilinguals' vocabulary size is often comparable to monolingual students. As Conboy points out, "… bilingual lexical learning leads to initially smaller vocabularies in each separate language than for monolingual learners of those same languages, and that **total vocabulary**

sizes (the sum of what children know in both their languages) in bilingual toddlers are similar to those of monolingual toddlers" (2013, 19).

As vocabulary size is a key goal in preschool and very important to future reading comprehension, this variation in dual language learning is critical for ECE educators to understand. This difference in vocabulary development does not usually indicate language delays or possible learning problems but is a typical feature of early bilingualism. For example, if a preschool DLL does not know the English word "story," the child may still understand the concept of a story, and might know a word in their home language for the concept (e.g., *"cuento"*). This is an example of how DLL children have assets (e.g., vocabulary in their home language) that should not be overlooked.

Oral language skills, including vocabulary skills, listening comprehension, grammatical knowledge, and expressive vocabulary have been found to be especially important for DLLs' future reading comprehension abilities (Espinosa 2015; Crosson and Lesaux 2013). In general, DLLs have shown comparable phonic and decoding skills as English-only students early in the reading process. With good instruction, DLLs are able to master the building blocks of word decoding. In order to understand the meaning of what they read, DLLs need sufficient oral language skills. This research demonstrates the importance of oral language development and instructional practices that provide rich and engaging language experiences in both languages, while at the same time focus on building early literacy skills. In light of this research, it is essential for preschool programs to recognize the critical importance of attending to oral language and vocabulary development for DLLs.

Multiple studies have emphasized the importance of purposeful exposure to English during the preschool years for DLLs' future school performance. For example, research has shown that lower levels of English language proficiency at kindergarten entry are related to later school, and specifically English language reading, difficulties (Galindo 2010; Halle et al. 2012). In addition, several recent studies examining the amount of time it takes for DLLs to become reclassified as fluent English proficient have found that early proficiencies in both the home language and English at kindergarten entry

are critical to the process of becoming academically proficient in the second language and may reduce the number of children who become long-term English learner (EL) students (Thompson 2015; Kim, Curby, and Winsler 2014).

To summarize, multiple factors are known to affect DLLs' language and literacy growth, including the language of schooling, age of acquisition of each language, and the quality and quantity of exposure to each language.

Importance of Home Language Maintenance and Development

While early exposure to English benefits DLLs' eventual bilingualism, it also carries some risks. Often, when preschool DLLs are introduced to English in the preschool setting and it is the main language of instruction, they start to prefer to speak only English and become reluctant to use their home language (Oller and Eilers 2002; Wong Fillmore 1991). Early loss of a child's first or home language is associated with long-term language difficulties as well as the risk of becoming estranged from their cultural and linguistic heritage (NASEM 2017). When children can no longer communicate with their parents, grandparents, aunts and uncles, and other extended family in the language of their home and community, they risk losing their sense of identity and connections to their ethnic, cultural, and linguistic heritage. In order to prevent the early loss of home language skills, successful ECE educators actively support, intentionally promote, and frequently monitor DLLs' growth in their home language as well as in English. The goal of achieving high levels of English language proficiency should not come at the expense of continued development of a DLL's home language. Preschool DLLs with a strong foundation in their home language and high levels of English proficiency thrive in a global, multilingual world while maintaining and sustaining strong bonds with their immediate and extended families.

Vignette 4.1 illustrates how a preschool early childhood program in California promoted bilingualism and early language and literacy development for DLLs.

VIGNETTE 4.1

A California Model Program for DLLs Age Birth to Five

In the 2011–12 school year, Fresno Unified School District (FUSD) convened an Early Learning Task Force that included educators, administrators, families, and community partners. The task force was commissioned by FUSD's superintendent and school board to examine the supports available in the Fresno community and school district for children age birth to five, to study current research, and to develop recommendations. Fresno is a diverse community where 76 different languages are spoken, 35 percent of kindergarten through grade three (K–3) students in FUSD are DLLs, and 84 percent of K–12 students qualify for free and reduced-price lunch. Low academic achievement and high school graduation rates of FUSD's EL students were motivators for the task force's work.

The Early Learning department had participated in the development of FUSD's English Learner Master Plan and recognized the need to intentionally address language development strategies for young EL students, or DLLs. The resulting initiative of the task force—the Language Learning Project—was based on a cross-agency collaborative that included all community providers of services to DLL children age birth to five (Early Head Start, Head Start, FUSD, and community-based family child care). Each agency participated equally in creating a vision, establishing goals, and making operational decisions. This multiagency collaboration was essential to active engagement and high levels of implementation across all sites.

The essential components of the Language Learning Project are:

- A multiagency collaborative to ensure all children have a strong foundation in both English and their home language upon entering kindergarten

- Broad representation, including 79 participants from the school district's infant and preschool programs, a community infant and preschool child care program, Head Start, Early Head Start, and family child care homes
- Strong asset-based partnerships with families and a perception of parents and families as having much to offer to the education of their children
- A targeted focus on Personalized Oral Language(s) Learning (POLL) strategies—concrete instructional approaches that support DLLs' language learning in multiple environments. The POLL strategies include (1) family engagement methods and tools, (2) guidance on environmental supports that welcome DLLs, and (3) specific instructional enhancements and scaffolds that promote early bilingualism and overall development.
- Frequent teacher professional learning opportunities focused on cultural and linguistic diversity, family engagement, and POLL strategies combined with individualized coaching and mentoring

Evaluation results indicate that ECE educators are able to successfully apply the newly learned approaches, including the POLL strategies, across ECE settings, are satisfied with the approach, and are excited to see the language growth of their DLLs. Another promising aspect of FUSD's work was greater articulation and collaboration between ECE and K–12 educators. For example, district leaders of the ECE and K–12 EL Services departments routinely structured time for instructional coaches in each department to share knowledge and instructional practices with one another and even participate as cofacilitators in each other's professional learning sessions in an effort to enhance and align each department's services.

Early Childhood Program Language Models

How do ECE educators provide equitable early education to linguistically diverse children? How do they support DLLs' learning and development in their home languages and in English? Research suggests that it depends. There are several ways to organize the ways languages are used and promoted in a classroom or other group setting. The full and effective implementation of an appropriate Early Childhood Program Language Model (ECPLM) is an important foundation for effective ECE for DLLs. These ECPLMs guide how ECE educators will support each of a child's languages. Figure 4.2 defines and describes California's ECPLMs: Dual Language (Birth to Five); Infant–Toddler (Birth to Three); and Preschool English with Home Language Support (Three to Five). The figure presents each ECPLM and briefly describes how both the home language and English are supported in the model. In addition, the figure describes how ECE educators' own language fluency affects the ways they support the language development of DLLs in each model. Each ECPLM can, if implemented well, support DLLs as they learn and develop both of their languages, as well as support them in the other learning domains (e.g., social–emotional development).

Figure 4.2 Early Childhood Program Language Models

Language Model	DLL Language Development Within This Model	How do ECE Educators of Different Language Backgrounds Support DLLs in this Model?
Dual Language Program (Birth to Five)	Home language development and English language development (ELD) are promoted and supported with a systematic, intentional plan. Ideally, at least 50% of the child's time is in the child's home language.	*ECE educators are fully qualified to provide instruction and language interactions in each language.* Curriculum and language support materials in each language are of equal quality. Sufficient time is provided in each language to promote bilingualism and biliteracy.
Infant–Toddler (Birth to Three)	Home language is used intentionally. Ideally, the primary caregiver speaks the child's home language. Children are invited to use their home language and are responded to in that language. Teachers partner with families to ensure ongoing use of home language in the home. ELD is supported in the context of a responsive, respectful relationship.	*ECE educators who speak a child's home language* will primarily communicate with the child in that language, including nonverbally. Children will also begin to experience English. *ECE educators who speak English but not a child's home language* will communicate in English and learn and use the home language and nonverbal communication that is important to the child and family. Native speakers of the home language will be recruited to participate in classroom activities.

Language Model	DLL Language Development Within This Model	How do ECE Educators of Different Language Backgrounds Support DLLs in this Model?
Preschool English with Home Language Support (Three to Five)	Home language development is promoted and supported by actively integrating the use of children's home languages into the classroom and partnering with families to ensure ongoing development of children's home language. ELD is promoted and supported through high-quality, systematic instruction with specific enhancements to promote comprehension and language learning for DLLs.	*ECE educators who speak English and a child's home language* will provide instruction in English, using appropriate scaffolds. ECE educators will also promote and support the child's home language by providing instruction in the home language, using the home language during some classroom activities, and using the home language for comfort and support. *ECE educators who speak English but not a child's home language* will provide instruction in English, using appropriate scaffolds. ECE educators will also promote and support the child's home language by bringing the home language into the classroom in varied ways in collaboration with families and other native speakers of the language (inviting speakers of the language to tell stories, lead activities, and so forth).

Recommended Promising and Evidence-Based Teaching Practices for DLLs

ECE educators in each ECPLM will implement the same set of promising and evidence-based teaching practices in ways that align with the design of the

model. The promising and evidence-based practices are grouped here into four practice areas:

Practice Area 1: Provide a culturally and linguistically responsive learning environment

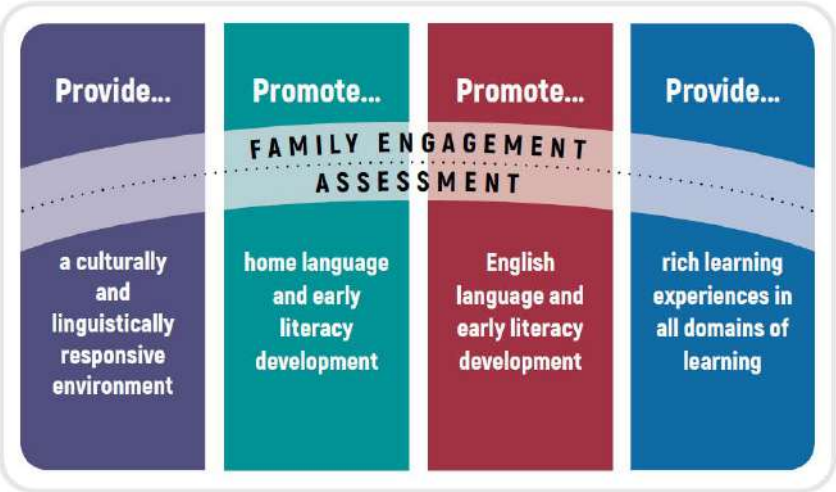
Practice Area 2: Promote continued home language and early literacy development

Practice Area 3: Promote English oral language and early literacy development

Practice Area 4: Provide rich learning experiences in all domains of learning

High-quality ECE is much more than just effective implementation of evidence-based teaching practices (see fig. 4.3). The foundation for these practice areas is effective family engagement and continuous assessment. Strong implementation of high-quality practices depends on ECE educators being highly engaged with families and frequently conducting linguistically appropriate assessments. After all, the ways ECE educators implement teaching practices will be informed by their family engagement and ongoing assessment of DLLs' strengths and needs.

Figure 4.3 High-Quality Early Childhood Education



Long description of figure 4.3

Practice Area 1: Provide a Culturally and Linguistically Responsive Learning Environment.

ECE educators strive to provide each child with a positive, warm, and engaging environment for learning. This learning environment supports and builds on the knowledge and skills each child is developing at home within their home language and culture. It also introduces toddlers and preschoolers to the cultural and linguistic diversity of the learning community. ECE educators learn from families about their child's language and culture; even families who speak the same language may speak different dialects and have different cultural practices.

Snapshot 4.1

A video from Teaching at the Beginning[1], shows preschoolers teaching a bilingual Spanish–English teacher some words in their home language, Mandarin. In this scene, the teacher demonstrates interest in the children's home language and respect for their knowledge of the language, which delights them. They are using their home language, stretching sounds, and communicating in English, as well. This video is available on the Teaching at the Beginning YouTube channel at https://www.cde.ca.gov/sp/el/er/ch4.asp#link1.

The foundation for a culturally and linguistically responsive learning environment is strong, respectful, and reciprocal relationships with families. Learning from families about their languages and cultures is an essential practice that begins at program entry and continues throughout a child's enrollment. For example, intake processes typically include discussions about each child's language background. Teachers can also invite families to share their expectations for how their child will be cared for within the early learning setting and their goals for their child's language learning (see the Family Engagement section later in this chapter). ECE educators may ask about the ways that families soothe their child, feed their child, and support their child's learning and development. ECE educators then use this information to

guide their interactions with children and families. For example, they may use soothing practices with a baby that are suggested by the baby's family or use a child's interest in rolling objects to engage them in a learning experience. ECE educators also invite families to contribute to the classroom learning environment throughout the child's enrollment. This includes asking families to share their important practices and traditions, as well as their languages.

All ECE learning environments, in every program language model, need to fully include the cultural and linguistic diversity of the classroom and the wider community in meaningful ways. Promising and evidence-based practices for providing a culturally and linguistically responsive learning environment are presented in figure 4.4. Visual displays that represent the cultural and linguistic diversity of the classroom are one important element of a culturally and linguistically responsive learning environment. Figure 4.5 describes additional practices teachers can use to support a culturally and linguistically responsive learning environment.

Figure 4.4 Visual Display Representing Classroom Diversity

Long description of figure 4.4

Figure 4.5 Practices to Support a Culturally and Linguistically Responsive Learning Environment

Practice	What does this mean?	What does this look like?
Use each child's home language with that child	• Use home languages when interacting with children and leading activities (e.g., book reading) • Use important words (e.g., milk, hungry, hurt) in home languages • Ask about, learn, and use words and phrases (e.g., words for a favorite food or toy) and songs that are important to each child in home languages	• *Miss Lisa says hello and goodbye to Pryta and her family in Urdu at drop-off and pick-up. Pryta seems to engage in activities more easily when Miss Lisa says "please" in her home language.* • *Parents and other family members read short stories and have conversations with DLLs in their home language.*
Support each child in using and developing their home language	• Invite children to use home languages (e.g., while holding infants and young toddlers; during learning experiences and book reading) • Encourage children to learn and use each other's home languages (e.g., using *"leche"* to ask for milk) • Invite DLLs to use and sometimes teach other children and educators words in their home language	• *A school administrator who speaks Urdu comes to the room daily to read books to Pryta in Urdu and extend Prtya's talk in Urdu.* • *Dani has daily experiences in a small group with the assistant teacher and other Spanish speakers. The assistant teacher uses language modeling to support and expand children's talk in Spanish.*

Practice	What does this mean?	What does this look like?
Include books and environmental prints in each home language in the learning environment	• Signs, labels, and visual displays on any topic represent the languages and cultures of the students • Books in home languages are available for infants and toddlers to explore, and are available in preschool reading areas, play areas, and learning centers • Families help select books, objects, and materials for the setting (e.g., music, displays, learning centers) • Avoid stereotypes that present generalizations about cultures	• *The labels and signs in Miss Lisa's room were bilingual Spanish–English. Miss Lisa, with support from the Urdu-speaking administrator, adds Urdu to the signs and labels that are used most often. She also adds Urdu-language materials to the classroom library.* • *Miss Lisa invites families to contribute to the learning environment by sharing photographs of important objects in their homes. She creates displays that children can touch.*
Provide learning experiences that include meaningful opportunities to share and learn about cultures	• Learn about and build on what children know and can do (including ways that may be specific to their culture) • Invite families to participate in and lead learning experiences with children • Modify a curriculum's learning experiences to connect to children's cultures	• *Miss Sophia uses music that families share in addition to the music suggested by her curriculum.* • *Miss Lisa invites families to share and talk about plants they have, cook with, or love during a unit on plants.*

Sources: CDE 2015a; NASEM 2017; CDE 2019

Practice Area 2: Promote continued home language and early literacy development.

ECE educators strive to provide young children with experiences with their home language to support their development as multilingual learners. Supporting home language development promotes DLLs' overall language development by building on the knowledge and skills they have developed in their home language. In addition, it supports children's full participation in a language that is central to their family, culture, and identity. The ways ECE educators promote DLLs' continued home language and literacy development depend on their knowledge of the language and on the ECPLM (see fig. 4.2).

Why is the ECE educator's language fluency important?

DLLs' language development benefits from the input of adults who talk to them in the language in which the adults are the most competent and with which the children are most familiar. DLLs' language development, like that of all children, benefits from the amount and quality of child-directed language that adults use with them. This type of language is used frequently in daily interactions, is attentive to the child's language and focus of attention, and is rich and diverse (NASEM 2017, 148).

ECE educators who are fluent in a child's home language use that language to promote the child's ongoing learning and development according to their ECPLM. Educators in infant–toddler classrooms will primarily use a child's home language in their interactions with that child. ECE educators in dual language programs follow their program's intentional, systematic plan for supporting the development of each language (e.g., 50:50, 90:10). Finally, ECE educators in Preschool English with Home Language Support classrooms promote home languages in multiple and varied ways depending on whether or not they are fluent in the home language.

ECE educators who are not fluent speakers of a child's home language still promote the child's development of that language. An important foundation for promoting home language development is demonstrating respect and

interest in home languages. ECE educators demonstrate this respect and interest through positive, responsive interactions with children and other speakers of the languages. For example, ECE educators respond warmly when others use languages that the educators do not understand. They also support and encourage children to use their home language with each other and with adults.

ECE educators who do not speak a child's home language fluently should collaborate with native speakers of the language to promote home language development in the classroom. This collaboration takes many forms. For example, an ECE educator can invite family members, staff, and volunteers who are native speakers of home languages to use them with children in the classroom. These adults may use a child's home language while singing and talking with a baby, reading stories to a toddler, or playing games with a group of preschoolers. They can also teach preschoolers about their home language by introducing new vocabulary or using and teaching the written form of their home language. For example, an adult might take dictation in a home language or support children in creating classroom books in their home language. These experiences provide an important foundation for DLLs' bilingualism and biliteracy. Figure 4.6 provides additional promising and evidence-based practices ECE educators can use to promote children's home languages even if they are not fluent in them.

Program leaders support ECE educators in collaborating with native speakers of children's home languages by training native speakers of the home languages to support DLLs in using and developing their home language in the classroom. Training topics may include language modeling, dialogic reading, dictation, or other classroom language and literacy activities.

Finally, ECE educators partner with families in their efforts to promote their child's home language development. This partnership begins by learning about families' language goals for their children, sharing information about the benefits of bilingualism, and using interpreters and translators to ensure that families can communicate with ECE educators and other program staff in their home language. ECE educators should have two-

way communication with families about topics that children are exploring, activities that they are doing, and stories they are hearing. ECE educators then need to use the information that families share to build on what children are learning at home. Also, families can build on what children are learning in the classroom in the home environment, using the home language. For example, ECE educators can share photographs of children engaging in classroom activities (e.g., planting seeds or finger painting) and support families in discussing these activities with their children in the home language. In addition, families can read books or introduce vocabulary in the home language, which supports children's language development and learning across domains. (See the Family Engagement section later in this chapter for additional ways to collaborate effectively with families of DLLs to support home language development.)

Figure 4.6 Promoting Home Language and Early Literacy Development

Practice	What does this mean?	What does this look like?
Respond to children's verbal and nonverbal communication warmly and positively, acknowledging that the child is communicating	Responsive relationships are important in their own right, and they also support language learning. Responding to children's efforts at communication with a smile, nod, hug, or words helps children know that they are seen and heard and encourages them to use and develop language.	*As Alicia was changing Amir, he smiled at her, kicked playfully, and made a few sounds. She was not sure whether he was communicating in his home language or not, so she smiled back and said, "Yes, let's move those legs!"*

Practice	What does this mean?	What does this look like?
Learn important words or phrases in each child's home language and use them with the child	Ask families to share words or phrases that soothe a child, or that a child uses to communicate their needs. Ask families to share words in their home language to use at school with children, such as "snack" or "bathroom."	*Mia's mother has taught her teacher the names that she uses for Mia's pacifier and blanket, as well as how to say "milk," "stop," and "snuggle" in her home language.*
Encourage older toddlers and preschoolers to use home languages with each other	Identify times in the schedule when children can use their languages with each other. Children may code switch or move between languages; this is a normal aspect of language development.	*Miss Lily encourages children to use their home languages together, including during outdoor gross motor play and center play.*

Sources: CDE 2015a; Goldenberg et al. 2013; NASEM 2017; CDE 2019

Practice Area 3: Promote English oral language and early literacy development.

Successful ECE educators strive to provide young children with experiences in English in order to support their development as multilingual learners. The ways they do this will differ depending on the age of the child, the language fluency of the educator, and the ECPLM (see fig. 4.2). ECE educators in a dual language classroom model will follow the requirements of their program's model (e.g., 50:50, 90:10). Infant–toddler educators will support infants and toddlers in building on their existing language knowledge—of the home language, of English, or of both languages. Infant–toddler educators will begin to introduce young children to English (in collaboration with others, if they themselves do not speak English). Figure 4.7 describes approaches infant–toddler educators can use to support ELD depending on their language fluencies.

Figure 4.7 Supporting Infants' and Toddlers' English Language Development

Educators' Fluency in English and a Child's Home Language	Approach to Supporting ELD
English and the Home Language	*Miss Marta, who is bilingual, primarily uses Spanish but also shares English stories or songs with the babies during one of their alert times every day.*
English Only*	*Miss Stephanie, who only speaks English, leads learning experiences in the domains in English. She also partners with families and colleagues to include and support home languages in the classroom.*
Home Language Only	*Mr. Tomás, who only speaks Spanish, partners with Miss Stephanie, a colleague, to support English. Stephanie visits his group a few times a week to sing a song, read a book, or lead a learning activity in English. Ideally, this is an experience the children have already had in their home language with Mr. Tomás.*

**Whenever possible, an infant's or toddler's primary caregiver will be fluent in the child's home language.*

Preschool teachers in an English with Home Language Support Model provide practices that explicitly and intentionally support ELD, while at the same time include and support home languages. Preschool teachers in this ECPLM use appropriate scaffolds to make English more comprehensible to those who are just beginning to learn it. In other words, they provide DLLs with comprehensible input. Preschool teachers help DLLs understand what they are saying in English by modifying their speech and using nonverbal supports. Recommended strategies for providing comprehensible input include:

- Speak to a DLL who is just beginning to learn English naturally, but slowly and clearly.

- Use appropriate gestures or actions to illustrate speech (e.g., acting out drinking from a cup while saying, "drinking"; using total physical response to demonstrate actions).
- Demonstrate concepts and actions using hand puppets, realia, or realistic objects or props.
- Give DLLs longer wait times to allow them time to process speech.
- Check for understanding from DLLs on what was said.
- Use longer phrases and sentences and offer less support as a DLL's English proficiency grows.

Snapshot

Snapshot 4.2

When Pryta first came to her class speaking no English, Miss Lisa asked her to choose where she would go at center time by demonstrating the different centers and teaching her to point to the picture of the station she wanted. Pyrta learned that she would point to the picture whenever it was time for centers. By the end of the year, Miss Lisa would ask Pyrta, "Which center would you like to go to?" and Pyrta would point and respond in English, "the art center." Miss Lisa would follow up, asking a more open-ended question: "What would you like to do there?" Pyrta would reply with more English, "Make picture."

In Preschool English with Home Language Support classrooms, preschool teachers embed enriched language-building experiences in English into daily interactions and activities. In these classrooms, DLLs use and expand their English skills through interaction with English-speaking ECE educators and peers. Adults extend and expand children's English utterances by repeating the words children say, extending what they say by adding a few words, or asking questions to get them to say more (educators should aim for three or more back-and-forth exchanges).

The daily schedule in this ECPLM includes frequent one-on-one and small-group opportunities for DLLs to use and develop their social and academic

English language skills. These include informal (e.g., dramatic play) and formal (e.g., structured learning activities) times for children to interact with preschool teachers and peers. Preschool teachers plan daily learning experiences that build DLLs' knowledge of the important features of English, including vocabulary, alphabet, and phonemic awareness. In addition, the daily schedule includes times and spaces in which children have a break from language stimulation. Preschool teachers support DLLs in engaging in play or other activities they choose at these times (neither requiring nor avoiding the use of language). Often teachers identify places in the room where children may go to take a break from hearing and using language, and they support them in using these places when they need to.

Snapshot

Snapshot 4.3

Miss Lisa plans the daily schedule so that she meets with DLLs in small groups for ELD at center time and facilitates talk in English and home languages during free play. This morning, she spoke with Mario in the dramatic play area. Mario said, "Cook" and opened the toy oven. Miss Lisa asked, "What are you cooking?" Mario responded, "Rice." Miss Lisa replied, "Rice, yum! What will you have with it?" and the exchange continued.

Miss Lisa intentionally supports vocabulary knowledge by previewing important words in a book in English and home languages. She reads to DLLs in small groups, and draws attention to the features of English (like rhyming) as she reads. Sometimes she will discuss letters before and after reading.

Miss Lisa has a short time planned in the middle of the schedule for quiet play. While she does not insist on silence, she does not ask children to speak with her. She also has a spot in the classroom for quiet play. She has taught the children that they can go there to be quiet. If a child is there for a long time, she will engage with the child and bring them back to the learning experience.

Practice Area 4: Provide rich learning experiences in all domains of learning.

At the same time that DLLs are developing two or more languages, they are also developing in all other learning domains. DLLs are developing cognitive knowledge, motor skills, mathematical understanding, social–emotional skills, and skills in other learning domains with and through language. Therefore, ECE educators support each child, including each DLL, to learn and develop in each domain of the learning foundations. The Infant–Toddler and Preschool Learning Foundations provide learning goals in each of these domains for all children, including DLLs. DLLs may practice, develop, and demonstrate their growing knowledge and skills in the domains in either of their languages (see the Assessment section later in this chapter). For example, a DLL may demonstrate counting skills by counting in English or in a home language; they may use vocabulary relating to feelings in English or in a home language.

Successful ECE educators strive to provide learning experiences in the domains that are responsive to children's interests, strengths, and needs. This includes learning about and building on the knowledge and skills that children have developed within their family, language, and culture. With infants and toddlers, these experiences are individualized and support children's ongoing growth and development across the domains. With preschoolers, instruction that is organized into high-interest topics, studies, or themes supports children in making connections with prior knowledge and experiences (Konishi et al. 2014). This thematic learning is most effective when preschool teachers highlight highly relevant key vocabulary and provide children multiple opportunities to engage in hands-on experiences on the topic. This supports children in making connections between related vocabulary and provides multiple, repeated opportunities to learn about a concept or skill. This type of integrated learning, in which children explore an idea or topic over days, weeks, or even months, supports the learning and development of all children, including DLLs.

Snapshot 4.4

When studying worms, Miss Lisa provided many related learning experiences to support children in developing vocabulary, skills, and knowledge. Students made diagrams of worms, built worm habitats, compared worms to other similar animals, and described worms using "juicy" words. They shared their many creations with their parents at an open house.

The specific teaching practices ECE educators use to support DLLs across learning domains again depend on the age of the child, the language(s) spoken by the educator and child, and the ECPLM (see fig. 4.2). Preschool DLLs whose ECE educators are using English will require specific scaffolds to support them in fully participating in the learning experiences in the curriculum. Some of these scaffolds are detailed in figure 4.8.

Figure 4.8 Supporting Preschool DLLs in Participating in Learning Experiences in English Across Learning Domains

Practice	What does this mean?	What does this look like?
Introduce concepts, vocabulary, and activities in the home language before providing learning experiences in English	Use a home language to introduce new ideas or vocabulary. Read a book to DLLs in a home language before reading it in English. Each book reading should be in a single language, but the next one can be in the other language.	*As they were beginning their study of worms, Miss Maria used Spanish to introduce the topic, key vocabulary, and learning experiences to Spanish-speaking DLLs.*

Practice	What does this mean?	What does this look like?
Build and activate vocabulary and background knowledge for book readings and other learning experiences in English	Identify words that are useful to understanding a book reading and support DLLs in engaging with those word meanings before, during, and after a read-aloud. Support children in making connections between these words and other related words they know in English or in their home language.	*Miss Lisa supported DLLs in learning the word for "worm" in their home languages and asked them to make pictures about worms. They did a "picture walk" through an informational text about worms, which showed worms in their habitat.*
Use hands-on experiences or real-life objects (realia) and pictures to illustrate key concepts	Provide opportunities to develop knowledge and skills in the domains through hands-on experiences. Build on those experiences with language and through additional related experiences.	*When teaching the words "worm," "snake," and "lizard," Miss Lisa provided a stuffed animal and a picture of each word so children could visualize what the word represented.*
Scaffold for preschool DLLs so they can participate in whole-group activities (including read-alouds) even if they do not fully understand what is being said	Keep whole-group activities in English short. Support children, including DLLs, in engaging in group repeated actions during group activities. This includes choral chants, rhymes, poems, songs, and physical movements.	*Miss Lisa asks children to "show" her a smile or a frown when she reads about one and teaches children to chant repetitive language during book readings.*

Sources: CDE 2015a; Goldenberg et al. 2013; NASEM 2017

Family Engagement

Effective family engagement is the basis of high-quality ECE for all children and especially for DLLs. Strong family engagement can help DLLs become bilingual and biliterate by supporting them in developing strong language skills in both a home language and English. Family engagement supports DLLs' development in the other domains of learning as well. Families and ECE educators can bridge DLLs' experiences at home and at school by helping children make connections between the knowledge and skills they have developed at home and in their community within their home language and culture and the knowledge and skills they are developing at school. While these connections are important for all children, they are particularly important when the child's language or cultural background is different from that of the educator or the program overall.

ECE educators have a responsibility to partner with families of DLLs in culturally and linguistically responsive ways (see Halgunseth, Jia, and Barbarin 2013 for more about the research and theory behind family engagement with families of DLLs). Successful engagement with families of DLLs involves positive two-way relationships with families, effective communication, encouragement for families to continue to develop their children's home language, and a welcoming classroom environment for families.

Develop positive, two-way relationships with families of DLLs.

Effective family engagement is rooted in positive relationships with families (Halgunseth, Jia, and Barbarin 2013). Authentic relationships are two-way, with each partner learning from the other. Strong family engagement means learning from families, as well as sharing information with them. Families have important information to share about their children that will support ECE educators in teaching more effectively (see Practice Areas 1 and 2 above). They are also critical partners in assessment, providing valuable information about their child's development (see the Assessment section later in this chapter). The following practices may support ECE educators in developing two-way relationships with families of DLLs:

- Learn from families about their parenting practices, cultural values, and goals for their children. ECE educators use the information they learn from families when they interact with them and their children. For example, if a baby's family shares excitement over the child's interest in pulling up to stand, the ECE educator can provide learning experiences to support that interest and share the child's progress with the family.
- Expect that sometimes ECE educators and families will disagree. ECE educators can expect that some of a family's practices and beliefs will differ from their own and from the other members within the family. When this happens, ECE educators should partner with families (and other staff, as appropriate) on an approach that honors the family's perspective as well as the ECE educator's own professional role. For example, if it is important to a family that their baby always be held, the educator will partner with the family and colleagues to address the family's concerns in a way that is feasible within the program.
- Consider visiting families at home. ECE educators may take up home visiting as a practice with all families or focus on families who are unable or unwilling to come to the classroom.

Educators should communicate with families of DLLs frequently, even when they do not speak their home language, and be responsive to their preferences.

Communicating with families when there is not a shared language can be challenging, but it is an important responsibility for an ECE educator (Halgunseth, Jia, and Barbarin 2013). ECE educators communicate with families frequently, not just when there is a specific situation to discuss. The following practices may support ECE educators in communicating effectively with families of DLLs:

- Collaborate with colleagues and program leadership to ensure that families can communicate with each ECE educator in their preferred language. If an ECE educator does not speak a family's language, trained translators or interpreters need to support that educator to communicate with the family. (It is not appropriate to ask older children to interpret; any time an interpreter is used, the family's privacy should be considered.)

- Communicate with families directly when possible (when using an interpreter, look at the family member when speaking). Personal interaction is important to building a relationship. Learning and using greetings and keywords in a home language communicate respect, even if the ECE educator is not a fluent speaker of the language. ECE educators should also learn and use the correct (or preferred) pronunciation of each family member's name.
- Ask about and listen to families' preferences for communicating, including which language they prefer and how they like to communicate (e.g., at drop-off, by text message, through notes). Begin by communicating with families in multiple ways, notice how they respond, and use the forms of communication they use.

Encourage families to continue to develop their child's home language.

One important way ECE educators can support DLLs' language and identity development is to support families in continuing to develop their child's home language. Some families may be concerned that they should be using English at home to support their child's ELD. ECE educators can affirm the critical role families play in providing a home language environment that will support their child in becoming bilingual. ECE educators may do the following:

- Convey respect for home languages by providing translations of written materials into home languages and partnering with interpreters to communicate with families in home languages
- Ask families about their child's home language experiences and home language development as part of ongoing communication about their child's learning and development. (At the end of this chapter is an example of a home language interview/survey)
- Ask families about their long-term goals for their child, including their goals for a child learning their home language
- Share the research that being bilingual is a strength that their child can achieve with consistent, language-rich experiences in both languages. Ask families whether they have information to share or questions to ask about the topic, as well. Assure families that using home languages at home will not harm their child's ELD, rather it is essential for maintaining and continuing to develop their home language. (See the

Importance of Home Language Series under Family Engagement in the Next Steps section of this chapter for family handouts in six different languages in addition to English)

- Demonstrate respect for the role home language knowledge is playing in the child's development by including the home language in the classroom and encouraging children and families to use the home language (see Practice Area 2 above)
- Learn and share information about opportunities to foster the development of home languages at home and in the community (e.g., public libraries that have books available in the language)

Snapshot 4.5

The program hires staff who speak the languages in the community. They also hire and support translators, interpreters, and language models and include them in meetings, trainings, and classrooms to understand the program better.

The program's intake and assessment materials include specific questions about home languages, family language goals, and concerns about language. Educators are prompted to ask about children's home language development several times during the year.

Miss Lisa shares information and resources with families about home languages, including the importance of home language development. She encourages families to ask questions and share information and resources about home languages with her as well.

Welcome families into the classroom.

It is important for ECE educators to greet families warmly, create a classroom environment that reflects children's and families' cultures and languages, and provide varied opportunities for families to participate in the classroom, including, but not limited to, sharing their culture and language. See the practice areas above for specific practices to include families in classrooms.

Assessment of Dual Language Learners

Understanding when and how to implement the practices described above is dependent upon an accurate assessment of each child's current knowledge and skills. Effective assessment also informs the ways ECE educators help children build new knowledge. The valid and comprehensive assessment of DLLs' development and achievement is essential to understanding their strengths and needs, but this is often challenging for ECE educators (Espinosa and Garcia 2012). Individualized instruction enhances young children's learning opportunities and promotes the important developmental and achievement outcomes necessary for school success. Individualized instruction, however, requires comprehensive, ongoing assessments that are fair, valid, and linguistically, culturally, and developmentally appropriate. Such assessments play an important role in promoting positive outcomes for DLLs.

Language of Assessment

For DLLs, the language in which an assessment is given may have serious implications for their ECE experience. It affects how capable they are judged to be by educators in the educational services they receive. Because DLLs acquire their knowledge of the world around them in and through two languages, their knowledge and skills will be distributed across both of their languages. Therefore, in order to have an accurate picture of what young DLLs know and do not know, it is necessary to assess them in each of their languages. A DLL may know some words and concepts in one language and other words and concepts in the second language. Depending on prior experiences and learning opportunities, a DLL may not perform as well as a monolingual English-speaking peer on an assessment in English even if the child's conceptual knowledge is similar. While in the early stages of English language acquisition, a DLL will not perform on English language assessments as well as a monolingual English-speaking child, simply as a consequence of limited experiences in English. An English language assessment is not an appropriate measure of a DLL child's conceptual knowledge and skills. With appropriate and enriched language learning opportunities in English, DLLs can achieve at high levels in English as well as in their home language(s) (Paradis, Genesee,

and Crago 2011). A DLL who demonstrates difficulties on a concept or skill in both languages, however, should be referred for further evaluation to determine whether additional services are needed. The earlier additional services are provided for a child who is not merely struggling with linguistic development, the greater the success will be addressing language delays.

To summarize, a child who speaks and hears only English in the home should be assessed across all learning domains in English. A child who speaks a language other than English in the home should be assessed in both the non-English language and in English to determine their level of ELD.

Purpose of Assessment

For ECE educators, there are three main purposes of assessment: (1) to identify who is a DLL, (2) to conduct developmental screenings to decide whether a child should be referred for further evaluation for possible developmental delays, and (3) to guide educators' daily interactions and individualization of the curriculum through ongoing formative assessment.

Identification of DLLs. In K–12 education, federal regulation requires a consistent process for identifying which students qualify for EL services. Typically, school districts administer a home language survey that indicates which families speak a language other than English at home, followed by an individual assessment of the child's English language proficiency. Districts establish cutoff scores to determine which children are eligible for language support services.

There are no comparable requirements for whether or how ECE programs will identify children who are DLLs. Therefore, programs use a variety of methods to identify DLLs. One recommended practice is to use intake procedures that include a comprehensive family survey or interview about a child's language background that goes beyond a simple question about which languages are spoken in the home (see the end of this chaper for an example of a family interview sheet). This face-to-face conversation occurs early in the enrollment process and gathers information about the following: (1) when the child was first introduced to English and the amount of English exposure the child

regularly experiences; (2) the number of different languages the child speaks and hears at home; (3) the language of the child's primary caregiver; (4) other important people the child interacts with and the languages they speak; (5) the child's preferred language; and (6) information about the child's interests and favorite activities. The family will be a critical source of information about the child's early language learning experiences, which contribute to both individualized instructional planning and DLL identification.

Developmental screening. Developmental screening is the process of early identification of children who may be at risk for cognitive, motor, language, or social–emotional delays and who require further assessment, diagnosis, and intervention. Typically, brief standardized developmental screenings are administered to large numbers of children to determine whether there is a potential problem and referral for a more in-depth assessment is warranted. Standardized instruments are most often used for this purpose since comparisons of one child's development against other children of similar age are required to determine whether the child is developing within a normative range or may have developmental delays.

It is important for assessors to employ multiple measures and sources of information, consult with a multidisciplinary team that includes bilingual experts (e.g., speech therapists and psychologists who speak the home language), collect information over time, and include family members as informants when making any screening recommendations (Barrueco et al. 2012; Espinosa and Lopez 2007). These measures include ensuring that culturally and linguistically appropriate screening tools and procedures are conducted with young DLLs and that standardized screening tools have been designed or normed for young bilingual children. Prepared ECE educators and assessment professionals receive training to conduct unbiased assessments with children from culturally and linguistically diverse backgrounds. DLLs benefit when assessments are conducted by ECE educators and assessment professionals who speak the child's native language and are familiar with the home culture. ECE educators who are knowledgeable of the psychometric characteristics of tests can make more informed judgments about the appropriateness of specific tests when their students are from linguistically

diverse backgrounds (Sánchez and Brisk 2004). And finally, assessors need to be able to distinguish between language differences attributable to growing up with two languages and language delays, which may require specialized language interventions (Espinosa and López 2007).

Continuous formative assessment. Frequent and ongoing assessment for instructional improvement and adjustment is a process that is an indispensable part of instruction. Formative assessment occurs in real time, during instruction while student learning is underway, in a way that assists their learning (Heritage 2013). As such, it is often referred to as assessment for learning. Tools for formative assessment purposes include observation notes on each child's performance, checklists, rating scales, work samples, and portfolios used during everyday activities (Espinosa and López 2007). Assessors are able to accurately collect data on the emerging competencies of young DLLs when they understand the typical development of young children who are growing up with more than one language, their home languages, and their cultures.

Observational assessments that are aligned with curriculum goals, focus on educationally significant outcomes, rely on data from multiple sources gathered over time, and include families are considered the best method for collecting accurate information about DLLs' development (Espinosa and Lopez 2007). In California, all state-funded preschool programs are required to administer the Desired Results Developmental Profile (DRDP) (CDE 2015b). Preschool teachers complete this observational assessment twice a year to measure children's progress toward the Desired Results, or learning expectations. The California Department of Education, Early Learning and Care Division (CDE/ELCD) recommends the following when assessing DLLs:

> The teacher who completes the assessment for a child who is a dual language learner should speak the child's home language. If not, the teacher must receive assistance from another adult, such as an assistant teacher, director, or parent, who does speak the child's home language. It is important that the program plans for time during the day when the child and adult have time to interact if the adult is not the child's parent or the assistant teacher in the child's classroom. (CDE 2010b, 13)

This guidance to teachers is intended to ensure that the assessors of DLLs have the capacity to judge the child's abilities in any language, not just in English. Especially for DLLs who are in the early stages of English acquisition, it is crucial that someone who is proficient in their home language is part of the assessment team to determine their understanding of mathematical concepts, social skills, and progress in the other developmental domains. Without an assessor who is fluent in the child's home language and properly trained to conduct the assessment, it is not possible to obtain accurate results. For example, an assessor who does not understand the language a child is using when communicating to a peer would find it difficult to determine whether that child is displaying empathy for others. Vignette 4.2 illustrates the formative assessment process in action.

VIGNETTE 4.2

Example of a Formative Assessment Process

In order to answer the following questions about Pryta, Miss Lisa will conduct an ongoing formative assessment:

- How is Pryta progressing?
- What does Pryta need to learn next?
- How can I adapt my instruction to better meet Pryta's needs?

Miss Lisa talked with Pryta's parents using the Family Languages and Interests Interview sheet and observed Pryta's use of Urdu with a staff member who was fluent in Urdu. Together, the parents, the staff member, and Miss Lisa determined that Pryta's language functioning in Urdu was at about an age-appropriate level. She communicated eagerly with her parents and extended family members and was able to express her thoughts, ideas, and needs to others. She played easily with the Urdu-speaking children in her community and correctly used a variety of nouns, verbs, adjectives, and adverbs with increasing complexity.

Pryta's family used Urdu almost exclusively in the home, although Pryta did watch many television shows in English and heard English when she went shopping with her parents. Since Pryta had the majority of her early language learning opportunities in Urdu and her primary exposure to English was in the preschool program, Miss Lisa was curious about her English language skills. To gauge Pryta's level of ELD, Miss Lisa reviewed the ELD domain in the California Preschool DRDP (CDE 2015b). The DRDP is a formative assessment tool that is required in California for all programs for children age zero to five that receive funding from the CDE. To complete the DRDP, ECE educators must carefully observe and document each child's behavior and language. In addition to observation notes, Miss Lisa will use samples of Pryta's work, her drawings, and possibly video or audio recordings of her interactions with others.

Soon after Pryta's enrollment, Miss Lisa created an observation schedule for Pryta that included a variety of times and contexts: during whole group, during small group, and during center time. Since no one can observe all aspects of development in a single observation, Miss Lisa decided to initially focus on Pryta's comprehension of English. After taking very specific notes on Pryta's interactions with her English-speaking peers and other adults in the classroom, Miss Lisa assessed that Pryta was in the Exploring English level of ELD and was showing some indicators of the Developing English level. Pryta interacted with her peers mostly silently, but with focused attention and some mimicking of their behavior. She also responded appropriately to simple requests from her peers and teachers such as "Come here" or "Cleanup time." She also occasionally responded to teachers' questions and directions such as "Where are the markers?" or "Time to eat."

However, Pryta's level of Self-Expression in English (ELD 2) was not as developed. Miss Lisa determined that Pryta was probably between Exploring English and Developing English. Pryta used very little English in the classroom, and when she did speak to others, it included mostly Urdu phrases with a few recognizable English words such as "hi" or "yes." Once, Miss Lisa heard Pryta say a few words that sounded like "I want paint" under her breath, as though she was practicing the new language.

As a result of these observations, Miss Lisa determined that Pryta was in the early stages of ELD and would benefit from targeted language interactions in English using many of the suggested strategies described in this chapter. She also focused on working with the family to continue Pryta's home language development while applying some of the strategies recommended above.

Conclusion

ECE educators have the wonderful opportunity to positively influence the learning and development of DLLs and support them on their journey in becoming fully bilingual in both English and a home language. With high-quality instruction and support tailored to their individual strengths and needs, ECE educators can help provide a foundation for DLLs to reach high levels of achievement in the content areas. DLLs bring a wealth of knowledge and skills to California schools, including knowledge of many languages and cultures. The school years are a crucial period for DLLs, when their assets and potential can be either strengthened, allowing them to thrive, or neglected, denying them the equitable education they deserve. Following is the vision of the *California English Learner Roadmap: Strengthening Comprehensive Policies, Programs, and Practices for English Learners:*

> English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages. (CDE 2018, 10)

Early childhood education has an important role in enacting this vision. DLLs' earliest years of school set the stage for their continued schooling and later life. These years can be full of promise and potential, as ECE educators leverage DLLs' knowledge and skills to build their English, their home language, and the content areas. ECE educators can enact a shared commitment across California to respect, include, and support home languages, whether they are teaching in a dual language program model or in an English classroom with home language support. They can do this through evidence-based professional practices that guide their instruction, their interactions with children and families, and their assessment procedures. California ECE educators hold the key to a future in which every DLL receives the high-quality instruction they deserve with attention to their individual strengths and needs. California's diversity is its strength, and DLLs are among its most diverse group of students. As we aim for a future in which every DLL can thrive, we work toward a future of success for all.

Next Steps

Successful ECE educators build their knowledge about the development and learning of DLL students and consistently implement curricular adaptations in order to provide equitable early education to linguistically diverse children.

–Guiding Principle 3

ECE educators have the privilege and responsibility of partnering with families to provide a foundation for California DLLs' emergent bilingualism and biliteracy. This chapter oriented ECE educators to research findings and promising and evidence-based practices that can inform the ways they support the learning and development of DLLs in early learning settings. ECE educators may use this chapter as an overview of key topics, including dual language development, teaching practices, family engagement, and assessment. Following are suggested resources that ECE educators can use to deepen their knowledge about each of these essential areas. A variety of types of resources are included in each section, including professional development materials, videos, research syntheses, early learning standards, and program guidelines. Each resource is briefly described, and links are included when available.

ECE educators may choose to begin by identifying resources that will deepen their knowledge of dual language development, because this is a critical foundation for their work with DLLs and their families. They may then want to explore the resources for teaching practices, family engagement, or assessment, depending on their context, interests, and needs. In addition, at the end of this chapter, the sample Family Languages and Interests Interview document, which was referenced throughout the chapter, is available for teachers to use to improve learning experiences for their DLLs.

Dual Language Development Suggested Resources

- For information on language development, bilingualism, second language acquisition, and code switching, refer to chapters 3–6 of *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning*, available at https://www.cde.ca.gov/sp/el/er/ch4.asp#link2.
- Information on "Foundations in English-Language Development" is presented on pages 103–142 of the *California Preschool Learning Foundations (Volume 1)*, available at https://www.cde.ca.gov/sp/el/er/ch4.asp#link3.
- Summary information on language development and bilingualism from the NASEM Promising Futures report are included as part of a practitioner toolkit to accompany the report. The language development section of the toolkit includes a video, a fact sheet for educators, and links to relevant chapters in the report. It is available on the Promoting the Educational Success of Children and Youth Learning English: Children's Language Development Toolkit web page at https://www.cde.ca.gov/sp/el/er/ch4.asp#link4.
- Research findings on the neuroscience of dual language development (Paper 1, 1–50) and the cognitive consequences of dual language learning (Paper 2, 51–89) can be found in *California's Best Practices for Young Dual Language Learners*, available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link5.
- Information on the stages of preschool second language acquisition can be found in the *California Preschool Learning Foundations (Volume 1)*, available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link6.
- A video series that chronicles the first 14 months of ELD for a DLL child learning English in preschool is available on the Teaching at the Beginning YouTube channel at https://www.cde.ca.gov/sp/el/er/ch4.asp#link7.

Evidence-Based Teaching Practices

- Information that guides ECE educators toward an integrated approach to curriculum planning for children from birth to five years of age (including DLLs) can be found in the CDE publication *Best Practices for Planning Curriculum for Young Children: The Integrated Nature of Learning*, available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link8.
- The *California Preschool Curriculum Framework (Volume 1)*, pages 10-12, presents teaching strategies to support the learning and development of all preschoolers. Information on how to use the frameworks with DLLs is available on the California Preschool Curriculum Frameworks web page at https://www.cde.ca.gov/sp/el/er/ch4.asp#link9.
- Chapter 6, pages 75-92, of *California Preschool Program Guidelines* describes supports for preschool DLL students. *California Preschool Program Guidelines* is available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link10.
- CDE *Infant/Toddler Learning and Development Program Guidelines, 2nd Edition*, describes supports for infant and toddler DLLs in chapter 5, pages 107–130. The document is available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link11.
- PD2GO offers a series of online modules on "Enhancing Interactions with Young Dual Language Learners" that include bundles of resources, facilitators' guides, and family connections. The online modules are available on the PD2GO website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link12.
- Practices to support preschool DLL students are presented in chapter 8 of CDE *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning*, available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link13.

The following resources present the findings of the National Academy of Sciences research synthesis on promising practices for supporting dual language learners, including a video and fact sheets:

- CDE *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning*, available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link14.
- "A Quick Guide to the DRDP (2015): Assessing Children Who Are Dual Language Learners," available on the Desired Results website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link15.
- CDE *California Preschool Program Guidelines*, available at https://www.cde.ca.gov/sp/el/er/ch4.asp#link16.
- CDE *Best Practices for Planning Curriculum for Young Children*, available at https://www.cde.ca.gov/sp/el/er/ch4.asp#link17.
- *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*, available on the National Academies of Sciences, Engineering, and Medicine website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link18.
- Research findings on program elements and teaching practices that support DLLs are found on pages 90–118 in Research Overview Paper 3 of *California's Best Practices for Young Dual Language Learners*, available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link19.

Family Engagement

- Information describing practices to support family partnerships with families from varied cultural backgrounds is found in the CDE publication *Best Practices for Planning Curriculum for Young Children: Family Partnerships and Culture*, available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link20.
- Research findings on engaging families of DLLs are found on pages 119–171 in Research Overview Paper 4 in the CDE document *California's Best Practices for Young Dual Language Learners*, available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link21.
- Information describing family engagement, including for DLLs, is found on pages 40–41 and 87–88 of the *California Preschool Program Guidelines*, available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link22.
- Informational handouts in several different languages to share with families are included in Head Start's Importance of Home Language Series, available on the Head Start ECLKC website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link23.
- Information describing family engagement, including with families of DLLs, is found on pages 15–36 and 118–119 of the CDE *Infant/Toddler Learning and Development Program Guidelines, 2nd Edition*, available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link24.
- *Partnering with Families of Children Who Are Dual Language Learners*, developed by Head Start, provides suggestions for family engagement and includes scenarios of various situations. It is available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link25.
- PD2GO offers a series of online modules on "Families are Systems," "Building Relationships with Families," and "Circles of Influence," which include bundles of resources, facilitators' guides, family connections, and links to additional resources. The online modules are available on the PD2GO website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link26.

Assessment

Information on the early childhood assessment system used in California can be found in the following resources:

- "A Quick Guide to the DRDP (2015): Assessing Children Who Are Dual Language Learners," available on the Desired Results website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link27.
- The Preschool English-Language Development Measures tutorial on the Desired Results website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link28.
- PD2GO offers a series of online modules on "Assessing Young Dual Language Learners" that includes bundles of resources, facilitators' guides, and family connections. The online modules are available on the PD2GO website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link29.
- Research findings on assessing DLLs are found on pages 172–201 in Research Overview Paper 5 in CDE *California's Best Practices for Young Dual Language Learners*, available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch4.asp#link30.

Sample Family Languages and Interests Interview*

CHILD'S NAME: _____
FIRST MIDDLE LAST

Date:_____

Date of Birth: _____ Age: _____
MONTH DAY YEAR

Gender: ☐ FEMALE ☐ MALE ☐ NONBINARY

1. How many family members live with you and the child?
2. Who are the members of your family?
3. Who is the primary caregiver of your child?
4. What language does the primary caregiver speak most often with the child?
5. What language did your child learn when they first began to talk?
6. Can you tell me what language(s) each of the following people in your household speak to your child?

Names	Only English	Mostly English; some other language (identify)	Mostly other language (identify); some English	Only other language (identify)
Parent (or you):				
Parent (or you):				

Older siblings:				
Grandparent:				
Grandparent:				
Aunts/ Uncles:				
Others (after school program, community members)				

7. What are your feelings about maintaining your home language?
8. At what age was your child first exposed to English?
9. Who does your child play with most often?
10. What special talents or interests does your child have?
11. Do you have any hobbies or interests that you would like to share with your child's class?
12. Would you be interested in volunteering in your child's class?

**Adapted from Appendix A of California's Best Practices for Young Dual Language Learners (Governor's State Advisory Council on Early Learning and Care 2013, 207–208).*

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Endnotes

1 The Teaching at the Beginning website offers many free professional learning resources, including videos and resources for parents in multiple languages. It can be accessed at the following link: https://www.cde.ca.gov/sp/el/er/ch4.asp#link32.

CHAPTER

5

Content Instruction with Integrated and Designated English Language Development in the Elementary Grades

Mary J. Schleppegrell
Alison L. Bailey

This chapter begins with the words of elementary teachers who have multilingual learner (ML) and English learner (EL) students in their classrooms and have much to share about their experiences of working with their students to ensure they are making sense of the English used in different subjects. Like many reading this book, these teachers were a part of communities of practice for the purpose of strengthening pedagogy with their ML and EL students. They faced challenges and triumphs along the way, but each came to reflect on their instruction and figured out which practices worked best with their students.

I am always explaining why we are learning concepts. I begin my lessons with this usually. We are also always having to defend our answers, so we always need evidence. Cause and effect discussions constantly take place, especially in language arts and history areas.

I provide many opportunities during our day to discuss relationships such as cause and effect, and why we are learning the things we are learning. Students are also having to explain the procedural process to each other and me during math especially.

At the end of each math lesson we do "reaching consensus." This is when students get into their group and go over the answer they got for their individual practice. It's the opportunity that my students get to help explain to their peers why they may have gotten a different answer. When they explain, their peers can see where they went right or wrong in a given problem.

I found that I was better at giving feedback when I could stand there and listen to them speak. During my teaching I travel around the classroom and try to take notes on my students to see where they are and if there need to be any adjustments.

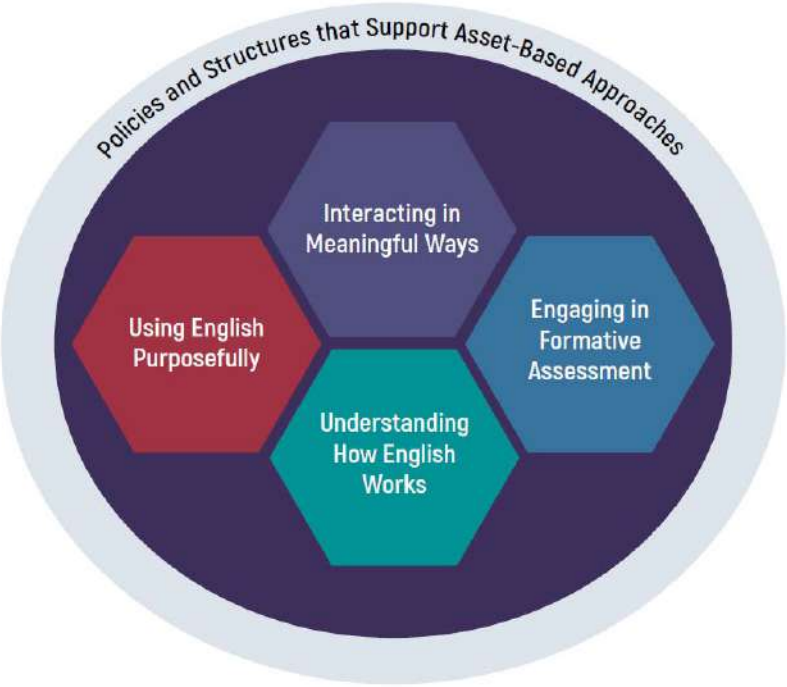
We needed to practice talking explicitly about language, and at first we thought it was way above our students to handle, but to my surprise, they really enjoyed it!

Introduction

The quotes introducing this chapter come from elementary grade teachers who are supporting children's development of both concepts and language in different subject areas.[1] They report on students who are actively engaged in learning challenging subject-area content, participating through interactions with their peers, and speaking, reading, and writing with guidance from teachers who are monitoring and assessing their knowledge development and responding with next steps in instruction. These teachers are creating opportunities for children to use English purposefully in subject-area learning, and to understand what and why they are learning and its relevance in the subject area. Children are engaged in meaningful interaction, collaborating with others to understand and share what they are learning. Teachers help children understand how English works by drawing their attention to language and meaning and providing meaningful feedback.

The quotes show teachers engaging students in three essential practices: **using English purposefully, interacting in meaningful ways, and understanding how English works**. These practices are key foundations of the *English Language Arts/English Language Development Framework for California Public Schools*, referred to as the *CA ELA/ELD Framework* (California Department of Education [CDE] 2015, 32). They are the grounds for evidence-based instruction to support English language learning. In addition, a fourth foundation of the *CA ELA/ELD Framework*, which the teachers in these quotes describe as a key instructional practice, is **engaging in formative assessment**, in which teachers embed their own and their students' monitoring of learning and feedback for learning during ongoing instruction in classrooms. Supported by effective administrative and organizational structures, teachers are being purposeful in planning instruction that engages students in interaction about the content they are learning and about the language that presents that content. They are observing and responding to students through formative assessment practices throughout the learning process. Figure 5.1 shows the four practices that support ML and EL students. Formative assessment supports the other three central practices. The outer ring of the figure shows how these four practices are most successful in the context of supportive and asset-based policies and structures, which include culturally and linguistically sustaining approaches, teacher professional learning communities, and integrated and designated ELD.

Figure 5.1 Four Practices that Support Multilingual and English Learner Students



Long description of figure 5.1

This chapter shows how transitional kindergarten through grade five (TK–5) elementary school teachers can draw on effective, evidence-based instructional practices to support ML and EL students in learning language and content simultaneously. The term "multilingual learners" is used to refer to students who speak or understand, to varying degrees, more than one language—English and a language (or more than one language) used in their homes or communities.[2]

The chapter begins by highlighting the key point that instruction is grounded in culturally and linguistically sustaining practices that respect and nurture the knowledge and language resources all children bring from their homes and communities. The chapter then reviews California's vision for supporting these children in elementary school classrooms through two complementary approaches: integrated ELD and designated ELD. Integrated ELD provides instruction for teaching students to use and understand English to access and make meaning of the academic content throughout the school day and across

disciplines. In integrated ELD, content standards (math, ELA, science, and so on) are used **in tandem** with the *California English Language Development Standards (CA ELD Standards)*. Designated ELD devotes time and strategies to teaching English language skills that are critical for students to engage in grade-level content learning. The focal standards for designated ELD are the *CA ELD Standards*. They are addressed to assist English learners to develop critical English language skills necessary for academic content learning in English. Attention is also drawn to the broader structures that support teachers in implementing the vision.

In later sections of the chapter, the four foundational practices are illustrated in action. The research upon which they are based is referenced, and this offers additional resources for deeper understanding. Snapshots offer brief examples from California schools, and callout boxes offer definitions, descriptions of instructional strategies, and resources for further learning. Each practice is highlighted in a vignette that illustrates the simultaneous enactment of all four classroom practices in action to support ML and EL students in learning language and content. The chapter ends with suggestions for utilizing these practices and resources and for learning more about them.

California's elementary teachers are instructing EL students in a number of different settings that have implications for how they provide integrated and designated ELD instruction.[3] Teachers in classrooms where English is the medium of instruction provide integrated ELD throughout the day while teaching academic content (science, ELA, mathematics, social studies, arts, and so on). They use the California content standards in tandem with the *CA ELD Standards* to support EL students (alongside teaching non-EL students) in engaging with and make meaning of the academic content. They use appropriate scaffolding approaches, both planned and in the moment, to ensure each EL student has full access to grade-level academic content and makes steady progress toward English language proficiency (ELP). For designated ELD, some teachers work with small homogeneous groups of EL students while their non-EL students work on other tasks (e.g., independent or collaborative assignments). The teachers form these homogeneous groups based on the intentional instruction they will provide to improve their EL students' development of English language proficiency and specific English language skills. Other teachers may work in

grade-level teams to share EL students across classrooms for designated ELD time, where students are grouped homogeneously by language proficiency needs so teachers can strategically focus on specific *CA ELD Standards*. Teachers working in dual language programs where biliteracy is the goal have additional considerations when providing integrated and designated ELD (see chapter 3 for guidance on these programs).

Successful programs engage EL students with academic content appropriate for their grade level and in interactions with their non-EL peers. EL students—and all ML students—benefit from efforts aimed at promoting more integrated and equitable classroom learning for EL students. Regardless of the types of programs school districts offer California's families, EL students must be provided with both integrated and designated ELD instruction targeted to improving their levels of ELP and receive appropriate grade level academic instruction to achieve the same academic standards expected of all of California's students. This chapter offers guidance on how to do this.

Foundations of Effective Instruction for Multilingual and English Learner Students

The elementary years are a time of great growth and development. Five-year-old students may come to school with emerging literacy skills, developing phonological and phonemic awareness, and a degree of alphabetic knowledge that supports reading and writing development. As children move through the elementary grades, their oral language expands through increases in vocabulary, an understanding about different ways of expressing themselves, and growth in new ways of learning and interacting in the world. In the upper elementary years, they begin to engage with the specialized language of different subject areas in more explicit ways. All the better for multilingual children—and for our state and nation—when they are supported in engaging in these processes in their different languages. Throughout these years, it is crucial that children's oral language and literacy development are supported through meaningful activities that enable them to explore language and how it works. As their metacognitive awareness develops and their ability to engage with greater abstraction increases, they will find talking about language interesting and will naturally look for patterns and connections in the language(s) they speak (Menyuk and Brisk 2005).

Recognizing the importance of multilingual development and asset-based practices, the *CA ELA/ELD Framework* calls for schools to provide culturally and linguistically sustaining education that values and draws on the rich knowledge and experiences students bring to the classroom. This chapter builds on this guidance and offers detailed ways an asset-based approach can be implemented to create classrooms in which ML and EL students thrive (see chapter 2 of this book for a specific focus on asset-based pedagogy). Key aspects of this approach are support for use of home languages, culturally and linguistically responsive environments that engage with families and communities, and instruction that supports language and knowledge development in coherent, grade-appropriate units of study (see snapshot 5.1).

Snapshot

Snapshot 5.1: Culturally Sustaining Instruction

A Sacramento elementary school with both a Hmong-English dual immersion program and an English language elementary program with a diverse student population promotes a vision that all children will "claim, learn more deeply about, and maintain pride in their rich cultural heritage" (Spycher, Girard, and Moua 2020, 93). The approach they have adopted is based on the principle that culturally sustaining teaching affirms, expands, and empowers student voices.

To put this principle into action, they engage students in activities such as the following:

- Inquiry into their families' immigration stories through interviews with family members. (This includes all students in the school as they research and share about their family backgrounds and learn about those of their peers)
- Addressing topics that are relevant to students' cultures and communities and implementing standards-based disciplinary language and literacy goals (for example, drawing on community resources, including Hmong elders, teaching kindergarten students about community gardens and how they support a healthy diet)

In addition, teachers work together to develop their own understanding of bias and how to recognize implicit bias. One example of this is focusing on the ways they may unconsciously use language or practices that present deficit views, such as referring to underperforming students as disadvantaged or at risk. Such labels reinforce perspectives of students as "lacking" in some capacity and obscure the talents and abilities they do have. Another example is the practice of using only low-level texts with some groups of students. While there are moments when simplified language will support students' learning by making ideas and concepts more accessible, such texts inevitably reduce the knowledge made available to students, obscure the voice of the author, and deny students engagement with challenging content and language. Instead, teachers are working to provide more robust instruction with grade-level texts, providing opportunities for students to study the language in the texts in order to interact meaningfully with the ideas in the texts.

Teachers are also sharing their ideas and strategies for focusing on positivity and respect. For example, teachers are engaging students in developing shared classroom norms for interaction and group work that enable all voices to be valued and holding class community meetings that give students opportunities to raise issues related to perceived inequities or interpersonal dynamics.

ML and EL students come to the classroom with knowledge and experience from their home cultures and rich linguistic resources from their home languages. These home languages and cultures are resources to value in their own right, as well as assets students can draw on to build their proficiency in English by building relationships between the languages. Adopting culturally and linguistically sustaining pedagogy goes beyond planning learning opportunities and tasks to be relevant to students' lived experiences. It also means promoting the cultures and linguistic assets of ML and EL students (see snapshots 5.1 and 5.2). *The California English Learner Roadmap: An Elementary School Teacher Toolkit*[4] *(EL Roadmap Teacher Toolkit,* Olsen and Hernández 2019) offers a self-assessment questionnaire that can help teachers assess their own learning environment in relation to the goals of being assets-oriented

and needs-responsive (Olsen and Hernández 2019, 11–14). The *EL Roadmap Teacher Toolkit* also offers a list of resources and connections to use as teachers work to implement the recommended practices.

Snapshot 5.2: Fostering Cultural Valuing and Home Language Use

During the 2019–2020 school year, as part of the Global California 2030 Initiative and the passage of Proposition 58, Fresno Unified School District started after-school language programs in French, Mixteco, Punjabi, Arabic, and Spanish, adding to several sites with Hmong and Spanish dual language immersion (DLI) programming. The programs foster native language literacy and cultural valuing and offer experiences for native and nonnative speakers of these languages. One elementary school has begun to address earlier practices that did not honor students and their home cultures. The school, which used to have a ban on the use of the Mixtec language, now recognizes the value of supporting children in using and developing their home language. The school hired a community liaison to work with parents and families, and they have started a project to support the use of the Mixtec language and bring the culture into the school in ways that support students.

A San Diego school is supporting staff in understanding that home language is an asset and that students are successful when they are supported in using their home language. In classroom contexts, teachers group learners strategically so that students with strong bilingual skills interact with others in both languages to support content learning. They have bilingual instructional assistants who support students with emerging proficiency in English by interpreting instruction in their home languages. They put the focus on knowledge building, enabling students to draw on their home languages in ways that also support their engagement with concepts that are presented in English.

Students benefit when they are able to draw on all of their linguistic resources. The practice of translanguaging—using more than one language

to express meaning—is currently a major focus of research, and it shows promising results for enabling children to express their identities, draw on all of their meaning-making resources, and participate in more robust ways. Translanguaging practices include using different languages, such as languages spoken in the home as well as English; different registers, such as the language of schooling as well as everyday ways of talking; and different varieties of the same language, such as different dialect choices (Bailey and Durán 2020; García, Johnson, and Seltzer 2016). Translanguaging also means explicitly contrasting the features of English and other languages to help students see connections and contrasts, and it can help students draw on what they have learned in one language when they are using the other(s).

Register

Register refers to the ways people make different language choices, depending on the situation. Registers vary according to the topic or content (in different subject areas), with whom a person is interacting and the relationship between them (how formal/informal, how intimate), and the role language plays (whether it is used with other meaning-making resources such as gestures or visuals, whether it is speech or writing, and so on). Everyone adjusts their language to fit the contexts they are in, using more technical or formal language at some times and more interactional and informal language at others.[5]

Effective teachers support and encourage students in drawing on all of their meaning-making resources as they learn together. They support students in using bilingual dictionaries, interacting with other students who share their home language, and talking and writing in the language they already know so they can engage with the knowledge being developed while also building on their current knowledge. Teachers with a welcoming stance toward students' use of their home languages design routines and activities that support learners' translanguaging. For example, teachers can plan for intentional use of students' home language(s) in brainstorming activities to support students'

comprehension through dialogue with others. Teachers can also be on the alert for other opportunities that emerge in the moment-to-moment work of the classroom to promote and support students' interactions and writing in their home language(s). Chapter 3 on multilingual programs and pedagogy provides a more extended rationale for and examples of the role of translanguaging.

Drawing on Students' Primary Language Resources and Opportunities

Indicators and Examples

- Biliteracy and bilingualism are celebrated, affirmed, and encouraged.
- Primary language instruction and support are used intentionally in all EL program models.
- Students are encouraged to use their home language for small-group brainstorming and discussions and to produce drafts of materials.
- The teacher uses primary language support to enable comprehension and participation (where possible).
- Primary language books, dictionaries, and resource books are available, as is access to digital translators, English dictionaries, and reference materials.
- Cognate charts support cross-language connections.[6]
- The teacher seizes on opportunities to engage with students in contrastive analysis to build metalinguistic awareness and help students build cross-language connections.
- Wall displays, curriculum materials, and texts are inclusive and reflect the diversity of the cultures and backgrounds of students in the class.
- In bilingual and dual language programs there is parity in resources and materials in both languages, and materials in each language are linguistically and culturally authentic.
- Primary language resources and opportunities are provided to students on their Individualized Education Program (IEP).

Source: Olsen and Hernández 2019, 25

Some teachers may fear that supporting students in using their home language(s) will slow down their learning of English, but research shows that students' home languages can be a major source of support for them as they learn school subjects while learning English (García, Johnson, and Seltzer 2016). For learners who have had prior schooling, using the language they already speak, read, and write enables them to draw on their educational experience and knowledge as they develop new knowledge in and of English. In addition, when they use their home languages, they can contribute in ways that enhance the learning of other students in the classroom as well. They are able to express their perspectives on complex questions and show that they understand and are learning even as their English continues to develop.

Adopting asset-based pedagogies that recognize the strengths learners bring as developing bilinguals and as people who share additional cultural insights is a move toward equity and social justice. Successful schools ensure that ML and EL students are given access to grade-level content and language-rich learning opportunities. Effective teachers are powerful advocates and supporters of ML and EL students and their families when they build meaningful relationships full of respect and empathy. Impactful administrators and teachers commit to responding to learners' social and academic needs by (1) making instruction relevant, (2) listening to students and respecting different perspectives, and (3) learning to address their own, as well as their students', biases that may surface in interactions (see snapshot 5.2 for examples).

Teachers who learn about students' cultural and linguistic backgrounds and how individual students interact with their home languages and cultures can help students draw on these resources to make connections with their background knowledge and use the resources they already possess to learn English and subject-area concepts. California classrooms have the potential to be models of multilingual interaction, where all the languages spoken

What are some examples of creating "safe and brave spac es" that you have observed, learned about, or implement ed? In what ways might you continue to make your class room safer, braver, and more assets-oriented for your ML and EL students?

by students are seen as resources for everyone's learning, and where the cultural ways of knowing that all students bring to school enrich the learning of all. Teachers who make their classrooms safe and brave spaces where all perspectives are considered and valued often find that the points of view expressed bring unexpected benefits to learning for all students (and teachers!).

Engaging Multilingual and English Learner Students in High-Quality Learning

ML and EL students at all proficiency levels benefit from instruction that offers access to and opportunities for participation with other students in the full grade-level curriculum in all subjects. To support their participation, effective teachers infuse a focus on language into all lessons, and also offer students targeted daily work on language that is particular to their evolving levels of English proficiency. While providing such instruction may seem daunting, the *CA ELA/ELD Framework* offers suggestions and examples of standards-based, thematic approaches to the different academic content areas with an integrated focus on language. This supports content learning through scaffolds for learners and differentiated instruction and aligned performance tasks for students at different levels of ELP.

California's approach calls for comprehensive ELD across the school years with both integrated and designated ELD for EL students at all English proficiency levels and ages. Integrated ELD draws on relevant content area standards in tandem with the *CA ELD Standards.* Integrating ELD into the subject areas (integrated ELD) engages students in participating fully in subject-area activities and extends opportunities for teachers to support language development in purposeful, meaningful, and attentive ways during subject-matter instruction. Designated ELD, in contrast, provides protected time during the school day to expressly focus on instruction in English language skills and knowledge that students can use to make meaning in their content courses in ways that are tailored to EL students' ELP levels (Emerging, Expanding, Bridging). Designated ELD is provided when teachers help students build into and from subject-area instruction by focusing on

critical language skills specific to learning English, working toward the goals of the *CA ELD Standards* together with the supporting *California Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA ELA/Literacy Standards)* and other content standards.[7] The vignettes at the end of this chapter offer classroom-based examples of both integrated and designated ELD.

Three groups of ML students require specific attention when organizing and implementing integrated and designated ELD: students in dual language programs, newcomer students, and students with disabilities.

Students in dual language immersion (DLI) programs

Districts have responded to the challenge of flexibly responding to the varied learning assets and needs of ML and EL students with different designs for elementary school programs. DLI programs support the goal of developing students' biliteracy in both languages by providing integrated language instruction and content learning as students work in each language across the school day. In DLI programs, providing designated language instruction is crucial for both groups of learners: designated ELD for EL students, and designated target language instruction for children for whom the target language is not their home language. The advantage of DLI programs is that they bring home language speakers of each language together in a context where each group experiences being mentors and language experts in that language, learning to negotiate meaning and support each other through the modeling of more proficient language use. But each of these groups also benefits from explicit instruction and support for development in their second language through designated language development instruction. In a dual language context, the design of designated language development instruction offers opportunities to make connections between the two languages, pointing out where they differ in their grammar and ways of expression, where noticing cognates may be helpful in learning, and where cultural aspects of language use may vary. Designated language development connects to the curriculum and supports transfer of learning in one language context to expression in the other language (see chapter 3 on multilingual programs for more detailed information).

Newcomer students

Some students come to school with little previous experience in English. These newcomers benefit from special attention in navigating the new school context and understanding what may be different cultural expectations in the California classroom. Initially, teaching newcomers key expressions for navigating the school context is important for their success. Having a buddy or two who welcome and support them also enables them to interact with peers in meaningful and sustaining ways.

Assessing foundational reading skills both in students' home languages and in English helps educators make instructional decisions that build on what the newcomer student already knows (chapters 2–5 of the *CA ELA/ELD Framework* offer guidance). Considering how students' home languages will influence their literacy development in English also is important. All students who speak languages with different writing systems need to learn the English alphabet, but this learning will be different for students whose home languages follow a phonetic principle (e.g., Arabic, Farsi) compared to languages that use semantic principles (e.g., Mandarin Chinese). Students who already read in their home languages will be able to apply their reading strategies to comprehending English. Students who have not learned to read in their home languages will benefit from focused instruction on what reading is and how to get meaning from text. Some newcomer students may be ahead of their grade-level peers in the US or may have special talents that can be recognized and built on, and all newcomers will be able to transfer established literacy skills and content knowledge in their home languages to English with appropriate instructional support over time.

Newcomers with limited formal schooling experiences can be successful when educators address the gaps in their previous education, for example, by providing explicit foundational reading skills instruction in English (e.g., phonics, morphology, decoding), as well as in the partner language if they enter a DLI program. Upper elementary grade students who are new to English benefit from specialized support, and teachers can take this opportunity to collaborate with primary grade teachers and reading specialists to provide reading foundations instruction tailored to each newcomer's specific learning profile. Some of the

time used for designated ELD can support newcomer students at the Emerging level of ELP in developing foundational reading skills. This is the only group of upper-grade EL students who will receive instruction in developing foundational literacy skills during designated ELD. Newcomer students in the upper grades receive designated ELD that attends to all four language domains (listening, speaking, reading, and writing), as needed. Small, differentiated reading groups that focus on decodable texts, phonological awareness, and word work, determined by ongoing assessment, along with purposeful literacy centers that connect to broader literacy goals, are two approaches that are key to student learning of foundational reading skills (Spycher 2017). EL students who are not newcomers may also separately require reading intervention, but they would not receive this during designated ELD.

Teachers can support newcomers' understanding by making instruction comprehensible through visuals, linguistic accommodations, frequent comprehension checks, bilingual support, and other methods that make the content more accessible but—importantly—not simplified. Teachers who share a home language with newcomers can encourage home language use so students can express what they know and get support for understanding. Other supports for newcomers can include interpretation and bilingual glossaries or dictionaries. When possible, students can be supported in reading texts in their primary language that they will then read in English. Newcomers are successful when they are provided with opportunities to interact with their more English-proficient peers, engage in intellectually rich learning tasks, and work with complex texts. And all students thrive when they receive support for translanguaging in ways that enable them to draw on the language skills they bring to this new context, without being positioned as outsiders.

Think of a newcomer EL student you currently have in your classroom, have known in the past, or might have in your classroom in the future. What are some questions you now have about how best to design meaningful and robust learning experiences for this student? What are some ways you could identify this stu dent's learning assets?

Students with disabilities

Any elementary classroom may include students with disabilities who are also multilingual or identified as EL students, and it is imperative to accurately identify them so that they receive the right match of services. *The California Practitioners' Guide for Educating English Learners with Disabilities*[8] provides detailed information about a range of considerations for students who are dually identified as EL students with disabilities. These include implementing appropriate and consistent early intervention strategies and instructional practices, learning to differentiate between a disability and English language learning phases that are temporary, and understanding referral processes for EL students. Successful teachers are aware of, advocate for, and make appropriate use of test accommodations and accessibility resources that their students may be entitled to, and they apply appropriate reclassification criteria or procedures for IEP-sanctioned exemptions from the assessment of listening, speaking, reading, and writing on statewide assessments, depending on the nature of an EL student's disability. More information on reclassification and ELP assessment can be found in the CDE ELPAC Information Guide.[9]

Supporting teachers: Professional learning communities

The *CA ELA/ELD Framework* calls for school-level coordination, teacher learning, and collaborative work within schools to support all students in this complex instructional work. Some teachers may have had limited opportunities in their teacher preparation or in-service learning to learn about supporting all students. Others may think that a certain level of ELP is a prerequisite for participation in challenging learning contexts. Teachers benefit from opportunities for collaboration across grade-level teams, opportunities to learn about their students' academic profiles and languages, timely information from assessments, and support in interpreting assessment data. (The *EL Roadmap Teacher Toolkit* mentioned earlier in this chapter offers resources for this work.)

Professional learning communities, or PLCs (also called communities of practice), support teachers in planning together, getting to know students better, and sharing their challenges and successes. Multi-grade PLCs may be especially valuable for teachers to see progression in students' language

across the elementary years. This can increase understanding of language development and appropriate expectations for growth (Bailey and Heritage 2019a). PLC collaboration also enables integrated and designated ELD to work in flexible ways (see snapshot 5.3 for an upper elementary grade example and snapshot 5.4 for grouping strategies), as schools with active PLCs can adjust the composition of student groups through formative assessment and according to instructional objectives.

Snapshot

Snapshot 5.3: Integrated and Designated ELD: Upper Elementary Grades Organizing Instruction by Content Area

In elementary schools across the state, teachers are collaborating to strengthen their approach to creatively providing integrated and designated ELD. For example, a Southern California school district is transitioning to an instructional model of content-focused classrooms at the upper elementary grades, rather than classrooms where each teacher teaches all subjects. (This can be supported especially well where an ELD teacher is available.) Teachers are adapting the curriculum at each grade level to modify and augment it to support both content learning and language learning. In order to provide designated ELD, they are focusing on a different subject area each semester during the transition, with the ELD teacher taking the lead in helping subject-area teachers consider what is needed.

The plan is to first support students in ELA, with the ELD teacher collaborating with the ELA teachers on designated ELD. Each semester the ELD teacher will change focus—next the history teachers, and then the science teachers will phase in robust designated ELD. EL students will attend the designated ELD sessions for the subject areas in focus in different semesters across the school year. Organizing this way also supports the ELD teacher—an ELA teacher themself—to begin collaboration in their strongest subject. The content teachers who collaborate with the ELD teacher are engaged in professional learning about how to support EL students for the first time in designated ELD related to their subject focus. Content teachers are

collaborating across grade levels, with the content area teacher's expertise focused on the subject standards and the ELD teacher's expertise focused on the ELD standards, providing the basis for considering how a focus on language can support content learning. In this context, the ELD teacher will meet with a different content area team each semester as teachers in the school work to develop new expertise. PLCs at each grade level will assess the value of this model throughout the transition and discuss needed changes or adaptations as they move forward.

Snapshot

Snapshot 5.4: Regrouping Learners for Designated ELD

Fresno Unified School District, with 74,000 students and 76 different languages, has been working since 2014 to roll out the *CA ELA/ELD Framework* with an emphatic focus on providing all students access to grade-level content. This commitment has led to much teacher learning and progress for students. Teachers are organized into PLCs that enable them to plan together and explore new ways of grouping and serving students. With both integrated and designated ELD viewed as core instruction in their mainstream classrooms, the teachers work together to examine evidence of student learning (e.g., writing samples, classroom observations, notes) and design ELD instruction that aligns with the instructional goals they have established. Teachers discuss how they will support continuing student success by reorganizing instruction and grouping students strategically within and across classrooms at each grade level.

Teachers have moved away from thinking about EL students as "having" specific or fixed ELP levels and grouping them in those levels for the whole year or even the whole semester. Recognizing that learners are continually evolving in their development of English, and that proficiency assessments capture only some aspects of students' competencies, teachers have

adopted the concept of not having fixed groups but reevaluating students on an ongoing basis through either formative assessment or frequently administered interim assessments, to be sure their growth in different areas is recognized. For example, if a grade level is working on a particular kind of writing and teachers observe that many EL students at the Expanding level are experiencing challenges with the organization of that type of text, one teacher may work with this group of students on genre structure during designated ELD, while the other teachers redistribute students across their classrooms for work on areas related to specific areas in the ELD standards. The teachers treat this time as academic language development time for everyone; while EL students are provided with designated ELD through strategic instruction grounded in the ELD standards, non-EL students engage in quality language learning, as well. These teachers recognize that providing EL students instruction targeted to their ELP level is not enough, and that designated ELD time is most effective when students have opportunities to progress beyond their current ELP level and move along the ELD proficiency level continuum at a more accelerated pace. Critically, designated ELD is not interpreted as "intervention time." However, any student, including EL students who are identified by the district as additionally needing intervention in reading, still receives those services to which the student is entitled, but not during designated ELD time. All EL students are provided access to core content with integrated ELD, designated ELD, as well as any type of intervention, tutoring, or other services they are identified as eligible for.

Implementing the Four Practices

This section returns to the four practices introduced at the beginning of this chapter to provide examples of how to implement them and the research that supports them. The four practices are not separate steps that teachers take in isolation; instead, they are enacted in concert with each other in each lesson. Using English purposefully, interacting in meaningful ways, and understanding

how English works, while engaging in ongoing formative assessment, enables teachers to engage ML and EL students in activities that simultaneously support both language development and concept learning. Figure 5.2 provides a summary overview of the four practices, the issues they address, and steps teachers can take to implement them.

Figure 5.2 Four Practices with Examples to Support EL Students in the Elementary Grades

Key Practices	Why It Is Important	Issues Addressed	What Works for Teachers and Students
1. Using English purposefully	Learning is a sequence of meaningful steps that build toward content goals.	Teaching can feel like a set of disjointed activities.	Organizing instruction as a series of purposeful activities guided by overarching questions and goals for language and content development.
2. Interacting in meaningful ways	Children develop language proficiency and learn academic content when they have opportunities to use language.	Engaging students who are too often silent in the classroom.	Incorporating meaningful interaction into classroom activities as children read, speak, and write about what they are learning.

Key Practices	Why It Is Important	Issues Addressed	What Works for Teachers and Students
3. Understanding how English works	Students learn the challenging language of school subjects when they have opportunities to reflect on how language means what it does, to explore and compare the ways English is used in different contexts, and to recognize how different language choices mean different things.	If language itself is not a focus or is addressed in isolation, students may not see or may miss how the English language works to make meaning in different contexts and texts.	Drawing attention to language, having students analyze language and the ways it works in different texts and contexts and compare English and home languages.
4. Engaging in ongoing formative assessment	Children's language develops when teachers recognize and respond to growth in their language and content knowledge with appropriate levels of challenge and support.	Summative assessments (annual assessments or end-of-unit quizzes) do not offer the kind of information teachers need to provide students access to the wider curriculum.	Continuously monitoring students' academic and language development, using moment-to-moment formative assessment (e.g., noting sophistication of student dialogue) and planned formative assessment (e.g., conferencing with students about their understanding of language and content), guided by an understanding of learning progressions.

Instructional Practice #1: Using English purposefully

For teachers, being purposeful in using English means planning opportunities to engage students in using language in multiple ways as they learn content across the school day. Students benefit from using spoken and written language to do varied activities that help them achieve the instructional goals. In beginning to introduce a new topic, for example, teachers can be purposeful about creating opportunities for students to engage in informal interaction, supporting them in drawing on the language(s) they already bring to the classroom—languages other than English and more informal registers. This helps students draw on their full range of meaning-making resources as they work to develop new ways of making meaning in English that enable them to share their experience and background knowledge. At other times, teachers can be purposeful in modeling more formal registers and encourage students to use that language as they develop new knowledge across subject areas.

Using English purposefully also refers to integrating reading, writing, speaking, listening, and language awareness across subject areas that is related to content learning goals. Purposeful planning for students' authentic use of English is critical for enabling them to engage in specialized discourse practices across subject areas, for example:

- As students learn mathematics, they benefit from support to understand teacher explanations and engage in talk where they share conjectures about mathematics concepts.
- In social studies, learning strategies for reading challenging sources and developing responses that draw on evidence will support participation in discussion and writing about what they have learned.
- In science, students can use their everyday language to explore phenomena together, but also learn to present their understanding of those phenomena in more technical language in oral presentations or in writing.
- In ELA, reading literary texts can be challenging from a linguistic point of view, as authors draw on cultural references and metaphors that children may be unfamiliar with, and responding to those texts requires language to express judgments and perspectives.

Each subject area has its particular ways of reading, talking, and writing, and the best way to support learners is through opportunities for them to participate in doing these activities. As a National Research Council panel argues, "language is learned through meaningful and active engagement by [English learners] with language in the contexts of authentic … activities and practices" (National Academies of Sciences, Engineering, and Medicine [NASEM] 2018, 3). Students' participation in authentic content learning across subjects—drawing on all of their meaning-making resources, including their home language, knowledge, and cultural assets—is the basis for further learning.

Another aspect of being purposeful is planning for a variety of ways for students to participate. Using bridging discourses gives students opportunities to move from what they already know and can do with language into increasingly challenging tasks (Gibbons 2006). Using bridging discourses means shifting registers—moving between more everyday ways of talking about concepts and more formal ways of talking about what is to be learned and, in the process, making language choices (consciously or not). Shifting registers helps learners develop and adapt their vocabulary, sentence structures, and organization of language to different situations. It also connects with translanguaging practices that enable students to draw on all of their available linguistic resources, including their home language(s). Thinking about shifting registers and bridging discourses is useful for designing tasks that move students from using language in face-to-face interaction toward using language for more challenging literacy practices, such as presenting what they know in writing (NASEM 2018).

Teachers can be purposeful in making content more accessible to ML and EL students and supporting their linguistic development without reducing the level of complexity of the content (Bailey and Heritage 2017; Spycher and Haynes 2019). They can model well-crafted explanations of science phenomena or mathematical reasoning, offering examples and pointing out key features (integrated ELD). Then, in designated ELD, learners can focus on language in specific ways that help them understand how English works by being asked to analyze, for example, the verb tense choices and verb forms in model explanations or the ways a mathematical conjecture is constructed. Snapshot 5.5 offers a further example of the ways integrated and designated ELD interact.

Snapshot

Snapshot 5.5: Using English Purposefully in Integrated and Designated ELD

In a unit of instruction on the Holocaust in a sixth-grade ELA classroom at a school in San Diego, the guiding question is "How do people hold on to their humanity in this context?" The children have watched a video of Holocaust survivors telling their stories. One woman talked about trading her ration of food for the day for a comb. The teacher highlights this as an example of holding on to one's humanity and asks students to work in groups to discuss the question, "What is it that you would hold on to if left with nothing?" He points out that answering this question will call for using words that describe the experiences and the emotions humans feel in these situations, identifying adjectives that describe human experiences and emotions as important for the task. As students report out from their groups, he creates a chart that captures phrases that describe feelings and emotions and include quotes from student talk. Students will use this chart later when they complete a research report and presentation. In designated ELD, students discuss what they are reading in ELA and write short responses related to the theme of the unit. The culminating task in designated ELD is writing a literary response essay, with the ELD teacher focusing students on valued meanings in such an essay, for example, writing about how characters think and feel. To support this meaning making, the teacher supports students in learning verbs related to thinking and feeling and their forms and functions. In this way the teacher supports the learning in the ELA classroom as well.

The best way teachers ensure they are assisting students to use English purposefully is by planning for instruction that addresses a topic and associated standards over at least a week of instruction and that (a) focuses on a coherent set of goals, (b) engages students in activities that build their knowledge and language, and (c) culminates with some product (often written) that enables them to demonstrate what they have learned. Since using English purposefully is not a practice that is applied separately from the other foundational practices, effective teachers build in plenty of interaction, focus on English and how

it works, and plan for moments of formative assessment. They think about teaching in larger units of instruction rather than as a set of activities or lessons, giving EL students time to develop a deep understanding of the concepts and practices that enable them to achieve the instructional goals.

Teachers are moving away from thinking about EL students as "having" specific or fixed ELP levels and grouping them in those levels for the whole year or even the whole semester. Rather, student groupings are fluid and flexible to maximize teachers' responsiveness to students' learning trajectories.

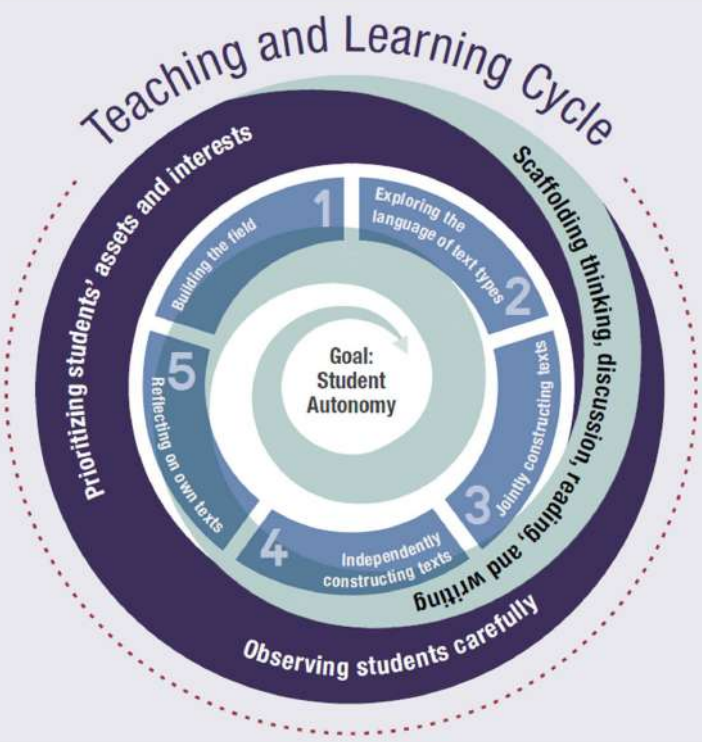
They also return to the texts the class has read to analyze language and meaning in the texts, using the same vocabulary over several days to make it part of their language repertoires, and working toward meaningful goals with robust scaffolding that builds their knowledge and language. Coherence over time can be built in through project-based learning or inquiry approaches that draw on routines guided by frameworks such as the Teaching and Learning Cycle (TLC). The TLC builds students' understanding of subject matter while also supporting their language development through analysis of the texts they read and through robust scaffolding of the texts they are expected to write. The TLC draws on a genre-based pedagogy (e.g., Derewianka 1990, Brisk 2015, Gebhard 2019) that has identified typical structures and language features of the kinds of texts often written in school. Vignette 5.1 (later in this chapter) shows the TLC in action and illustrates how using English purposefully can be enacted in conjunction with other key practices.

The Teaching and Learning Cycle (TLC)

The TLC (see fig. 5.2) is an approach to instruction that has been adopted in many contexts to support ML and EL students' engagement across several days of instruction to purposefully build both language and knowledge. The TLC provides a framework for planning instruction geared toward learning goals that address both subject-area learning and ELD. The TLC starts with a big idea or inquiry question that guides instruction and the

selection of materials and ends with a culminating meaningful and relevant writing task through which students show what they have learned. The TLC engages students with texts that are more challenging than they would otherwise be able to read independently, enabling them to develop important subject-specific concepts and build specialized knowledge. The TLC has five phases—not discrete, sequential steps, but rather different ways of focusing and engaging students that form an iterative cycle ("building the field" continues across the cycle, as does "exploring language"). Both of those phases prepare students to write the culminating genre through joint construction and then independently. The "reflecting" phase enables students to return to any of the phases of the cycle for more learning about the field of knowledge and the language needed to talk and write about what they have learned.

Figure 5.3 The Teaching and Learning Cycle



Source: Spycher 2019
Long description of figure 5.3

Building the field: Students share knowledge from their homes and communities and previous learning experiences, and begin to develop new knowledge about a topic through engagement with texts, visuals, and activities that introduce new knowledge, expressing themselves with their full range of meaning-making resources. Teachers create charts that display the knowledge being developed and use dramatic play, music, and art to help students learn the specialized language needed to engage with the topic.

Exploring the language of text types: Teachers and students use meaningful language about language (metalanguage) to explore and deconstruct the texts they are reading, unpacking sentences so students can see how English works to make meaning.[10]

Jointly constructing texts: The class develops a model text together to help students understand how to say what they want to say about the topic.

Independent writing: Students create texts supported by prewriting, graphic organizers, and charts with information about the knowledge and useful language that can support their writing. Each text displays the student's own perspective on what has been learned. Criteria for success are explicit and often mutually negotiated with students.

Reflecting on own texts: Students apply the success criteria to their own texts, evaluating what they have written and planning for what they will improve next time they write.

(For a detailed example of this process in action in a DLI [Spanish] kindergarten class, see Spycher, Garegnani, and Fabian 2019.)

Genre-Based Instruction

Reading and writing offer rich opportunities for talk about language. Some California schools are adopting genre-based writing programs that help children learn about the structure and language features of the different kinds of texts they write across subjects. In this context, "genre" refers to

writing for different purposes, such as narrating, reporting, explaining, or arguing. Different from seeing genres in literary terms (e.g., science fiction, biography, mysteries), a genre-based approach means supporting students with information about how particular text types are organized and the language features that are most useful for writing for different purposes.

For example, Spycher, Garegnani, and Fabian (2019) report on fourth- and fifth-grade classrooms where children draw on what they are learning and write in authentic and relevant ways to engage, inform, and persuade their audiences. Students analyze texts that others have written to explore how texts that achieve particular purposes are organized and how they draw on language to meet their goals. In science, teachers integrate ELD to guide students to do the following:

> "… explore how authors connect sections of text so the ideas flow together logically; how authors expand and enrich their ideas; or how different language resources may be more effective in one genre than in another, such as the use of dialogue or figurative language in literary texts or the use of modal verbs (for example, *should, would,* and *could*) in persuasive texts" (Spycher, Austin, and Fabian 2018, 56).

These two aspects of explicit language teaching—how texts are organized and the language features that enable them to meet their goals—are the core of genre-based instruction. In designated ELD, to support this work teachers could focus on the grammatical patterns in sentences with modal verbs, providing students practice with using them to talk and write about what might happen or what must be done (see Brisk 2015 for guidelines on teaching the structure and language features of school genres; see de Oliveira and Iddings 2014 for examples of genre-based instruction).

Being purposeful means engaging learners in the literacy practices and specialized language of each subject area and enabling them to interact in a variety of ways to make their learning meaningful. This calls for planning for and supporting meaningful interaction with peers and in whole-class settings—the focus of the next key instructional practice.

Instructional Practice #2: Interacting in meaningful ways

Children learn through meaningful talk. From the earliest years, children's language develops in interaction with others who seek to engage with them and understand the meanings they offer. Interaction in classrooms enables students to think together with others to develop understanding. Interaction to enrich understanding of concepts across the curriculum remains crucially important to language and knowledge development throughout the elementary school years. For ML and EL students, whole-group interactions can be challenging; with more limited repertoires to draw on, they may be reluctant to demonstrate gaps in their English in front of others. Interaction with peers in pairs or small groups is a more supportive context for interacting, especially if the groups include other children whose interactional practices are similar to theirs. Collaborating with others in hands-on learning positions all learners as having assets that others can draw on. Interaction with others about what they have learned prepares students to participate in whole-class discussions or write in more formal ways.

Supporting students to interact in meaningful ways calls for purposeful and productive conversations in the classroom to develop a coherent and expanding understanding of what is being learned. Learners develop language and content knowledge through interaction that supports them in discussion as they read and interpret complex texts and engage in activities that provide rigorous and interactive learning experiences across subject areas (NASEM 2017). Interaction about intellectually challenging content enables students to process what they read and to rehearse through talk what they will subsequently write. It offers opportunities for reasoning about what they are learning that helps them develop and share their own perspectives as they learn.

Setting up regular instructional routines is a good practice for enabling ML and EL students to participate. It gives them familiar contexts and practiced ways of participating and reduces the cognitive load when they are taking on new learning. Effective teachers facilitate students' participation in interaction through two levels of support that they can plan for: designed-in moves and

interactional contingent moves (Hammond and Gibbons 2005). Designed-in moves are planned activities that engage students in interaction through different participation structures (e.g., whole group, pair, small group). Then, as learners interact, interactional contingent moves by teachers can facilitate dialogue to support development of greater understanding. These designed-in and contingent moves work together to support learners in engaging with challenging learning tasks. Vignette 5.2 (later in this chapter) provides an example. The TLC and dialogic read-aloud routines are further ways teachers can introduce interactive practices into their teaching.

Dialogic Read-Alouds: Interaction to Support Rereading and the Reading-Writing Connection

Dialogic read-aloud routines can support children in returning to a story over several days to deepen their understanding and ability to talk and write about what they have read. One such routine is used in a California public school with a Hmong-American population, where students learn in both DLI and English language programs. Students in kindergarten through first grade (K–1) engage with complex texts through interactive teacher read-alouds. In grades two through six, they read and discuss complex texts collaboratively with peers. The key feature of dialogic read-alouds is engaging students in repeated dialogue with the same complex text. Each daily session of 20 to 30 minutes also includes time for writing and drawing in journals, enabling the reading–writing connection. This example presents a K–1 interactional sequence:

Day 1: The teacher reads the story aloud, stopping to explain new words or phrases in context, and inviting students to answer literal comprehension questions with a partner to build understanding of the story's characters and events.

Day 2: The teacher reads the story aloud again, stopping to invite students to discuss inferential questions with a partner to bring out important themes of the story (e.g., how characters feel and how we know).

Day 3: The teacher reads the story aloud a third time, and then invites students to retell key events using language from the story. The teacher creates a chart to display the outline of the story that students are creating. Then students discuss the author's underlying messages (e.g., "What do you think the author wanted us to learn from this story?").

Day 4: The class reviews the story outline and uses it to jointly reconstruct the story, including details, dialogue, and literary language. Then students independently write their own versions of the story, using success criteria that the class generates (e.g., "I included dialogue." "I used colorful language from the story.").

Day 5: Students share their stories with partners and use the success criteria to offer feedback. The class then reflects together about what they learned and how they grew as readers and writers throughout the week.

Source: Spycher, Girard, and Moua 2020 and WestEd Leading with Learning web page available at https://www.cde.ca.gov/sp/el/er/ch5.asp#link1.

Instructional Practice #3: Understanding how English works

Every subject area offers distinctive opportunities for language learning, as each subject has discipline-specific language and practices. In both integrated and designated ELD (or other language) contexts, successful teachers identify specific areas of focus on language that can support learners in understanding how language works to present meanings of different kinds. (See snapshot 5.6 for examples of integrated and designated ELD in two contexts.) Doing this in meaningful ways supports students' metacognition (thinking about thinking) and language development. When considered in isolation, a language may seem very abstract and full of challenges for learning its systems and meanings. But when the focus on language is situated in the texts students read, engage with, and produce, students are supported in taking up new ways of speaking and writing and building their understanding of both language and content.

Snapshot

Snapshot 5.6: Integrated and Designated ELD in the Teaching–Learning Cycle and Dual Language Instruction

In 2016, Fresno Unified School District (FUSD) began drawing on the TLC (see the description earlier in this chapter) as instructional support, with 13 schools now using it to engage students in exploring the language of the texts they are learning to write in content-area contexts, where ELD is integrated. Teacher teams plan together for the five phases of the TLC. Through ongoing formative assessment processes during ELA, history–social science, mathematics, and science, teachers recognize and identify which areas, in terms of language development, students would benefit from having intensified support. Teachers decide who will be the instructor for each of the groups during "academic language time," including groups for designated ELD. In this way, they provide a focus on how English works for all students in both integrated and designated ELD. Part I and II of the *CA ELD Standards* are used in both integrated and designated settings, but the content standards take the lead in integrated ELD time and the ELD standards take the lead in designated ELD time.

FUSD offers a Spanish DLI program that uses a 90:10 model to support strict separation of languages and maintain a focus on supporting Spanish academic language development, as learning Spanish beyond home registers can be challenging in a broader environment where English is the language of much of the public discourse. Because of the reduced time in English, designated ELD is designed appropriately in this context. For young learners, it emphasizes interactive read-alouds in English with rich academic language. At the same time, in the Spanish setting, children engage in activities that focus them on how Spanish works to support their literacy development in Spanish. Children learn what reading is and initially practice reading in Spanish, and then transfer their knowledge about how reading and writing work in general (the alphabetic principle, how to get meaning from text, and so on) to reading in English.

Understanding how English works does not mean learning rules for correctness. In fact, too much focus on correctness can stifle students' willingness to take chances with language and participate with confidence. Students' approximations of English forms and structures are an important part of learning language and developing school knowledge, and effective teachers recognize and build on learners' approximations through formative assessment practices that enable them to identify opportunities for instruction focused on the intended meanings (Schleppegrell and Go 2007). Effective teachers introduce new vocabulary and ways of using language in meaningful contexts, so students come to understand not just the forms of language and their meanings, but also how the language is used (Larsen-Freeman 2003).

ML and EL students benefit when their teachers support them in focusing on the ways English works and developing their metalinguistic understanding by naming the forms and meanings they are learning about. Using meaningful metalanguage (language about language) can help teachers be explicit about the relationship between language and meaning (Schleppegrell 2013; de Oliveira and Schleppegrell 2015; see Schleppegrell 2017 for a review). The traditional metalanguage of English grammar (e.g., noun, verb, adjective) is part of the learning goals for ELA in the elementary years. This learning can be supported in ELD contexts too. Children typically enjoy learning new technical words for talking about language, and the metalanguage can be used in ways that go beyond labeling parts of speech to connect with the meaning and functions of language (how English works), by using it to support students in exploring authors' language choices in the texts they read. Vignettes 5.2 and 5.3 (later in this chapter) offer examples of this.

Students' approximations of English forms and structures are an important part of learning language and developing school knowledge, and effective teachers recognize and build on learners' approximations through formative assessment practices that enable them to identify opportunities for instruction focused on the intended meanings (Schleppegrell and Go 2007).

Understanding how English works means helping learners recognize patterns in language. Such patterns may include patterns of spelling (letter-sound correspondences), patterns of word formation (prefixes and suffixes), or grammatical patterns (recognizing the boundaries of a noun phrase). Understanding how English works also means understanding how different areas of meaning in English are presented in varied ways. Children can explore, for example, the various ways people get each other to do things (e.g., "Do that." "Would you please do that?" "I'd really like it if you would do that."). They can also learn how text types such as arguments or reports are expected to be structured in English (see the callout box on genre-based instruction).

Talking about English and how it works, especially with primary school–aged children, is best done in the context of reading, speaking, and writing that addresses grade-level content objectives (Schleppegrell et al. 2019). As the demands of each subject area increase, the language and discourse practices of the subjects also become more technical and abstract. Drawing explicit attention to language helps students engage in new practices and the use of subject-specific language. To help children understand how English works, effective teachers draw attention to language and meaning in the texts students read in explicit ways, and offer guidance in the genres and language patterns of the texts students write (see vignette 5.3).

Instructional Practice #4: Engaging in ongoing formative assessment

How do teachers know what level of support to give ML and EL students so they can fully participate in content learning? The fourth practice highlighted here focuses on assessment at the classroom level. The *CA ELA/ELD Framework* firmly places formative assessment within classroom instruction for working effectively with ML and EL students: "Intertwined and inseparable from teachers' pedagogical practice, formative assessment is a high priority. It is especially important as teachers assess and guide their students to develop and apply a broad range of language and literacy skills" (CDE 2015, 825). In other words, the first three practices for working effectively with EL students are informed by formative assessment to guide both teachers and students in learning and instruction (see chapter 8 of the *CA ELA/ELD Framework* for examples of formative assessment with ML and EL students in content classrooms).

Formative Assessment: A Practice to Support Student Language and Content Learning Simultaneously and Day by Day

Formative assessment can be viewed as "a process for enabling learning" (Heritage 2010, 16). It involves both teachers and students in determining where students are in their development of some domain (e.g., proportional reasoning in mathematics) as they are engaged in learning. In contrast, summative assessment establishes what students have learned after an interval of time in which learning takes place (e.g., end-of-unit quiz, end-of-trimester grades, annual testing by the state). In other words, formative assessment is ongoing during learning and generates feedback about learning for the teacher and student, and summative assessment sums up what students have already learned. Setting learning goals and success criteria with feedback along the way are key to the formative assessment process. Then, using information about students' success in meeting those goals, teachers can plan for scaffolding or modeling through further routines that support learning (Bailey and Heritage 2019a). Students can be involved through self-assessment and peer assessment of their performance during classroom activities. Even young students can be assisted in monitoring their own progress along a clearly articulated progression or continuum of learning and in determining what they can focus on next to move learning forward (Goral and Bailey 2019).

Formative approaches to assessment have been effectively used in K–12 classrooms to support students' content learning in mathematics, science, and ELA. To also address the language learning needs of individual students who are on different trajectories and at different phases of development, effective teachers closely monitor the language students already understand and use. They are also aware of the language their students will encounter in content instruction and the activities and tasks they need to plan for in order to use strategies that support both content learning and language development. Formative assessment is a powerful pedagogical approach to address the complexities of keeping track of what students know while instruction is

occurring and ongoing. Formative assessment can take a number of different forms, with both students and teachers participating. For example, teachers can generate evidence of students' language and content learning by observing student-to-student dialogue and assessing students' responses to well-crafted probing questions and challenging problem-solving tasks (Bailey et al. 2020).

High-Leverage Moves During Formative Assessment

Teachers can do much to foster their own formative assessment capabilities. Gauging their own progress along a progression of effective formative assessment practices with ML and EL students can be valuable in teachers' professional learning as they learn to implement formative assessment (Duckor et al. 2019). Duckor and Holmberg (2017) suggest that teachers monitor their inclusion of "high-leverage moves" (in bold below) in a protocol that teachers can use in a cyclical assessment "triangle" in order to

1. elicit student thinking (**priming** by setting formative assessment norms, **posing** questions, **pausing** to allow wait time, and **probing** student responses);
2. draw sound inferences about student responses (**bouncing** student participation around the room, across a small group, and so on; **tagging** or providing a running commentary of the class's dialogue; and **binning** student performances at levels on a learning progression so decisions on next steps can be made); and
3. define learning targets along a learning progression.

Adopting formative assessment practices helps teachers achieve their goals in supporting extended academic discussions. However, teachers might also apply some of the same high-leverage moves described in the callout box "High-Leverage Moves During Formative Assessment," when looking at student work, not just when listening to their oral responses and discussions with other students. For example, teachers may additionally apply them to first drafts of writing assignments, to representational models of science ideas and phenomena, and to other written tasks (Duckor and Holmberg 2017).

Students can also be closely involved in formative assessment by guiding their own and others' progress, self-assessing their language choices and successes in tandem with their content understanding and reasoning, and providing feedback on peers' work. Supporting students' agency and autonomy (i.e., self-regulation of their learning and a critical awareness of language uses in school) are prerequisites to both effective self-assessment and sustained self-generation of meaningful opportunities for language learning throughout the school day (Bailey 2020; Bailey and Heritage 2018; Cerda, Bailey, and Heritage 2020).

Formative assessment is particularly suited to the goal of monitoring both language and content so that learning can be assisted simultaneously in both domains (Bailey and Heritage 2017; 2019b; Bailey et al. 2020). Therefore, this approach to assessment can be used during both integrated and designated ELD time where teachers can focus on listening closely to the progression of students' oral language and review their written language products to identify forms and features of language in need of instructional attention. Teachers can listen to and read students' explanations of science inquiries and phenomena, attend to their mathematical reasoning, and evaluate their arguments that use evidence from primary sources in social studies and from texts during ELA. From close observations and tasks to elicit these language uses, teachers can determine the language supports and other scaffolding that students may need to be able to fully participate in robust content instruction. Vignette 5.4 (later in this chapter) offers an example.

Formative assessment can also play a central role in culturally sustaining pedagogy when the targets of assessment are intentionally chosen to reflect students' own cultural backgrounds and prior linguistic experiences and assets (Bang 2019; Paris 2012). Assessing well formatively and in a culturally sustaining way also means being open to the unexpected perspectives that ML and EL students may bring to the classroom, based on their different cultural assets. This can be done by using open-ended questions or tasks that enable the teacher to gain insights into students' conceptualizations and reasoning (or their misconceptions), rather than using questions which have predetermined correct answers (Torrance and Pryor 1998). The diversity of backgrounds and cultural experiences of ML and EL students calls for assessments that enable them to share their range of

perspectives and experiences. Teachers can respond to this by listening carefully and respecting what students contribute, rather than quickly judging students' work and responses as right or wrong (Bailey and Heritage 2019a).

Teachers who have sufficient time and opportunities to learn about and prepare for formative assessment practices are better able to incorporate them into their repertoire of strategies for working with all students, including ML and EL students. Additionally, teachers who are provided time and support can best incorporate the ELD standards into their formative assessment practices (e.g., using specific ELD standards aligned to content learning goals, attending to different proficiency levels). Only with the sustained commitment from their school and district leadership will teachers have such time and opportunities available that are needed to enable them to do this kind of learning and to have the time for planning effective formative assessment. Administrators can support teacher planning by providing time and professional learning opportunities.

Think of your current classroom assessment practices. Are they effective for monitoring where your ML and EL students are in their content and language learning? Do you use your as sessment information and data to generate feedback for your students or encourage them to self-assess to support their own learning independently?

Putting It All Together: Classroom Vignettes

The following four vignettes offer examples of how the four practices highlighted in this chapter (figs. 5.1 and 5.2) are simultaneously in focus as teachers work with ML and EL students in different classroom contexts. Each vignette illustrates one of the four practices highlighted in this chapter. The practices are not enacted in isolation, however, so each vignette also identifies other practices that are embedded in the instruction. Each vignette offers the following: (1) **Background**, with information about the teacher(s), grade levels, and students; (2) **Lesson Context**, describing the broader unit structure of the focal lesson; (3) **Lesson Excerpts**, offering details of classroom activities; (4) **Next Steps**, reporting on what follows the activities; (5) **Sources of the vignette**; and (6) **To learn more**, with additional resources for implementing the practices.

VIGNETTE 5.1

Writing Explanations in Fifth-Grade Science

(Highlighting Using English Purposefully)

Background

Ms. Castro is a fifth-grade teacher whose students represent a wide range of backgrounds. Almost half of them are learning English as an additional language. To start the year, she is working with the PLC at her school, consisting of all the upper elementary grade teachers and the science coach, to plan a unit of study on ecosystems and to support **integrated ELD (iELD)**. Teachers at other grade levels are designing units on other topics, but all of them are using the TLC (Spycher 2019) to move students through a set of activities that culminate in a writing project that offers an overall purpose for the work. In addition, they also identify related work they will do in **designated ELD (dELD)**.

Ms. Castro's goal is to engage students over several weeks in studying different ecosystems around the world. She wants them to learn how organisms interact within an ecosystem, why we need to preserve diverse ecosystems, and how people's actions can impact the health of ecosystems. To get started, she will take students through one full TLC that will support them in developing knowledge about bats and their ecosystems and prepare them for the culminating project. They will write explanations that use the example of bats to describe a species, explain the interdependent relationships that the species interacts with, and identify the consequences of the impact of humans on the ecosystem. Having gone through this TLC, she expects her students to be prepared to work in a small group to investigate another species, with continuing support from the models developed during the focus on bats.

She knows that her students will be at different phases in their writing development, and that many of them may not have had strong support

for learning how to write an explanation that communicates clearly and incorporates their own perspectives. To design a sequence of instruction that will scaffold their writing development toward that goal, she will draw on genre descriptions that identify the purposes, organizational structure, and language features of common school genres (e.g., see Schleppegrell 2004, table 4.1, 85). Working with her PLC colleagues, Ms. Castro makes this outline of the big ideas, inquiry questions, and culminating writing task for the unit:

Unit: We Can Affect Our Future: Human Impact on Local Ecosystems

Big Idea: We can protect our local ecosystems if we understand them better and how human behavior affects them.

Inquiry Questions:

- How are living and nonliving things in an ecosystem interdependent?
- How does energy flow through an ecosystem?
- Why do keystone species play a critical role in ecosystems?
- In what ways do people's actions impact ecosystems?
- How can we preserve and protect ecosystems and why would we want to?

Culminating Task: An independently written science explanation about a keystone species and how it interacts within its ecosystem, the effects of human impact on that ecosystem, and how scientists' proposed solutions could address those impacts.

Lesson Context: As Ms. Castro takes her students through the TLC, she will support them in language-rich tasks that engage them in interaction with each other and with sources of information.

To Build the Field of Knowledge: Ms. Castro will start the work with an "inquiry activator" to connect and build on what students already know

about bats. She will post images related to bats and their habitats around the classroom and have students walk around in pairs to talk about the images and add notes about what they notice and wonder about. She will draw from students' notes and interact with them to create a chart so they can refer back to their questions as they continue to learn about bats **(Practice 2: Interacting in meaningful ways)**.

Next, students will develop knowledge about bats and their habitats, as well as about challenges facing bats and their ecosystems. They will use a variety of ways of getting information, including videos and other visual representations, as well as texts of different genres and difficulty levels. Some sources will be readily accessible to most students and others will require close reading and analysis. Students will learn general and topic-specific academic vocabulary and begin building a word wall with phrases that include focus words for the unit, displayed in their textual contexts. This will help students connect the meaning of the technical language for talking about ecosystems with the ways the words are used **(Practice 3: Understanding how English works)**.

Ms. Castro plans to take the children to visit a bat habitat or to invite someone from the local science center to speak to her class about bats. Students will also develop knowledge through texts presented in teacher read-alouds or explored through expert group jigsaw discussions and other interactive activities. They will take structured notes and write collaborative summaries of what they read. As they develop understanding about bats and their ecosystems, Ms. Castro will capture their evolving knowledge on a chart that is posted and available for students to refer to and suggest additions to.

To Explore Language in a Mentor Text: As students engage with challenging texts, videos, and other sources of information, Ms. Castro plans to take time to focus their attention on the language of those sources. For example, after they read a description of bats, Ms. Castro will ask them to highlight the different aspects that are described (*where bats*

live, what they look like, what they eat, and so on) and key language that helps the author's descriptions. This will draw students' attention to the ways they will describe the species that they ultimately will write about.

With texts that are presenting information about ecosystem degradation or are urging action, Ms. Castro will ask students to focus on language that presents negative features of the habitat and identify the wordings that enable the author to make recommendations and suggestions.

One aspect of learning to write explanations is noticing how an author picks up an idea and re-presents it in a more condensed form, building from sentence to sentence. Ms. Castro wants her students to notice this as they read. For example, when they read the sentences:

> "Some bats live alone, while others live in colonies of more than one million. Living in large colonies keeps bats safer from predators."

she will draw their attention to the way the author introduces the point that some bats live in large colonies and then turns this whole clause into a noun phrase at the beginning of the next sentence (living in large colonies) so that it can be built on to show that this helps keep bats safe.

Turning a whole clause into a noun phrase is nominalization, a means by which English texts develop their points. Students will encounter many such examples as they read about bats and their ecosystems, and Ms. Castro will add to the word wall with an explanation chart that shows how an idea can be developed from one sentence to the next **(Practice 1: Using English purposefully)**. In her **dELD** session that day, Ms. Castro plans to work with students at Emerging and Expanding levels of English to provide instruction in the ways similar concepts can be presented through verbs and nouns, and the ways nouns can be compounded (for example, "echo" [used as noun and verb] becomes "echolocation" [a compound word]).

Ms. Castro will provide scaffolds that present the purpose and overall organization of the explanation genre, with tips about language that will help students write their own explanations. All of these ways of exploring language will help the class talk about English and how it works.

To Jointly Construct a Text: Once the class has built up knowledge about bats and has explored how language works in the texts they are reading and the genre of explanation, Ms. Castro will engage the class in developing an example—a model text—of what they will write when they choose their own species to research. A main purpose of this joint construction of a text is to engage students in talk as they "rehearse" what they will then do on their own. Ms. Castro has already built in multiple opportunities for students to interact in meaningful ways, and as they begin to write she wants to continue to support them in exploring their ideas and planning their writing together. She will encourage students to turn and talk with a partner to give them more opportunities to use the language of explanation as she guides and captures their suggestions **(Practice 2: Interacting in meaningful ways)**. The lesson described below comes from this part of the TLC.

To Support Independent Writing: At this point, many of Ms. Castro's students may be ready to develop their own explanations about another species. Others may need to work with a peer or small group to write another explanation together before launching into their own research. Still others, including newcomers, may need scaffolds that offer them more detailed assistance in writing sentences and structuring texts. This is an important moment for differentiating, as students will need varied levels of support. Ms. Castro will provide **dELD** to help students at the Emerging level to write sentences that describe an ecosystem and add prepositional phrases to enhance their descriptions through information about place and manner (where species live and how they behave).

To Reflect on Writing: Ms. Castro plans to work with her students to develop criteria for success so they can monitor their progress in writing

their explanations. The criteria will focus the students' attention on the purpose and text organization of the explanations they will write. Students will apply the success criteria to their own texts, evaluating what they have written and planning for what they will improve next time they write **(Practice 4: Engaging in formative assessment)**.

Lesson Excerpts: For Ms. Castro, the joint construction activity is an important moment for engaging students in synthesizing what they have learned from their exploration of bats and their ecosystems. The discussion she has with students will also provide opportunities for her to formatively assess their knowledge and return to concepts and issues they may not fully understand, as well as help her reinforce what the class has talked about as they focused on the language and structure of explanations in the exploring language activities **(Practice 4: Engaging in formative assessment)**.

Joint construction is also an opportunity for students to orally rehearse the development of their own texts by talking with each other about the information and point of view they will take as they write explanations about another species. Ms. Castro enjoys this part of the TLC because, with a group of students who now have lots of information and have developed new knowledge, it is possible to have a rich conversation about what everyone now knows **(Practice 2: Interacting in meaningful ways)**.

Ms. Castro begins by engaging students in reviewing the key information they have learned about bats and the ecosystems they live in, referring to the charts the class has developed over several days. She then reminds students about the type of text they are going to construct and its purpose. She presents a scaffold showing the five stages of the explanation they will write together:

- Identify the phenomenon: the ecosystem and the keystone species (the bat)
- Describe the keystone species and its ecosystem

- Explain how the keystone species and other species interact in the ecosystem and why the keystone species is important
- Explain how humans impact the keystone species and its ecosystem
- Explain solutions that scientists have proposed

In facilitating the writing activity, Ms. Castro sees her role as drawing out content understanding and language from the students, while helping them create a text that presents their knowledge and language in a coherent explanation. She writes as students make suggestions, and models crossing out words and being messy when adding and expanding ideas. She spaces out what she writes so that ideas can be added and sentences extended.

She reminds herself to be open to ideas that are unexpected and to take time to consider what each student says, not treating it as correct or incorrect **(Practice 4: Engaging in formative assessment)**. She will also facilitate peer assessment as she encourages students to interact with each other to share feedback and get input about what has been suggested.

Here's an example of the kind of dialogue an observer might hear as the teacher leads and the students contribute ideas about the language to use to describe how bats navigate at night. Note how Ms. Castro engages students in interacting throughout and reminds them what they have learned about writing an explanation **(Practice 2: Interacting in meaningful ways)**.

> **Ms. Castro:** "OK, we said we want to include a new piece of information about how bats navigate at night. How could we start, to let readers know that we are starting a new idea? Everyone think for a moment about how you might start this section." [*Pauses as students think silently.*] "Now, tell your partner what your idea was." [*Pauses as students share in pairs.*]
>
> **Jada:** "We could say, 'Bats use the waves in sounds to get around.'"

Ms. Castro: "They do use sounds; can you say a bit more? Could you use some of the science language we've been using?"

Jada: "We could say: 'Bats use the waves of sounds—I mean, the sound waves—and echoes, and that's called echolocation. They use it to navigate.'"

Ms. Castro: "Yes, that's called echolocation, and they use it to navigate. Nice use of the terms 'echolocation' and 'navigate.' These words give us precise meanings. Okay, tell me if this is what you mean [*writes on a chart*], 'Bats use sound waves and echoes, which is called echolocation, to navigate ...' Does anyone have anything to add to that? How can we elaborate on this topic?"

David: "Can I add on? I think we could say, [*reading the first part, which is written on the chart*], 'Bats use sound waves and echoes, which is called echolocation, to navigate at night and capture their prey.' They get their prey at night because they go out at night, and they sleep in the daytime."

Ms. Castro: "David, nice job expanding and enriching that idea by adding important information about bat behavior." [*She adds "at night and capture their prey" then pauses.*] "What you added after that is so important. I wonder if there is another word—a scientific word—we could use to mean what you said about bats going out at night and sleeping in the daytime. Does anyone remember that scientific word?"

The class (in unison): "Nocturnal!"

Ms. Castro: "Oh, that's right! So, how about, 'Bats are nocturnal, which means that they sleep during the day and are awake at night'? I wonder if it would make sense to put that information about bats a bit earlier." [*The class agrees that this would make sense, and Ms. Castro circles the sentence and draws an arrow to where the class said it should be placed.*]

Ms. Castro: "Now that we have this information about echolocation, how can we write about the problem that bats have with echolocation because of what humans have done? Look at the charts we made when we were reading about this, and then talk with your partner about what you're thinking about so that we have lots of ideas to include."

Next Steps: Now that they have a model for the text they will create, students work in small groups to choose another species and develop an explanation about it, modeled on the bat explanation. They engage in student-led research about the species, using a protocol to guide them. Ms. Castro observes the groups closely and works with them flexibly as they encounter challenges. Students are well prepared for this work on their own, and the multiple perspectives and experiences that group members bring to the work enriches their final products.

As an extension of these activities, students will use their explanations to create small-group multimedia projects, including a video infomercial and companion blog post about their keystone species and the local ecosystem it lives in. As a class, they will also coconstruct a letter to the editor of their local newspaper that urges the newspaper to investigate species that are threatened in the area. Each of these writing tasks will be supported by genre descriptions like the one Ms. Castro provided in the lesson excerpt above for explanation, and through the coconstruction of models. Throughout, the focus will be on **using English purposefully**.

Sources: This vignette draws on Spycher, P. 2017. *Scaffolding Writing Through the "Teaching and Learning Cycle."* San Francisco, CA: WestEd. The report provides more detail about each stage of the TLC, as well as about typical school genres and their language features.

See also Spycher, P., K. Austin, and T. Fabian. 2018. "The Writing-Centered Classroom." *Educational Leadership* 75 (7): 54–59.

To learn more:

- Read about using the TLC in the early years on the following WestEd Leading with Learning web page at https://www.cde.ca.gov/sp/el/er/ch5.asp#link2. This resource also offers links to other resources for learning about the TLC.
- The *CA ELD Standards* provides suggestions for teaching students about genres on pp. 164–174, including correspondences between the *CA ELA/Literacy Standards* and *CA ELD Standards* related to teaching about how English works.
- For further examples of genre-focused instruction at different grade levels, see this Google Sites web page for units on character analysis: https://www.cde.ca.gov/sp/el/er/ch5.asp#link3, and this web page for scientific argument: https://www.cde.ca.gov/sp/el/er/ch5.asp#link4.
- For an example of children learning to recognize patterns in language and develop genre awareness, see Paugh, P., and M. Moran. 2013. "Growing Language Awareness in the Classroom Garden." *Language Arts* 90 (4): 253–267.

VIGNETTE 5.2

Writing Character Analyses in Fourth-Grade ELA

(Highlighting Interacting in Meaningful Ways)

Background

Ms. King is a fourth-grade teacher in a district with a majority EL population, many of them from immigrant families. Because many in the school and community are bilingual or multilingual, the school has a well-developed culture of linguistic and cultural awareness, respect for students, and support for their learning. However, the teachers in Ms. King's PLC are concerned about children who have developed oral fluency that enables them to participate, but who still need support using academic language and strengthening their reading and writing. One of the district ELD coaches has been working with the team to plan units that use the ELA and ELD standards in tandem to support both **integrated ELD (iELD)** and **designated ELD (dELD)**.

The fourth-grade curriculum includes high-quality children's literature, and the teachers have been engaging students in analyzing stories to set up contexts for reading and discussion that prepare them to write about a character's development. The character development genre depends on students' interpretation of characters' feelings as they evolve across a narrative. Teachers have noticed that students are relying on "good and bad" and "happy and sad" dichotomies for almost all of their written responses. In their next unit of study, teachers want to extend students' linguistic repertoires by engaging them in a deep analysis of the language an author uses to present characters' attitudes. Recognizing the role of interaction in learning, they are working to be purposeful in building more opportunities for interaction into each lesson as students gain an understanding of how English works in the stories they are reading and in the character analysis genre they will write.

Lesson Context: Ms. King's five-day unit of instruction will engage children in talk as they read *Marven of the Great North Woods* by Kathryn Lasky about eight-year-old Marven, who leaves his family in 1918 and goes to work in a lumber camp. The text gives the children an opportunity to think about what Marven encounters in this new context and how he develops as a character through his experiences there. Ms. King builds in multiple opportunities for student talk and teacher-led whole-group discussion to prepare students for the independent writing they will do when they write about Marven. The unit is grounded in a "big question" that gives all of the activities purpose: *"Will Marven want to stay in the Great North Woods or will he want to return home?"* This question sets up a context where students can develop their own points of view, as the story suggests that Marven was both fascinated and intimidated by his experiences. Over five days, the lessons unfold through activities designed to repeatedly focus children on the language of the text and interpreting the author's language, as a means of better understanding the meaning of the story and the ways Marven develops as a person. Related **dELD** activities will further support the language goals.

Overview of the Week-Long Unit	
Day One	Ms. King reads the story aloud and interacts with students to support a basic understanding (discussing unfamiliar vocabulary, the sequence of events, confusing ideas). The big question is discussed, as is the culminating assignment, when students will provide their own answers to the question at the end of the week by writing a character analysis genre. In **dELD** this same day, Ms. King provides additional vocabulary practice and a visual timeline for representing events in the story for students who need additional practice and support with talking about time. The timeline will be a resource for all students throughout the unit.

Day Two	Students work in pairs to discuss text segments selected by Ms. King to answer the question, "How does Marven feel at this point in the story?" Each pair has different excerpts and constructs a written response in a sentence or two on a chart that they then post. Ms. King facilitates the group work. (This lesson is presented in more detail below). Ms. King will carefully observe students' developing uses of English as she circulates so she can address their progress in **dELD** sessions with different student groupings later that day **(Practice 4: Engaging in formative assessment)**.
Day Three	Ms. King introduces the notion of *turned-up language* and provides examples. Students reread the text segments and the statements they wrote about how Marven felt and identify the language the author uses to present Marven's feelings. They highlight turned-up language on the posted charts and discuss what that language shows about Marven. They identify the turned-up language as presenting positive or negative feelings (see more about turned-up and turned-down language in vignette 5.3). This extends the tasks they did on day two, where they wrote sentences that said what Marven thought or felt; now they are highlighting and analyzing the author's language at that point in the story **(Practice 3: Understanding how English works)**. In the **dELD** session that day, this work on intensifying and softening an expression in positive or negative ways will be a focus of instruction in ways relevant for students at different levels of ELP.

Day Four	The students share the charts they developed over days two and three. They look at how each group has characterized Marven's feelings, how his feelings evolve over the story, and how his feelings relate to the question about whether he is happy in the north woods. Ms. King facilitates a whole-class text-based discussion, with the students' charts displayed. She then reminds students about the big question they will answer tomorrow from their own points of view. The students work in pairs to share the claims they will make and the evidence they will use for support, and prepare outlines of what they will write using a genre scaffold (see vignette 5.1 for a sequence of activities used to introduce a genre) **(Practice 1: Using English purposefully)**. In the **dELD** session that day, students will practice introducing a quotation from the text to support their claims, with a focus on the punctuation and "saying verbs" used for this purpose.
Day Five	Students write individual responses to the big question, using the genre supports they are already familiar with for character development. In the **dELD** session that day, they practice identifying feedback areas and the language they will use to provide feedback to a peer on their writing to prepare them to engage in peer review **(Practice 4: Engaging in formative assessment)**.

The interaction in small groups engages the children in multiple opportunities to use the language of the author and recast it into their own language. The whole-group interaction gives them opportunities to present what they have rehearsed in their groups and to bring each group's perspective to the whole group. Since each group has worked with language from different parts of the story, it is in the whole group that the evolution of Marven's feelings across the story can be fully analyzed.

Day two activities are developed further below.

Lesson Excerpts: On day two, Ms. King begins by talking about feeling words. She presents a chart she has developed that groups words that present feelings, like those the students are encountering in the story

(e.g., *amazed, excited, delighted, mesmerized, awed, confused, worried, nervous, distracted, overwhelmed, upset*). She reviews these with the class and urges them to choose words from the chart (see below) as they work with their segments, rather than using *good*, *bad*, *happy*, or *sad*. The chart was successful in supporting students' use of wider vocabulary, and students expressed appreciation by both looking at it and asking Ms. King to post it again on the essay-writing day. The chart helps them access a wider vocabulary for describing feelings, and in using that vocabulary they add to their language repertoires **(Practice 3: Understanding how English works)**.

Ms. King then distributes charts that have quotes from key moments in the story in one column and space for interpretation in a second column. The students' task is to discuss the quotes and think about what Marven was feeling at that moment in the story. Once they agree, they will write a sentence that interprets the quotation on the chart, using their own words and the words posted by Ms. King to interpret the feelings presented in the quotations.

Ms. King asks the framing question for the day, *"How does Marven feel?"* and offers a sentence frame to support students' responses to this question and initiate dialogue with each other: "Marven feels … because … ." As students work with a segment of text, the sentence frame supports their talk. Antonio and Daniyah have the following dialogue:

Student	What student says	What Ms. King is thinking
Antonio:	How does, Marven feels, um ...	[*listening*]
Daniyah:	he feels	Daniyah's interaction supports Antonio by encouraging him to continue.
Antonio:	terrified. Marven	[*listening*]
Daniyah:	could be	Daniyah's *could be* prompts Antonio to justify his response.
Antonio:	Marven feeled, feels terrified cuz, there's, he's, there's a grizzly in front of him.	Antonio gives a reason (*cuz* …).

As students repeatedly reread segments from the story, they become familiar with quotes that offer them textual evidence and use wording from the quotes again and again as they talk about how Marven felt and why. For example, the story describes what Marven encounters when he is sent to wake up the lumberjack. The text says, *"The jack's beard ran right into his long shaggy hair; Marven couldn't even find an ear to shout into."* Interpreting what Marven must have felt at this moment, Dimeh suggests, "He feels nervous … cuz look. **The jack's beard ran**, he feel, feels nervous that he can't **shout into any ear**." Ms. King notes how he draws on the language of the text here **(Practice 1: Using English purposefully)**.

The students' discussion also reveals misunderstandings and helps to clarify meaning:

Student	What student says	What Ms. King is thinking
Alyssa:	Um … so wait. [*Reading the record sheet.*] Marven feels excited and relieved because … he found out … that … was	[*listening*]
Kamel:	There was no grizzly …	Kamel contributes to Alyssa's point.
Alyssa:	But there was a grizzly.	Alyssa disagrees with Kamel's addition.
Kamel:	No, there wasn't. That was … eh, what are they talk about, it was actually.	Kamel disagrees with Alyssa's understanding of events.
Alyssa:	Oh, no. But, he saw the grizzly at first, and then he saw a big shadow and he thought it was another one.	Alyssa argues her point.
Kamel:	No he's, no, remember, it sound like a grizzly, eh, eh, [*inaudible*], guy that found it, he, Marven said, "I thought you were a grizzly" to that guy that he found.	Kamel quotes the story to help Alyssa recognize that Marven did not actually see a grizzly. Instead, he saw the shadow of a lumberjack and thought he was a grizzly.

As the students interact, they build on one another's talk and coconstruct responses. Ms. King plays an important role during these group discussions through careful observation and the contingent (in-the-

moment) scaffolding moves she offers to support students' conversations. One of her moves is to remind students to focus on the text when they begin to get off task. Sometimes this happens when students answer questions based on ideas that were not part of their specific segments. In that case, she cues students to focus on the segment by reading it aloud or asking a student in the group to read it. Sometimes she draws attention to a specific phrase in the segment that raises a question about what the students are deciding, or she asks the group to show her how the text supports their answer. Ms. King also offers contingent scaffolding by orienting students to where the text segment they are working with falls in the story sequence. Finally, she uses contingent moves to prompt students for evidence about what they are claiming. As she does this, Ms. King notes where students are struggling so she can address this in **dELD**, where students will work on learning the vocabulary and phrasing they will need to interpret meaning in the literary language of the story.

In the following example, Kamel and Alyssa are analyzing the last lines of *Marven of the Great North Woods* and focusing only on Marven's relief at there being no grizzly, but are not noticing how the author is showing how Marven is making a home for himself in the north woods.

Ms. King: "So, this is the very end of the story. And, um … so that grizzly stuff has already happened. And now the lumberjacks are coming back through the woods, they're singing this nice song, Marven and Jean Louis start skiing with them and Marven starts humming with them. [*Reading the posted chart.*] Marven feels, what's this word?"

Alyssa: "Excited."

Kamel: "Excited and relieved."

Ms. King: "Because he found out there was no grizzly. That's good. I think he also feels something else. … How about this part where the, all the lumberjacks are coming, and it says at the end, 'he hummed the tune they were singing.' So he's skiing with them and humming with them. How's he feeling right now, do you think?"

Kamel: "Eh, happy."

Ms. King: "What kind of happy? That's, that's what all these words are about. [*Pointing to the chart.*] There's different kinds of happy. Tell me why you think he feels happy, and then we can figure out the right word."

Kamel: "Eh, like, eh … was happy … like excited because, eh, he, there was no grizzly and he's, eh, he's, eh, going, he feels safe, like, he feels safe."

Ms. King: "Safe is one of our words up there. He feels safe why, Kamel?"

Kamel: "Safe because he's, eh, humming a tune with a big lumberjacks with axes."

Ms. King's prompting for elaboration and focusing students on additional events in the story are key teacher moves that prepare students to take positions and support them with textual evidence when writing their essays. The designed-in moments of interaction and the in-the-moment contingent responses to what students say work together to support the kind of interaction that students need in order to engage deeply with what they are reading and develop both language and content knowledge.

Next Steps: On day three, Ms. King introduces the terms *turning it up* and *turning it down* and, with the children, explores the many ways authors can strengthen or weaken the presentation of a character's attitudes and feelings. Students return to their segments from the previous day and highlight examples of language that turns up or turns down the feeling they had identified. The focus on turning it up/down draws students' attention to how English works, offering them a way to interpret what an author has written by recognizing the force with which an attitude is presented. It helps make explicit for students how authors' word choices help readers infer characters' feelings. Returning to the segments helps students see that authors can take an event, such as Marven seeing the huge shadows of the lumberjacks, and use it to show us something about how Marven is feeling at that point in the story (he is intimidated). Tracking Marven's feelings over time in his new surroundings helps learners answer the big question, *"Will Marven want to stay in the Great North Woods or will he want to return home?"* with nuance, recognizing that he is both intimidated and fascinated and that his feelings gradually change. As he gets used to his new home his intimidation dwindles, leaving more fascination and eventual comfort. Analyzing the language used to describe Marven's behavior and his new surroundings shows students the complexity of his experience, and the charts they make as they interact with each other track these feelings and show how they are conveyed through vivid language choices **(Practice 1: Using English purposefully)**.

Following these lessons, the fourth-grade PLC shared what they noticed about students' thinking and actions during the unit. As they shared, they realized that they had had a common experience of seeing students using vocabulary from the story and from their work with feeling words even outside of this instructional context. That reinforced a key idea that the ELD coach had been promoting—that focusing on vocabulary development while students are engaged in disciplinary tasks, and not through memorization or writing definitions, can lead to meaningful uptake and use of the new words in novel contexts.

Sources: This vignette was inspired by Rachel Klingelhofer's research: Klingelhofer, Rachel, and Mary Schleppegrell. 2016. "Functional Grammar Analysis in Support of Dialogic Instruction with Text: Scaffolding Purposeful, Cumulative Dialogue with English Learners." *Research Papers in Education* 31 (1): 70–88. This article was reprinted in P. Jones and J. Hammond (eds.). 2019. *Talking to Learn,* pp. 70–88. New York, NY: Routledge.

Text: Lasky, Kathryn. 1997. *Marven of the Great North Woods.* Harcourt Books.

To learn more:

- For materials that introduce the notion of turning up and turning down characters' attitudes, see examples for grades two through five at the following Google Sites web page: https://www.cde.ca.gov/sp/el/er/ch5.asp#link5.
- See chapter 2 of the *CA ELA/ELD Framework* for more on supporting interaction in the classroom (e.g., p. 85 and fig. 2.15, Structures for Engaging All Students in Academic Conversations).

VIGNETTE

5.3 Analyzing Characters' Attitudes in Third-Grade ELA

(Highlighting Understanding How English Works)

Background

Mr. Palmer teaches in a district with a majority of students who are ML and EL students, and every classroom has a broad mix of students at different proficiency levels. Mr. Palmer and his third-grade PLC colleagues know that their students not only need to use English purposefully and interact in meaningful ways using English, they also need to develop knowledge about English. One way they are helping students with **Practice 3: Understanding how English works**, is through activities where students learn to write different text types. Learning to retell, describe, explain, or persuade is now part of every unit of instruction for these teachers. But they also see the need to help learners at the level of sentence and clause structure so they learn the language that enacts those language functions and can make the language choices needed to write in authoritative ways. So along with teaching about the purpose and overall organization of a text type, they are helping students understand how to make language choices that help them present their ideas, interact with their audience, and move from sentence to sentence in ways that create a cohesive text.

To support this, teachers are infusing talk about language uses and choices into activities throughout each unit of instruction. As students read, they take time to analyze the text to see how some aspect of English grammar works. As students interact, they are guided to use expressions that help them achieve the goals of the talk. When they write, they learn about language choices that will help them meet the purposes of the writing task. This integration of a focus on language with a focus on meaning is supporting students in learning content while also learning about how English works.

The teachers have a main goal of enabling their students to write character analyses in ELA over the next semester. To support them with learning to write this text type, teachers have drawn students' attention to two relevant features of language and have practiced using them to talk about character development. One feature is the different meanings presented in verb phrases and how considering these kinds of meaning can help them analyze how a character develops. Students have learned about four kinds of meaning that verb phrases present: doing, saying, sensing, and being. The second feature consists of students focusing on how characters' attitudes and feelings are presented by using a literacy tool called the attitude line. Working with the attitude line helps readers consider how an author presents characters' attitudes and helps them analyze how characters change and develop across a story. Analyzing meaning in verbs and the ways attitudes are presented prepares students to draw on language from a story as evidence to support their interpretation and analysis of characters.

In their PLC, the third-grade teachers work together to prepare to teach each story in their curriculum materials, planning for how they will use talk about language and meaning to support children's engagement through close reading and support for writing. The story they are working on now is *Thunder Cake* by Patricia Polacco.

Lesson Context: The teachers plan to use *Thunder Cake* as an anchor text as they spend a week analyzing characters' attitudes and writing a character analysis. They have already introduced students to (1) the four kinds of meaning in verb phrases, (2) the attitude line, and (3) the character analysis text type. The work with *Thunder Cake* will provide more practice. In *Thunder Cake*, the two main characters are a girl (never named), who narrates the story and is afraid of thunderstorms, and her grandma, who distracts and comforts her and helps her cope with her fears. As a thunderstorm approaches and the girl is fearful, Grandma says, "This is Thunder Cake baking weather," and involves the girl in a set of activities

to bake a cake they enjoy at the end of the story. As they engage in these activities, the narrator experiences a range of feelings—from fear to bravery and happiness—as the story evolves.

Below is the week at a glance. Students have already been introduced to this way of analyzing language and the character analysis genre, so teachers will spend five days on *Thunder Cake* to help students practice these skills. They will read the story and analyze how the author, Patricia Polacco, uses language to create vivid characters.

Text: *Thunder Cake*, by Patricia Polacco

Inquiry Question: *What helps the girl during the thunderstorm? How do her feelings change?*

Lesson 1: Mr. Palmer and his students read the story with their usual interactive read-aloud practices, and he addresses the vocabulary and gaps in background knowledge that emerge in interaction with the children. They enjoy the story and talk about it.

Lesson 2: Mr. Palmer reminds the students what they know about how authors help readers learn about characters by telling us what they do, say, and *think* or *feel*. Students identify the verb phrases in sentences that show something about Grandma's attitudes and feelings and in sentences that show something about the girl's attitudes and feelings, and create an anchor chart.

Lesson 3: Students analyze the language the author uses to communicate a character's personality to the reader by looking at dialogue and a character's actions (what characters say and do). They use the *attitude line* to analyze the attitudes presented in a character's actions and dialogue, characterizing them as positive or negative, and as *turned up* or *turned down*. Excerpts from this lesson are presented below.

Lesson 4: Mr. Palmer reviews the organization and language features of the character analysis text type (presented below), and students plan their writing, answering the question, *"What helps the girl during the thunderstorm? How do her feelings change?"*

Lesson 5: Students write about how the feelings of the narrator of *Thunder Cake* change as the thunderstorm develops.

Lesson Excerpts (from Day 3): Mr. Palmer begins by having students read the story in pairs, focusing on using good intonation and expression to show how the two characters feel at different points in the story **(Practice 2: Interacting in meaningful ways)**. He then draws their attention to the chart they made in their interaction yesterday, when they identified the verbs that show something about how the characters feel. He points out two things about what the chart shows:

1. The chart highlights the whole phrase that the verb is part of to focus on how *attitudes* and *feelings* are presented by the author. Mr. Palmer tells the students to work in pairs and says: "We highlighted, *'made me grab her close.'* What are the *verbs* in that sentence?" (Students identify *made* and *grab*, and Mr. Palmer has them think about other ways *made* is used with another verb to show that someone or something is being presented as responsible for an action, e.g., *she made me do it*, *the wind makes my eyes water*.) Then he asks, "What does the whole phrase tell us about the girl and how she is feeling?" Students also identify examples where the phrase they highlighted includes more than a verb and what additional meaning that phrase has (e.g., the way she was hugged [closer] and who was hugged [her] in "*hugged her closer*"; the adjectives in "*was scared, was brave*").

2. Mr. Palmer then says, "In some cases, we didn't highlight any words at all. When did we not do that?" Students focus on the examples where the quotation marks tell us a person is speaking, but the author does not use any verb to introduce the dialogue.

They discuss how they know who is speaking when the author does that. They also remind themselves again about the meaning of the word *cooed* that introduces Grandma's words when she says, "Steady, child." They talk about how the words that introduce a quote can tell us how the person says the words and what that shows us about their attitudes and feelings. The actual words they say also help us understand their feelings.

Characters' Attitudes and Feelings in *Thunder Cake* by Patricia Polacco

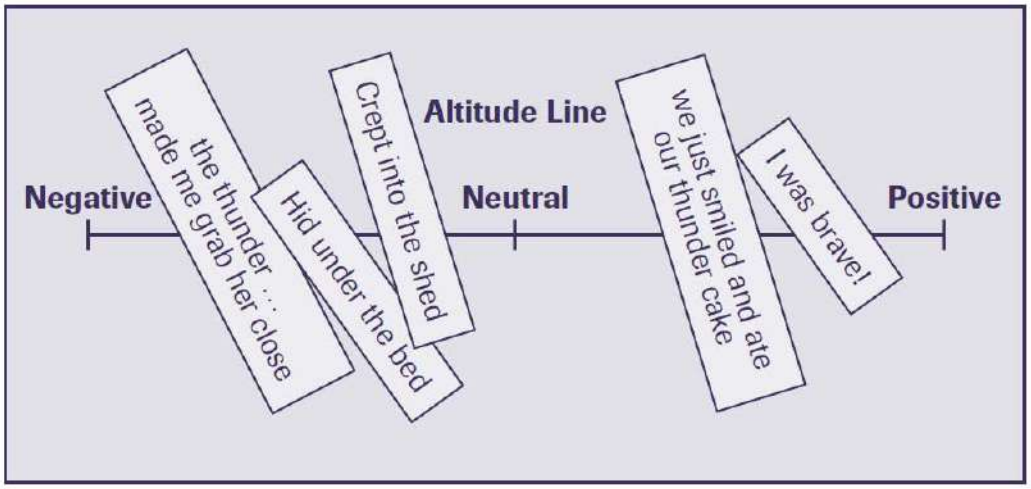
Character name: Girl

Words from story: *Character actions, dialogue, attitudes*	**Attitudes:** *Does it show feeling? What emotion?*
The girl hid **under the bed**. (DOING)	Yes: scared; really scared
the thunder ... **made me grab her** (Grandma) close (DOING)	scared of the thunder
"Thunder Cake?" I **stammered** as I **hugged her closer**. (SAYING)	scared of storm
Eggs from Mean old Nellie Peck Hen. I **was scared**. (SENSING)	scared
I **was scared**. She (cow) looked so big. (SENSING)	scared
I **was scared** as we walked. (The thunder) scared me a lot. (SENSING)	very scared
Lightning flashed as I **crept** into the dry shed. (DOING)	No
I thought and thought as the storm rumbled closer. She was right! I **was brave**! (SENSING)	happy, proud
... we just **smiled** and ate our Thunder Cake. (DOING)	happy, proud, not afraid

Character name: Grandma

Words from story: *Character actions, dialogue, attitudes*	**Attitudes:** *Does it show feeling? What emotion?*
"Child come out from under that bed. It's only thunder you're hearing." (SAYING)	maybe annoyed; not afraid of the storm
"Steady, child," she **cooed**. (SAYING)	loves the girl
"Don't pay attention to that old thunder." (SAYING)	not afraid of the storm
"When you see lightning, start counting … real slow." (SAYING)	No

Next, Mr. Palmer reminds students about the attitude line they have used before to talk about how strong characters' attitudes are and the words authors use to turn up and turn down attitudes. He reminds them that they can see attitudes in verbs, adjectives, and adverbs. He then asks students to work in groups of three with their own copy of the attitude line, to place each of the attitudes they identified on the attitude line where they think it goes. Then the students post their attitude lines on the wall and walk around to see how their group's attitude line looks different from the lines of other groups. One of the attitude lines looks like this:



Using evidence from the story when they write will support their judgments and make their character analyses stronger. Students discuss whether *crept into the shed* is closer to neutral than *hid under the bed.* They decide it is, since the girl feels this way after she and Grandma have started gathering the ingredients for the cake, so at that point she is starting to feel a little less scared than when she hid under the bed. Mr. Palmer reminds students that the author is using verbs to show the girl's actions, and that they are interpreting the actions here. To promote students' sharing of their thinking and reasoning **(Practice 4: Engaging in formative assessment)**, Mr. Palmer makes it clear that there is no right answer. They can choose the evidence they think will support their claim about the character, and it will be evaluated according to how they interpret and make sense of it when they write.

Students also discuss where *I was brave* belongs on the attitude line and share different perspectives about how strong they think the expression of feelings is at different points in the story. Mr. Palmer points out that when authors use adjectives to present characters' feelings, they are telling the reader directly how the character feels. These feelings do not need to be interpreted in the same way attitudes expressed by doing or saying have to be interpreted for the reader of their character analysis, and the students identify examples on the charts. Finally, the students talk about the different ways the girl feels at different times in the story, and the different ways Patricia Polacco helps them understand her feelings. Mr. Palmer ends the lesson by reminding students that tomorrow they are going to write their own analysis about the ways the girl's attitudes change across the story, and they will use the work they did today to offer evidence about the claims they make.

Next Steps: The next day, Mr. Palmer reviews the features of the character analysis text type that the teachers in his PLC are supporting students in writing. The organizational structure is:

- Make a claim about the character.

- Introduce evidence. (What has happened in the story just before the quote you will use?)
- Present the evidence. (Use a quotation from the story to support your claim. Be sure to use quotation marks!)
- Interpret the evidence to show whether it is presented as doing or saying. (For example, *"she hid under the bed"* needs to be interpreted as *"she was really scared!"*)
- Tell us how the evidence supports your claim. (You can use "That shows … " to introduce this move.)
- Students work in pairs to share and develop their claims, choose the evidence they will use, and develop an outline for their character analysis.

Finally, students write their character analysis, answering the questions, "*What helps the girl during the thunderstorm? How do her feelings change?"* They get feedback from a peer, using a rubric that reminds them about the structure and features of the character analysis text type, and then revise and turn in their essays **(Practice 4: Engaging in formative assessment)**.

Sources: This vignette is based on research from the Language and Meaning Project, led by Mary Schleppegrell and Annemarie Palincsar. The project website, which can be found on the following Google Sites web page at https://www.cde.ca.gov/sp/el/er/ch5.asp#link6, provides links to materials for supporting students in grades two through five in learning about functional grammar.

Materials for the *Thunder Cake* lessons from which this vignette was adapted can be found on the Google Sites web page at https://www.cde.ca.gov/sp/el/er/ch5.asp#link7.

Information about the attitude line is found in Schleppegrell, Mary, and Jason Moore. 2018. "Linguistic Tools for Supporting Emergent Critical

Language Awareness in the Elementary School." In *Bilingual Learners and Social Equity: Critical Approaches to Systemic Functional Linguistics,* edited by R. Harman, pp. 23–43. New York, NY: Springer.

Text: Polacco, Patricia. 1990. *Thunder Cake*. Philomel Books.

To learn more:

- To learn more about functional grammar, see de Oliveira, Luciana C., and Mary J. Schleppegrell. 2015. *Focus on Grammar and Meaning.* Oxford, UK: Oxford University Press.
- See Part II of the *CA ELD Standards*, "Learning About How English Works," in **integrated ELD** (pages 108–114) and **designated ELD** (pages 115–119) and for the grade levels.
- Vignette 3.1 in the *CA ELA/ELD Framework* (page 191) offers an example of kindergarten students in a DLI program identifying the purposes of the moves they can make in retelling a story. Snapshot 5.3 in the *CA ELA/ELD Framework* (page 446) offers an example of fourth-grade ML and EL students using meaningful metalanguage to talk about how an author presents characters in a narrative text.

VIGNETTE 5.4

Math Detectives in Third Grade Math

(Highlighting Engaging in Formative Assessment)

Background

Ms. Cuevas teaches third grade in a transitional kindergarten through grade eight public charter elementary school in Los Angeles that serves Latinx, largely immigrant background students. The majority of students arrive at school speaking Spanish, some with little or no English experience. The school offers families two strands: a developmental bilingual program to ease the transition into English-language classes and mainstream English medium instruction. Ms. Cuevas teaches in an English medium classroom; one-third of her students are designated as EL students at Emerging or Expanding levels of English. Ms. Cuevas is a native speaker of Spanish and formerly taught first and second grade in a DLI program. She team teaches with Mr. Martínez. They plan together and group their students strategically for different activities at different points during the day, sometimes clustering students by their ELP levels, sometimes using cross-proficiency pairings, and sometimes clustering students by their strengths in academic content areas, such as mathematics and ELA.

The school has adopted a free, open educational resource as its ELA curriculum that focuses on developing core literacy skills through real-world content. With downloadable content-based literacy modules, teachers are guided in using authentic trade books with materials that include texts related to the sciences, social studies, and mathematics, offering opportunities to provide **integrated ELD (iELD)** in these subject areas. At the third-grade level, a one-hour Additional Language and Literacy (ALL) block provides opportunities for differentiated **designated ELD (dELD)** instruction focused on ELD standards. Ms. Cuevas and Mr. Martínez also regularly meet with the principal, who has a strong track record as an effective instructional leader. She assists them with adapting

the curriculum further, choosing texts and materials that represent the children's linguistic and cultural backgrounds, as well as their immigrant experiences, so the children can see themselves reflected in and relate to what they are learning.

In mathematics teaching, which is the focus of this vignette, Ms. Cuevas was previously trained in the Cognitively Guided Instruction (CGI) approach to student-centered mathematics teaching that is designed to build on children's intuitive problem-solving processes. Professional development in CGI provided coaching that is embedded in Ms. Cuevas's classroom, so she learned to support students in developing strategies to solve mathematical problems aligned with California's mathematics standards. The approach relies heavily on language as it engages students with each other's mathematical ideas as they develop the discourse and identities of mathematicians. Additionally, there is an emphasis on adapting instruction to ensure that students at all levels learn mathematics with understanding.

Lesson Context: Four months into the school year, Ms. Cuevas has established a number of routines for assessing the progression of her students' English language and content learning formatively. This mathematics lesson shows how she monitors how well her students are developing English skills in reading, writing, listening, and speaking as evidence of their progress during **iELD** instruction. This lesson asks students to decide which mathematical operation is appropriate for solving a specific word problem. Ms. Cuevas calls her students Math Detectives to engage them in the excitement of finding clues to their answers.

Lesson Learning Goal: *Mathematicians understand when to use any of the four operations to find the unknown in a one- or two-step word problem.*

This goal is aligned with several CA Common Core State Standards for Mathematics at grade three focused on mathematical practices and problem solving. In her lesson plan, Ms. Cuevas also noted *CA ELD*

Standards tied to the *CA ELA/Literacy Standards* at grade three that she can support during **iELD** instruction, including aspects of **Interacting in Meaningful Ways** and **Understanding How English Works**.

Success Criteria: Ms. Cuevas's formative assessment is guided by three success criteria that she writes on the whiteboard to share with her students at the start of the lesson:

- I can explain what the problem is asking me to do.
- I can represent my strategy for solving the problem.
- I can explain and justify why my strategy works.

The culminating assignment is for students to share (orally) their mathematics problem-solving strategies with a partner.

To prepare students to successfully accomplish the culminating assignment, Ms. Cuevas addresses several of the ELD standards during a period of **dELD** the same morning, differentiating instruction for all of her students. During the ALL block, she anticipates a range of language needs in the later mathematics lesson, namely, language to support communication during independent and partner work, how to listen to others for specific information, and how to create a cohesive explanation and justification. While her non-EL students are paired to focus on these target skills, Ms. Cuevas supports her EL students **(Practice 1: Using English purposefully)** for the upcoming mathematics tasks by practicing with sentence stems that will support them in the "Number Talk—Same but Different" activity (see below). She pairs her EL students heterogeneously, with students at the Emerging level paired with students at the Expanding level so they can authentically learn from one another. Students are given images of animals in a zoo setting and encouraged to start their conversations about what is the same or different about the animals using the following sentence starter with a formulaic expression:

- **I notice that … but**

and to follow up each other's comments with the following conversation extenders:

- **In my opinion …**
- **I agree with …**

While the students work, Ms. Cuevas circulates around the classroom—listening closely to the students' conversations to formatively assess their conversational abilities. She notes whether students need her intervention (e.g., to learn comparative adjectives such as *taller, smaller, biggest*), more practice (e.g., to organize ideas into same or different characteristics), or can move on to another aspect of language used in partner work (e.g., accurately retelling what a partner said) **(Practice 4: Engaging in formative assessment)**.

Because of this preparation in **Practice 1: Using English purposefully**, Ms. Cuevas is confident at the start of the mathematics lesson that all of her students have the skills and strategies needed to then engage each other in meaningful mathematical conversations **(Practice 2: Interacting in meaningful ways)**. The lesson begins with the 10-minute warm-up task "Number Talk—Same but Different," in which dots on an image of a domino and an image of four tiles that sum up to the same total are used to have the students think silently, then share with a partner in what ways the two images are the same but different (e.g., the two halves of the domino have two sets of three dots, whereas the four tiles each have three dots). Students' ideas are shared with the whole class using a Venn diagram for "same" and "different." Ms. Cuevas uses this warm-up task formatively to determine whether any of the students' mathematical ideas or language choices need clarifying before she moves on **(Practice 4: Engaging in formative assessment)**.

Becoming Math Detectives: Ms. Cuevas introduces the notion of being Math Detectives to the students, making a connection to mathematicians who must determine from a word problem what information is given and what is unknown. Students are then given a problem to unpack. Ms. Cuevas

guides their thinking with a visualization activity, followed by independent practice in solving the task. At a midpoint check-in, she shares interesting strategies that she is seeing in class and reminds students of the lesson learning goal and success criteria. The class then shifts to partner work to orally share strategies for solving the word problem and ends with two students sharing their strategies and the other students asked to think of some of the similarities and differences in the strategies.

Some of Ms. Cuevas's formative assessment strategies in this lesson are planned ahead of time and some are moment-by-moment decisions to check in with the class as a whole or with individual students and assess their language comprehension and production, as well as their mathematics understanding. These strategies are exemplified in the excerpts below.

Lesson Excerpts: During the independent task practice, students must solve the word problem by selecting sets of numbers for the blanks (e.g., 9, 10, 5, or 12, 5, 3).

Problem:

A pet store had _____ horned frogs. The frogs laid _____ eggs each. All but _____ of the eggs hatched. How many baby horned frogs does the pet store have?

Ms. Cuevas: "Okay mathematicians, as Math Detectives you need to think about what tools can help you."

Ms. Cuevas gives the students a few minutes to get started and then begins to conference with individual students to elicit evidence of their mathematical understanding and their use of strategies, along with how they are using English to convey these two aspects. She has a set of probing questions for all the students as well as questions she plans to ask her EL students specifically that focus on ordering information using discourse markers such as *first*, *then*, *next* and on retelling and explanation skills.

Ms. Cuevas: "Danny, tell me about your idea."

Danny: "Here a 12. Here a 5 and here 3."

Ms. Cuevas: "Great, Danny. I like that you are challenging yourself with these numbers. Before you used friendly numbers to multiply. Tell me what you are thinking."

Danny: "60 and I did 12 and this is 5 and only 3."

Ms. Cuevas: "Let's start with the number of frogs and the number of eggs they laid. What did you do first?"

Danny: "12 times 5."

Ms. Cuevas: "So, the operation you selected from our Four Operations Chart was multiplication to get 60 eggs in total. But then what? What do you understand about the number that hatched?"

Danny: "Is hatched is out?"

Ms. Cuevas: "Oh yes—that's right. What about 'all but'? I want you to listen to Gabriela explain what she did last to solve her problem."

[Gabriela describes her strategy using 9, 10, 5.]

Ms. Cuevas: "Can you retell what Gabriela said?"

Danny: "Oh wait. So 57. I take away 3 and 60 is 12 times 5."

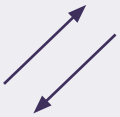
Ms. Cuevas: "Okay, Danny, when I call on you to share, can you tell what you did *first, then, next* and put it all together? And, while we wait for others to finish, what if I give you the numbers 7, 13, and 11 to try?"

Ms. Cuevas takes the opportunity to formatively assess Danny's comprehension in the moment when Danny says "and only 3"; she realized in the moment that "all but 3" is an idiomatic way of expressing subtraction in English and gives him a chance to figure this out in context from his partner Gabriela's explanation.

As Danny was speaking, Ms. Cuevas also jotted down what he was saying verbatim so she could use this information as formative assessment. Using the Dynamic Language Learning Progressions (DLLP) approach (a series of interpretive frameworks for teachers to decide where students are in their learning at the word, sentence, and discourse levels), she looked more closely at where she would place Danny on the progressions.[11] She realized that some of her own confusion with understanding Danny's explanation was because he did not clearly signal the order of his actions. To address relevant skills targeted in Part II of the *CA ELD Standards*, such as structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas, Ms. Cuevas used the Coherence and Cohesion DLLP to determine that Danny's use of conjunctions (e.g., *and, but, or*) and transition words (e.g., *first, then, next*) placed him at the DLLP Emerging phase of development **(Practice 4: Engaging in formative assessment)**. From the DLLP, Ms. Cuevas knows that students at this phase typically rely on just one repeated conjunction to connect their ideas, as in Danny's case, and her job now is to expand his repertoire to include other conjunctions and transition words that will facilitate meaning making for his listeners (and possibly his future readers).

To achieve this language learning goal with Danny, Ms. Cuevas decides she will adapt the Showing When Events Happen chart in the Analyzing Complex Sentences in Science Texts vignette in the *CA ELA/ELD Framework* (CDE 2015, 384), introduce it during **dELD** instruction, and make it available during **iELD** to assist students who are transitioning from Emerging to Expanding ELP levels and who will benefit from practice in ordering events or procedures.

The lesson closes with a routine Ms. Cuevas has established to support students' autonomous learning through the self-assessment of their understanding **(Practice 4: Engaging in formative assessment)**, in whichever language they prefer. She directs the students to choose and then draw one of the symbols from the chart (below in Spanish version) in the margins of their work, to record how they felt about meeting the mathematics learning goal. This information is used by Ms. Cuevas in her next lesson to differentiate instruction by giving individual students more challenging word problems to work on, pairing students to assist each other, or grouping students with similar challenges so she can reteach aspects of this lesson.

Símbolos de autoevaluación	
!	¡Tengo esto!, y listo para algo nuevo.
✓	Me siento bastante bien con esto, pero quiero practicar un poco más.
	Necesito más tiempo para tener éxito en esto.
	Necesito trabajar con un compañero para tener éxito en esto.
	Necesito un descanso o hacer un cambio para tener éxito en esto. Ajustaré mis números o dejaré este problema a un lado, haré otra cosa y luego volveré a resolverlo.
	Necesito la ayuda de la maestra para tener éxito en esto.

Source: "Chart of Self-Assessment Symbols" translated and adapted by Gabriela Cárdenas from Zager, Tracy J. 2017. *Becoming the Math Teacher You Wish You'd Had: Ideas and Strategies from Vibrant Classrooms.* Portsmouth, NH: Stenhouse Publishers. Used by permission of the publisher.

(The English translations for this chart are as follows: 1. I have it and I am ready for a new one. 2. I feel really good about it, but I want to practice a bit more. 3. I need more time to finish this. 4. I need to work with a partner to finish this. 5. I need a rest or a change before I finish this. I am going to put this problem aside and do something else and come back to solve it. 6. I need help from the teacher to finish this.)

Next Steps: Ms. Cuevas suspects that sometimes her students may know the mathematics but cannot always express themselves in English. However, she also knows that asking her students to explain and justify their problem solving in Spanish does not always help to convey their mathematics understanding either. At their next planning meeting, Ms. Cuevas shares with Mr. Martínez her observation that her students do not have academic language experiences in Spanish, and so it is unlikely that they will substitute Spanish translation equivalents for terms like whole number and rounding, even if she were to elicit explanations in the students' first language. Mr. Martínez suggests using additional one-on-one conferencing as a formative assessment strategy with students who have placed primarily at the Not Yet Evident or Emerging phases on the DLLPs that characterize students' explanatory discourse. He encourages Ms. Cuevas to use a multisemiotic approach to elicit evidence of their mathematics explanation and justification abilities so she can more accurately tailor next steps in **iELD** instruction for each student, while at the same time learning more about their mathematics understanding (Bailey et al. 2020). For example, students can draw a representation of their solved problem using domino images, and Ms. Cuevas can then model the English necessary to describe the representations, have the students repeat her description, and write down the students' words to provide a model response for explaining and justifying similar word problems.

Sources: This vignette draws on work by Alison Bailey, Margaret Heritage, and Gabriela Cárdenas for the DLLP Project. Read about language progressions and formative assessment during content lessons in *Progressing Students' Language Day by Day* (2019, Thousand Oaks, CA: Sage/Corwin Press), and in "The Role of Language Learning Progressions in Improved Instruction and Assessment of English Language Learners" (2014, TESOL Quarterly 48 (3): 480–506), both by Alison Bailey and Margaret Heritage; and in "The Discourse of Explicitness: Mathematics Explanatory Talk and Self-Assessment by Spanish-Speaking Emergent Bilingual Students in Elementary Classrooms" (2020, *Theory Into Practice* 59 (1): 64–74) by Alison Bailey.

To learn more about the ELA and math curricula used, see the following EL Education web page at https://www.cde.ca.gov/sp/el/er/ch5.asp#link8 and the CGI Math Teacher Learning Center web page at https://www.cde.ca.gov/sp/el/er/ch5.asp#link9. See also Los Angeles Unified School District's *2018 Master Plan for English Learners and Standard English Learners*, found at https://www.cde.ca.gov/sp/el/er/ch5.asp#link10.

To learn more:

- The Teachers College Reading and Writing Project video "Using a Learning Progression to Support Self-Assessment and Writing about Themes in Literature: Small Group Work (3-5)," available at https://www.cde.ca.gov/sp/el/er/ch5.asp#link11, shows an ELA teacher working with students to place their writing on a learning progression.
- The Dynamic Language Learning Progressions (DLLP) website with resources for implementing the DLLP approach to formative assessment of language and content areas is found at https://www.cde.ca.gov/sp/el/er/ch5.asp#link12.
- A professional learning module about formative assessment and how it fits within a comprehensive student assessment system, "Critical Content Supporting Statewide Formative Assessment Practice," is found on the WestEd website at https://www.cde.ca.gov/sp/el/er/ch5.asp#link13.

- "The Role of Assessment in Learning and Teaching Mathematics with English-Speaking and English Learner (EL) Students." Bailey, A. L., C. A. Maher, L. C. Wilkinson, and U. Nyakoojo. 2020. In *Theory to Practice: Educational Psychology for Teachers and Teaching*, edited by S. L. Nichols and D. Varier. Washington, DC: AERA.

Next Steps

How do teachers implement these practices? Schools working to fully implement the *CA ELA/ELD Framework* mention two key features of their work. The first is the unified and intensive planning of PLCs, with support from ELD resource teachers. While teachers report that this is a lot of work, they are pleased with the gains they see in students' performance. The second feature is an orientation not just to a set of strategies, but to key routines that are part of both integrated and designated ELD, with different levels of intensity according to the group being engaged. Practices that shape the instruction over several days, such as using interactive read-alouds or the TLC, help teachers set up contexts for meaningful, purposeful use of language, robust interaction, teaching about how English works, and formative assessment. Then, as teachers engage in in-the-moment interaction with students, drawing on routines such as unpacking sentences, collaborative text reconstruction, joint construction, and others, they enable these practices to become embedded in the classroom discourse.

This chapter concludes with an invitation to readers to explore the ways the vignettes illustrate the four practices this chapter has outlined. In PLC groups or individually, teachers can consider how the teaching described in the vignettes is similar to or different from their own and what that might imply for implementing the approach presented. Teachers can identify where each of the four practices are referred to, how they use those practices to support students' language learning and content learning, and how that engagement is different for integrated and designated ELD instruction. Relating the examples to their own contexts, teachers can consider how they could adapt the practices in ways that would be relevant for them. Additionally, this work

needs to be supported by administrators and others in leadership positions and involve literacy coaches and others who help implement integrated and designated ELD. Within the elementary school setting, such discussions can be part of continuous improvement and action research. These discussions are also useful in pre-service teacher education contexts. Below are suggested steps for reading, reflecting on, and discussing the classroom vignettes in professional learning.

Guiding Questions for the Classroom Vignettes

Step 1: Select one of the four vignettes in this chapter to unpack in a PLC or independently.

Step 2: Conduct a first reading of the vignette. Highlight where integrated and designated ELD are illustrated and where each of the four practices presented in this chapter are expressly mentioned.

Step 3: In a PLC (or, if working solo, during an independent second reading of the vignette), use the following guiding questions to frame the discussion or reflection:

- **Background:** In what ways are the classrooms and schools described in the vignette similar to or different from your classrooms in terms of student composition, teacher experience, and so forth? Do you have experience with any of the named instructional practices or curricular materials? If so, share about them with your PLC, if possible.
- **Lesson Context:** In what concrete ways do teachers in the vignette engage students in language learning and in content learning? How is engagement different for integrated and designated ELD instruction? How are they related?
- **Lesson Excerpts:** What was most interesting to you about the snippets of classroom conversations and instruction in this section of the vignette? In what ways did these excerpts bring to life the four practices? What insights did you gain into teacher thinking?

- **Teacher Reflection:** In what ways are the teacher's next steps ones that you would take? What supports and resources would you need in order to take similar next steps with your students?

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Endnotes

1 The first four quotes come from elementary teachers who were part of a five-month pilot study of implementing language learning progressions as support for teacher formative assessment of ML and EL students' language and content learning (Bailey and Heritage 2019a). The fifth quote is from work with elementary school teachers who were learning to talk about language and meaning with ML and EL students (Schleppegrell et al. 2019).

2 For more detailed information on California's ML and EL students, see chapter 1 of this book.

3 Provision for the different language instruction education programs offered by school districts is made by California *Education Code* sections 305(a)(2) and 306(c)(1–3). Information found in *CalEdFacts* (accessed April 8, 2019) is available on the CDE Facts about English Learners in California web page at https://www.cde.ca.gov/sp/el/er/ch5.asp#link17.

4 The *EL Roadmap Teacher Toolkit* is available from the Californians Together web page at https://www.cde.ca.gov/sp/el/er/ch5.asp#link18.

5 See page 83 in the *CA ELA/ELD Framework* (CDE 2015) for more on register.

6 Contrastive analysis is the explicit comparison of one language with another, for example, to point out that Chinese does not have verb tenses to express past meanings in the same way English does, or that Spanish and English have many cognates. Drawing attention to the ways English is similar to and different from other languages helps students learn more about both languages. For more information about contrastive analysis, see the Center for Teaching for Biliteracy web page at https://www.cde.ca.gov/sp/el/er/ch5.asp#link19; or, for Spanish contrasts, see the Pearson School web page at https://www.cde.ca.gov/sp/el/er/ch5.asp#link20.

7 These concepts are further developed in CDE resources, including the *CA ELA/ELD Framework* (chapters 2 and 9), *Science Framework for California Public Schools*, and *California Practitioners' Guide for Educating English Learners with Disabilities*.

8 The *California Practitioners' Guide for Educating English Learners with Disabilities* can be found on the CDE website at https://www.cde.ca.gov/sp/el/er/ch5.asp#link21.

9 The CDE 2020–21 English Language Proficiency Assessments for California (ELPAC) Information Guide can be found on the CDE website at https://www.cde.ca.gov/sp/el/er/ch5.asp#link22.

10 Metalanguage is language about language. It uses terms such as *syllable, noun*, and *present tense,* but also *introduction, argument,* and other words students learn in order to talk about language as they learn language and school subjects.

11 The DLLP can be found on the Dynamic Language Learning Progressions website at https://www.cde.ca.gov/sp/el/er/ch5.asp#link23.

CHAPTER

6

Pamela Spycher
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Content and Language Instruction in Middle and High School:

Promoting Educational Equity and Achievement Through Access and Meaningful Engagement

I am encouraging students to work together more in an organic learning environment so that they can teach each other, and I become the facilitator.

–Ms. Herrera[1]

Ms. Herrera's sentiments reflect goals shared by California's secondary teachers to support all students in developing agency and autonomy, collaborating with peers, and achieving academically. This chapter begins with the premise that every secondary teacher wants all their students, including those who are learning English as an additional language, to be academically successful in, and feel connected to, school. However, many teachers may feel underprepared to achieve these goals for some of their multilingual learner (ML) students, particularly their English learner (EL) students. Some teachers may have questions about how to design and implement rigorous content learning that is relevant for students, supports their development of advanced academic language and literacy skills, and offers meaningful opportunities to apply their knowledge and skills. In short, how can a teacher design teaching and learning experiences that are inclusive, intellectually engaging, and supportive so that each student fulfills their own academic potential?

This chapter responds to these questions and offers concrete guidance. It focuses on instruction that promotes ML students' academic achievement, language development, multilingualism, social and emotional development, and positive identity formation. Sustaining this type of integrated instruction is not an easy feat and there is no one-size-fits-all approach. However, one thing is clear: while secondary ML and EL students benefit from having access to grade-level courses, this is not enough to ensure their academic success. They also benefit from well-designed instructional support across the content areas that includes culturally sustaining practices and integrated and designated English language development (hereafter referred to as ELD) (August 2018; National Academies of Science, Engineering, and Medicine [NASEM] 2017; Thompson 2017).

This chapter is intended to empower educators to make informed instructional decisions that can transform ML students' educational experiences and outcomes. Learning and integrating the recommendations in this chapter will take time, practice, reflection, and patience, but the work is well worth the effort. Moreover, evidence shows that with support, all teachers—the innovative and creative professionals they are—can achieve these transformations. The intent is to support teachers in their quest to ensure that each student feels connected to school, engages meaningfully in academic learning, and is well prepared for a bright future and a fulfilling life.

Who is this chapter for and how is it structured?

This chapter is especially useful for middle and high school teachers of ML and EL students in the disciplines of language arts, the sciences, history/social science, mathematics, and ELD. Teachers of other subject matter, specialists, and support staff working in classrooms with these students will also find the chapter useful. It is an essential resource for professionals charged with preparing and supporting teachers and creating the conditions necessary for their success, including site and district administrators, instructional coaches, teacher educators, professional learning providers, teacher leaders, and department chairs. School board members may also find the chapter instructive as they make pivotal decisions regarding local educational policies and programs.

Effective, research-based instructional practices for promoting multilingual students' content and language learning, with an emphasis on comprehensive ELD for EL students, are described throughout the chapter. It begins by briefly describing secondary ML and EL students. It then outlines California's vision for these students in order to frame the instructional guidance offered and ground that guidance in a theory of action. Next is a section on creating the systems necessary for teachers to carry out the instructional recommendations in this chapter. The remainder of the chapter features six research-based instructional practices. The chapter provides brief descriptions about each practice and then shares classroom vignettes that illustrate how the practices have been carried out in real middle and high schools. These vignettes are intended to demonstrate what these practices can look like across disciplines when they are implemented together, as well as to promote dialogue around what is possible in one's own classroom.

Throughout the chapter there are Thought Bursts that ask readers to pause and reflect on their current practices. These stopping points are meant to encourage and support self-reflection and to help identify spaces and opportunities for enhancing existing practice. The chapter ends with suggestions for how to try out some of the recommended practices and learn more deeply about the concepts presented.

Who are California's multilingual learner and English learner students?

In this chapter the term "ML students" is used to refer to students who speak or understand, to varying degrees, more than one language: both English and a language (or more than one language) used in their homes or communities.[2] The term is used intentionally to emphasize the asset of students' home languages and not just their trajectory toward English language proficiency (ELP). EL students are a subgroup of ML students. They are legally entitled, through California and federal laws, to academic coursework with specialized support to help them reach thresholds for proficiency in English that will help them be successful. Much of this chapter focuses on how to provide such support in respectful and engaging ways that accelerate ELD progress.

It is important to remember that ML students are not a uniform group. All students have multilayered and intersecting identities—shaped by their histories, experiences, interests, cultures, and languages, among other factors—that need to be acknowledged, valued, and leveraged for school learning. In part because of their experiences as culturally and linguistically diverse individuals, many ML students have faced and overcome challenges in their schooling, demonstrating perseverance, determination, and creative problem-solving skills. These qualities in and of themselves should be seen as strengths and validated.

It is also important for educators to recognize and address specific challenges individual students may face. For example, a substantial number of secondary EL students have been identified as long-term English learners—students who have been designated as EL students for more than six years. Other EL students are newcomers—new to English and to US schools—and benefit from unique support to make transitions and integrate into their new environment. Because many ML students are also students of color, they and their families may experience racism and other forms of discrimination.

These are just some of the experiences that could affect ML students' school learning and academic achievement. Students and teachers alike benefit when all educators in the system recognize and address individual strengths and challenges of their ML students. To best support ML students, it is important that educators know their students' particular experiences and backgrounds.

What is California's vision for multilingual learner students?

California's overarching vision for all students is **educational equity**: each classroom is an equitable, inclusive, responsive, and supportive learning environment where all students thrive and develop the competencies that will allow them to pursue the greatest number of postsecondary options and live a fulfilling and rewarding adult life. This vision is emphasized in current policies and resources such as California's *English Learner Roadmap (CA EL Roadmap), English Language Development Standards (CA ELD Standards), English Language Arts/English Language Development Framework (ELA/ELD Framework),* and *the California Practitioners' Guide for Educating English Learners with Disabilities.*[3]

Educational equity is when each and every student is provided the academic, social, emotional, cultural, linguistic, and other opportunities, resources, and supports they specifically need, when they need them, to experience belonging in school, achieve academic success, and attain self-actualization.

These policies and resources support **asset-based pedagogies**[4] and other critical practices exhibited in schools that recognize the learning strengths and respond to the specific learning needs of ML students, particularly those who are ethnically and/or racially diverse and/or from immigrant backgrounds. Schools seek to promote the educational structures that may increase these students' learning potential, such as equal access to quality resources, experienced teachers, and college track courses, as well as to promote institutionalized asset perspectives that define students by their strengths and their abilities to achieve in school. One way that California has committed to addressing educational equity is through statewide efforts to increase Ethnic Studies courses and curricula. **Ethnic Studies** is an important piece of a larger puzzle that involves asset-based pedagogies and culturally relevant instructional materials in all classrooms, enacted by critically conscious teachers who are responsive to the strengths and needs of their students.

Ethnic Studies in California's Secondary Schools[5]

Ethnic Studies encourages cultural understanding and asset-oriented practices in classrooms. It promotes deep understanding of how different groups have struggled and worked together toward equality, fairness, justice, and racial and ethnic pride. Over the course of history, both in California and nationally, specific ethnic groups have had unjust treatment, even from respected institutions of authority. The curriculum taught in our schools is most effective when it highlights and preserves the contributions of people of color and emphasizes the importance of their roles. Ethnic Studies provides a model of inclusion as it emphasizes the histories and contemporary experiences of people of color, including their important and varied roles in state and national history.

Ethnic Studies courses and curriculum in California acknowledge and honor four foundational groups of people: Black or African American, Asian American, Chicana/o/x and Latina/o/x, and American Indian/Alaska Native. Schools with Native Hawaiian or other Pacific Islander students may also focus Ethnic Studies courses on these groups. Since most ML and EL students in California are also people of color, Ethnic Studies is an essential part of their educational experience. It is also important for all students to learn about the historical and current contributions of people of color to American society and about the intersectionality of all people.

Ethnic Studies courses not only embody the asset-oriented vision California has for students, they also improve attendance and academic achievement (Dee and Penner 2017; Sleeter 2011). Though not all secondary teachers in California will teach an Ethnic Studies course, all educators can learn more about asset-based pedagogies and ways of honoring the human experience and integrate these into their courses.[6]

In your school or district, what asset-oriented practices and pedagogies are currently in place? What might be put into place for your particular students? What benefits would your students experience?

California's policies and resources clearly state that all secondary ML and EL students must have full and meaningful access to courses that are responsive to who they are, meet the state's A–G college entrance and graduation requirements, and prepare them to be successful in college, careers, and life. The policies and resources also call for increased attention to students' social and emotional development and mental well-being as integral to their academic progress. Further, the **State Seal of Biliteracy** program exemplifies California's goal for a multilingual state by recognizing high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. EL students must also have specialized support through integrated and designated ELD, which the next section addresses.

What is Integrated and Designated English Language Development?

According to state policy, all middle and high school EL students at all ELP levels (Emerging, Expanding, Bridging) should receive comprehensive ELD, which includes **both integrated and designated ELD**. Figure 6.1 provides an overview of frequently asked questions (FAQs) about integrated and designated ELD, and a description of both follows.[7]

Figure 6.1 FAQs about Integrated and Designated ELD in Middle and High School

FAQs	Integrated ELD	Designated ELD
When?	Occurs in all content areas throughout the day	A protected time during the regular school day
Who teaches?	All teachers with EL students, authorized and well trained in both content and ELD	Qualified teachers who are authorized and well trained in teaching ELD
Student grouping?	EL students are integrated with proficient English speakers	EL students are grouped, to the extent possible, by their ELP levels
Standards used?	*CA ELD Standards in tandem with* relevant content standards to scaffold learning	*CA ELD Standards* as the focal standards in ways that build *into and from content instruction*
Additional supports?	Multilingual paraprofessionals, collaborative support from EL and special education specialists	Multilingual paraprofessionals, collaborative support from content teachers and special education specialists
Why?	Promoting the development of grade-level content knowledge and increasingly advanced levels of English	Promoting the development of critical English language skills needed for successful learning in content courses

What is Integrated English Language Development?

Integrated ELD occurs in all content courses as teachers use the *CA ELD Standards* to guide their lesson planning, observe students during instruction, and evaluate student work. This means using specific *CA ELD Standards* to support EL students in using English purposefully, interacting in meaningful

ways, and understanding how English works in the context of academic content teaching and learning. The purpose is to ensure that EL students have support to fully participate in and be successful with core content learning. Many illustrations of rich and comprehensive ELD instruction across content areas through six interacting instructional practices appear later in the chapter.

Instructional materials—even new ones—should be reviewed from a critical stance and adapted to align with the *CA ELD Standards* and respond to EL students' needs. Regardless of how strong the materials are, it is good practice to identify areas in the design of any curriculum that may need to be enhanced to be fully responsive to the needs of individual students. Here, support from instructional coaches and other experts is critical: Their support in leveraging the *CA ELD Standards* in instructional planning, refining instructional approaches, and using assessment to inform instructional decision-making can make all the difference for teachers and their EL students.

Take a moment to look at the *CA ELD Standards,* both part I and II, for your grade level. How might a focus on specific ELD standards during the instructional planning phase support your EL students during content instruction?

What is Designated English Language Development?

Designated ELD is a protected time when skilled teachers focus on the specific language learning needs of EL students, based on their ELP levels, in ways that are directly connected to students' specific content learning. It is not a time for isolated language instruction, remediation, or intervention. Designated ELD complements integrated ELD and does not replace it. It is part of EL students' core curriculum as it offers the specialized language development support to which EL students are legally entitled. Students benefit when they are grouped together by similar ELP levels for designated ELD (e.g., newcomer EL students at Emerging levels and long-term EL students at Expanding or Bridging levels) because it enhances the teachers' ability to differentiate instruction and focus on students' specific language learning needs. During this protected time, the *CA ELD Standards* are used as the focal standards in ways that build into and from specific content learning and goals.

As they progress toward full proficiency in English, EL students make their way through three broad stages of English language proficiency (ELP)—Emerging, Expanding, and Bridging. For detailed information on these stages, teachers can refer to their grade-level *CA ELD Standards,* available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch6.asp#link1. Teachers can use the *CA ELD Standards* in tandem with the content standards when planning lessons and units in order to ensure students' academic success and steady progress toward full proficiency in English.

The populations and individual needs of EL students in each school vary, and California's model of designated ELD is not a one-size-fits-all approach. Schools may offer services and instruction in a variety of ways to ensure that students receive sufficient time for appropriate designated ELD instruction to meet their English development needs. To "do" designated ELD well, a systemic process that promotes school-level and cross-departmental coordination and careful examination of student data is essential. Detailed understanding of individual students' ELD needs is used to inform master scheduling and course content development. A systemic process ensures that EL students make accelerated progress with specialized instruction and do not waste time in courses that do not meet their linguistic development needs. Teachers are critical members of this process.

Because they are not a uniform group with the same language learning needs, it is likely that EL students in a school will require different approaches to designated ELD. For example, newcomer EL students at the Emerging level of ELP will likely require intentional designated ELD instruction for an extended duration based on their linguistic goals, yet they must also have full access to college-ready core content courses (see vignette 6.6 later in this chapter for an example). Other students, such as EL students at the early Expanding level of ELP, may need a daily designated ELD course (see vignette 6.2 for an example). Students at the late Expanding and Bridging levels of ELP may benefit from appropriate and individualized adjustment to the way they receive designated ELD instruction, based on their school district's design

for ELD. For example, students identified as long-term English learners may benefit from a structured course or from meeting with an ELD teacher several times a week to accelerate their academic language development. The key indicator in selecting the design is that students meet the exit criteria in a prescribed reasonable amount of time.

Whatever the approach to designated ELD, no EL student should be excluded from participating in a full academic, college-ready curriculum or prevented from participating in electives, sports, or other school activities. Designated ELD should not interfere with EL students' full access to a robust and comprehensive set of courses; it should be additive and should not make students feel stigmatized or punished.

What kinds of school and district systems are needed to support effective instruction?

While effectively designed, planned, and implemented instruction is the heart of quality schooling for all students, it does not occur magically, overnight, or in a vacuum. ML students can achieve educational equity when administrators create the conditions in which quality teaching and learning can happen. These conditions can be successfully created with high-functioning systems in place, including those that promote educator collaboration, ongoing professional learning, continuous self-reflection, and self-evaluation. These are the goals of the California Department of Education's *Quality Professional Learning Standards* (2014). **Teacher inquiry groups** (e.g., professional learning communities, communities of practice) can bring educators together across disciplines, grades, roles, specific courses, and specializations to collaborate on common goals and engage in continuous improvement. Administrators can create **protected time and structures for collaboration** in which all educators have opportunities to work together to learn about standards-aligned and research-based instructional approaches, share successful practices, plan or modify curriculum and lessons, develop or modify assessments, analyze student work and other data, reflect on their own practice, and adjust students' schedules, as needed.

Administrators can also re-envision **master schedules, instructional materials adoptions, and professional learning** to ensure that all EL students have access to A–G and advanced courses, all content courses include integrated ELD, and designated ELD is provided by the highest qualified teachers and directly connected to content coursework.[8] Vignette 6.1 provides an example of how one high school addressed EL student opportunity and achievement gaps using a systems approach, grounding decisions in evidence and shared leadership.

VIGNETTE 6.1

Addressing English Learners' Equity Issues in High School

Over the past five years, staff members at Rachel Carson High School, as part of a districtwide effort, have worked with their county office experts to address an urgent issue: EL students and African-American students were not performing well academically and had higher dropout rates than their peers in the broader student population. Their goal was to better understand this problem of practice in order to identify strategic solutions to improve students' academic learning outcomes and sense of connectedness to school.

Conducting an Equity Audit to Address the Problem of Practice

In the first year, administrators led small teams comprising teachers, counselors, instructional coaches, specialists, administrators, parents, and community members to conduct an "equity audit," which focused on gathering and understanding data related to the problem. Among the tools they used to conduct the audit were two English Learner Roadmap Toolkits: one for high school teachers, and one for administrators, coaches, and district leaders.[9] A critical part of the equity audit was shadowing. Each team shadowed an individual EL or African-American student, observing and gathering data on the student's experiences throughout the day (e.g., how many minutes the student talked, how often the student participated in academic discussions, the types of activities

they engaged in, how much time they spent in academic learning versus nonacademic activities).

Teams also worked on gathering a range of data in order to "triangulate" their findings and make sound decisions about solutions. Some teams interviewed students to gain their perspectives on their schooling experiences, solicit suggestions for improving teaching and learning experiences, and understand their postsecondary aspirations. Others interviewed parents to gain their perspectives and suggestions. Other teams examined students' attendance records and course completion records to identify who was on track to graduate and who was not and who would be college ready and who would not be. One team specifically examined the school's current and recently reclassified EL students' data, including state summative test scores, over multiple years to identify who their students were as individuals (e.g., home language, extracurricular activities, academic inclinations) and to better understand the progress students had made over the years in their ELD.

When the staff met to share, analyze, and discuss the data they had collected, they were dismayed to find that the school's EL students and African-American students were not experiencing the robust learning that staff thought they were providing. Specifically, many students

- spent less than 1 percent of their school day engaged in academic discussions;
- did not spend much time in rigorous academic learning;
- had poor attendance rates;
- did not meet annual growth targets for ELD or subject matter learning, based on standardized measures;
- were not on track to be eligible for admittance to a California State University (CSU) or University of California (UC); and
- expressed that they felt bored in or disconnected from school and did not feel that most of their teachers cared about their academic or personal success.

Schoolwide Agreements and Investment in Professional Learning

Many staff members were surprised by the results of the equity audit and felt a sense of urgency to act. The principal led the staff, working in collaboration with parent and student representatives, to craft a multiyear plan to improve. The plan included yearly equity audits, similar to, though less intensive than, what they had just engaged in, so that they could track progress, measure impact on student learning and perceptions, and make adjustments where needed to continuously improve. In addition, staff voted to commit to three multiyear schoolwide agreements: (1) increase the amount and quality of academic discussions, (2) use curriculum that is relevant and interesting to EL and African-American students, and (3) integrate activities to strengthen students' use of academic language in each content area (e.g., writing effective arguments).

Has your school ever engaged in an equity audit? What was discovered? What was successful about the process? What were some challenges or obstacles?

To support the school with these agreements, district and site administrators invested in a multiyear professional learning system which included five key elements:

1. **Summer Institutes:** Annual three-day summer institutes for teachers to learn new pedagogy and analyze student data aligned with the schoolwide agreements, differentiated by content areas and cofacilitated by district content area coaches and ELD coaches.
2. **Coaching:** Quarterly coaching sessions for each teacher, provided in a team-based format, including opportunities for teachers to visit each other's classrooms.
3. **Communities of Practice:** Allocated time for communities of practice, including subject matter departments collaborating with ELD and special education, focused on lesson planning and refinement, reflection on evidence of student learning, and working

through common problems of practice (e.g., how to intervene in a timely manner when students experience academic, social, or emotional challenges).

4. **On-Boarding for New Teachers:** Extra support for novice teachers and teachers new to the school to bring them up to speed with the school's goals, culture, and practices.

5. **Support for Administrators:** Peer mentoring for administrators, using a cohort model, to help them understand what to look for during classroom observations and engage in continuous improvement cycles.

What are powerful instructional practices for multilingual learner students?

The remainder of this chapter presents six interacting and research-based instructional practices for teaching content and language simultaneously in ways that honor ML students' assets, with a particular emphasis on the educational success of EL students. The practices shared (see fig. 6.2) are most likely to occur when the school and district systems outlined in the previous section are in place. The practices were distilled from guidance offered in various state policies and resources, as well as from a wide body of current research across the content areas. All six recommended practices are grounded in research evidence and knowledge about the critical role meaningful social interaction plays in supporting cognitive, linguistic, and social development in children (Vygotsky 1978). While not explicitly called out in the six practices, assessment—especially formative assessment—is an integral part of instruction.

After figure 6.2, the chapter describes the six interacting practices and offers suggestions for how they might look across content areas. The vignettes included at the end of this chapter offer extended examples of how the practices can look when working together in each of the following content areas: ELA, mathematics, the sciences, and history.

Figure 6.2 Six Interacting Instructional Practices for ML and EL Students

Instructional Practice	Sample Activities
1. **Engage students in discipline-specific practices** to build their content knowledge.	• Examine content area standards to identify the grade-appropriate discipline-specific practices; plan lessons that actively engage students in them, using the *CA ELD Standards* in tandem. • Talk with students explicitly about discipline-specific practices (e.g., how to argue from evidence in a particular content area) and how these practices might be similar and/or different across the disciplines.
2. **Anchor the learning in real-world experiences and phenomena** that are relevant and meaningful to students.	• Identify a real-world experience (e.g., challenges or discrimination students face or observe in their everyday lives) or phenomenon (e.g., the biodiversity of the local region) to anchor an upcoming unit or set of lessons. • Determine whether a potential real-world experience or phenomenon will be instructionally valuable: Is it observable, conceptually rich, and relevant for all students?
3. **Value, promote, and cultivate students' cultural and linguistic assets** to further the classroom community's learning.	• Survey or interview students to get their perspectives on how best to make the curriculum more relevant and engaging for them. • Normalize the use of multiple languages in learning activities as an asset (e.g., by providing materials in students' home languages, encouraging students to use their home languages during activities, showing students how to use digital translation apps).

Instructional Practice	Sample Activities
4. **Foster team-based learning and student-to-student discussions** grounded in collaborative sensemaking.	• Plan for frequent paired and small-group interactions during whole-group instruction to give students opportunities to figure things out together. • Incorporate routines and protocols that encourage student-led activities and apprentice students into the habit of productive group work and discussions. • Use "right-there" questions as well as open-ended and higher-order questions that promote deep thinking, reflection, and extended discussion.
5. **Explicitly teach discipline-specific language and literacy** with the goal of supporting reading, writing, and discussion in the discipline.	• First identify the disciplinary knowledge and practices students are to develop. Then analyze the reading or viewing materials students will use in order to identify new terms, grammatical complexities, and organizational features that may present instructional opportunities challenges. • Plan interactive opportunities for students to analyze the language in authentic texts with the goals of comprehending the text better, understanding the rhetorical strategies the author used, and having a model for their own writing or oral presentations.
6. **Use, and help students to use, multiple modalities** to promote and enhance autonomy.	• Analyze the language in texts and tasks to determine what might make access to content meanings challenging and how multimodal support (e.g., videos, photos, charts) could enhance meaning making. • Prepare and provide materials that offer more support for newcomer EL students at the Emerging level of ELP (e.g., strategic questions that guide students through complex texts, bilingual glossaries, Google Translate, graphic organizers).

Instructional Practice #1: Engage students in discipline-specific practices to build their content knowledge.

Across the content areas, student learning standards promote engagement in discipline-specific practices during classroom instruction. Discipline-specific practices are the many different activities that individuals in particular disciplines do in the real world as they engage in their craft (e.g., the work of scientists, historians, poets, journalists, filmmakers, or mathematicians), as well as the necessary activities that students ought to engage in when learning the content of these disciplines in school. As implied by the phrase "discipline-specific," this recommended practice takes on different forms depending on the content area. For instance, in mathematics, students might make their thinking public by reasoning abstractly and quantitatively. Meanwhile, in the sciences, students might develop models in order to explain or predict scientific phenomena. While there is overlap in some discipline-specific practices, there are also distinct differences. For example, when students engage in argumentation across content areas, what counts as evidence differs: in an ELA class, students often use text to substantiate a claim, while in a science class, evidence tends to encompass observations or data about the natural world. For all of these reasons, it is important for teachers to have deep knowledge of their discipline, and to work alongside colleagues to learn from one another and figure out ways to send students complementary messages across subject areas.

What other similarities and/or differences can you think of regarding discipline-specific practices? To consider this question, you might find it helpful to review standards across different content areas, focusing on the discipline-specific practices that are emphasized, or speak with colleagues that teach other content areas.

When students engage in [intellectually demanding, discipline-specific] practices, they grapple with ideas, concepts, and practices of the discipline, transform what they learn into a different form or present it to a different audience, and move between concrete and abstract knowledge.

–NASEM 2018, 99

Shifting instruction to include discipline-specific practices requires that teachers and students take on new roles in the classroom. This is because authentically participating in discipline-specific practices necessarily involves students driving their learning and interacting frequently with peers. Participating in rich discipline-specific practices offers EL students opportunities to develop their ELP while they co-construct disciplinary meaning with teachers and peers. This is because discipline-specific practices are inherently linguistically demanding. Partaking in them requires individuals to engage in rich interactions and use language in nuanced ways to accomplish particular tasks (Gotwals and Ezzo 2018; Lee, Quinn, and Valdés 2013). Thus, ML and EL students can benefit greatly from learning experiences where they authentically and meaningfully use discipline-specific practices to build content knowledge (August et al. 2014; González-Howard and McNeill 2016; Spycher and Spycher 2016). Because of the linguistic rigor of discipline-specific practices, content teachers are encouraged to collaborate with ELD teachers to make sure they are being attentive to ways they can integrate strategies to best support their ML and EL students.

Instructional Practice #2: Anchor the learning in real-world experiences and phenomena that are relevant and meaningful to students.

A phenomenon is something that students can observe, which occurs in either a natural or designed system (National Research Council 2012). Real-world experiences and phenomena tend to be of high interest to students, offering authentic reasons to engage with and make sense of the material being learned. Thus, grounding students' content learning in conceptually rich, relevant, and meaningful phenomena (1) offers students multiple points of entry for discussion and inquiry and (2) becomes an experience that is accessible and shared by all students, including ML and EL students (Lowell and McNeill 2019).

When a topic is too far removed from our direct experience, it seems unlikely to inspire us to action. In contrast, topics that affect us physically, socially, and emotionally may call us to action and result in the need for new knowledge and skills.

–Buxton 2010, 125

This recommended practice can take on many forms across content areas, such as students in history class engaging with text and other types of media (e.g., podcasts, videos of news coverage) covering current events. Another example is students making sense of a local science phenomenon that is of particular interest to them (e.g., the COVID-19 pandemic and its impact on the local community). This promotes students' abilities to access the content being taught, since it relates intimately with their lived experiences and allows them to bring in their cultural ways of knowing (Gotwals and Ezzo 2018).

What are some ways you might involve students in identifying real-world experiences and phenomena they could explore in your class? How might you integrate students' suggestions into your instructional planning?

Instructional Practice #3: Value, promote, and cultivate students' cultural and linguistic assets to further the classroom community's learning.

Teachers who reflect on their beliefs about their ML students—and actively reject deficit-oriented views of all students of color and ML students—can successfully position students' culture and language as central to academic success and as assets that should be incorporated into classroom learning. Asset-based pedagogies, which include culturally and linguistically relevant, responsive, and sustaining pedagogies (Aronson and Laughter 2016; Paris and Alim 2017), offer "a bridge that connects the dominant school culture to students' home and heritage culture, thus promoting academic achievement for historically marginalized students" (López 2017, 9). They not only lead to ML students' academic achievement and personal empowerment, they also

enrich and democratize the entire classroom community as students learn to find their voice and acknowledge, appreciate, and understand perspectives and ways of being that may differ from their own.

A critical example of this instructional practice is prioritizing topics and texts that are directly connected to students' cultural, community, and lived experiences. For instance, a "Linguistic Autobiographies" project affords students the opportunity to critically examine their own multilingual or multidialectal experiences and histories, including how they use different types of language both inside and outside of school and how others respond to these uses of languages (Bucholtz et al. 2014). Students can learn how to research, write about, and share their perspectives related to the relationships between language, culture, and society through personal narratives, poems, arguments, multimedia presentations, and other ways. In so doing, they have an opportunity to reflect on their own linguistic journeys while also strengthening their language, literacy, and critical-thinking skills. They may choose to use their multiple languages in both the learning process and the oral or written products. This approach honors individual students' experiences and identities and expands the perspectives and empathy of all students in the class.

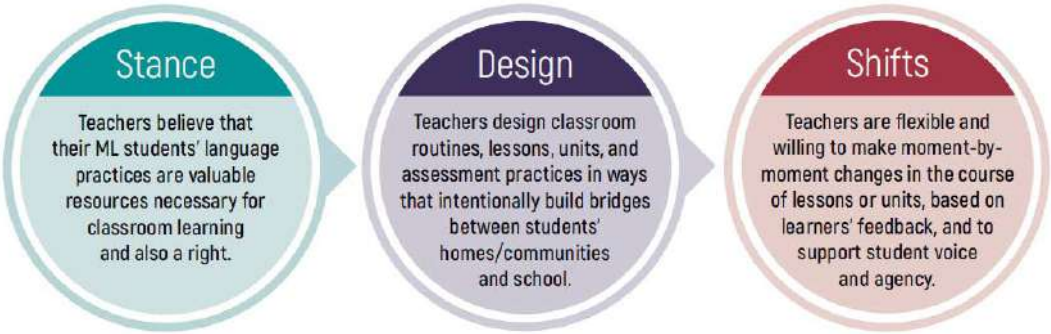
A broader example of this recommended instructional practice is translanguaging, which is when students combine and integrate their languages in learning activities. Examples include students using bilingual reading materials, discussing a topic in their home language before writing about it in English, using multiple languages during academic discussions, taking notes in their home language while watching a video in English, or using both (or all) of their languages in formal written, spoken, or multimodal assignments (for example, in multilingual poems or speeches). It also includes students asking questions about language use and exploring how language is used in different situations. This approach has been shown to increase secondary students' access to intellectually rich content learning, help them engage in deep and complex thinking, and support their positive identity formation as multilingual people (Ascenzi-Moreno and Espinosa 2018; Creese and Blackledge 2010; de los Ríos and Seltzer 2017).

Translanguaging helps us adopt orientations specific to multilinguals and appreciate their competence in their own terms.

–Canagarajah 2011, 3

The term was first used by Cen Williams (1996) in Welsh (trawsieithu) to refer to the pedagogical practice of using both English and Welsh in classroom interaction, such as reading something in English and writing a response to it in Welsh (Lewis, Jones, and Baker 2012). The term has been expanded by many scholars around the world to refer to a dynamic process in which multilingual people use all language resources at their disposal—in an integrated and unitary system—to communicate and make meaning (Makoni and Pennycook 2007; Canagarajah 2011; García and Otheguy 2019). Translanguaging pedagogy views multilingual learners' language as complete at every stage of learning and positions the translanguaging that students do not only as the norm but also as an asset to be valued and expanded in classroom learning. To a growing number of researchers, translanguaging pedagogy is a tool for social justice; among other things, it affords ML students opportunities to consider their multilingualism from an asset-based orientation and have agency over their language use. García, Johnson, and Seltzer (2016) propose two dimensions of translanguaging—students' linguistic performances and teachers' pedagogy—that interact in a dynamic way to create a translanguaging classroom. As shown in figure 6.3, teachers' translanguaging pedagogy can be viewed as three interrelated strands: stance, design, and shifts.

Figure 6.3 Three Interrelated Strands of Translanguaging Pedagogy



Long description of figure 6.3

Source: García, Johnson, and Seltzer 2017

One important thing to keep in mind regarding translanguaging is that context and specific learning goals matter. For example, in designated ELD classes with newcomer EL students, teachers' desire to make students feel safe and comfortable may result in students mostly communicating in their home language, which might slow down their ELD (Lang 2019). Rather than enforcing an English-only policy, teachers can be purposeful in their planning and moment-by-moment decision-making. At times, they may ask students to challenge themselves to use English exclusively during long stretches of class time in order to accelerate their progress in developing English.

Instructional Practice #4: Foster team-based learning and student-to-student discussions grounded in collaborative sensemaking.

Regular opportunities for students to talk and work together in pairs or teams is an important aspect of developing disciplinary knowledge and academic language (NASEM 2017). Teachers play an important role in supporting effective teaming and productive talk amongst students. Effective teachers develop lessons that intentionally incorporate authentic opportunities for students to work together, assign student pairs or groups strategically, support students in entering into and sustaining productive conversations, model productive conversations and are explicit about what they look and sound like, and are clear about expectations for productive discussions.

Student-to-student talk can be fostered during whole-class discussions as well as during partner or group work. There are a variety of methods for fostering student-to-student discussion to promote disciplinary learning, including Socratic seminars, Four Corners, Think-Write-Discuss, and Structured Academic Controversy.[10]

Team-based learning encourages students to engage in discussions and collective sensemaking with peers, think critically about content, consider multiple perspectives, and solve problems collaboratively in order to apply and extend new learning. Across the content areas, the key elements of team-based learning are the same, but the actual activities students engage in differ based on disciplinary learning goals and practices. Four key elements are essential: (a) heterogeneous teams of students, (b) a process

that incorporates individual and group accountability for content learning and that allows access to intellectually rich curriculum, (c) a process for students to self-evaluate the team's success, and (d) knowledge application activities, such as inquiry or problem-solving tasks, that motivate gaining new knowledge and are a basis for assessing team and individual success. In preparing lessons, effective teachers take measures to ensure that all students have the support they need in order to feel included and actively participate. Preparation could include the class developing and periodically reviewing classroom norms related to productive teamwork.

What types of team-based learning have you observed or supported that engage your students? What were some challenges and successes you noticed?

While students are grouped in heterogeneous pairs or teams, teachers leverage students' strengths and respond to their needs when they consider factors such as students' depth of content knowledge and skills, self-confidence, interests, and group dynamics. For example, newcomer EL students could be paired at specific times with ML students who speak the same language and can serve as "language brokers." Language brokers can be prepared by explaining to them what their role is and asking them how they think they can best help their peers to participate. In turn, their help and linguistic and interpersonal assets can be meaningfully recognized. Important to remember is that adolescents' growing awareness of their social status in peer groups needs to be considered when fostering peer-to-peer talk (Kim and Viesca 2016). Students may be hesitant to speak in front of peers, particularly if English is new to them, fearing derision from classmates. Preparation might include providing students with structured protocols and formulaic expressions (sometimes in the form of language frames) to help them engage in extended academic conversations with peers (see fig. 6.4).

Figure 6.4 Discussion Moves and Language Frames

To state your opinion:	To build on someone's ideas:
From my perspective, ____ because _____. One idea that we could/might/should consider is ___. In the part of the text where it says ___, this leads us to conclude that ___. On page ___ it says ____, which suggests that ___.	I'd like to add something to what ___ said. ___. Another thing I noticed was that ___. What you said about ____ made me think about ___. What you said about ___ resonated with me because ___.
To ask for clarification:	**To disagree respectfully:**
Can you elaborate? I'm not sure what you mean by ____. Can you show me evidence in the text that ___? So, what you're saying is ___. Do I have that right? Could you say more about _____? What do you mean by _____?	I agree with you, but ____. You make a good point, but have you considered ____? I can see your point. However, _____. Have you considered this idea? ___. While some people believe ___, I think ___.

Source: ELA/ELD Framework 2015

Such discussion moves using formulaic expressions or language frames will need to be adapted to particular content area lessons since the language used to engage in disciplinary practices varies by discipline. Also, in effective classrooms, students are aware that these types of supports are options, and not prescriptive. The idea is to help students expand their communicative skills, not restrict them.

Instructional Practice #5: Explicitly teach discipline-specific language and literacy with the goal of supporting reading, writing, and discussion in the discipline.

Many students may find that the language in their subject matter texts is challenging to navigate and interpret, which can discourage the kind of close and abundant reading that helps them build deep content knowledge and that fuels advanced language development. Other students may have difficulty

producing cohesive and coherent written assignments or oral presentations. The solution is not to avoid these challenging tasks or simplify them for students (though some newcomer EL students may need texts that have been amplified to respond to their needs). Instead, teachers can create opportunities for students to explore the language of the authentic, grade-level texts and support them in applying their growing language awareness to their own speaking and writing. An explicit focus on language raises students' awareness about how language works, and it helps them to both read and write more intentionally. Important to consider is that each discipline has its own norms and expectations for language and literacy. So while there are common approaches that support students in developing literacy across the disciplines, there are also important distinctions between each content area, such as what constitutes an argument in science versus in history (Spires et al. 2018).

Secondary teachers across the content areas have used "genre-based" pedagogy to help ML students, including EL students at all levels of ELP, learn about the structure and language features of a variety of different grade-level texts (Schleppegrell 2017; Spycher and Haynes 2019). In this context, "genre" refers to writing for different purposes such as narrating, reporting, explaining, or arguing. Different from seeing genres in literary terms (e.g., science fiction, biography, mysteries, etc.), a genre-based pedagogical approach means supporting students with information about how particular text types are organized and the language features that are most useful for writing for different purposes.

For example, Gebhard, Accurso, and Harris (2019) share a case study of a high school classroom of newcomer EL students at Emerging levels of ELP. Harris (the teacher) worked in collaboration with Gebhard and Accurso (university researchers) to develop four curricular units focused on genres in different content areas: autobiographies, poetry, scientific descriptions, math reports, and arguments in history/social science.

How have you used, or might you use, mentor texts in your classroom to explicitly teach discipline-specific language or literacy?

Students analyzed mentor texts to explore how the texts achieved their goals through their organization and specific language features (e.g., clause complexity, nominalization). Mentor texts are a powerful learning tool because they offer students a clear example of what is expected in their own writing and can be analyzed for a variety of learning goals. They can be professionally written texts, exemplar texts from previous years' students, or even teacher-written texts that draw students' attention to specific ideas or language.

> *[L]earning new ways of using language is learning new ways of thinking. Learning content means learning the language that construes that content as students participate in new contexts of learning.*
>
> –Schleppegrell 2004, 18

Teachers in any subject matter can guide their ML students to explore how authors intentionally connect sections of text so the ideas flow together logically and how they choose specific language resources to achieve their goals. These two aspects of explicit language teaching—how authors organize their texts and the language features that enable them to meet their goals—are the core of genre-based pedagogy. Because they are aligned with genre-based pedagogy, the *CA ELD Standards* guide teachers in what to focus on while planning lessons, providing just-in-time scaffolding to students during instruction, and evaluating student work. As emphasized in the *CA ELD Standards* and *ELA/ELD Framework*, it is important to remember that explicit language instruction needs to happen in the context of intellectually rich subject matter learning and not in isolation or through grammar workbooks. Language work is a means toward disciplinary learning goals and not the goal itself.

Instructional Practice #6: Use, and help students to use, multiple modalities to promote and enhance autonomy.

Using, and helping students use, multiple modalities is critical for supporting the development of their receptive (listening and reading) and productive (speaking and writing) language. Multiple modalities are defined as visual and linguistic supports that help students engage with the complex language and

concepts of grade-level course content (NASEM 2017, 2018). This is important in all disciplines. For example, in mathematics, some EL students may experience difficulty in understanding teacher instructions and math problems written in English. This challenge may not reflect their math abilities and, if not addressed, may result in lower achievement (e.g., Henry, Nistor, and Baltes 2014). Conversely, effective teachers use multiple modalities strategically to increase students' access to intellectually and linguistically rich content. In Science, Technology, Engineering, Arts, and Mathematics (STEAM) education, visual aids might include figures, number lines, tables, graphs, and concept maps (i.e., graphical representations of relationships among key terms). In social studies and ELA, visual aids might include photographs, paintings and drawings, timelines, and video clips that provide relevant content information.

Multiple modalities may be especially useful for supporting ELs to engage in language-intensive science and engineering practices, such as arguing from evidence and constructing explanations … Specifically, they learn to consider how modalities help them communicate the increasing sophistication of their ideas.

–NASEM 2018, 113

It should be noted that some visual aids—especially those that involve multimedia—need to be selected carefully and perhaps scaffolded with linguistic supports to ensure they are comprehensible to ELs at all levels of ELP. Linguistic supports may include explaining words and phrases in context (e.g., defining "lovely" as "very pretty" if that is its meaning in a particular context), as well as paraphrasing, and modeling the use of new, discipline-specific language (Irby et al. 2018). Linguistic supports may also include explanations broken down into incremental steps, and

What visual and linguistic supports have you used to support EL students' comprehension and language production? Have certain supports worked better than others for students at different levels of ELP?

immediate and relevant feedback to students that supports language and content learning. Providing students with home language resources in the form of bilingual glossaries and translations (e.g., through Google Translate) is another form of linguistic support. For students whose home language(s) share cognate status with English, teachers can demonstrate how to apply cognate knowledge to discover the meaning of unknown words in English. "Anchor charts," co-constructed with students and then posted for ongoing reference, can also provide support. Such anchor charts might include key points from lessons, notes the class generated about the language features of a particular text type, or other useful information.

How do the six interacting instructional practices look in action?

The following five vignettes were inspired by real teachers and their students, with whom the authors have been fortunate to have worked. Four vignettes exemplify the six recommended practices in the context of a particular discipline (i.e., ELA, mathematics, history, and the sciences), and one vignette focuses on the practices in a newcomer EL program. Readers may choose to read only the vignette associated with a specific content area, or they may want to read all of them to explore how the practices might manifest differently in various content areas.

The chapter highlights when a specific practice is being exhibited in the vignette by noting it in bold italic font within parentheses (e.g., ***Recommended Practice #3: Value, promote, and cultivate students' cultural and linguistic assets***). When a practice is highlighted in the text, take a moment to think about why and how certain aspects of the lesson or instruction represent this recommended practice. These are also productive conversations to have with colleagues when reading and discussing this text with others. Furthermore, these vignettes, which cut across secondary grade levels (i.e., middle school, high school), demonstrate what the recommended practices could look like in different school settings, such as environments where content teachers plan and teach alongside an ELD specialist, or schools where content teachers find themselves with less support.

All five vignettes have the same format and comprise the following sections: (1) a "Background" section that offers key information about the focal teacher(s), the grade level they teach, and their students; (2) the "Lesson Context" section that describes the content students were engaged with and learning about; (3) the "Lesson Excerpts" section, which includes snippets of classroom conversation, instruction, and some insight into teacher thinking; (4) the "Teacher Reflection" section that discusses the teacher's next steps, and what occurred in the classroom after the moments shared in the Lesson Excerpts section; and (5) the "To Learn More" section, which suggests additional resources, such as videos and readings, to continue learning about what the recommended practices look like in the context of a given discipline.

It is important to note that although all the recommended practices are illustrated in these vignettes, it is not expected that a teacher's instruction have all of them at the forefront all the time in every lesson they teach. In fact, it might be that two or three of these practices are central to enhancing a particular lesson on a given day. What is emphasized is the importance of content area teachers integrating these practices in their instruction as a way to better support the educational experiences of their ML and EL students, especially as it relates to these students' deep content learning and steady ELD. Moreover, while the vignettes describe teachers' instructional approaches in the context of a particular grade and discipline, and with students whose English is at a certain proficiency level, with the appropriate modifications these approaches could be used in all content area classes, across grade levels, and with a range of students.

As you read each vignette, consider specific support you (if you are a teacher) or teachers in your context (if you are an administrator) would need in order to develop high levels of competence with specific instructional practices. What systems would need to be established and/or strengthened in your context?

VIGNETTE 6.2

Citizen Youth: Aligned ELA and ELD in High School

Background

After completing an equity audit and committing to new schoolwide agreements for increasing engagement and achievement among its African-American and EL students (see vignette 6.1), site administrators and teachers at Rachel Carson High School invested in a multiyear improvement effort. Teachers in the ELA and ELD departments decided to collaborate on implementing a new ELA/ELD curriculum and measuring its impact on student learning (California State University 2019). The curriculum they chose focused on rhetoric, composition, inquiry, and ELD. It prioritized culturally relevant topics and topics of high interest to teens, such as hip-hop, immigration reform, feminism, climate change, and free speech. The curriculum materials also provided explicit guidance on how to increase student-led extended academic discussions and scaffold students' academic reading and writing.

The school's administrators agreed to change the master schedule so that EL students at the school, most of whom were at the Expanding level of ELP, could enroll in both an ELA course with their English-proficient peers and a companion designated ELD course that strategically focused on accelerating their academic language and literacy development.

Lesson Context

Ms. Herrera was one of the school's tenth-grade English teachers, and Mr. Mua taught the designated ELD classes for EL students at the Expanding level. One of the ELA/ELD units Ms. Herrera and Mr. Mua taught was called Citizen Youth. It addressed the topics of youth activism and collective leadership in historical and contemporary civil rights movements, including Black Lives Matter and Dreamers. The enduring questions for the unit were: "In what ways do youths engage in contemporary civil rights movements? To what degree does collective leadership help contemporary civil rights movements attain their stated goals?"

During the unit, students worked in small interest groups to select and research youth activism in a social justice movement. As they planned the unit together, Ms. Herrera and Mr. Mua discussed how to include students' interests, concerns, and experiences in the unit, and they added research options related to topics that students had brought up in the past, such as ending gun violence, climate justice, and youth criminal justice reform. (***Recommended Practice #2: Anchor the learning in real-world experiences and phenomena.***) Ms. Herrera and Mr. Mua generally followed the suggestions for activities in the curriculum unit but also modified, skipped, or added new activities, based on what they knew about their students, to make sure all students could successfully accomplish the culminating assignments.

How does this type of collaboration and coplanning compare to what happens at your school? In what ways would students benefit from content and ELD teachers collaborating?

The three culminating assignments for the unit were the following: (1) Each student wrote a concept paper (a written argument) responding to the question, "In what ways has the movement you researched been successful or unsuccessful in achieving its goals so far?" (2) Each small research group recorded a podcast for teens highlighting claims, evidence, and reasoning from their concept papers; and (3) Each student wrote a two-to-three paragraph reflection on an action they took during the unit to improve the lives of teens in their school or community.

In Ms. Herrera's English class, students worked together to identify and discuss the rhetorical moves and language resources the authors of the op-ed articles the students read used that helped make their essays clear, cohesive, and persuasive. (***Recommended Practice #1: Engage students in discipline-specific practices.***) They captured notes from their discussions in a notebook so they could refer to it when they went to write their own ideas. They also created multiple charts highlighting

important facts, quotes, phrases, and words they wanted to remember to use during their discussions and writing. Meanwhile, in Mr. Mua's College Prep ELD class, students used the same articles as mentor texts for deeper explorations into the language of written arguments and as models for their own speaking and writing. Students analyzed the structure of the texts and discussed what specific language made them flow and hang together well (cohesion). They also unpacked grammatically dense sentences from the articles to better understand grammatical boundaries (e.g., noun phrases, clauses) and how authors leverage their grammatical knowledge for rhetorical effect. (***Recommended Practice #5: Explicitly teach discipline-specific language and literacy.***)

Lesson Excerpts

Halfway through the six-week unit, Ms. Herrera prepared students to engage in an extended discussion—a Socratic seminar—about the articles they had read so that they could deepen their understanding of and synthesize critical concepts. In the days leading up to the Socratic seminar, students discussed the structured protocol they would use and the assigned roles they would assume:

- Discussants (students in the inner circle, actively discussing the questions)
- Coaches (students in the outer circle, taking notes and coaching the discussants at halftime)
- Class notetakers (two students charting themes and important ideas to return to)

Ms. Herrera explained that the roles would rotate halfway through the questions so that students would have a chance to be both a discussant and a coach. To provide a model of how the discussion might unfold, Ms. Herrera showed a video of her previous year's students engaging in a Socratic seminar and invited her students to identify effective behaviors they noticed and wanted to emulate. (***Recommended Practice #6: Use, and help students to use, multiple modalities.***)

Meanwhile, in his College Prep ELD class, Mr. Mua prepared students to fully participate in the seminar. First, he asked them to independently review the articles they had previously read. Then he posted the open-ended questions students would discuss during the Socratic seminar (e.g., "In what ways are the experiences of youth in social justice movements used to inform or influence these movements?"). He then asked students to work together in small groups to generate responses to the questions and to work on connecting their claims, evidence, and reasoning. About halfway through the lesson, he showed students an anchor chart (see fig. 6.5) and challenged them to use some of the language on it as they continued to craft their responses. He modeled how to do this by asking the students to craft the first statement with him, and he wrote it on the anchor chart so students would have an example to refer to. (***Recommended Practice #5: Explicitly teach discipline-specific language and literacy.***)

On the day of the Socratic seminar, Ms. Herrera gave students a note catcher with three columns. In the first column, eight open-ended questions students would discuss during the seminar were printed. The second and third columns were left blank. Ms. Herrera asked her students to first review their annotated articles and notes to write a claim in the second column about each of the questions with specific evidence from the articles. Then the students gathered in table groups to compare and discuss what they came up with and complete the third column together by explaining their reasoning. (***Recommended Practice #4: Foster team-based learning and student-to-student discussions.***)

Figure 6.5 Mr. Mua's Anchor Chart with Language for Connecting Ideas

Why do it?	Language Frame	Examples from Students
Explain the meaning of a piece of evidence	… demonstrating that … … and in this way … … revealing that …	*Youth consistently engage in conversations on important topics, demonstrating that they care.*
Tell why something is the way it is or reveal the cause of something	… due to the fact that … … because …	*Black Lives Matter is sustainable due to the fact that its members work on cultivating local organizers who understand the realities in local communities.*
Introduce or reference the topic	With regard to … Regarding … Concerning …	*With regard to expressing opinions on political issues, the First Amendment provides protection to do so.*
Provide an example or a specific quality or show how something is done	… (verb) … through … … in that … … by (verb)ing …	*The Dreamers showed how youth organizers can cause political change through their walkouts, hunger strikes, and marches.*

Ms. Herrera frequently regrouped the table groups so that students would both experience a supportive group and get to know more students. She had recently placed an EL student named Mariana at a table with a student named Hector. Mariana was at the late Emerging level of ELP and had recently transitioned into Ms. Herrera's class. Hector was a Mexican-American student identified as a long-term English learner and at the Bridging level of ELP. Ms. Herrera placed these students together so that Hector could model his excellent oral English skills for Mariana and support her emerging English, while also reinforcing his Spanish as Mariana communicated with him in Spanish when needed. Another student at the table was Inés, a multilingual Spanish-English speaker who had never been identified as an EL student and was comfortable in both English and Spanish. During the activity, these students used both Spanish and English as they prepared for the seminar. (***Recommended Practice #3: Value, promote, and cultivate students' cultural and linguistic assets.***)

During the Socratic seminar discussion, Ms. Herrera took observation notes on who was talking, how often, and what was said—including specific instances where students provided well-connected claims, evidence, and sound reasoning—as well as powerful rhetorical moves and discipline-specific language she heard. She also captured specific instances of students providing effective coaching to one another. The next day, she shared her observation notes with students in Google Docs format, which made students feel valued as discussion participants and gave them explicit guidance on the kind of powerful discussion moves expected of them in both speaking and writing. She frequently engaged in this feedback loop with students after such whole-class discussions so that students could see a clear pathway connecting speaking and writing.

Teacher Reflection

At the end of the unit, when Ms. Herrera and Mr. Mua met to analyze students' concept papers, podcasts, and reflections, they noticed that

most of their EL students' writing and speaking was progressing as expected in terms of specific ELA and ELD standards they had planned to prioritize at the beginning of the unit. They also noted patterns where they thought students would progress but did not and made a note to focus on these areas when they planned the next unit. For each student, they provided a feedback note with two to three specific strengths and one to two specific areas for growth for the next unit.

To Learn More

- This vignette was inspired by high school teachers in California's Central Valley who participated in a research project with the California State University, funded by a grant from the Office of English Language Acquisition at the US Department of Education.
- To learn more about how middle and high school ELA and ELD teachers can implement integrated and designated ELD, see the grades 6–12 vignettes in the ELA/ELD Framework, available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch6.asp#link2.

VIGNETTE 6.3

Developing Discipline-Specific Language, Knowledge, and Skills in Middle School Math

Background

It was October, fall weather had finally arrived and Ms. Soto's sixth-grade students at Valley Middle School had settled into classroom routines. Though students in her math class did not do very well on the previous year's state math test, she knew they were fully capable of achieving high standards if she provided them with sufficient support. Her goal was to support students in strengthening foundational mathematics skills and knowledge and developing new grade-level skills. Therefore, she sequenced instruction to ensure all students engaged meaningfully with standards-based mathematics and had the foundational knowledge to do so. Her class included native English speakers, ML students who were recently reclassified from EL status, and EL students at varying levels of ELP. Ms. Soto had deep content math knowledge and collaborated with the ELD teacher to ensure she was sufficiently supporting her EL students.

Lesson Context

In Ms. Soto's class, students participated in inquiry- and team-based lessons. She typically began lessons by asking students to answer a question, drawing on information they had learned in a previous lesson related to ratios, (for example: If Ashley uses six eggs to make an omelet for three family members, what is the ratio of eggs to people?). Ms. Soto also asked students to put this information into a ratio table. She invited students to work together in pairs or small groups to test out different ideas about the question and ratio table. She then brought the class back together to discuss what they learned in their groups and what it might mean about the question she had asked. (***Recommended Practice #4: Foster team-based learning and student-to-student discussions.***)

Among Ms. Soto's instructional materials was a presentation deck (PowerPoint slides) whose purpose was to illustrate the concepts she was teaching, model solutions, display problems for students to solve, and show correct solutions so students could compare and reflect on their responses. There was also a student guide with corresponding interactive activities for students, such as peer problem solving and discussion. A teacher guide explained the pedagogy designed to promote student thinking, interaction, and discussion. Ms. Soto often adapted the student and teacher guides to include topics of high interest to her students. Students also had glossaries of key mathematics and academic terms with definitions of the terms in English and Spanish with examples.

Because a number of students did not yet have computational automaticity, the class spent five minutes at the beginning of each lesson quickly completing and discussing sets of one- and two-digit multiplication and division problems they called "sprints." Ms. Soto observed that middle-grade students enjoyed competing with each other to see how many problems they could complete correctly in the five minutes allotted. As a result, students practiced at home and developed more mathematical fluency.

Lesson Excerpts

On this day, Ms. Soto was teaching a lesson on equivalent ratios that required students to use larger numbers than those in previous lessons. As students entered the class, they picked up their student guides. Ms. Soto began the lesson by grounding the day's learning in a real-world problem: figuring out how much of a specific ingredient is needed when cooking for large groups of people. (***Recommended Practice #2: Anchor the learning in real-world experiences and phenomena.***) For example, students might have baked a cake for their family with a parent or sibling, but what happens if they had to bake a cake for the whole class?

For this first cake problem, Ms. Soto guided the students as a class through the problem by asking them how many cups of flour it would take to bake a cake for 18 people if they had used two cups of flour to

bake a cake for six people. She displayed images of different-sized cakes and cups of flour.

She also created an anchor chart on chart paper by writing her "think aloud" problem-solving notes and drawing a ratio table to represent the ratio of cups of flour to cake size so that students could refer to it when they worked on similar problems later in the lesson.

Ms. Soto then explained the learning target for the lesson, so students were clear about her expectations. She explained that in this lesson, the numbers would become larger and larger, like the cake problem. Their goal for the lesson would be to use ratio tables and multiplication rather than repeated addition to solve problems with large numbers. She then posed another problem that used larger numbers and modeled the solution using ratio tables.

She then invited students to work in pairs to figure out how many cups of flour it would take to bake a cake for 24 people or 30 people, if they used two cups of flour for a cake for six people. She also asked students to be ready to explain how they figured out the answers.

Ms. Soto understood the importance of developing students' academic language in the context of math instruction. At the beginning of the year, she had created a word wall with the mathematics terms used during lessons. She added a few words for this lesson, including "multiplicative," and briefly explained the meaning of the new words, highlighted the Spanish cognates, and then challenged the students to try to use the words during the lesson. She reminded them that they would develop a deep understanding of the word meanings over time as they used the words meaningfully in context. (***Recommended Practice #5: Explicitly teach discipline-specific language and literacy.***)

After ensuring students were clear about the task, Ms. Soto invited them to work in pairs or teams of three on a set of similar problems. (***Recommended Practice #1: Engage students in discipline-specific***

practices.) She organized the groups so that students with stronger math abilities could support those with more emerging ones. She encouraged students to use both their home language and English to engage in the task so they could continue to develop their multilingual math skills. She also reminded her EL students at the Emerging level of ELP to use their bilingual glossaries and Google Translate, as needed. (***Recommended Practice #3: Value, promote, and cultivate students' cultural and linguistic assets.***)

As students worked together, they referred to the anchor chart with the examples modeled at the beginning of the lesson and to similar worked (solved) problems provided in their student guides. An excerpt of the student guide with two sample problems is provided below in figure 6.6.

Figure 6.6 Ms. Soto's Student Guide with Worked Examples

Student Guide

Instructions: Use ratio tables and multiplication to solve the problems. First, discuss the worked example with your team. Then work together to solve the other problems.

Worked Example

Model Question: Omar loves apples, so he decides to make applesauce for his grandma's birthday party. He knows that he gets 5 servings from every 2 apples. How many apples does Omar need to make 100 servings?

Problem-Solving Notes:
Set up a ratio table with known information.
Think: How many groups of 5 are in 100?
There are 20 groups of 5 in 100, so Omar needs 20 groups of 2 apples. 20 x 2 = 40.

apples	servings
2	5
40	100

Solution: Omar needs **40** apples to make 100 servings.

Question #1: Mark has a summer job painting houses. He has to mix blue and yellow paint to make green paint. The ratio of blue to yellow paint is 5 to 4. Mark has 32 ounces of yellow paint. How many ounces of blue paint does he need?

Problem-Solving Notes:

blue paint	5	
yellow paint		

Solution: Marco needs _____ ounces of blue paint.

Question #2: Ana has to figure out whether she has enough money to buy hamburgers for her whole soccer team. She can buy 3 hambugers for $5. She wants to buy 30 hamburgers, or one for each person on the team. How much will 30 hamburgers cost?

Problem-Solving Notes:

hamburgers		
dollars	5	

Solution: Thirty hamburgers will cost _____.

Ms. Soto observed her students carefully as they worked together and stepped in strategically to provide support related to the mathematics concepts and calculations. She also helped students to explain their thinking by, for example, asking them to elaborate on their explanations, clarify what they said, or add to what other students said. She modeled the use of mathematics language as she recast (rephrased) what students said and challenged them to use the new mathematics language in their responses and explanations. She did not overly focus on grammatical accuracy or vocabulary since her main goal was to extend and refine students' mathematical reasoning. (***Recommended Practice***

What are some challenges and successes you have experienced in supporting students in developing math content and math language simultaneously?

#1: Engage students in discipline-specific practices.) When there were misconceptions, she did not tell students the answer but instead asked them questions to guide their thinking.

At the end of the lesson, Ms. Soto reviewed the additional problems with students to make everyone's thinking public and clarify questions students had. She then asked them to use an "exit ticket" to write a sentence or two reflecting on their math learning that day and their experience working in a team. Later, she reviewed the exit tickets and student guides to assess students' learning progress and make decisions about how to structure upcoming lessons. She used a spreadsheet to keep track of students' performance so she could see growth over time and identify which students needed extra support.

After this review, she decided to begin the next class with a review of the problems that were challenging for the whole class by asking teams who were more successful to model the thinking required to solve those problems. She then had students work in their triadic teams on new problems of the same type. As they did, she pulled small groups of students who experienced more challenges with the task in order to provide them with more support.

For the students who were still developing foundational mathematical knowledge relevant to ratios, such as finding factors and multiples, Ms. Soto reinforced these precursor skills by having students practice finding common multiples and factors of numbers. For students who were still struggling, Ms. Soto used manipulatives to develop conceptual understanding. Students used manipulatives (e.g., red and black beans and egg cartons) to create tangible representations of equivalent ratios. They created equivalent ratios by adding equivalent numbers of red and black beans into each subsequent section of an egg carton. For example, the ratio 3 to 5 became 6 to 10, 9 to 15, and 12 to 20 as beans were added column by column. In this way, students used their foundation of repeated addition to develop knowledge about the multiplicative relationship of ratios. (***Recommended Practice #6: Use, and help students to use, multiple modalities.***)

Teacher Reflection

Once a week, Ms. Soto met with her math department colleagues and the school's ELD and special education teachers. As they planned lessons together, they referred to both the mathematics standards and the *CA ELD Standards* to ensure they were supporting students in developing content and language simultaneously. Over several months, the team created a guide for each math unit that included math problems along with high-leverage, standards-based instructional strategies and formative assessment processes to scaffold student learning. They also analyzed student data and discussed their observation notes so they could best determine how to circle back to individual students who needed additional support in a timely manner and pull together small groups as often as needed. Ms. Soto felt that this collaboration with her colleagues had strengthened her teaching practice and given her more confidence about supporting all students' success with grade-level, standards-based mathematics.

To Learn More

- This vignette was inspired by middle school teachers of ML and EL students with varying levels of English language and mathematics proficiency. To learn more about the teachers and student guides featured in this vignette, visit the American Institutes for Research (AIR) website at https://www.cde.ca.gov/sp/el/er/ch6.asp#link3.
- The California Department of Education website has many mathematics resources that include online professional learning modules and resources for parents and families in a variety of languages, articles, and videos: https://www.cde.ca.gov/sp/el/er/ch6.asp#link4.

VIGNETTE 6.4

Creating Opportunities for Middle School Students to Collaboratively Figure Out Scientific Phenomena

Background

Ms. Beacon was a science teacher in a middle school that had a large population of ML and EL students. One of her seventh-grade science classes comprised many EL students, most at the Emerging and early Expanding levels of ELP. These students were all native Spanish speakers who immigrated from various countries in Central and South America within the past few years. The remainder of the students in Ms. Beacon's class included more proficient EL students (i.e., those identified as at the late Expanding and early Bridging levels of ELP) as well as students for whom English was their native language. Furthermore, because of the breakdown of Ms. Beacon's teaching load, some of the students in this class had experienced her instruction the previous year in sixth-grade science. Ms. Beacon often used the heterogeneous nature of her class makeup to strategically structure students for classroom tasks and activities. For instance, students sat in small groups of four, whose composition the teacher changed depending on the task at hand, their grade level, and where students were on the continuum of English proficiency.

Lesson Context

A few months after the start of the school year, Ms. Beacon and her students engaged in a life science unit called Microbiome (Regents of the University of California 2013). This unit's learning objectives include students developing understandings about bacteria and other microorganisms that live on and in the human body. However, instead of simply being taught about these phenomena through more traditional means, such as lectures and predetermined, heavily scripted labs, Ms. Beacon's students collaboratively engaged in numerous investigations and activities to figure out these ideas themselves. The following lesson

excerpts, which took place during the beginning of this unit, highlight some of the ways Ms. Beacon supported her EL students' science learning and ELD.

Lesson Excerpts

During the beginning of the Microbiome unit, students analyzed photographs to determine whether they could find evidence of microorganisms living on human bodies. One of the photographs they examined included an agar plate streak test, which enabled students to determine and make claims about the effect of antibiotics on certain bacteria. Before delving into the specifics of this particular photograph, Ms. Beacon thought to herself: "I want to first make sure all of my students relate to the topic we're exploring. This will help ensure the learning experience is meaningful to them and might also help my students who are less familiar with the English words used to explain this phenomenon." To help students see the relevancy of the topic, Ms. Beacon asked whether they had heard of antibiotics before and, if so, to explain what they knew about them. (***Recommended Practice #2: Anchor the learning in real-world experiences and phenomena.***) While waiting for students to respond, Ms. Beacon overheard Soledad, an EL student with Emerging ELP, whisper to Guadalupe, a more proficient EL student at her table, "No entiendo lo que la maestra quiere que hagamos" (I don't understand what the teacher wants us to do). Ms. Beacon then clarified to the class: "What do you know about antibiotics? ¿Qué saben sobre los antibióticos? This is what we are talking about now. Please speak with the students at your table about your ideas."

Because Ms. Beacon was bilingual in English and Spanish, she understood Soledad's comment about being confused. What are some ways you might notice when an EL student needs clarification if you do not speak their native language? How could you tap into the linguistic resources of your other students for help in these situations?

Ms. Beacon gave students a few minutes to discuss ideas with their table groups. Then she called the class back together for a whole group share out. Students enthusiastically recounted stories of themselves or other family members being sick and needing to take medicine, like antibiotics, to get better. During this discussion, some students mentioned other remedies their families used at home in addition to, or instead of, antibiotics. Ms. Beacon appreciated and encouraged connections between students' school and home experiences. (***Recommended Practice #3: Value, promote, and cultivate students' cultural and linguistic assets.***) This conversation increased students' interest in the unit's topic, evidenced by their excitement to start examining the photographs.

Ms. Beacon then briefly informed the class how the agar plate streak test had been conducted. Using a sample petri dish and a cotton swab, the teacher described—and gestured—how a scientist grazed the palm of her hand with a cotton swab and then rubbed this swab across the inside of a petri dish that contained agar, a polymer that supports the growth of microorganisms. ("Polymer is a substance, una sustancia que ayuda a los microorganismos a crecer," she explained after seeing confusion on a few students' faces.) Then the scientist in the example added a few discs of penicillin, a type of antibiotic, to the petri dish, sealed it shut, and let it sit undisturbed for a few days. The photograph students examined was of this particular petri dish and its contents. Ms. Beacon tasked students with analyzing the photograph with a partner, and discussing what they noticed and wondered about with their peer. During their partner discussion, the teacher prompted students to focus on ways to describe the visible colonies of bacteria on the petri dish (e.g., "What color are the bacteria?" "Where are the bacteria located on the dish?"). Afterward, Ms. Beacon asked students to individually write their observations in their science notebooks, which they had been using since the beginning of the school year. She reminded students to use any and all language—"Please write in English, en español, como quieran, however you would like!"—and urged them not to worry about using any particular type of words but instead focus on trying to

get their initial ideas out. She also encouraged students to use drawings to express their thinking. (***Recommended Practice #6: Use, and help students to use, multiple modalities.***)

After a few minutes, the teacher had students share their observations about the agar plate streak test, encouraging them to ask their peers for clarification if they did not understand something someone said. To support students' conversations, Ms. Beacon projected the agar plate streak test photograph onto the whiteboard and had students reference and point to the image when describing their observations. For instance, she asked Marco to use the projected photograph to explain what he meant by "bacteria around the dish." As students shared their ideas, the teacher wrote them onto the whiteboard. She encouraged the class to copy ideas and language they might not have into their science notebooks.

What practices do you use to encourage students to ask each other questions? How might you develop and foster a classroom environment in which students feel comfortable expressing their confusion and asking each other for help?

Ms. Beacon then thought to herself: "An an important practice in science is for students to engage in argument from evidence. I now need them to use and consider their observations as evidence around a particular claim." Subsequently, she asked students to consider whether the lesson's guiding claim—"antibiotics kill bacteria"—was supported by the evidence they had from the agar plate streak test photograph. (***Recommended Practice #1: Engage students in discipline-specific practices.***) Before discussing this question as a whole class, Ms. Beacon had students pair up with another peer to make sense of their observations and whether they felt these observations justified the focal claim. (***Recommended Practice #4: Foster team-based learning and student-to-student discussions.***) While students talked with their partners, the teacher circulated through the room, occasionally

stopping to work with particular groups of students. She then had student pairs share their ideas, which she again wrote onto the whiteboard. She used this opportunity to address and support students' writing. (***Recommended Practice #5: Explicitly teach discipline-specific language and literacy.***) For instance, during this portion of the lesson the following interaction took place:

Ms. Beacon: What claim can we make about how the penicillin affected the bacteria, and how do you know? What is your evidence?

Grace: They died.

Ms. Beacon: Who died? And how do you know?

Grace: The antibiotic killed them.

Fernando: Killed the bacteria.

Ms. Beacon: Okay, but remember that we want to express our argument as a complete idea that includes evidence, or how we know.

Grace: The antibiotic killed the bacteria and we know this umm …

Fernando: Because what Marco said.

Ms. Beacon: Yes, now we are making a claim and supporting it with evidence. And what is the evidence that Marco said?

Fernando: There was only bacteria around the dish. No bacteria by the antibiotic.

Ms. Beacon: Now let's put all these ideas together!

The teacher then helped Grace, Fernando, and Marco reiterate their ideas in the form of complete sentences, which she transcribed onto the whiteboard for the whole class to see. Using these students' written argument as a template, the teacher then asked other students to write complete claims, encouraging them to use their observations of the petri dish as evidence. After a few minutes, the teacher had student pairs write their arguments on paper, which they then taped around the room, and students engaged in a gallery walk—rotating around the room, reading each other's arguments, and giving feedback both on the content and on the writing itself. Student

pairs were then able to examine their peers' feedback, and the lesson wrapped up with a whole class conversation around students' answers to the guiding question and potential investigations and activities they could conduct in upcoming lessons to further explore the idea of microorganisms living on and in the human body.

Teacher Reflection

After the lesson, Ms. Beacon took time to reflect upon how things had gone and to consider the extent to which her students had engaged in rich sensemaking with their peers. She looked back at notes she had taken during class of the questions students had asked her, as well as those she had overheard them asking other students. In particular, she considered whether those questions pertained to the content students engaged with, the language they were using to make sense of the phenomena, or both. She also thought a lot about the discussion held at the end of class in which students articulated next steps they would like to take. For instance, Ms. Beacon noticed that many of her students questioned whether antibiotics had similar effects on all bacteria. Some students suggested that they carry out their own agar plate streak tests, with student groups testing the effect of antibiotics on swabs of bacteria taken from different locations on students' bodies, like their feet, mouth, or hands. Others wanted to learn more about ways antibiotics are quickly developed during new disease outbreaks. She decided to expand upon this student interest in the future and planned to have student groups design investigations and carry out research projects around their ideas. Ms. Beacon knew these were important things for her to reflect on and address in upcoming lessons in order to ensure that all of her students, especially her ML and EL students, partook in rigorous experiences that supported their content and ELD.

To Learn More

- This vignette was based on studies by González-Howard and McNeill (2016) and González-Howard et al. (2017).
- The Argumentation Toolkit (https://www.cde.ca.gov/sp/el/er/ch6.asp#link5) was designed to support teachers in integrating scientific argumentation into their instruction, and includes many sample activities (e.g., evidence card sorts, the reasoning tool) that have been particularly effective for supporting ML and EL students' engagement in argumentation.

VIGNETTE 6.5

Scaffolding Reading, Inquiry, and Writing in High School US History

Background

Ms. Flores taught eleventh-grade US history at Harvey Milk High School. Approximately half of her students were Latinx, a quarter were African American, and another quarter were Asian or white. Over 20 home languages were represented in the school. Most of Ms. Flores's ML students were at one time EL students who had reclassified as English proficient during elementary or middle school. Several students in each of her classes were currently EL students, mostly at the late Expanding or early Bridging levels.

For several years, Ms. Flores participated in professional learning provided by the local university that enhanced her understanding of the role of language in history learning and how to support her EL students in successfully reading, inquiring about, discussing, and writing history. Through this professional learning, she learned new approaches for supporting students in reading, thinking, and writing "like historians." She also learned how to draw students' attention to the language in history texts so they could see how language choices shape the presentation of history and how students themselves could make such informed language choices.

Lesson Context

Ms. Flores and the other eleventh-grade history teachers worked together to implement a new unit about the American Indian civil rights movement. The investigative question for the unit was "How successful was the Native American civil rights movement in fulfilling its goals?" Throughout the unit, students investigated how Native American activism during this period was situated in the context of the broader US civil rights movement but had unique goals based on history. They also learned how this activism led to the passage of important civil rights policies for Native Americans, including the 1968 Indian Civil Rights Act.

To begin the unit and help students make connections between the present and the past, the teachers had students watch a video and discuss a current event some students had been asking about. (***Recommended Practice #2: Anchor the learning in real-world experiences and phenomena.***) In 2016, Native American (Oceti Sakowin) youth and allies organized a traditional relay run from the Standing Rock Reservation to Washington, DC to deliver a petition with over 140,000 signatures protesting the Dakota Access Pipeline. This run inspired other youth groups to organize, and grew into the Standing Rock resistance encampment. The teachers explained that what the youth groups were protesting was part of a long history of struggle for power, authority, and self-governance, and that in this unit of study, they would be investigating one part of that history—the American Indian civil rights movement.

Lesson Excerpts

One multiday lesson within this unit that Ms. Flores taught was an analysis of a primary source, the Alcatraz Proclamation. (***Recommended Practice #1: Engage students in discipline-specific practices.***) Her goal was for students to understand historical Native American grievances, be able to explain why Native Americans occupied Alcatraz Island, and examine the effect of occupation on Native American pride and activism. She explained that the Alcatraz Proclamation was published by the 89 Native Americans, mostly students from colleges and universities in San Francisco and Los Angeles, who called themselves the Indians of All Tribes and occupied Alcatraz Island in 1969.

To review some important historical events referenced in the proclamation, she divided the class into small groups, and each group worked together to do research online on a different historical event, which included the purchase of Manhattan Island, the Indian Removal Act and the Trail of Tears, the Massacre at Wounded Knee, and Indian Boarding Schools. Afterward, each group created a short summary of their event, briefly presented it to the whole class, and placed it on a class

timeline posted on one wall. Ms. Flores and her colleagues designed a protocol for students to analyze and discuss the proclamation in their table groups (see fig. 6.7 below). (***Recommended Practice #4: Foster team-based learning and student-to-student discussions.***) Ms. Flores reviewed the steps in the protocol with students before they read the proclamation so that she could clarify the task and students felt prepared to lead the small-group discussions. To further support effective conversations, Ms. Flores asked each group to assign a discussion facilitator, a scribe, and a timekeeper.

Figure 6.7 Discussion Protocol: The Alcatraz Proclamation

Instructions: Read the Alcatraz Proclamation (1969) and then discuss it with your table group using the questions provided. This is a group discussion and not a test. Talking is necessary. Annotate the proclamation during your discussion with your team's ideas and questions.

Get the Gist:

- Who were the authors, and at whom was the proclamation directed?
- What were their grievances, and what were their demands?
- Why did the authors take Alcatraz Island? Where do they say this?
- What do you notice about the tone of the proclamation?
- Find where the authors used irony (when you use language that normally means the opposite to emphasize a point or be funny). Underline at least 10 examples, and discuss the history each example references.

Take a Deeper Dive:

- Were conditions of the Native American reservations described accurately in the Alcatraz Proclamation?
- Compared to the purchase of Manhattan Island, was the price the occupiers offered for Alcatraz Island fair? Why or why not?
- One goal of the Indians of All Tribes was to rebuild a cultural center and museum. Which three historical events should be highlighted in the museum? Why? Describe how each of the events you selected would affect the message of the museum.

The Alcatraz Proclamation, by the Indians of All Tribes, 1969

To the Great White Father and All His People:

We, the native Americans, reclaim the land known as Alcatraz Island in the name of all American Indians by right of discovery. We wish to be fair and honorable in our dealings with the Caucasian inhabitants of this land, and hereby offer the following treaty: We will purchase said Alcatraz Island for 24 dollars in glass beads and red cloth, a precedent set by the white man's purchase of a similar island about 300 years ago.

For the full proclamation, visit the FoundSF website at https://www.cde.ca.gov/sp/el/er/ch6.asp#link6.

As students discussed the primary source document in their small groups, Ms. Flores circulated around the room, stepping in strategically to offer support. At one point, she stopped to listen in on a group's conversation as they discussed a third-read "deeper dive" question. This group included two ML students: Rafael, an EL student at the early Bridging level, and Jada, a student who had reclassified from EL status during middle school.

Jada: The question says, "What do you notice about the tone of the proclamation?"

Rafael: I think it's, like Ms. F said, I think it's using irony a lot.

Dmitri: Yeah, it sounds like they're trying to embarrass the government or shame it by saying we're gonna "reclaim" this land because we discovered it, just like the English "discovered" America, which they didn't really do.

Rafael: I agree. I think they're also, like, trying to shame them by showing that they can't trick them or take advantage of them anymore.

Sam: What do you mean?

Rafael: I mean (searches the text), here, where it says, "We wish to be fair and honorable in our dealings with the Caucasian inhabitants of this land." It's like they're making fun of them by doing the same thing the US did to them.

Sam: Oh, like they're mocking them.

Rafael: Yeah, they're mocking them when they use the same attitude. It's like they're holding a mirror to their faces.

Jada: Yeah, I think they're doing that a lot in the whole proclamation, so maybe we can write "tone: using irony, or maybe ironic, mocking, trying to embarrass or shame the government."
(The group annotates their copies of the proclamation.)

Later in the unit, to prepare students to write arguments about the central question, the class analyzed (in a variety of ways) a mentor text, a historical argument on the Alcatraz Proclamation. Their goal was to better understand how authors convey their historical interpretations using specific language resources and to gain ideas for using such language in their own writing. (***Recommended Practice #5: Explicitly teach discipline-specific language and literacy.***) One analysis activity was a "sentence unpacking protocol" (see fig. 6.8) where students analyzed grammatically dense sentences from the mentor text to identify language the author used and how this language affected meaning. After modeling the process, Ms. Flores invited the students to work in pairs to unpack sentences, first a few she had identified and then additional sentences they chose in the mentor text.

Figure 6.8 The Alcatraz Proclamation: Background Essay (Teaching Tolerance) Sentence Unpacking Protocol

Instructions: With your partner, use the process below to unpack the grammatically complex sentences provided. Then find at least three more sentences in the mentor text you want to unpack. Use your dictionary to look up unknown words, as needed.

Get the Gist:

- Discuss what the gist of the sentence is before you unpack it.
- Focus on Meaning: Identify the meaningful "chunks" in the sentence with slash marks (/). What does the chunk mean in your own words? Why did you "chunk" the sentence this way?
- Focus on Language: What language is used in each chunk? How did the author organize information within the chunks? How are the chunks put together? Why?
- Interpret: What are the most important meanings in the sentence, based on your analysis? How does the sentence connect to the claims, evidence, and reasoning in the whole text? What is the effect of this language on you, the reader?

Teacher Reflection

When Ms. Flores and her department met to discuss how the unit went, they brought samples of student writing and analyzed a few of them together. They were especially pleased to see that many students were expressing their conceptual knowledge much more effectively than in the previous writing assignment. They discussed reasons for this growth and determined that their focus on increasing the number of student-led discussions, with the support of clear protocols and questions that stretched students' thinking, was largely the reason. Ms. Flores pointed out that the use of mentor texts also helped because they gave students authentic models for writing and "pulled back the curtain" when it came to how authors used language effectively to achieve their purpose.

After reviewing the essays, the teachers felt that their students were becoming aware that writing a solid history essay is not just about content knowledge; it also involves making intentional language choices.

Ms. Flores was also excited to share with her colleagues that a few of her students had told her that they were from an indigenous community in Mexico and that their community had similar experiences to what they had just studied. Ms. Flores invited the students to do some research on these connections and create a short presentation for the class for extra credit. (***Recommended Practice #3: Value, promote, and cultivate students' cultural and linguistic assets.***)

To Learn More

- This vignette was inspired by California teachers and the curriculum provided by the University of California's California History–Social Science Project (available on the UC Davis website at https://www.cde.ca.gov/sp/el/er/ch6.asp#link7) and Teaching Tolerance (available on the Teaching Tolerance website at https://www.cde.ca.gov/sp/el/er/ch6.asp#link8).
- The website Read.Inquire.Write. (https://www.cde.ca.gov/sp/el/er/ch6.asp#link9) offers free, downloadable curriculum to support middle school students' argument writing, with a particular emphasis on supporting EL students.

VIGNETTE 6.6

Newcomer Program for High School English

Background

Dolores Huerta High School's newcomer EL program provided a robust academic curriculum and social–emotional support for EL students new to English and who were within their first few years in the US. The school staff understood that when newcomer EL students learn English rapidly, they are able to fully participate in content courses in English and can fill any educational gaps they may have. The program included a two-semester-long intensive program in students' first year in the US. However, students were able to exit after one semester if they were ready, or stay longer than two semesters (up to two years), if they needed to. This flexibility was beneficial for meeting the diverse needs of students, particularly students who needed more time adjusting to their new environment, such as adolescents with disrupted educational backgrounds or who experienced traumatic experiences before or while immigrating to the US. Collectively, staff at the school made a commitment to support students to do the following:

- Engage meaningfully with grade-level, intellectually rich academic content in English
- Develop foundational reading and writing skills in English, based on assessed needs
- Interact meaningfully with peers, both within and outside of the newcomer EL program
- Develop an academic identity and growth mindset
- Strengthen their primary language and literacy skills
- Understand the US high school system and postsecondary options
- Graduate from high school with the requisite academic preparation to be successful in college

Guidance counselors received specialized training for supporting students' adjustment to school life, class scheduling, and college and career planning. The school's family liaisons provided support to students and their families by acting as interpreters and translators and bringing in trained interpreters and translators for the languages in which they were not proficient. The family liaisons also referred parents to the appropriate services in the community, such as refugee assistance centers or cultural community organizations. In addition, the school provided intensive and ongoing professional learning for all teachers, including time to develop cultural competence and culturally competent/asset-oriented teaching approaches, collaborate with one another and with specialists on unit and lesson planning, and observe one another teaching. Teachers and administrators worked closely with the district's secondary content and ELD coaches to better meet the needs of their newcomer EL students.

Newcomer soft landing and peer mentoring

When students arrived, the school registrar reviewed their school records and worked to transfer the highest amount of credits aligned to grade level and A–G credits. Students were assessed in reading, writing, mathematics, and science in their primary language and in English in order to determine placement and how teachers would differentiate instruction. For students who spoke languages not widely spoken in the school (e.g., Mixtec, Arabic), the school district provided a newcomer program in which an interpreter was provided for the first six weeks. Each student had two hours per day, two days per week of interpretation focused on their content learning. The district also provided each student with bilingual core content dictionaries and glossaries, as well as smartphones and access to a conversational English learning app that they used for a limited time during the school day and as much as they wanted to on their own at home.

Recently, the school started a peer mentoring program in which any high school student with demonstrated leadership skills, preferably those who spoke the same home language as their newcomer EL peer, could receive elective credits for mentoring a newcomer student in key areas, including integrating into the US school system, successfully completing academic assignments, and making new friends. (***Recommended Practice #3: Value, promote, and cultivate students' cultural and linguistic assets.***) The mentors were also asked to take the stance of learners about their peer's home language(s) and culture(s), interests and talents, and future aspirations. The peer mentors met at lunchtime once weekly with other peer mentors and a designated teacher to receive guidance on being an effective peer mentor, discuss their experiences in the mentoring process, and share resources and ideas. New EL students reported that this newcomer support had helped them integrate into the school and given them tools to be more independent learners.

What kind of newcomer support does or could your school offer to newcomer EL students to make their transition smoother?

Sustaining home languages and cultural knowledge

The faculty and administration at the school viewed their newcomer EL students' abilities to navigate through multiple cultural worlds, speak more than one language, and collaborate with diverse groups of people, as assets. To help students continue to develop academic proficiency in their primary languages, the school partnered with local community groups and parent volunteers who offered after-school book clubs, where students read and discussed culturally relevant young adult novels in their primary languages and collaboratively wrote short reviews in their primary languages on the school's social media platforms. Additionally, the school focused on increasing the number of newcomer students who received the State Seal of Biliteracy on their high school diplomas. The first Mixtec speakers earned their seals last year.

Lesson Context

The intensive first-year program was taught by a team of three core content teachers. Each teacher taught one mixed ninth/tenth-grade and one mixed eleventh/twelfth-grade newcomer core content class. Newcomer students' course load was seven periods, which included three newcomer core content classes: a math class, a science class, and a double-period integrated ELA and social science class. Students also participated in physical education, an art class, and an elective class with the broader student population. The newcomer program teaching team had the same learning goals for their newcomer EL students as they did for students who were native English speakers. The newcomer EL students engaged in the same content and type of small-group work that students in content core classes in English did, but their teachers brought the added lens of the needs of high school students who were very new to the US and at the early stages of learning English as an additional language.

What was different about the intensive program were the types and levels of scaffolding the teachers provided. As they planned lessons and units (or made modifications to existing lessons) in their content departments and in their newcomer program community of practice, the teachers relied heavily on the *CA ELD Standards.* They focused on planning instruction to meet standards at the Emerging level of ELP and looked toward Expanding and Bridging levels for guidance since not all students progressed in a lockstep fashion and may have accelerated more rapidly in specific areas. All of the teachers incorporated project-based learning into their coursework with a heavy emphasis on collaboration and meaningful communication. The students engaged in rigorous hands-on projects and used English to work together and write about and orally present out to the entire class on their projects. There were many different primary languages in the classroom, but English was the common language used to communicate. However, the teachers encouraged the students who spoke the same language to use their primary language when they needed to.

Over the years, the teachers in the program had increased the amount of academic discussion students engaged in because they noticed that students learned the content better when they talked about the academic content. They also observed that the abundant oral language served as a bridge to students' academic writing. When students talked about the academic content first, using newly acquired terms and grammatical structures, they were more confident about expressing their knowledge in writing. The teachers did not insist that students use perfect English. Rather, they encouraged their students to take risks by promoting a supportive and safe learning environment and discussion protocols that gave every student a chance to participate.

Lesson Excerpts

Math

In her mixed ninth/tenth-grade algebra class, Ms. Romero used project-based learning to engage the students in understanding the essential question of how to measure length indirectly. (***Recommended Practice #1: Engage students in discipline-specific practices***.) The project objective was to make a scale model of the school building. Ms. Romero first had the students work in groups to generate at least one question that could become a mathematical problem related to the essential question. Through much dialogue in small groups and with the whole class, she followed up with asking students which mathematical concept(s) their questions addressed. The students then went outside and measured the height of the school building and the things surrounding it, such as trees, using an inclinometer to measure indirectly, which would help them measure the angle of elevation. They used diagrams and charts Ms. Romero created to help them make sense of new concepts. (***Recommended Practice #6: Use, and help students to use, multiple modalities.***) Ultimately, they would provide oral presentations on their project and write about the concepts. As the students engaged in this hands-on project, they developed critical math knowledge, used precise math language, and explained their thinking to peers as they collaborated with them.

Science

In their ninth/tenth-grade biology class, the students learned about DNA. The science teacher, Mr. Lee, taught the same biology content to his newcomer English learners as he did to his content core classes, but he constantly focused on supporting his newcomer English learners' ELD. For example, Mr. Lee frequently amplified the domain-specific science vocabulary students could access in order to fully engage with the content (***Recommended Practice #5: Explicitly teach discipline-specific language and literacy***), as illustrated in the following example:

> **Mr. Lee:** We need a good verb that means (using gestures to simulate the word "extract") going into a cell and taking out the DNA.
>
> **Suri:** Extract!
>
> **Mr. Lee:** Yes, extract! So, what can we say we did last week, using the word extract? Turn to your partner for 10 seconds and see if you can make a statement using the word. (Students turn and talk.)
>
> **Tomas:** We extract the DNA last week.
>
> **Mr. Lee:** Exactly! You extracted the DNA. (Writes the word "extracted" on the board.) We're gonna put an "-ed" on the end because it was last week, or in the past. So, last week, we extracted DNA. And this week we need to replicate, or copy, the DNA. Let's take three minutes to write these new science words down.

ELA—Social Science

In her ninth/tenth-grade ELA—Social Science class, Ms. Seng's students read Reyna Grande's memoir, *The Distance Between Us,* in which Grande provides a depiction of the struggles that accompany immigration as she recounts her childhood experiences in Mexico and her transition to California, from a child to a woman, and from a Mexican to a Mexican American. (***Recommended Practice #2: Anchor the learning in real-world experiences and phenomena.***) The final writing assignment for the unit of study was an argumentative essay in which students identified

and evaluated a key turning point in Grande's development as a character. Over the course of the unit, students discussed their interpretations of the novel using various discussion protocols (***Recommended Practice #4: Foster team-based learning and student-to-student discussions***) and analyzed mentor texts that apprenticed them into the type of writing needed for the final writing assignment. As a class, students also jointly constructed paragraphs that linked claims, textual evidence, and reasoning, with Ms. Seng acting as the scribe and facilitator in order to scaffold students' use of new terms and grammatical structures to link claims, evidence, and reasoning. Students also wrote daily reflections prompted by Grande's memoir but that related to their own immigration experiences. At the end of the unit, students combined their short daily reflections and illustrated them in order to produce a graphic novel they chose to share at the semester-end open house with parents. (***Recommended Practice #3: Value, promote, and cultivate students' cultural and linguistic assets.***)

Ms. Seng recognized that many newcomer students who had access to significant support focused on reading with sufficient accuracy and fluency in English will have improved their comprehension, but that not all students required the same type of support. Many students would be on or above grade level in their primary language reading and writing skills, while others may have had limited primary language literacy. Teaching all students the foundational literacy skills at the same pace would have been inefficient and wasted valuable instructional time. Before students entered her class, Ms. Seng reviewed their primary language and English literacy screening assessments so she could plan small-group specialized foundational reading instruction that met their needs. She worked with the district's ELD coach and reading specialist to select age-appropriate and engaging decodable texts and plan lessons for individuals and small groups so that students could accelerate in their literacy skills as quickly as possible. The double period of ELA and social science allowed Ms. Seng to have the time to work with small groups while other students worked independently on learning tasks that were differentiated to meet their ELD and content learning needs.

Teacher Reflection

When students were ready to transition to content classes with their peers in the school's broader population, the guidance counselor used a transition profile to ensure a smooth transition and to monitor students' progress through graduation. The students' transition into content core coursework was well thought out, and clusters of the students were placed in heterogeneous classes with native English-speaking peers as well as other EL students with more advanced ELP. The three newcomer program core content teachers also taught the core content courses to the broader population, which the newcomer EL students transitioned into, providing consistency and strong relationships with teachers throughout their high school years. These teachers also cosponsored an extracurricular International Club that met once a week at lunchtime and included a peer network of native English-speaking students and EL students, including the peer mentors and their newcomer mentees. The teachers found that intentionally finding ways for different groups of students to interact meaningfully created cross-cultural understanding in the school and close friendships that otherwise may not have developed.

What is the transition process like for newcomer EL students at your school? What improvements could be made?

The newcomer EL students received A–G credits and credits toward graduation for the courses they took in the intensive newcomer program, and students who entered in the ninth grade, as well as most students who entered in the tenth grade, graduated on time at the end of twelfth grade with sufficient A–G credits for CSU and UC admittance. Some students who entered as juniors and seniors, as well as a small number of students who entered as sophomores, stayed for a fifth year in order to complete their graduation and A–G credits.

To Learn More

- This vignette was inspired by current work taking place in Fresno Unified, Oakland Unified, and Santa Barbara Unified school districts.
- For guidance on how to make program choices when establishing or improving a newcomer EL program, see the US Department of Education's Newcomer Tool Kit (available on the US Department of Education website at https://www.cde.ca.gov/sp/el/er/ch6.asp#link10).

What are the suggested next steps?

This chapter described six instructional practices that have shown to be particularly effective in helping secondary school-aged ML and EL students learn content and develop English proficiency. Moreover, the vignettes demonstrated what it might look like to integrate these recommended practices in various content areas, and with newcomer students. The goal for these vignettes is to both showcase how the suggested practices might play out in different content areas, and shed light on how these practices might be realized in different types of learning environments (e.g., middle schools, high schools) with ML and EL students across the continuum of ELD. This will always be ongoing work, and new resources will continue to be developed and provided to illustrate best practices in different content areas (e.g., the new Mathematics Framework revision in 2021).

The remainder of this chapter offers suggested next steps that individuals and groups can take to learn more deeply about the material discussed in this chapter, to try out and put into action the recommended practices, and to further explore ways to improve the educational experiences and outcomes of ML and EL students. These recommendations are grounded in the California Department of Education's *Quality Professional Learning Standards* (2014). When possible, readers are encouraged to do this work with others, since collaborations offer opportunities for additional support and ways to tap into expertise already present in schools. It is important to note that collaborating

and integrating the recommended practices takes time and much practice. Administrators can support teachers by ensuring they have the time to learn the new practices and time for planning how and when they will incorporate them. Students and teachers can greatly benefit from having time to get comfortable with the new practices. It may take time for complex teaching and pedagogical approaches to show results. Risk-taking is encouraged, and mistakes should be considered opportunities to learn and grow. There are multiple entry points into this work, and readers are encouraged to choose the paths which make the most sense to them and their contexts.

Entry Point #1: Try out one or more of the six recommended instructional practices.

- On your own: Try out one of the practices in your classroom, reflect on how it went, and make necessary refinements when trying it out again.
- With others: Get together with other teachers at school (e.g., a content teacher with an ELD teacher, a department team, a cross-departmental team, etc.). Identify one instructional practice all members of the group will try out. Plan together. Go try it out and collect evidence. Reconvene with colleagues, compare notes and evidence of student learning (e.g., writing samples), and discuss the impact of the practice on students and teaching practices. Reflecting on experiences with these recommended practices in a community of practice offers everyone the chance to learn from each other's challenges and successes.

Entry Point #2: Unpack some of the concepts or instructional practices in this chapter.

- Thought Bursts: Use the thought bursts throughout the chapter as discussion starters. Discuss one or two thought bursts when meeting with colleagues or discuss them all in one session, depending on meeting structure and logistics.
- Vignettes: Each person reads the same vignette or a different one. Analyze the vignettes through the lens of each of the six instructional practices. Consider these questions: How is each practice carried out, according to the description of each practice earlier in the chapter? What did the teacher(s) do to carry out each practice successfully? How do

the practices interact with one another? What is the impact on students? Where might teachers imagine integrating a different practice?

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Endnotes

1 This quote is from a two-year study in California where in-service and pre-service teachers were learning how to implement a new ELA/ELD curriculum that included integrated and designated ELD.

2 For more detailed information on who California's ML and EL students are, see chapter 1 of this book.

3 These resources can be accessed on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch6.asp#link15.

4 To read more about how the California Department of Education defines asset-based pedagogies, see the following California Department of Education web page on the topic: https://www.cde.ca.gov/sp/el/er/ch6.asp#link16.

5 Adapted from the January 24, 2020, news release from California State Superintendent of Public Instruction Tony Thurmond, available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch6.asp#link17.

6 For more information on Ethnic Studies curriculum and courses, see chapter 2 of this book.

7 For detailed information about integrated and designated ELD, refer to the California *ELA/ELD Framework* on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch6.asp#link18.

8 For additional guidance on creating the systems necessary for quality teaching and learning and student success, see chapter 7 of this book.

9 The English Learner Roadmap Toolkits are provided by Californians Together and can be accessed on the Californians Together website at https://www.cde.ca.gov/sp/el/er/ch6.asp#link19.

10 Examples of these types of activities can be found online for free at the ReadWriteThink website (https://www.cde.ca.gov/sp/el/er/ch6.asp#link20, sponsored by the National Council of Teachers of English and the International Literacy Association) and on the web page Pedagogy in Action: Connecting Theory to Classroom Practice (sponsored by the National Science Foundation, https://www.cde.ca.gov/sp/el/er/ch6.asp#link21).

CHAPTER

7

Creating Schools and Systems That Support Asset-Based, High-Quality Instruction for Multilingual Learners

María Santos
Megan Hopkins

The preceding chapters provide evidence-based guidance for implementing asset-oriented and intellectually rigorous practices in California classrooms to support the state's growing multilingual student population, as aligned with the *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)* Principles One and Two. This chapter builds on this guidance to address the implementation of *CA EL Roadmap* Principles Three (System Conditions that Support Effectiveness) and Four (Alignment and Articulation within and Across Systems). Specifically, the chapter asks: How can California's local education systems be (re)designed to foster the kinds of instructional practices outlined in previous chapters? And, more concretely, how have district and school leaders engaged in continuous improvement efforts that result in positive academic outcomes for multilingual learner (ML) students? As aligned with the other chapters in this volume, this chapter considers ML students as all students who are engaged in developing two or more languages, and focuses on those ML students who are also EL students in grades K–12 or dual language learner (DLL) students in early childhood education programs.

Recent policy changes in California pertaining to English language development (ELD) and content standards, multilingual programming, and school funding present an exciting opportunity to (re)imagine education

for ML students, specifically EL students. Yet creating schools and systems that provide quality instructional programs and student graduates with multilingual capabilities is a complicated endeavor. District and school leaders make decisions every day that implicate the education of ML students, from allocating resources and hiring staff, to making programmatic changes and establishing placement guidelines, developing curriculum and adopting instructional materials, and designing professional learning (PL) opportunities. But, are ML students' needs central when considering these options, and are leaders' decisions informed by current evidence related to effective, high-quality instruction for ML students?

Treating the education of ML students as a core initiative in the forefront of decision-making allows ML students equitable access to asset-oriented, rigorous, and high-quality learning opportunities. Leaders who have a clear vision and are committed to equity for ML students, specifically EL students, explicitly and directly acknowledge disparities in access and opportunity, take a systemic approach to implementing evidence-based instructional practices, and build capacity at district and school levels (Education Trust–West 2018). To move from "a sole focus on compliance to doing what's right for kids," as one district superintendent in the state recently described it, leaders must attend to the system conditions that support effectiveness (*CA EL Roadmap* Principle Three), as well as to alignment and articulation—which also imply coherence—within and across systems (*CA EL Roadmap* Principle Four).

This chapter begins by presenting a model for aligned continuous improvement processes that has ML students at its core. The model highlights the importance of (1) attending to organizational culture, (2) focusing on policy and management, and (3) developing educator capability. For each of these three components, the chapter describes several evidence-based practices that district and school leaders in California have used in continuous improvement processes focused on ML students from preschool to high school. Drawing on relevant research, as well as interviews with district leaders, the examples show how these components can facilitate improvements in ML students', specifically EL students', access and opportunity when implemented coherently and continuously. Throughout,

the chapter includes references to tools and resources used in districts and schools across the state. It concludes with concrete next steps for using the ideas presented in the chapter to facilitate district and school change.

A Framework for Continuous Improvement Aligned to California's English Learner Roadmap Principles

Motivated by the United States Supreme Court's decision in the *Lau v. Nichols* case (1974), the Equal Educational Opportunities Act (EEOA) mandates that all educational agencies provide appropriate instructional supports to help students "overcome language barriers." Though at one time this civil rights mandate recommended bilingual instructional approaches through the Lau remedies, this mandate was clarified by the *Castañeda v Pickard* (1981) framework. This framework is based on an interpretation by the US Court of Appeals for the Fifth Circuit of what an appropriate educational approach looks like for ML students, specifically EL students, and requires that the educational approach be (1) based on sound educational theory, (2) implemented effectively with sufficient resources and personnel, and (3) evaluated to determine its effectiveness in eliminating language barriers.

The three-pronged *Castañeda v Pickard* framework aligns with the system used in California to drive a continuous improvement process: Plan, Do, Study, Act or PDSA (California Department of Education [CDE] 2019a). In the Plan phase, which aligns with the first prong of the *Castañeda v Pickard* framework, leaders set direction and purpose, assess local needs and causal determinants of greatest needs, and select evidence-based actions and services that respond to the greatest needs. Next, as part of the Do and Study phases, leaders implement and monitor their work by analyzing progress, meeting to discuss that progress, and providing status reports to stakeholders (these efforts align with the second prong of the *Castañeda v Pickard* framework). Then, as aligned with the third prong of the *Castañeda v Pickard* framework, leaders continue the Study phase and move into the Act phase by reflecting on whether strategies used achieved desired outcomes and adjusting course as necessary. The three-pronged *Castañeda v Pickard* framework and the aligned PDSA cycle are essential to the review, refinement,

and coherent implementation of continuous improvement processes that improve outcomes for ML students, specifically EL students.

The California system of support (SOS) is another central component of the state's accountability and continuous improvement system. The SOS is designed to assist districts and schools by using a three-level support structure that increases assistance based on identified needs. The first level is targeted at all districts and schools to reduce disparities among student subgroups, while the second level provides differentiated assistance to address identified performance issues. The third level offers intensive intervention to address persistent performance issues and lack of improvement over time.

How do these frameworks fit together to facilitate the continuous improvement of educational outcomes for multilingual students?

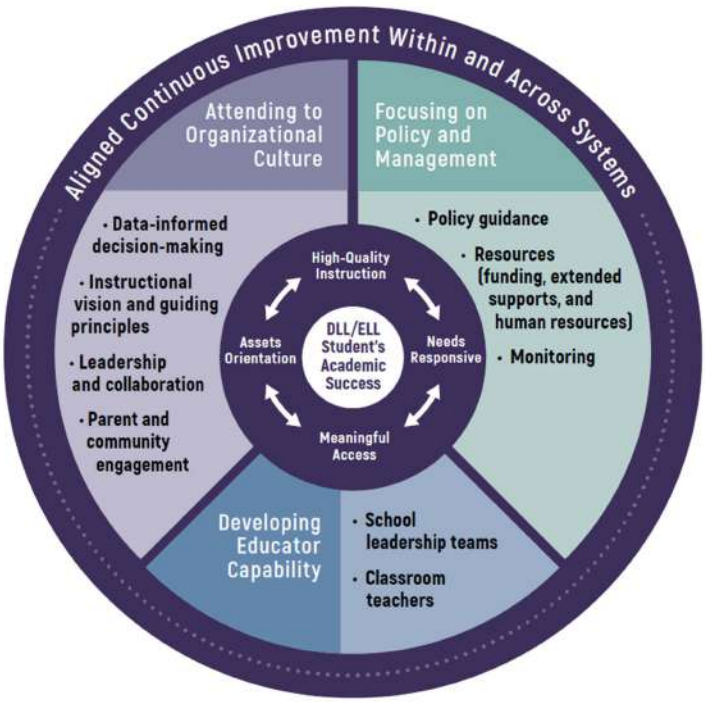
To meet the needs of each ML student, specifically EL students, by implementing high-quality instruction and effective instructional programs and services, local education agencies apply the *Castañeda v Pickard* standards in tandem with the PDSA cycle in continuous improvement processes, and secure necessary assistance from the state SOS model to support their efforts.

Guided by these frameworks and processes (*Castañeda v Pickard*, PDSA, SOS), this chapter unpacks components of continuous improvement processes that hold ML students, specifically EL students, at the core. The chapter draws on a framework presented in the 2018 NASEM report, "English Learners in STEM Subjects," which identifies three interrelated areas around which continuous improvement processes should align: organizational culture, policy and management, and educator capability (see fig. 7.1). **Organizational culture** includes the data-informed practices, vision, and leadership that shape a collaborative culture and advance multilingual learners' access and opportunity. **Policy and management** attends to the policies, resources, and monitoring that are necessary to facilitate improvement efforts. **Educator capability** considers the PL needed to transform schools and classrooms around evidence-

based programs and supports. Although this Aligned Continuous Improvement Model (ACIM) was developed based on research in kindergarten through grade twelve (K–12) education, it aligns with calls for a unified foundation in early childhood education, that (1) is based on a sound vision and theory of child development and early learning; (2) attends to leadership, systems, policies, and resource allocation; and (3) provides support for high-quality professional practice (Institute of Medicine and National Research Council 2015).

When the ACIM is grounded in asset-based orientations and high-quality instruction (*CA EL Roadmap* Principles One and Two) and supports coherence within and between levels of the system (*CA EL Roadmap* Principles Three and Four), positive changes in ML student achievement are possible (Johnson, Bolshakova, and Waldron 2016). Below, each component of the ACIM is described in more detail and examples are provided from districts across California that engage in a continuous improvement process focused on multilingual learners.

Figure 7.1 Components of the Aligned Continuous Improvement Model (adapted from NASEM 2018)



Long description of figure 7.1

VIGNETTE 7.1

Focal District: Oakland Unified School District

This chapter repeatedly draws on work that has taken place in Oakland Unified School District (OUSD) starting in 2013 (and ongoing through 2020) to show how one local educational agency in California has engaged with the three components of the ACIM.[1] Over two-thirds of the OUSD students at some point have been designated English learners, and about 33 percent of students are currently identified as English learners (Oakland Unified School District [OUSD] 2020). These students speak 54 different languages and represent over 100 countries. Nearly 60 percent of the district's currently identified English learners have been enrolled in US schools for three years or less, while 25 percent are long-term English learners who have been enrolled for more than six years in US schools (CDE 2019b). Almost 90 percent of OUSD students are racially and ethnically diverse, and three-quarters qualify for free or reduced-price lunch (CDE 2019b).

After observing English learners' limited access to high-quality instruction alongside their low graduation rates, OUSD established the English Language Learner and Multilingual Achievement Office (ELLMA) in 2013. ELLMA's creation was also motivated by the state's adoption of new ELD standards in 2012, which occurred in conjunction with the district's implementation of California's new English language arts (ELA), math, and science standards. These changes motivated a focus on providing ambitious and equitable instruction for ML students, specifically EL students, as well as for all students. Since ELLMA's inception, engaging in continuous improvement processes has been central to its mission and vision.

OUSD has had a strong culture of school autonomy, making mandates from the district office difficult to implement with fidelity and quality. Historically, a compliance-oriented stance was used to ensure students'

basic rights were upheld; however, it often yielded a superficial, "check-the-box" response and did little to interrupt inequitable practices and disparities in EL student outcomes. To disrupt this stance, ELLMA has led with a focus on asset-oriented, high-quality instruction (*CA EL Roadmap* Principles One and Two) and identifies compliance as a minimum expectation for schools. At its inception, ELLMA leaders contracted with researchers from Understanding Language at Stanford University to assess the district's practices and services for alignment to state ELD and content standards. Then they engaged in the Plan phase of the PDSA framework and used the researchers' findings and recommendations to inform a districtwide English Language Learner (ELL)[2] Master Plan. Recognizing the complexity of their stakeholder-generated plan, ELLMA leaders adopted a continuous improvement process to guide subsequent implementation (i.e., the Do, Study, Act phases of the PDSA framework). Each year, ELLMA produces a districtwide *Roadmap to ELL Achievement* report (distinct from the state's *CA EL Roadmap*) to summarize the impact of their efforts and to identify subsequent priorities and actions.

Between 2014 and 2019, the percentage of students identified as EL students who graduated high school with their cohort in the spring increased by 13 percentage points, and reclassification rates for all EL students, including long-term EL students, increased. Further, EL participation in bilingual education programs has increased, as has the number of EL students receiving the State Seal of Biliteracy. According to the holistic CORE Growth Model,[3] several of OUSD's dual language schools are among the highest performers in the state in terms of student growth on Smarter Balanced assessments in ELA and mathematics. These positive outcomes have been achieved despite significant growth in the district's newcomer EL population, which has nearly doubled in the last five years (OUSD 2018).

OUSD is just one example of a California district engaging in an ACIM focused on ML education. Although the chapter draws heavily on OUSD's work to exemplify the three components of continuous improvement outlined above, the district context is an important consideration in any improvement effort. Findings from a recent survey of California superintendents showed that their experiences implementing the Local Control Funding Formula (LCFF) varied by context (Marsh and Koppich 2018). The study found, for example, that in larger districts with higher numbers of EL students, leaders were more likely to report that the LCFF enabled greater alignment and improved services as articulated in their Local Control and Accountability Plan (LCAP) that outlines goals, actions, services, and expenditures. In smaller districts, on the other hand, leaders reported more administrative burden and frequent concerns that eliminating categorical programs removed protections for EL students. Where possible, this chapter attends to these important contextual differences.

Evidence-Based Practices that Facilitate Continuous Improvement Processes with Multilingual Learners at the Core

To guide readers through the three ACIM components of continuous improvement processes, figures 7.2, 7.3, and 7.4 provide an overview of each component and the examples used to illustrate it in this chapter, along with associated tools and resources used in California districts. The text that follows the figure provides more in-depth information for each example listed.

Figure 7.2 Essential Practices and Example Tools for ACIM Component #1: Attending to Organizational Culture

Subcomponent	Essential Practices and Example Tools

Data-informed decision-making	• Engage in reviews and equity audits with input from diverse stakeholders, often with the support of an external research partner
	  • **Example:** see Understanding Language's review findings from OUSD, available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link1
	• Collect and analyze quantitative and qualitative data on ML students
	• Shine a light on challenges and possibilities and identify actionable priorities and goals
	• Develop user-friendly data systems that include demographic, enrollment, and outcome indicators
	• Create transparent processes for ongoing data analysis and progress monitoring
	  • **Example:** see OUSD's *Roadmap to EL Achievement* progress reports, available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link2

Subcomponent	Essential Practices and Example Tools

Instructional vision and guiding principles	• Articulate a theory of action grounded in practices that support high-quality instruction for multilingual learners
	  • **Example:** see OUSD's Essential Practices for ELL Achievement, available via the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link3
	• Collaboratively develop an equity-centered vision for multilingual education that guides continuous improvement around a theory of action
	• Identify priority areas aligned to vision that are based in identified needs
	  • **Example:** see OUSD's 2018–2021 *Roadmap to ELL Achievement*, available via the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link4
	• Create a culture in which all stakeholders share in vision and goals
	  • **Example:** see Chula Vista Elementary School District's (CVESD) shared vision, shared values, and strategic goals, available on the Chula Vista Elementary School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link5
	• Shift mindsets toward asset-based approaches
	  • **Example:** a report on Sanger Unified School District's (SUSD) improvement approach is available on the S.H. Cowell Foundation website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link6

Subcomponent	Essential Practices and Example Tools
Leadership and collaboration	• Include executive leadership focused on multilingual education in the superintendent's cabinet • Establish structures, routines, and time for collaboration across departments • Create positions to facilitate district–school communication • Invest in teacher leadership in schools, with a focus on ML students
Parent and community engagement	• Invite parents and community members to share their expertise and contribute to district and school decision-making • Revise or expand existing parent education approaches and communication strategies to be inclusive for ML students and their families • Provide PL sessions for attendance clerks, registrars, and counselors, in addition to all teachers and administrators, to enhance supports for families of ML students

Figure 7.3 Essential Practices and Example Tools for ACIM Component #2: Focusing on Policy and Management

Subcomponent	Essential Practices and Example Tools

Policy guidance	• Collaborate with district and community stakeholders to develop a master plan focused on ML students
	• Outline explicit expectations and programming guidance based on current evidence-based definitions of high-quality education for ML students
	  • **Example:** see OUSD's ELL Master Plan, available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link7
	  • **Example:** see Fresno Unified School District's (FUSD) Master Plan for EL Success, available on the Fresno Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link8
	• Support autonomy in implementation via "tight–loose" structures
	• Offer targeted guidance based on student and staff needs
	  • **Example:** see OUSD's guidance for master scheduling, available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link9
	  • **Example:** see OUSD's guidance for newcomer entry and exit criteria, available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link10
	• Publicly share progress
	  • **Example:** see FUSD's English Learner Services 2019 and English Learners Task Force Fact Sheet, available on the Fresno Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link11

Subcomponent	Essential Practices and Example Tools

Resources: Funding	• Align funding decisions to instructional vision and ML students' strengths and needs
	• Include support for ML programming and teacher professional development in LCAP
	• Build parent capacity to participate in LCAP development
	  • **Example:** see ELL Data Snapshot used to support parent communication in OUSD, available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link12
	• Secure external resources that align to the instructional vision
	  • **Example:** see Oakland Language Immersion Advancement in Science (OLAS) project overview available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link13

Resources: Extended supports	• Align internal resources with external fiscal and community resources to provide additional educational opportunities (e.g., summer school, after-school programs, or early boost sessions for acceleration and credit recovery) • Consider ML students' social–emotional and wellness needs in external support provision • **Example:** see OUSD's Newcomer Wellness Initiative, available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link14

Subcomponent	Essential Practices and Example Tools
Resources: Human resources	• Define ML competencies that become part of recruitment and hiring processes • Include ML specialists on hiring panels • Partner with colleges and universities to develop teacher preparation pathways • **Example:** see FUSD's Teacher Pipeline Programs, available on the Fresno Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link15

Monitoring	• Create data systems that incorporate multiple forms of assessment
	• Engage in regular monitoring routines (e.g., learning walks) that use common and aligned protocols and processes
	  • **Example:** see OUSD's ELL Review Overview, ELL Review Manual, and ELL Shadowing Overview, available on the Oakland Unified School district website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link16 (Review Overview), https://www.cde.ca.gov/sp/el/er/ch7.asp#link17 (Review Manual), and https://www.cde.ca.gov/sp/el/er/ch7.asp#link18 (Shadowing Overview)
	  • **Example:** see FUSD's Instructional Practice Guides for Literacy and Mathematics, available on the Fresno Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link19 (literacy) and https://www.cde.ca.gov/sp/el/er/ch7.asp#link20 (mathematics)
	• Routinely analyze findings to inform improvement priorities
	• Report findings to diverse constituencies

Figure 7.4. Essential Practices and Example Tools for ACIM Component #3: Developing Educator Capability

Subcomponent	Essential Practices and Example Tools
School leadership teams	• Create a structure with time for collaboration among school leaders • Offer learning sessions or modules focused on ML leadership capacity development • Align PL opportunities for leaders with what teachers are learning (e.g., leaders learn to observe for high-quality instructional practices that teachers are learning to implement)
Classroom teachers	• Provide PL support for all teachers focused on targeted knowledge areas • Employ effective PL processes (e.g., incorporate active learning focused on content, support collaboration, model effective practice, provide coaching support, offer feedback and reflection) • Use teacher leaders to provide on-the-job support

Aligned Continuous Improvement Model Component 1: Attending to Organizational Culture

Creating schools and systems that foster equity for ML students requires attention to organizational culture. Specifically, leadership structures and practices should foster reciprocal accountability (Elmore 2004), where educators hold themselves collectively responsible for ML education. This culture of collaboration helps to ensure that ML students are central to improvement efforts, rather than an afterthought or add-on to other initiatives. Decisions related to multilingual instructional policy and practice are made using multiple sources of data, and adjustments are made as necessary to meet common goals. Collective goal setting and decision-making occurs in ongoing routines that bring language and content educators together, during which roles and expectations for joint work are made clear. Roles and

responsibilities for all educators are clearly articulated and made transparent in work plans and performance reviews. Below is a description of (a) how data can be used to inform continuous improvement processes, (b) the importance of developing an instructional vision and theory of change grounded in data, (c) the roles that leaders can play in establishing a collaborative culture that supports their implementation, and (d) how parent and community assets and voices can be expanded in decision-making processes.

Data-informed decision-making. Across districts using an ACIM focused on ML education, educators commit to using data to inform both policy and practice. An initial data review can be transformative in identifying and assessing equity (and inequity) in outcomes, programs, and teacher quality, and determining their root causes. Such a review has been referred to as an equity audit (Skrla et al. 2004), and involves district and school leaders, often in collaboration with external researchers, gathering and analyzing demographic and performance data, observing in classrooms, shadowing multilingual students, conducting school walk-throughs, and surveying teachers, parents, and students. (See vignette 6.1 in chapter 6 of this volume for an example of how one high school engaged in an equity audit process to address EL equity issues.)

VIGNETTE 7.2

Using data to develop a districtwide continuous improvement plan: Oakland Unified School District

As described previously, leaders in the newly formed ELLMA department engaged with Understanding Language researchers, who conducted a comprehensive review of district policies, programs, and practices for ML students, specifically EL students. The review was initiated by the deputy superintendent, who saw the state's implementation of content and ELD standards, along with the presence of representatives from the Office for Civil Rights (OCR) in the district, as an opportunity to request the assistance of an outside organization whose findings were likely to be viewed as valid and legitimate. Understanding Language researchers collected and analyzed a range of data to identify the types of programs implemented across schools, assess their strengths and needs, and inform a path forward. In addition to analyzing quantitative, student-level data provided by the district, researchers observed in classrooms and conducted interviews and focus groups with over 65 students, 80 families, 20 principals, and 70 teachers, district staff, and community partners.

Findings from the Understanding Language review offered recommendations across programs and categories of service for ML students, specifically EL students, which informed the development of a three-year, districtwide *Roadmap to ELL Achievement,* as well as the district's ELL Master Plan (adopted in 2016 by the OUSD Board of Education).[4] Findings from the review also motivated the development of a data management system that aligned with the priorities and goals outlined in the district's *Roadmap to ELL Achievement*. The new data system offers a suite of dashboards around a range of outcomes, such as those related to college and career readiness: Advanced Placement (AP) enrollment and passage, on track to graduation, Scholastic Aptitude Test (SAT) participation and results, dual enrollment, and language pathway enrollment. Each dashboard can be disaggregated for EL students who

are (1) recently enrolled (three years or less), (2) at risk or progressing (more than three years and less than six years), and (3) long-term EL students (LTELs; more than six years in US schools). Because analyses of the at risk or progressing category has allowed leaders to track students who are at risk of becoming LTELs, leaders are refining the recently enrolled category to create a more comprehensive early warning system for EL newcomers. In addition to using this data to inform capacity-building efforts districtwide, school leaders and teachers are encouraged to use the data to inform programming and instructional practices.

Each year, ELLMA leaders conduct analyses to measure progress toward the goals set out in the district's *Roadmap to ELL Achievement*. They present their findings in an end-of-year report that is shared with district leadership and the public,[5] a practice that has made their growth, impact, and challenges transparent to all stakeholders. In 2018, ELLMA leaders developed their second OUSD *Roadmap to ELL Achievement,* which reported growth in each priority area to date, identified goals and associated plans for the next three years, and articulated impact and implementation targets as aligned with OUSD's LCAP.[6] Progress toward goals is constantly monitored to inform human and fiscal resource provision, as well as PL cycles, which are described in subsequent sections of this chapter.

VIGNETTE 7.3

Additional district examples of data-driven decision-making: Fresno and Sanger Unified School Districts

Data has also been a driving force behind continuous improvement processes in FUSD, where district leaders partnered with UC Merced faculty to develop approaches for increasing students' college readiness and access to higher education (Haxton and O'Day 2015). FUSD is the third largest district in California, where almost 90 percent of students are racially and ethnically diverse, 85 percent qualify for free or reduced-price lunch, and about one-quarter are identified as EL students. University, district, and school leaders collaborated in developing a robust data system that includes student performance indicators as well as indicators related to school practices and procedures. The system includes user-friendly tools that facilitate data-driven decision-making in continuous improvement cycles. Since these processes have been implemented, district leaders have reported positive changes in the practices of district and school leaders, counselors, and university officials. In addition, EL students' participation in diverse graduation pathways (e.g., A–G, AP enrollment, college and career readiness) has increased, and chronic absence and drop-out rates have decreased.

Similar processes have been taken up by leaders in SUSD, which serves about 11,000 students, three-quarters of whom are Latinx, half of whom speak a language other than English at home, and 17 percent of whom are identified as EL students. In 2004, SUSD was named one of the lowest performing districts in the state; in 2012, 12 of its 13 elementary schools exceeded the state's academic targets, and 9 out of 18 schools attained the highest possible ranking in statewide comparisons of similar schools (Smith, Johnson, and Thompson 2012). These outcomes were not accidental. In the mid-2000s, SUSD leaders sought collaboration from university researchers to analyze data and

document achievement outcomes. Leaders sought external assistance after observing the limitations of using standardized test scores to drive decisions related to ML education, especially given concerns about the validity and reliability of such assessments for EL students (Hopkins et al. 2013). Based on their findings, leaders developed a district assessment that is given three times a year on the most essential standards for each grade level. A parallel ELD assessment was also developed to monitor EL students' progress toward proficiency of the ELD standards. These assessments provide SUSD leaders and teachers with actionable student data that is used in professional learning communities (PLCs) to guide instructional decisions. Though the depth of PLC collaboration varies across schools, all teachers look at data together, identify groups of students with particular needs, and group them for instruction based on those needs (Smith, Johnson, and Thompson 2012). The most effective PLCs continuously shift student groupings based on ongoing data analysis. Analyses within PLCs also shined a light on the large number of high school EL students who showed little English language growth over five or more years; as a result, teachers collaborated with these students to determine how best to meet their needs.

With which institutions of higher education could you potentially partner to ignite continuous improvement processes focused on ML students in your district? What motivating factors or critical issues would inform the work with these external partners? Who would you need support from in your district to engage with these partners?

These examples highlight how data-driven decision-making processes can move districts away from a focus on compliance to an emphasis on educational equity and instructional quality. They also show how research–practice partnerships can help facilitate continuous improvement processes. In collaboration with researchers, district and school leaders can ensure data quality, receive support for data collection and analysis, engage in program evaluation, and connect their efforts to the broader evidence base (Coburn and Penuel 2016; Thompson et al. 2017). For districts that are geographically distant from research institutions, online collaborations are possible, especially when there is strong alignment between the district needs and researcher expertise (Feldman and Malagon 2017).

When beginning to analyze data in your district, it is important to keep in mind that ML students are not a uniform group; they vary by language proficiency, including initial and current English language proficiency levels, home language proficiency levels, and home language literacy levels, as well as by schooling experiences, such as time in US schools, prior formal schooling, length of enrollment in bilingual programs, and the quality of prior instructional settings. Students identified as EL students are also very diverse in relation to the grade level at which they exit EL status, how much time they take to exit, and the time that has lapsed since their exit. Figure 7.5 lists a range of demographic, enrollment, and outcome data that district leaders can collect and analyze to identify equities and inequities in their systems. Data comparisons between EL students and non-EL students, as well as between current EL students, ever-EL students, and never-EL students can be useful to inform continuous improvement processes, as well as comparisons between subgroups of EL students by language and proficiency level.

Figure 7.5 Considerations for Analyzing Districtwide Data with a Focus on Multilingual Learners

Demographic/Background Data	Enrollment and Outcome Data
• Languages spoken • Free and reduced lunch participation • Age • Entry date • DLL/EL student subgroup category • Disability classification, if applicable • Stress factors (e.g., family status, transitions, migration history) • Prior schooling and status as a student with limited or interrupted formal education (SLIFE) • Students' and parents' hopes, aspirations, and challenges (from interviews or focus groups)	• Preschool and pre-K enrollment • Attendance rate, by grade • English Language Proficiency Assessments for California (ELPAC) scores and growth • English language proficiency progress monitoring using an observation rubric[7] • ELA and math assessment results • Participation in integrated and designated ELD • Participation in special education and gifted and talented programs • Participation in bilingual, dual language, and heritage language programs • Proficiency levels and growth in languages other than English (LOTE) • A–G enrollment and attainment rates • Career and technical education enrollment • AP course enrollment and completion (as well as congruent enrollment) • Graduation rates

Instructional vision and guiding principles. Data-driven decision-making that promotes ML equity is often guided by an instructional vision that focuses on engaging all students in intellectually ambitious standards. An instructional vision describes "beliefs about the education of children and the expressed … goals … for the school district to accomplish these beliefs" (Petersen 1999, 6). In a recent study of seven positive outlier districts in California, where students across racial/ethnic groups consistently outperformed their peers in most other districts in the state, a key strategy employed by leaders was to set a clear vision for teaching and learning that was communicated districtwide and centered on equity and social justice (Burns, Darling-Hammond, and Scott 2019). These districts' visions set explicit goals for student learning in the context of new standards and accountability systems, and specifically emphasized equity for ML students in their guiding principles. While a vision is important for honing in on equity issues, guiding principles help provide motivation for the vision and identify specific areas of focus. Visions and principles are most efficacious when they are developed locally by diverse stakeholders who have the opportunity to collaboratively review research, engage in equity audits, and listen to the hopes and aspirations of multilingual students and their families. Stakeholders take time to understand California's ELD and content standards and to anchor their vision and guiding principles in the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (ELA/ELD Framework), California English Language Development Standards: Kindergarten Through Grade 12 (CA ELD Standards),* and *California Preschool Learning Foundations,* as well as current content curriculum frameworks.

VIGNETTE 7.4

Developing an instructional vision and corresponding principles: Oakland Unified School District

Given that OUSD's goals for ML students were the same as their goals for all students in the district, ELLMA leaders adopted the same instructional vision as the broader district: "All OUSD multilingual students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully informed critical thinkers who are prepared for college, career, and community success." To move toward this vision, ELLMA leaders outlined guiding principles and essential practices that serve as guideposts for their work, as well as priority areas that inform their immediate next steps. Building from this vision, ELLMA leaders articulated three guiding principles that shaped their work: (1) EL students can achieve at high levels with the right support, (2) the language and cultural resources that students bring are tremendous assets to their learning and that of the community, and (3) all educators are responsible for language development. Guided by these principles, ELLMA leaders articulated a theory of change grounded in California's newly adopted ELA, math, and science content standards and ELD standards, as well as the *ELA/ELD Framework*, which emphasize using sophisticated language to engage in subject-specific practices. The theory of change is summarized in the following five essential practices[8] that ensure all multilingual learners are on track to graduate college and become career and community ready, by holding all educators accountable for their academic, linguistic, and social–emotional needs:

1. **Access and Rigor:** Ensure all EL students have full access to and engagement with the academic demands of current content and ELD standards.
2. **Integrated and Designated ELD:** Ensure EL students receive designated ELD and integrated ELD in every content area.

3. **Data-Driven Decisions:** Make programmatic, placement, and instructional decisions for EL students that are grounded in a regular analysis of evidence.

4. **Asset-Based Approach:** Leverage the linguistic and cultural assets of students and ensure that they are active contributors to their own learning and that of their community.

5. **Whole Child:** Leverage family and community supports. Activate resources to address the unmet, nonacademic needs that hinder EL students' ability to thrive in school.

Since 2013, ELLMA leaders have focused on four priority areas that engage these practices and facilitate alignment with other OUSD initiatives: (1) advance quality instruction, (2) meet the needs of the whole child, (3) expand and enhance robust language programs, and (4) align policies and practices across district departments. These priority areas are outlined in OUSD's *Roadmap to ELL Achievement*, with specific goals identified for each three-year period.[9]

VIGNETTE 7.5

Additional examples of district vision statements: Chula Vista Elementary School District and Sanger Unified School District

Chula Vista, which is located less than seven miles from the US–Mexico border, serves about 30,000 students, two-thirds of whom are Latinx and one-third of whom are identified as EL students. In CVESD, the board of education and superintendent worked with groups of school and community stakeholders to articulate a shared vision, shared values, and strategic goals. The vision explicitly describes children as multiliterate, names diversity as a strength, and acknowledges families as partners.[10] Following this vision, the district named equality, equity, and diversity as shared values, and stated that equity was a strategic goal so that, "All students will have access to academic programs and resources that will enable each child to achieve [their] full potential." Turning to its theory of change (i.e., how it will enact the vision), CVESD explicitly specified EL students and described its approach to reducing achievement gaps:

> The [Chula Vista] community will work collaboratively to ensure that ALL students, *including English learners,* students with disabilities, and designated target groups, show measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of high impact language development strategies aligned to the California State Standards and driven by the district's LCAP goals. (Burns, Darling-Hammond, and Scott 2019, 13; emphasis added)

Over the last two decades, CVESD has observed consistently strong student performance and has earned the distinction of a California Exemplary District. In SUSD, leaders recognized a pervasive tendency for educators to blame students for the district's performance; thus,

the leaders developed three guiding principles aimed at creating an asset-based culture that emphasizes instructional improvement and collective responsibility: (1) hope is not a strategy, (2) do not blame the kids, and (3) it is about student learning (David and Talbert 2012; Smith, Johnson, and Thompson 2012). These principles center responsibility on the teachers and administrators, who need to have explicit plans that focus on creating teaching and learning environments where SUSD's diverse student body can thrive.

What is your district's instructional vision, and how might it be revised to place ML students at the core of equity-focused improvement efforts? What information would you use to help articulate guiding principles that promote this vision at the district and school levels?

To summarize, districts in California that have observed significant improvement in outcomes for EL students have clear instructional visions that attend to equity. These visions are driven by the needs observed in analyses of data and by the intellectual rigor and language demands of new standards. They are further articulated into practice via guiding principles and priorities that emphasize multilingual learners' assets and capabilities.

Leadership and collaboration. Districts with instructional visions that emphasize ML students' success also implement leadership structures that foster collaboration among district leaders and develop mechanisms for district–school interdependence. These structures resolve the fragmentation that typically exists between language and content by building capacity around their integration (Elfers et al. 2013). For example, collaborative organizational routines can engage district leaders in joint work that focuses on improving ML instruction. In these routines, district leaders from diverse academic departments (e.g., Multilingual Education, Curriculum and Instruction, Early Childhood, Special Education) meet regularly to co-construct products (e.g., curricula, instructional frameworks, PL sessions) that require diverse expertise and cross-departmental communication, and to discuss the impact of their implemented strategies and actions. Such routines can promote responsibility sharing, and even result in policy change, for example by allocating protected time for elementary science instruction that fosters complex reasoning skills and language development (NASEM 2018). Further, coordination between district and school levels can engage leaders "in a mutual and reinforcing blend of efforts that set direction and mobilize resources" (Elfers et al. 2013, 169). Rather than enforcing compliance, these efforts can support a collaborative, systemic approach focused on language-rich academic instruction, culturally responsive pedagogy, and students' social and emotional well-being.

VIGNETTE 7.6

Collaborating within and between the district office and schools: Oakland Unified School District

Although the district vision articulates that all OUSD teachers and leaders are responsible for ML education, the position and role of ELLMA leaders have afforded ML students, specifically EL students, a strong and consistent voice at the executive leadership table. An executive director was named to lead ELLMA, a position that is comparable in status to the same position in other academic departments, and equivalent participation was secured in the deputy superintendent's cabinet. ELLMA's executive director partners with other departments, school leaders, and teachers to design and implement improvement strategies, processes, and tools; the OUSD *Roadmap to ELL Achievement* is one example of a product of their joint work.

ELLMA also created language specialist positions to facilitate district–school communication. For each of OUSD's five networks (i.e., three elementary networks, one middle school network, and one high school network), a language specialist is assigned to monitor and support continuous improvement processes. Within each network, the language specialist engages in a three-tiered system of differentiated site support: (1) universal supports, including centralized PL offerings and resources for all schools; (2) light support or support that is limited in scope, such as one six-week cycle of inquiry, for what they call focus schools; and (3) year-long, intensive support for an identified partner school. The language specialist closely monitors data from benchmark, interim, and curriculum-embedded assessments, as well as from reading inventories and pre- and post-writing samples, and meets regularly with the network superintendent to discuss progress, make decisions about targeted supports, and determine which schools will be named focus and partner schools the following year. When decisions are made, the language specialist approaches each school principal with a proposed

scope of support that is turned into an agreement outlining roles and responsibilities between the school leadership team and ELLMA staff. At the time this book was written, in the 2019–20 school year, all support agreements to date have been accepted and implemented.

Learning walks are routines in which leaders and teachers conduct classroom walk-throughs or observations, often using a protocol designed around elements of effective instruction that align with the district's instructional vision and guiding principles (City et al. 2009).

Looking within schools, ELLMA leaders made strategic investments in teacher leadership across disciplines to facilitate enactment of its instructional vision. Building on the science department's successful experience with a Lead Science Teacher initiative, which supported schools in meeting the instructional demands set out in the Next Generation Science Standards, the district invested in a cadre of teacher leaders who would support strong pedagogical approaches across the curriculum. These teacher leaders are on the school site leadership team and work closely with the language specialists. A districtwide collaborative was formed in 2013 among teacher leaders in science, math, ELA, EL education, and social–emotional learning. Through their collaborations, teacher leaders began to see pedagogical connections between California's ELA, math, science, and ELD standards, and identified areas of convergence around academic discussions and developed common PL sessions for school sites during summer institutes supported by the district. Teacher leaders then engaged in learning walks with principals and network superintendents that focused on assessing the quality and quantity of academic discussions in classrooms. Resulting from their efforts, academic discussions increased across the content areas, thus supporting the implementation of integrated ELD. For example, the number of teachers who reported often or always engaging students in academic discussions in science increased from 50 to 70 percent between the 2015–16 and 2018–19 school years.

VIGNETTE 7.7

Another example of leadership structures that promote collaboration: Fresno Unified School District

In FUSD,[11] the EL Services Department is part of the Curriculum and Instruction Unit and is led by an assistant superintendent. Additional staff include 13 teachers on special assignment (TSAs) and two managers. The assistant superintendent of the EL Services Department is a member of the superintendent's cabinet and is thus involved not only in the decisions and actions related to their department, but also in those of every other department in the district. All departments within the Curriculum and Instruction Unit participate in biweekly manager meetings to share practices and develop instructional tools. For instance, the math manager and secondary curriculum director, along with key members of the secondary EL team, facilitated the development of an instructional unit that integrated language and content (using the math and ELD standards in tandem) as an example to share with school administrators. These efforts have helped FUSD withstand superintendent changes and stay the course with their instructional vision for multilingual learners.

What changes to district office structures and routines could help enable opportunities for the ML department to engage in joint work with other departments? How could district leaders support greater district–school collaboration and communication focused on ML education?

Parent and Community Engagement.

In addition to creating structures and routines to support collaboration within the district office and between the district and schools, districts that are inclusive and draw on the assets of parents and the community build structures and processes to engage them as partners in decision-making. Through clear communication processes, parents and community members are invited to actively participate and share their expertise in support of ML students. Districts using an ACIM also design learning opportunities for parents, community members, and educators that focus on effective partnering.

VIGNETTE 7.8

Engaging multilingual parents and community members: Oakland Unified School District

To keep parents and community members informed of multilingual progress, OUSD leaders regularly prepare presentations that share ML data, both growth and outcome, by school and subgroups (e.g., years in school, newcomer, language groups, etc.). District leaders also built the capacity of ML parents to participate in the LCAP development process, which motivated the allocation of fiscal resources to support high-need ML students, specifically EL students. Parents also had specific opportunities to provide feedback on the district's *Roadmap to ELL Achievement*. In addition, the district involves parents in ML-focused learning walks (see the section on monitoring below under ACIM Component #2: Focusing on Policy and Management).

As a result of active parent engagement, OUSD leaders report an increased use of data tools, including an EL Snapshot that provides an overview of reclassification criteria, during parent–teacher conferences. Parents have also had opportunities to voice their continued support for newcomer programs and to share concerns about how changes to school configurations (e.g., mergers, closures, expansions) have affected newcomers.

Parent voice has been important for shaping changes in OUSD; for example, parents rallied behind the district's focus on developing multilingual pathways, which motivated increased staffing support for dual language education by 3.0 full-time equivalent roles (FTEs), as well as hiring of a new coordinator of multilingual pathways and two Spanish language specialists. Since 2015, OUSD has opened four new dual language elementary schools and expanded dual language programming into middle school grades. The district now serves close

to 3,000 students in dual language programs. OUSD continues to operate a small number of transitional/early exit bilingual sites but is working with its leadership teams to evaluate its language program and consider an additive program that truly builds bilingualism and biliteracy (see chapter 3 for more information on these bilingual programs). Further, as a result of parent engagement, OUSD leaders are focusing on developing more explicit processes for identifying and supporting multilingual learners with disabilities.

VIGNETTE 7.9

Another example of parent communication: Fresno Unified School District

In FUSD, district leaders built on existing district resources, such as their Parent University, to increase opportunities for parents and families of multilingual learners to participate. In addition to expanding Abriendo Puertas courses for ML parents, they revised and expanded the EL Parent modules within Parent University and established college excursions for students and their families. The district also expanded its communication strategies to provide families with information about attendance, academic and language proficiency progress, instructional models, and graduation requirements. They prepared and disseminated take-home packets for parents of newborn children that provide information on language development, as well as other information and activities that support children's later academic success.

In partnership with parents, FUSD leaders revised their EL Instructional Program Options pamphlet and made efforts to ensure that it is used at schools as a communication tool with parents and students. They also provided support to principals and teachers in developing strategies to effectively engage families in ways that enhance student learning and foster trusting and collaborative home–school relationships. PL sessions focused on multilingual learners are offered for attendance clerks, registrars, and counselors to enhance guidance and supports for multilingual learners and their families. These and other parent-focused resources are vetted by the District English Learner Advisory Committee, which also monitors their implementation.

What are some ways your district or school could redesign current structures or processes, or implement new ones, that allow parents' and community members' voices to be included in decision-making?

Aligned Continuous Improvement Model Component 2: Focusing on Policy and Management

Creating a districtwide organizational culture that emphasizes ML equity requires the development of policies aligned to the instructional vision, as well as management systems that facilitate resource provision and additional supports as necessary (Blumenfeld et al. 2000; NASEM 2018). The sections below describe how districts throughout California have focused on policy and management by (a) developing policies and guidance to guide the creation of systems that meet multilingual students' needs and goals, (b) allocating the necessary fiscal and human resources to implement these policies, (c) identifying ML subgroup needs and designing extended supports, and (d) monitoring the implementation process. These aspects of the ACIM align closely with the *Castañeda v Pickard* framework that requires attention to program selection, implementation, and evaluation.

Policies and guidance. As teachers and administrators across California consider implementing dual language programs and pathways (see chapter 3), and continue refining their approaches to supporting integrated and designated ELD (CDE 2019c), it is important for district administrators to articulate clear expectations for schools. In positive outlier districts, these expectations are nonnegotiable, but schools are given the autonomy to pursue them in ways that are responsive to their particular contexts and student populations (Burns, Darling-Hammond, and Scott 2019). Hierarchy and flexibility are important in organizations undertaking change efforts (Kotter 1996), where roles and responsibilities are delineated so that everyone is accountable, and structures and routines are in place that enable sustained communication between levels (see the subsection "Leadership and collaboration" above).

California districts making significant strides to improve educational programs and outcomes for multilingual learners have strategically engaged diverse and critical stakeholders in the development, implementation, monitoring, and evaluation of ML master plans. Their master plans are driven by an ambitious instructional vision for ML education and include guiding principles for high-

quality ML instruction (see the subsection "Instructional vision and guiding principles" above). They also offer clear guidance on recommended models and structures for the delivery of services, a theory of action with prioritized goals and high-leverage strategies, and aligned implementation and student outcomes, as well as a monitoring structure and an evaluation plan. As stakeholders collaborate on plan development, implementation, monitoring, and evaluation, they strengthen their capacity to serve multilingual learners and deepen their commitment to multilingual learners' success.

This chapter draws on the work of leaders in Oakland, Fresno, and Los Angeles to offer examples of EL master plan development. Although each district describes services, programs, and pathways for students in traditional kindergarten through high school, none include alignment with preschool or other early care services focused on dual language learners. Given the importance of providing coherent and aligned supports for multilingual learners beginning in early childhood (see chapter 4), including early childhood supports in a comprehensive master plan represents an area of opportunity and growth for many California districts.

VIGNETTE 7.10

Developing a master plan for multilingual learners: Oakland Unified School District

OUSD's ELL Master Plan[12] was designed with the intention of putting the 2012 *CA ELD Standards* and the 2014 *ELA/ELD Framework* into practice. This "timeless" reference document was the result of a collaborative effort engaging district and community stakeholders. It outlines policies and practices pertaining to (1) English learner identification, placement, and reclassification; (2) instructional programs for EL students; (3) family and community engagement as articulated in the LCAP; and (4) monitoring, evaluation, and accountability. It is intended as a quick reference guide for schools, as well as a resource for deeper dives into each area, with links that connect to more information embedded throughout.

As an example of the "tight–loose" structure of OUSD's policy, the district outlines requirements for a base instructional program for English learner students, called the English Language Acceleration Program (ELAP), then describes three specialized programs that can be implemented depending on school needs. All schools must incorporate elements of the ELAP, including strengthening grade-level instruction for multilingual learners and all students, implementing integrated and designated ELD, and ensuring that all staff have the necessary skills and resources. There are also minimum requirements for integrated and designated ELD that are articulated to align with state policy and standards, with connections to essential practices for elementary and secondary students.[13]

Beyond these minimum requirements, schools can choose a program model based on their specific context and student population, including dual language, newcomer support, and LTEL support. To facilitate program development, the plan outlines the student population served by each program, exit criteria, program components, staffing requirements and professional development, and family information. It

also includes requirements for both the elementary and secondary levels to facilitate coherence along particular program pathways. By way of example, figure 7.6 provides language from OUSD's EL Master Plan for schools implementing two-way dual language program models. Further articulated in the plan are minimum progress expectations for multilingual learners by subgroup and program, and guidance related to interventions within OUSD's Multi-Tiered System of Supports.

Figure 7.6 Program Components for the Dual Language Two-Way Immersion Model, as Described in OUSD's ELL Master Plan

Students Served and Exit Criteria	**1.** English learners of any proficiency level, including newcomers and students with disabilities, English Only (EO), Initially Fluent English Proficient (IFEP), and Reclassified Fluent English Proficient (RFEP) students. Note that for students with certain disabilities, such as language processing disabilities, special supports may be necessary in order for the Dual Language program to be successful. **2.** After the end of first grade, students who enroll in a Dual Language program should demonstrate a minimum level of competency in the target language. **3.** Since Dual Language is being built out to a full transitional kindergarten through grade twelve (TK–12) program, there is no "exit" apart from graduation. In the event that a family chooses to discontinue their child's participation in the Dual Language program, parents must be informed of the possible negative effects of changing language programs from one year to the next, and English learners should be monitored to ensure their academic success during their transition to the ELAP instructional program. **4.** Each class has EL students and non-EL students (ideally 50% in each group, or a minimum of 33%).

Program Components	In addition to the program components from the ELAP, the Dual Language Two-Way Immersion Model should include these features: **1.** Clearly articulated TK–12 Dual Language pathway **2.** BOTH integrated ELD and integrated Spanish Language Development (SLD) for all students **3.** Daily study focused on language development for all students in BOTH languages: designated ELD for English learners, designated SLD for EOs/IFEPs **4.** Purposeful and strategic use of languages and intentional leveraging of each language to support the development of both languages, including appropriate translanguaging practices **5.** For elementary, at least 50% of the day in the target language **6.** For secondary students: a. For content classes taught in English, robust integrated ELD for English learners as well as instructional differentiation b. Minimum 30% of A–G coursework in Spanish c. Courses taught in Spanish, combining the following: academic content area courses (math, history–social science, science) and elective classes
Staffing, Credentialing, and Professional Development	In addition to the staffing, credentialing, and professional development bullets from the ELAP, the Dual Language Two-Way Immersion Model should include: **1.** Appropriate Multiple Subject or Single Subject Credential with Bilingual Cross-Cultural, Language, and Academic Development (BCLAD) certification (or CLAD certification when a teacher is instructing in English only) **2.** Ongoing district-sponsored or district-approved professional development in Dual Language instruction **3.** For students with disabilities, a special education teacher providing consultation to the designated ELD teacher, or coteaching with the designated ELD teacher

Family Information	**1.** EL students are placed in the ELAP instructional program unless by family choice a student is placed through the enrollment process in a Dual Language instructional program. **2.** Families have a right to request a Dual Language instructional program at their site. The district has set procedures for accepting and responding to these requests. **3.** Where appropriate Dual Language instructional program options exist, families of EL students are encouraged at both the Student Welcome Center and the school site to enroll their newcomer child in a Dual Language Two-Way Immersion instructional program. **4.** Families meet with the teacher at least twice a year and use various data sources to: a. Review program placement and progress b. Set goals for meeting reclassification criteria and academic progress targets in both languages

VIGNETTE 7.11

Additional examples of master plan development: Fresno and Los Angeles Unified School Districts

In 2009, the Assistant Superintendent for EL Services in FUSD cochaired, along with the Associate Superintendent for School Support Services, an English Learner Task Force. The task force developed a report resulting from their engagement with cabinet members, teachers, parents, representatives from district offices, site administrators, community representatives, and institutions of higher education. The report made seven recommendations and charged the district with developing a Master Plan for EL Success[14] with a corresponding implementation plan. In 2016, the district completed the Master Plan, a policy document that not only includes compliance requirements, but also spells out the district's theory of action with a focus on multilingual learners' success, corresponding strategic drivers with high-leverage strategies and action steps, and the outcomes district leaders aim for as a result of their implementation. Throughout the plan development process, the Assistant Superintendent for EL Services worked strategically to create alliances within the cabinet and across departments, including Curriculum and Instruction. She built capacity and understanding of high-quality instruction for multilingual learners using California's anchor documents, including the ELD and content standards, the *CA ELA/ELD Framework,* and documents from Stanford's Understanding Language Initiative.

As an example, Strategic Driver II in FUSD's plan is: "Invest all stakeholders in a shared vision of effective instruction that drives our work." One of the high-leverage strategies to achieve is to pursue FUSD's instruction vision by (1) enacting effective ML instruction and ELD in all classrooms as outlined in the *ELA/ELD Framework,* and (2) developing common understandings of curriculum and instruction for EL students that are aligned to state content standards and the Master Plan. The plan

then outlines a three-phase implementation process, describes what accountable communities that facilitate capacity building around high-quality instruction look like, and outlines essential elements of EL instruction, including the conditions under which integrated and designated ELD should be taught. (See pp. 27–36 of FUSD's Master Plan for more detail.) To make the district's accomplishments visible in terms of using the high-leverage strategies identified in the Master Plan, FUSD published an Action Plan Update in 2018 that spelled out accomplishments, challenges, and next steps. In addition, yearly one-page Fact Sheets are shared publicly that showcase multilingual learners' demographic and performance data.[15] All of these tools make the district's policies and priorities for multilingual learners transparent and help to monitor progress.

Los Angeles Unified School District (LAUSD) provides another example—it is the largest district in the state and serves close to one-third of all students identified as EL students in California. Over a period of four years, beginning in 2013, LAUSD leaders engaged in building a set of policies that emphasized a commitment to bilingualism for all students. In 2013, a board resolution stated a commitment to preparing students for a multilingual global economy. In 2015, the board passed a resolution directing the district to expand dual language instructional pathways, from TK through the secondary grades. Then, in 2017, shortly after the passage of Proposition 58 (CA Ed.G.E. Initiative) and the adoption of the *CA EL Roadmap,* district leaders began work on a new Master Plan[16] for English Learners and Standard English Learners (SELs) that operationalized their commitment to bilingualism for all. After gathering stakeholder input over months, the Master Plan was formally adopted in 2018 and unanimously approved by the board. The Master Plan lays out a vision of increasing dual language education to provide opportunities for all students in the district to become bilingual and biliterate, and opens with the following:

> Join us in envisioning and imagining that every single student feels as though their language matters, their culture matters, that they matter. Picture a future where L.A. students are prepared for 21st century jobs, where our students lead the way because they have an impressive suite of skills and knowledge, excellent academic achievement across the spectrum of coursework, and full bilingualism and biliteracy … In the current context, we can't afford to envision any other future.

The plan then outlines six guiding principles that highlight the values underlying the district's commitments:

1. **Asset-Based Education:** Educators foster an assets-oriented mindset by knowing, valuing, and affirming their own, students', and families' cultures and languages, empowering students' voices, and cultivating a joy of learning.

2. **Bilingualism and Biliteracy:** Students have opportunities to learn language skills in two or more languages, including speaking, writing, reading, and listening. Educators promote students' metacognitive skills, allowing them to make the appropriate language choices based on situational awareness. These skills support future language development, content learning, and postsecondary success to benefit their community and society.

3. **Sociocultural Competence:** There is an affirming classroom and school culture where staff, students, and families foster positive attitudes among students regarding both their own and others' diverse and complex cultural and linguistic identities.

4. **Rigorous Academics for All:** Language learners engage in intellectually rigorous and developmentally appropriate learning experiences that promote high levels of proficiency in English and another language including academic language, as well as academic achievement across the curriculum.

5. **Alignment and Articulation:** Language learners experience a coherent, articulated, and aligned set of practices and pathways across contexts, starting in early childhood through reclassification and graduation, in preparation for college and careers in the twenty-first century.

6. **Systemic Support:** Leaders and educators across all levels of the school system are provided integrated professional development. They share responsibility for educating and monitoring the progress of language learners, are accountable and responsive to the needs of diverse learners, and ensure fiscal investments are equity oriented and evidence based.

LAUSD's Master Plan goes on to (1) describe the instructional programs (all of which involve at least some home language support and the promotion of bilingualism), (2) discuss reclassification and graduation requirements, (3) offer a plan for family and community engagement and connection, (4) discuss effective instruction for EL students and instruction and assessment for standard English learners, (5) commit to PL and leadership development, and (6) describe the approach to ensuring effective practices through program evaluation and accountability; the plan ends with meeting legal and compliance requirements. (Also see chapter 3 in this volume for an example from Oxnard Unified School District where district plans focused on developing dual language program pathways.)

What stakeholders would be involved in master plan development or revision in your district? How would you identify goals and high-leverage strategies that align with your district's instructional vision for ML education? What program pathways and instructional practices are (or would be) articulated in your district's master plan?

Resources. Both fiscal and human resources are necessary to ensure realization of the master plans described above. According to research conducted by Hill and colleagues (Hill et al. 2019) in two large California districts, leaders who are faced with limited funding or staff capacity are often unable to offer the kinds of programs and courses that would support multilingual learners' progress. In districts where multilingual learners have been at the center of improvement efforts, funding is secured and hiring mechanisms are put into place to ensure that all schools provide quality instruction. Extended supports are also offered to students to ensure they make progress, especially newcomers at the secondary level.

Funding. Districts receive a combination of federal and state funding to support the education of students identified as EL students, and district leaders must decide how to allocate these funds across schools. State funding is distributed according to California's LCFF, which requires districts to complete an LCAP that describes their goals, actions, services, and expenditures.[17] Within districts, the allocation of fiscal resources that focus on ML education depends on (1) the extent to which ML initiatives have been explicitly outlined in LCAP plans, and (2) the level of centralization in resource distribution (Zarate and Gándara 2019). When evidence-based services are incorporated in LCAP plans and explicitly linked to multilingual learners' progress, they are more likely to be included in resource allocation and decision-making (Armas, Lavadenz, and Olsen 2015). Further, when LCAP plans articulate a clear requirement that funding be equitably distributed to schools based on ML population size and need, there is greater likelihood that any interventions will be well resourced and effective (Alejandre and Massaro 2016), thereby upholding the *Castañeda v Pickard* framework.

VIGNETTE 7.12

Examples of promising funding practices in district LCAPs

In a review of LCAP plans from across the state, analysts from the Center for Equity for English Learners and from Californians Together identified promising practices for using LCFF funds to foster ML equity in the areas of ELD, PL, and program and course access (see fig. 7.7; Lavadenz, Armas, and Hodge 2017). In the area of PL, for example, two districts wrote the implementation of the Sobrato Early Academic Language (SEAL)[18] program into their LCAP plans. The program is an intensive PL program for teachers of multilingual learners in preschool through sixth grade that emphasizes language development throughout the school day via integrated standards-based thematic units (Armas, Lavadenz, and Olsen 2015). Funds were also earmarked to hire coaches to support teachers in providing integrated and designated ELD using the SEAL units and strategies (Lavadenz, Armas, and Hodge 2017).

In other districts, LCAP plans articulated approaches for providing all new teachers with PL focused on lesson planning using academic vocabulary and instructional strategies known to be effective for multilingual learners (Feldman and Malagon 2017). With respect to access to core content, a number of districts have engaged in efforts to establish dual language programs, with some LCAPs detailing strategic partnerships and steps to ensure the success and expansion of these programs.

Figure 7.7 Promising Practices for Multilingual Learners in Selected LCAPs

Focus Area	Categories	Examples of Promising Practices
English Language Development (ELD)	Integrated and Designated ELD Approach	• Formation of EL Taskforce • Rubric created for schools to use as guidance on daily lesson expectations for implementing integrated and designated ELD • Intensive professional development provided to all teachers • Instructional coaches provided teachers with support in implementing integrated and designated ELD using evidence-based approaches
Professional Learning	Stakeholder Input	• District EL Director conducted a needs assessment for professional learning with administration, teachers, and staff to identify learning needs.
Professional Learning	Content	• All new teachers received special training in teaching multilingual learners and in unit/lesson planning using academic vocabulary and evidence-based instructional strategies.

Focus Area	Categories	Examples of Promising Practices
Programs and Course Access	Access to Rigorous Core Content	• Middle School program was redesigned as a response to multilingual learners' lack of access to a broad course of study due to participating in intervention classes. With the redesign, multilingual learners have access to electives and still receive the interventions they need. • A number of districts documented their efforts in establishing bilingual and dual language programs. Some LCAPs detailed strategic partnerships and steps to ensure the success of the new programs, with plans to expand in the following school years.

Source: Adapted from Lavadenz, Armas, and Hodge 2017

VIGNETTE 7.13

Garnering external funding to support multilingual learner programs: Oakland Unified School District

In addition to aligning their EL Master Plan priorities with LCAP goals, district leaders in OUSD have worked to garner external resources to support program development. For instance, the OLAS[19] was a CDE-funded PL project in which five dual language schools came together to work on improving their content and language instruction. Using a networked strategy, the project supported administrators and teacher leaders in all five schools as they implemented the Next Generation Science Standards in dual language contexts. The goal of the initiative was to provide equitable access to science for students living in poverty, EL students, students of color, and girls (also see Feldman and Malagon 2017).

As a second example, through a partnership with the Kenneth Rainin Foundation, OUSD has a cohort of 13 schools focusing deeply on early literacy instruction and assessment. One of the most important evolutions of this work has been differentiated support for early biliteracy in dual language and other bilingual programs. The partnership has helped to ensure that instructional materials, assessments, and professional development support students' literacy development in English and Spanish. Professional development builds teachers' capacity to teach foundational literacy in the bilingual context and understand such concepts as simultaneous literacy instruction and biliteracy transfer. (See chapter 3 for more information on transfer.) OUSD is exploring how to better align its pre-K or Early Childhood Development Centers to the TK–5 program, with the goal of opening a dual language pre-K on at least one of its elementary school campuses within a two-year period.

At the secondary level, OUSD leaders made strategic investments in newcomer education and secured significant external funding to support it. With funding from a multimillion-dollar annual investment from

Salesforce, ELLMA supports a Newcomer Wellness Initiative and funds Newcomer Navigators (described below). ELLMA also received a $1.8 million grant from the California Department of Social Services to support college and career readiness for students who are refugees and asylees. This funding is provided as part of the California Newcomer Education and Well-Being (CalNEW) project.[20] To address the needs of the oldest newcomers, many of whom enter ninth grade at age sixteen and up and are unaccompanied minors who hold jobs, ELLMA partnered with the Alternative Education Office and opened a special school, Rudsdale Newcomer,[21] that provides a supportive and innovative context responsive to these students' needs. More recently, the OUSD-Oakland Education Association negotiated a contract that allocates a 0.5 FTE for schools with at least 50 newcomers, and a 1.0 FTE for schools with more than 100 newcomers. Elementary schools receive this support in the form of a TSA who provides instructional and coaching support, while secondary schools receive a social worker.

How does (or could) your district attend to multilingual learners in its LCAP plan? How could funding be distributed across schools in your district to attend to diversity in multilingual learners' assets and needs? What external resources could be accessed to support ML initiatives in your district?

Extended supports. Districts and schools often face significant challenges in meeting multilingual learners' diverse and complex needs during the school day and academic year. This is especially true for older newcomers, who enter US schools and have limited time to learn English and fulfill high school graduation requirements before aging out at twenty-one. Some California districts and schools are attending to this issue by aligning internal resources with external fiscal and community resources to provide multilingual learners with additional educational opportunities, such as summer school, after-school programs, and early boost sessions for acceleration and credit recovery. These districts and schools also seek to understand and meet the social–emotional needs of multilingual learners, and they work with community-based organizations and foundations to design and implement innovative supports.

VIGNETTE 7.14

Offering extended supports for newcomers: Oakland Unified School District

In OUSD, ELLMA leaders have recently articulated guidance to schools that are serving newcomers[22] at the secondary level, particularly unaccompanied minors and SLIFE, as these populations have increased exponentially in the district over the last five years. While the district's EL Master Plan requires that all newcomers receive intensive supports in their first and second years, and be monitored for up to four years, all schools must provide universal newcomer supports. These supports include (1) a robust intake process; (2) content with integrated ELD appropriate for newcomer EL students, plus daily specialized designated ELD; (3) special attention to literacy development and early reading skills as needed; (4) primary language supports as are possible either to aid in the comprehension of English texts and discussions or to provide content area instruction (e.g., through dual language programs); (5) extended learning opportunities in summer school and after-school programs targeted specifically for secondary newcomers; (6) counseling and other services; and (7) family engagement activities, bilingual support staff, and community partnerships.

ELLMA leaders also developed specific guidance on master scheduling for newcomers[23] to foster coherence and quality across schools, and well-articulated newcomer entry and exit criteria[24] ensure newcomers are not kept in the program longer than necessary. OUSD policy states that newcomers must be mainstreamed to some extent starting in their second year in US schools regardless of whether they have met reading or language proficiency scores needed to exit newcomer status. ELLMA recommends adding elective classes to newcomers' schedules in their second year and at least one standards-aligned content area course in their third year.

Newcomer services in OUSD go beyond academic to include a robust newcomer wellness team that strengthens capacity around mental health, legal services, and family and community engagement. The Newcomer Wellness Initiative[25] places bilingual social workers and marriage and family therapists—called Newcomer Navigators—at all of the district's secondary schools with newcomer programs, to support students in navigating barriers to coming to and staying in school. Newcomer program staff also work closely with outside agencies to make social services readily available to students and their families.

How could extended supports be utilized in your district to address the needs of ML students who are long-term EL students or newcomers? How would these supports facilitate newcomers' integration into core academic courses?

Human resources. Quality teachers are a district's most valuable human resource and are thus worthy of significant investment. This investment requires attention to both hiring practices and teacher preparation and PL. California districts that have engaged with the ACIM articulate educator competencies that are aligned to teaching standards (i.e., ELD and content standards, application of the *ELA/ELD Framework*). These competencies are used not only to design PL opportunities and examine teachers' practices in classroom reviews, but also to inform the recruitment and hiring of district and school leaders, teachers, teacher leaders, and counselors. Additionally, some districts partner with local universities to increase educator capabilities.

VIGNETTE 7.15

Attending to ML students in the hiring process: Oakland Unified School District

OUSD has established a partnership with Reach Institute for School Leadership and secured grant funding to create a teacher and administrative pipeline. The program offers scholarships for teacher and site leader candidates focused on the needs of EL students. Additionally, Oakland established the Maestr@s program to support credentialing of Latinx educators.[26]

A process was also instituted to recruit and hire district leaders in OUSD, as well as site-based but centrally funded teacher leaders (described in the subsection "Leadership and collaboration" above), with a focus on bringing in leaders with strong backgrounds in multilingual education. General competencies included in the hiring process are (1) an understanding of language and literacy practices across content areas, (2) an asset-based lens, and (3) a well-articulated equity stance. These competencies are attended to in the hiring process via performance tasks in which candidates observe a video lesson with ML students and are asked questions to solicit their skills in observation and feedback on ML-related practices. Further, ELLMA leaders are included in hiring committees for almost all leadership positions, thus contributing a multilingual lens to the hiring of cabinet-level positions as well as school principals. For instance, the coordinator of counseling services came from Oakland International High School and is an expert in newcomer advising, equity-based master scheduling, and transcript analysis.

VIGNETTE 7.16

Additional examples of fostering teacher preparation and professional learning: Fresno Unified School District and Chula Vista Elementary School District

In addition to developing an extensive list of educator competencies in their 2016 Master Plan for EL Success, FUSD leaders collaborate with California State University, Fresno (CSUF) and Fresno Pacific University to ensure their teacher preparation programs reflect the *ELA/ELD Framework* and include language acquisition theory and ML-focused strategies. Collaborative activities include the development of a Dual Immersion Academy course and a teacher residency program, which offer courses cotaught by FUSD and CSUF staff. In addition, FUSD's EL leadership team collaborated to offer a Paraprofessional Academy to support candidates currently serving Fresno students who aspire to become teachers, as well as a Teacher Academy, which is a unique "Grow Your Own" program offered in three high schools that develops and supports students in their journey to becoming teachers. In 2018, there were 84 graduates of the Teacher Academy. District leaders are currently working to secure additional funds to support students engaged in an early career bilingual teacher pathway. These collaborations are sustained to deepen the learning and expand implementation of the high-leverage strategies defined in the district's Master Plan.

In the area of early childhood education, districtwide TK is supported in FUSD by including all TK teachers in PL focused on multilingual learners. PL for infant and preschool programs is also supported in FUSD through the Fresno Language Project, an externally funded, multiagency collaborative, whose goal is to ensure that all children have a foundation in English and their home language when they enter kindergarten.

In CVESD, district leaders have a partnership with the California State University, San Diego Department of Dual Language and English Learner Education to create pathways into CVESD for program graduates. The partnership generates a pipeline of well-qualified teachers prepared to employ asset-based, linguistically responsive, and intellectually rigorous instruction across the district's language programs (Alfaro et al. 2014; Garcia 2017). Similar partnerships have been documented for home-based early childhood educators; Early Educator Apprenticeships was a pilot program aimed at developing a skilled pipeline of early educators in California through partnerships with local colleges who offer courses taught by bilingual instructors (Gardner et al. 2019). Support for teacher development continues as bilingual coaches, who are experienced early childhood education providers, offer ongoing observation, feedback, and reflection.

How could your district revise its hiring processes and approaches to teacher PL to support high-quality culturally responsive instruction for ML students?

Monitoring. Actionable continuous improvement plans are accompanied by monitoring systems that allow stakeholders to track progress toward goals, communicate the impact of new policies and practices, and act where needed to build capacity. To facilitate this kind of monitoring, districts have established user-friendly data systems that merge state and district assessment data and allow for disaggregation by ML subgroup as well as longitudinal analyses (Hill et al. 2019). This data is used to drive district and school decisions (see the "Data-informed decision-making" subsection under ACIM Component #1: Attending to Organizational Culture) and to identify areas where more fiscal and human resources are needed.

Beyond data systems that enable data-informed decision-making, districts have established coordinated activities that help leaders and teachers develop shared understandings of high-quality instruction for ML students. Such activities include instructional rounds or learning walks, which help to promote a coherent approach to improving instruction within and between schools (which aligns with *CA EL Roadmap* Principle Four) and to foster a collaborative learning culture rather than a culture of compliance (City et al. 2009; Fisher and Frey 2014).

VIGNETTE 7.17

Using data to monitor student progress and instructional improvement: Oakland Unified School District

Benchmark, interim, and curriculum-embedded assessments are used by leaders and teachers in OUSD, in conjunction with pre- and post-writing samples, to monitor ML students' progress throughout the year. Assessments from which data is collected and centrally analyzed include Pearson's Development Reading Assessment or Evaluación del Desarrollo de la Lectura (DRA/EDL) for primary grades, the Reading Inventory (RI, formally Scholastic Reading Inventory [SRI]) for all grades, the Smarter Balanced Interim Assessments, and the Avant language assessment to monitor Spanish language proficiency for students in dual language schools. ELLMA staff hold monthly meetings that bring together site-based leaders, including teacher leaders and TSAs, to unpack the language demands and opportunities of texts and tasks in these assessments and to analyze results by student group and item type. Patterns that emerge are then used to shape capacity-building efforts within and across schools. Locally, teachers are encouraged and expected to analyze these assessment results in PLCs to inform instruction.

Learning walks are also prevalent across OUSD schools and are used to monitor the implementation of high-quality instruction for EL students. The ELLMA department leads two kinds of learning walks—one that is guided by an EL Review that is grounded in evidence-based, high-quality instruction, and another that is focused on EL Shadowing. **The EL Review**[27] focuses on teacher practice and observable student behaviors and is grounded in ELLMA's five essential practices for multilingual teaching and learning (see the subsection "Instructional vision and guiding principles"). The EL Review is site based, but is facilitated by ELLMA leaders, and includes the principal and other members of the instructional leadership team. After calibration, the team visits classrooms

for 10 to15 minutes, then works in pairs to decide on a quantitative rating for each focal indicator (from "no evidence" to "clear and consistent evidence") and write qualitative descriptions of the high-quality instruction that was observed and the opportunities for growth.

The findings from these observations are used by ELLMA leaders to inform the provision of school-based supports. **Data snapshots** show growth on focal indicators for a network of schools supported during the 2018–19 school year, with bars indicating where the classes scored before and after an ELLMA-supported cycle of inquiry on language instruction. The results of the first EL Review help ELLMA and the network of schools decide on priorities for their upcoming professional development cycle.

In addition to being helpful for identifying focal areas for professional development, the EL Review is used by ELLMA leaders to conduct **program quality reviews.** Whereas school leaders may only use the classroom observation component of the EL Review, a program quality review takes a more comprehensive look at a school's ML services and programs.[28] These reviews are often completed at the request of a school leader or network superintendent to support program-level improvements. Depending on the type of program, certain indicators and areas are emphasized. For dual language programs, for example, ELLMA emphasizes focal indicators aligned to Essential Practice #4: Asset-based approach, and examines how a school's practices facilitate biliteracy transfer. For newcomer programs, ELLMA staff look carefully at intake and master scheduling practices to examine opportunities for integration and to ascertain to what extent schools are following program exit criteria. After the review, ELLMA staff work with school leaders to co-construct goals and identify ELLMA resources that can support progress toward these goals. Results also help ELLMA staff examine progress toward goals outlined in the district's *Roadmap to EL Achievement*, and to target resources and support.

To monitor progress toward goals, and to understand how ML students experience and participate in instruction that aligns to these goals, OUSD educators also conduct EL Shadowing reviews. **EL Shadowing**[29] was initially used to bring awareness and urgency to the needs of long-term EL students but is now used more broadly as a progress monitoring tool. In an EL Shadowing Review, school leaders designate a team that engages in learning walks and conducts classroom observations that focus on measuring student engagement in language and literacy practices. Schools set goals for how much time they would like to see students reading, writing, or speaking, and the shadowing protocol helps the team evaluate progress toward these goals.

Increasingly, both the EL Shadowing and EL Review tools are used by school leaders and are less dependent on ELLMA staff to facilitate. Both processes use an asset-based approach with the sites, in alignment with the asset-based orientation for students as articulated in the *CA EL Roadmap* Principle One. Through these processes, effective practices are drawn from the work at the network, site, or classroom level, then showcased at principal PL sessions and through videotaped examples of teaching practice.[30]

VIGNETTE 7.18

Additional district examples of developing data systems and observation guides: Los Angeles and Fresno Unified School Districts

In LAUSD, a new data management system with an ML dashboard was implemented to track progress toward reclassification and to monitor program and course placement (Hill et al. 2019). The system follows ML students over time across a range of college and career pathways. Implementation of the new data system in LAUSD was facilitated by human resources as the district created several new positions, such as data specialists and coordinators, to facilitate data use and communication between the district office and schools. These individuals use data reports as communication tools during data-informed coaching sessions to examine ML program and course placement and to identify areas for action.

In FUSD, data systems incorporate results from ELPAC and local literacy benchmarks to monitor ML students' progress districtwide. To align with Smarter Balanced assessments, FUSD just transitioned to the use of i-Ready diagnostics for ML monitoring and reclassification purposes. Results from i-Ready adaptive assessments are posted in student information systems three times per year. Principals are responsible for allocating time during buy-back days and professional development days for teachers to reflect on this data and to use it to identify priorities in improvement practices.

FUSD also has a systemwide focus on academic discourse and scaffolding, where all classroom teachers are expected to increase the quality and quantity of academic discourse in integrated ELD and to design and implement appropriate and purposeful scaffolding practices. In classroom observations, leaders look for consistent use of high-

leverage strategies and academic discourse structures. Their observations are guided by an Instructional Practice Guide [31] that identifies core instructional practices aligned to the district's instructional framework. Observations using the guide are calibrated via ongoing collaborative meetings of no less than 10 hours each year for teachers and leaders. These observations can come in one of two forms: (1) open-ended, where the goals and focus are set by the observers; and (2) close-ended, where the goals and focus are set by district leaders. Each team of observers identifies a problem in instructional practice in partnership with site-based educators, and their observations focus on identifying patterns aligned with this practice. All the data gathered is submitted online and used to identify focal professional development areas. While district leaders review the data quarterly and report on trends, they also contract external experts to analyze the data periodically to confirm or disconfirm results. Principals are required to do instructional walks once per quarter and report results. These results inform site-based professional development efforts, which is expanded on in the next section.

What monitoring systems are in place in your district to assess multilingual progress and ML instructional improvement? How could learning walks, ML shadowing, or observation guides be used in your district to support leaders and teachers as they engage in continuous improvement processes?

Aligned Continuous Improvement Model Component 3: Developing Educator Capability

Implementing an ACIM focused on ML students requires attention to school capacity, and particularly to educators' understandings of and beliefs about ML instruction. Efforts that overlook these aspects of educator capability are less likely to be taken up in a widespread manner than those that attend explicitly to them (Lee and Luykx 2005). Based on a review of research and recommendations from professional organizations, six core areas have been identified in which educators of ML students should be knowledgeable:

1. Understanding the structural aspects of language development (e.g., syntax, phonology) and the development of both the primary language (L1) and the second language (L2)
2. Understanding the role of culture and its linkage to language development
3. Acquiring knowledge and developing skills with respect to effective instructional practices for promoting development and learning in ML students
4. Understanding the role of assessment and how to implement appropriate assessment strategies with ML students
5. Understanding the teacher's role as a professional in the education of ML students
6. Understanding how to engage families (NASEM 2017, 440)

While in-depth knowledge in each area is essential for teachers of ML students, leaders' awareness is also important for their work in supporting teachers and designing teacher PL opportunities. For this reason, some districts include leaders in teacher-focused PL. This section discusses how systems have attended to educator capability for both school leaders and classroom teachers in ways that facilitate the implementation of the instructional vision and policies outlined above.

In considering how to structure PL opportunities, many districts and schools in California draw on the CDE's Quality Professional Learning Standards

(2014) that articulate seven interdependent standards (see fig. 7.8). These standards align with a recent review of research that identified several features of effective PL (Darling-Hammond, Hyler, and Gardner 2017). For example, effective PL incorporates active learning, where educators have opportunities to engage with authentic artifacts and in interactive activities that are highly contextualized to their work. Such contextualization can be facilitated by situating PL in a particular content area, so that educators have an intentional focus on examining discipline-specific curriculum and pedagogies. Given the discipline-specific language demands and discourse that educators must consider, this focus may be particularly important for developing educators' capacity to engage EL students in content-based, integrated ELD lessons (Turkan et al. 2014).

Effective PL also affords opportunities for educators to share ideas and exchange relevant resources, offers coaching and expert support, and offers time for feedback and reflection (Darling-Hammond, Hyler, and Gardner 2017). Further, it can be helpful when PL draws on models of effective practice (e.g., via sharing model lesson plans, sample work, videos of or observations in classrooms) to develop shared understandings of the district's instructional vision. Finally, effective PL is of sustained duration so that educators have ample time to learn, practice, implement, and reflect on their practice. The examples below describe how some of these features of effective PL were taken up in work with leaders and teachers in California districts.

Figure 7.8 Quality Professional Learning Standards

The California Superintendent of Public Instruction identified seven learning standards to promote quality professional learning and development. Although they focus on teacher professional learning, these standards are also applicable to district and school leaders and other school-based personnel.

1. **Data:** Quality professional learning uses varied sources and kinds of information to guide priorities, design, and assessments.
2. **Content and Pedagogy:** Quality professional learning enhances educators' expertise to increase students' capacity to learn and thrive.
3. **Equity:** Quality professional learning focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.
4. **Design and Structure:** Quality professional learning reflects evidence-based approaches, recognizing that focused, sustained learning enables educators to acquire, implement, and assess improved practices.
5. **Collaboration and Shared Accountability:** Quality professional learning facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.
6. **Resources:** Quality professional learning dedicates resources that are adequate, accessible, and allocated appropriately toward established priorities and outcomes.
7. **Alignment and Coherence:** Quality professional learning contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.

More information on California's Quality Professional Learning Standards is available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link21.

School leadership teams. School leaders are arbiters of opportunity for ML students, in that the decisions they make related to how state and district policy are implemented can either enable or constrain equity (Mavrogordato and White 2019). Thus, as districts work to implement state policies, there is a need for system leaders to attend to educator capability with a focus on school leadership teams.

VIGNETTE 7.19

Developing district and school leader capacity: Oakland Unified School District

School leaders in OUSD receive PL led by ELLMA that is aligned to districtwide instructional goals during biweekly learning sessions. All PL begins with a data point that purposefully creates disequilibrium and an urgency to act, such as the percentage of long-term EL students in the system at each grade level, or student voices that bring forward the faces and stories behind the numbers.[32] In addition, the design of PL sessions is informed by the needs of ML students and their teachers, and assumes that professionals strive for each individual's success even though some students might have gaps in skills. This presumption of positive intent has created buy-in and reciprocal accountability and reduced the view of the district office as regulating school- and classroom-level practices.

During the 2018–19 school year, all principals engaged in learning sessions developed by district leaders from the Literacy and ELLMA departments that focused on accelerating language and literacy outcomes by engaging students in complex text and text-based discussions. Each learning session focused on developing observation and feedback cycles and leading instructional leadership teams and PLCs in the service of these instructional goals. In the 2019–20 school year, over half of the district's high school leaders implemented communities of practice focused on language and literacy instruction and used the EL Shadowing tool in learning walks (see the subsection "Monitoring" above).

To develop district leaders' capacity to deliver these PL sessions with principals, they participate in weekly learning around an instructional focus, and engage in inquiry around district implementation plans. During the 2018–19 school year, ELLMA leaders facilitated a five-week cycle focused on the implementation of integrated ELD for all instructional specialists and network superintendents. ELLMA envisions that leaders will independently use the centrally developed tools and frameworks in their own continuous improvement efforts.

VIGNETTE 7.20

Designing learning modules for leaders: Another district example from Fresno Unified School District

FUSD's EL Leadership Academy is focused on developing governance expertise for the design and implementation of high-quality ML programs and deepening understanding of high-quality instruction for ML students. District leaders developed a PL module for district and school leaders related to establishing an effective ML instructional program that outlines strategies for data use, language development, and attaining projected outcomes, as described in the district's Master Plan. The learning module includes information pertaining to the following areas: the district's instructional vision for ML students, the California *ELA/ELD Framework,* standards-based instruction, language development competencies, leadership and presentation skills, the Instructional Practice Guide (see the subsection "Monitoring" above), and site plan development that considers teacher PL. The first cohort of leaders completed the three-day institute based on the module in 2018–19, and throughout 2019–20 additional cohorts of school leaders completed the module until all leaders had participated. Group learning occurred at sites, online, and at the district office. As an outcome of their participation, leaders were expected to design PL structures and processes to accelerate improvement for ML students, using the site plan template and other tools and resources provided during the institute.

How could learning sessions or modules be used in your district to support leaders' PL focused on ML education? Who would lead their development, and what resources could be leveraged to support them?

Classroom teachers. Many California educators do not feel adequately prepared to deliver rigorous standards-aligned instruction that engages ML students in asset-oriented and culturally and linguistically responsive ways (*CA EL Roadmap* Principles One and Two; Santibañez and Gándara 2018). A systemic approach to teacher PL is necessary to ensure on-the-ground enactment of a district's vision for ML instruction. But what do teachers of ML students need to be able to do? The previous chapters in this volume point to several skills, including the ability to learn about ML students' linguistic, cultural, and academic backgrounds, to consider students' cultural backgrounds and language proficiency in English and their home language when organizing instruction, to identify linguistic features and demands of the disciplinary discourse, and to implement a broad range of strategies that afford opportunities for students to learn language and content through carefully structured and scaffolded activities (Lucas and Villegas 2013; Santos, Darling-Hammond, and Cheuk 2012; Turkan et al. 2014). The examples below highlight how some of these skills have been supported at the district and school levels.

VIGNETTE 7.21

Supporting professional learning in elementary science: Oakland Unified School District

In 2010, OUSD required a minimum number of instructional minutes for hands-on science instruction for grades K–5, and adopted the Full Operation Science System (FOSS) curriculum materials to support inquiry-based science. To facilitate these instructional shifts, the district science department provided PL support for all teachers, first centrally by grade level and later at the site level. Teacher PL focused on three areas: (1) authentic use of language for making meaning, (2) oral discourse, and (3) writing in science. Site-based workshops engaged teachers and principals in cycles of inquiry[33] around activities such as notebooking and developing language through science.

To augment capacity building within schools, all elementary principals were required to assign a teacher as the Lead Science Teacher, and this person was tasked with being the conduit between the district science department and the school. While their initial responsibilities focused on supporting teachers with implementing the new science materials, after two to three years Lead Science Teachers moved away from a narrow focus on the FOSS materials to that of a science teacher leader who advocated for high-quality science instruction and supported teachers toward this end. The Lead Science Teachers model was so successful that it became the foundation for the district's strategic investment in teacher leadership across disciplines (see the subsection "Leadership and collaboration" above).

In addition to increasing district support for science, this powerful work also increased district support for external funding possibilities. One of the external funding opportunities, OLAS (see chart on page 10; see the subsection "Funding" above), enabled OUSD to network with dual language schools that were working to integrate content and language

development. One of those impacted was a dual language (50-50) TK–5 school in the heart of East Oakland. OLAS provided the next level of PL, offering science content sessions in Spanish and support to plan long-term goals for science and language development. Given all the experience and support around science and language, the school developed a strong science program, which consisted of hands-on FOSS activities taught in Spanish K–5 and a bridging to English through science literacy. The language supports during this bridging time were based on the content of the FOSS lessons. Spanish and English teachers had a common prep time, during which they met in PLCs to look at student work and plan the lessons.

For the OLAS project, the school worked on developing a deeper understanding of how students transition from talk to writing during science, with a specific equity lens on girls. The instructional leadership team developed tools for teachers to engage in peer observation during science instruction, including audio and video observations, so that students' transition from talk to writing was illuminated and next steps could be developed. Writing became a schoolwide focus during this period, where students used writing as an authentic response to their hands-on science experiences, not copying from the board or only using sentence frames and filling in the blanks. According to the principal, student writing improved dramatically in the next few years, from writing one paragraph to writing four or five paragraphs in the upper grades, while first- and second-graders began to compose more than one or two sentences, and with increasingly complex ideas. Some first-graders were able to sequence and show diagrams with labels, which pushed teacher discussion toward revisiting and adding to diagrams

How could teacher leadership be leveraged in your district or school to support PL focused on ML students? What structures could be put in place to facilitate peer observation among teachers?

and drawings as a way to model newly constructed ideas around science concepts. The school focus on speaking and writing through science also seemed to be related to increases in reclassification rates from 7 percent in 2014–15 to 16.4 percent in 2017–18. Even though the OLAS grant ended, educators at the school continue to take a science-centered approach that uses the intersection of science and language to support language development for all of their learners. This example demonstrates how a school's culture and focus can be sustained through an initial investment in intensive and systematic PL.

VIGNETTE 7.22

Using a lab school approach: Another district example from Fresno Unified School District

To experiment with new practices that integrate language, literacy, and content development, and that build teacher capacity in implementing rigorous standards-aligned instruction for ML students, FUSD used a "lab school" approach. This approach was initially supported by Leading with Learning,[34] a researcher–practitioner partnership funded by a US Department of Education Investing in Innovation (i3) grant, with additional support provided by California-based nonprofit organizations and businesses. The lab school approach was initiated in three elementary schools, and there are currently ten elementary and seven secondary schools implementing it. These schools serve as laboratories of innovation and are supported by a site-based TSA as well as a centralized instructional coach. The coach initiates engagement with the school by assessing the quality of academic discourse and language instruction before working intensively with the school to improve structures and practices.

Selected schools are those that have structures in place to support implementation and monitoring of innovations and to provide feedback to teachers. The role of the TSAs evolves over time based on feedback from principals, teachers, and instructional coaches. They began with largely centralized face-to-face PL sessions with some follow-up coaching, and moved to almost entirely job-embedded activities. TSAs seek to engage teachers where they will have the most impact, namely in the acts of planning and delivering lessons. Therefore, TSAs spend large chunks of time working with teacher teams on identifying rigorous tasks and texts, determining criteria for success, developing and identifying exemplar and mentor texts, determining language and literacy challenges, and ensuring that they address these areas in the instructional sequence

that culminates in examining student evidence and adjusting instruction. These teacher teams include ELD and content teachers, as well as special education specialists. In addition to sustaining PL for teachers, the capacity of lab school principals and teacher leaders is developed with learning and reflection opportunities, such as facilitated role-alike sessions, coaching, and learning walks.

In terms of integrated and designated ELD, the TSAs have been largely focused on supporting elementary and secondary content teachers in engaging in practices that integrate language into their content instruction. For several years, they focused solely on supporting teachers in sheltered content instruction; thus, the lab school approach represented a significant shift toward integrating high-level academic language, literacy, and genre-based learning into content instruction. The foundations they have built support FUSD's goal of ensuring that teachers have the knowledge and skills required to eventually provide designated ELD in secondary content settings. They have made progress toward that goal as TSAs integrate with other departments to support the use of grouping and technology as a means by which to customize instruction for English learners who require additional language support.

FUSD's EL Services Department began an informal partnership with one of their middle schools six years ago as a result of a state legal compliance review process that twice identified the school as in need of monitoring for adherence to state and federal requirements. The initial focus was largely on meeting legal requirements, which provided the backdrop for a partnership that would support deeper, more meaningful collaboration when the middle school became a lab school.

In their first year as a lab school, leaders offered seven days of PL sessions for its ELA, math, science, and history teachers, followed by coaching and collaboration in PLCs. Teachers engaged in learning and application sessions focused on the Teaching and Learning Cycle and Keystone Pedagogies. The Teaching and Learning Cycle (Spycher 2017)

is a process for scaffolding deeper thinking, extended discussions, interactive reading, and language development in which teachers guide students through five stages of learning: (1) building content knowledge through language-rich experiences (building the field), (2) exploring the language of text types, (3) jointly constructing texts, (4) independently constructing texts, and (5) reflecting on one's own written texts. The Keystone Pedagogies[35] are high-level practices that integrate deep content learning with language and literacy development and that address California's ELA and ELD standards.

Although teachers actively participated in the PL sessions, classroom observations revealed that they were not applying the Keystone Pedagogies in a consistent way. Many were challenged by the impression that integrating language was yet another thing to add to their already impacted planning time. To address these challenges, the TSAs started to shift toward a more job-embedded PL model, and, in the second year, they leveraged resources toward lesson study with coaching support instead of adding new content to the PL activities. The TSAs launched lesson study groups and started to see more widespread implementation. However, there was a divide among teachers who felt lesson study was beneficial and those who thought it was too time-consuming and not reflective of real-life planning practices. Despite these challenges, promising practices started to emerge at the school, namely in mathematics, and TSAs began to examine and document what they were witnessing to build out to the other teams.

The partnership has evolved; now planning begins with the end in mind and borrows some key components from lesson study, such as developing criteria for success and engaging teachers in exemplar creation to ensure they understand the content and language challenges of the tasks and texts they are selecting. They have also incorporated teachers' desire to maximize their planning time and ensure they are addressing larger instructional sequences beyond a single lesson.

Therefore, besides identifying rigorous tasks and texts and determining criteria for success, they work with teachers to develop and identify exemplar and mentor texts, determine language and literacy challenges, and ensure they are examining student evidence and adjusting instruction as necessary. Overall, leadership moves that fostered teacher PL at the school included

- creating an environment where teachers and PLCs could make curriculum and instructional decisions that aligned to California's *ELA/ELD Framework;*
- providing time for planning by leveraging the EL Services Department and site-allocated resources;
- creating an accountability system that required teachers to share their work and their students' work with colleagues;
- focusing on PLCs for coaching rather than on individual teachers;
- providing additional, regular professional time to focus on the lab school project;
- maintaining a close partnership with EL Services to support teachers and leaders;
- building site-based capacity in teachers and leaders to independently support and sustain language and content integration over time; and
- finding exemplars and leveraging them in a timely way to illustrate and inspire others.

What fiscal and human resources would be required to enact these leadership moves to support teacher PL in your district or school?

Conclusion

Districts implementing asset-oriented and intellectually rigorous instruction and robust and coherent services for ML students have made significant systemwide shifts in their beliefs, policies, and practices. They have taken up the first prong of the *Castañeda v Pickard* framework by identifying institutional changes to support dual language and EL students in light of California's *ELA/ELD Framework, CA ELD Standards, Preschool Learning Foundations,* and current content curriculum frameworks. Then they have followed the second and third prongs of the *Castañeda v Pickard* framework to implement, evaluate the impact of, and refine their improvement plans. In doing so, they continuously consider and reflect on ML demographic and performance data, as well as the latest research, and incorporate guidance as defined in key state policies and documents, such as the *CA EL Roadmap,* the California Education for a Global Economy (CA Ed.G.E.) Initiative (Proposition 58), the *CA ELD Standards,* online professional learning modules, and *Integrating the CA ELD Standards into K–12 Mathematics and Science Teaching and Learning.* These districts have made the commitment to stay current and hold all educators responsible for ML students', specifically EL students', progress and well-being. They have shifted their practices in several ways, as listed in figure 7.9.

To move their systems, district leaders have ensured that ML students' needs are represented at the executive level, and that a broad set of leaders are engaged in the design and implementation of systemic improvement plans for ML student success. The multiple tools and processes that have been used to articulate local policy and priorities for ML student improvement include task force reports, master plans, systemic improvement plans, roadmaps, yearly master plan–action plan updates, LCAPs, and yearly fact sheets. When these tools are evidence based and owned by cross sections of leadership, they help systems communicate urgency, provide guidance, and align fiscal and human resources to well-defined and prioritized action steps. These tools can also be used to monitor a continuous improvement process.

Figure 7.9 Shifts in District Practices That Foster an Aligned Continuous Improvement Model

From traditional practices that …	To systemic practices that …
Hold the EL department responsible for ML students	Hold all educators and adults in the system responsible for ML students and all other students
Have a focus on compliance as the high bar	Have a focus on quality, excellence, and "doing the right thing" (with compliance as the minimum bar)
Are driven by an external accountability process	Are driven by processes that first build individual internal accountability, then collective internal accountability, and finally move to external accountability
Support beliefs that ML students have problems, deficits, and require simplified education	Assert that all ML students have strong assets and can and must learn at grade level and beyond
Use information as a hammer	Use information as a flashlight
Focus on getting ML students to English proficiency only	Focus on getting ML students college and career ready
Rely on English-only instructional programs	Cultivate all students' multilingualism through diverse language program pathways
Have content, ELD, and bilingual teachers working in isolation	Ensure there are structures and processes in place to encourage and allow for content, ELD, and bilingual teachers to work together to plan and deliver high-quality instruction
View teaching as a technical activity with a fixed set of knowledge and skills	View teaching as an intellectual growth experience and opportunity

From traditional practices that …	To systemic practices that …
Offer subject-matter professional development and ELD professional development separately	Approach PL as a mutually beneficial community composed of content, ELD, and bilingual teachers, early childhood educators, special education specialists, and principals
Focus on fidelity of implementation	Emphasize principled practice (adaptability, contingency)
Have a smorgasbord of initiatives approach to change	Have adopted coherent, powerful models for change

Next Steps for Leaders

The districts showcased in this chapter have been engaged for years in focused activities to increase the quality of educational opportunities for ML students, and are still working on creating and improving policies, practices, systems, and structures that afford increased success. They started the journey in different ways and committed to sustaining the continuous improvement process. How might you get started and what might be the next steps to propel change in your district? Below is a list of ideas to consider, followed by resources of note as you get started with the work.

1. Recruit a leadership team from your district to engage in a book study. Read and discuss each section of this chapter with attention to where you are as a district.
2. Read this chapter with colleagues and reflect on the shifts outlined in figure 7.9 above. Determine your district's status for each shift, citing evidence of current practices. Consider your context and what the next steps you can immediately take might be to change policy and practice in several areas.
3. Review the other chapters in this volume and California's guidance documents and tools with district and site leaders to build common understandings as to what needs to be implemented in the system and schools for ML students, specifically EL students, to be able to receive high-quality instruction and services.

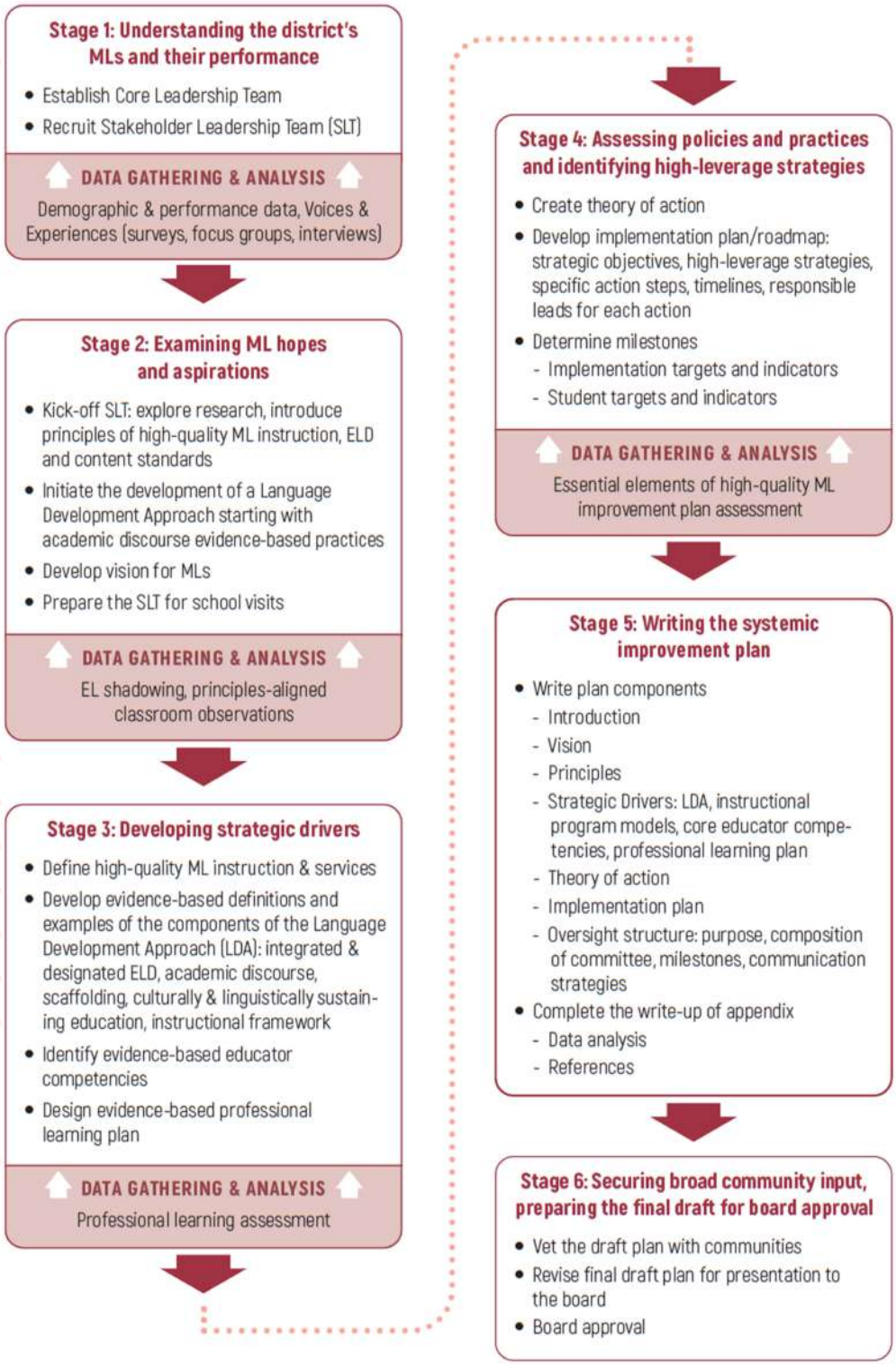
4. Seek support from internal and external experts to develop and apply new policies and practices informed by research and a comprehensive analysis of data, policies, and practices.
5. Visit some of the districts mentioned in this chapter to delve deeper into their transformative work and to understand the rationale for the choices they made (e.g., the stakeholders they engaged, potential entry points, opportunities that were leveraged, and priorities that were established) and the challenges they addressed in their journey toward excellence.
6. Advocate for an ML task force or development process to design a systemic plan for ML success that will generate systemwide responsibility and accountability for ML students. For ideas on how to get started, review the systemic improvement plan process in the appendix that is being used in multiple California districts, including those described in this chapter.
7. Establish an ML committee within the district to implement an equity audit of the district's strategic plan to assess the level of access and equity it affords ML students. Create a presentation that includes a comprehensive review of the data (i.e., not just language proficiency data) to facilitate conversations with leaders across the district.
8. Identify external partner organizations and researchers who can support the data collection and analysis process, provide critical feedback, codesign professional development, and offer human and fiscal resources.

Join the community of educators that have decided to change the odds for California's ML students, specifically EL students, by taking on their systems and moving ML programming from marginalized compliance to high-quality educational opportunities.

List of Resources

- Illustrative case examples that illustrate the *CA EL Roadmap* principles in districts across California are available on the California Department of Education Illustrative Case Examples web page at https://www.cde.ca.gov/sp/el/er/ch7.asp#link22.
- Crosswalk between the *CA EL Roadmap* and eight state LCAP priorities is available on the California Department of Education Crosswalk to LCAP web page at https://www.cde.ca.gov/sp/el/er/ch7.asp#link23.
- A *CA EL Roadmap* self-reflection rubric to engage in dialogue, assess current status in enacting *CA EL Roadmap* principles, and identify improvement areas is available on the the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link24.
- Toolkits designed to help teachers understand the *CA EL Roadmap* principles, and an associated administrator's guide are available on the Californians Together website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link25.
- Chapter 6 of the *California Practitioners' Guide for Educating English Learners with Disabilities* is available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link26.
- Chapter 11 of the *ELA/ELD Framework* that focuses on leadership, PL, and systems is available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link27.

Appendix Multilingual Learner Systemic Improvement Plan: Planning Flowchart by Stage



Long description of Chapter 7 Appendix Figure

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Endnotes

1 The information in this chapter was gathered directly from OUSD leaders and is included in the chapter with their permission.

2 Note that Oakland Unified School District (OUSD) uses the term "English language learner" (ELL) rather than "English learner" (EL) to refer to its applicable students. The ELL acronym will be used when referring to specific documents from OUSD that use this phrase.

3 Core Data Growth is available on the Core Districts website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link39.

4 The Stanford review, ELL Master Plan, and *Roadmap to ELL Achievement* are available on the OUSD English Language Learner and Multilingual Achievement web page at https://www.cde.ca.gov/sp/el/er/ch7.asp#link40.

5 End-of-year progress reports are available on the OUSD English Language Learner and Multilingual Achievement web page at https://www.cde.ca.gov/sp/el/er/ch7.asp#link41.

6 At the time this book was published, OUSD's 2018–2021 *Roadmap to ELL Achievement* was under revision as ELLMA leaders considered stronger alignment to the state's *EL Roadmap*.

7 In response to new language in the state's *Education Code*, the CDE expects to recommend a tool called the Observation Protocol for Teachers of English Learners (OPTEL) for statewide use, likely beginning in the 2020–21 school year. More information about the OPTEL is available on the California Department of Education website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link42.

8 Further explanation of the five essential practices is available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link43.

9 The priority areas and associated goals are outlined in OUSD's 2018–21 *Roadmap to ELL Achievement*, available on the Oakland Unified School District English Language Learner and Multilingual Achievement web page at https://www.cde.ca.gov/sp/el/er/ch7.asp#link44.

10 Chula Vista Elementary School District's (CVESD) vision, values, and goals are available on the CVESD Vision and Values web page at https://www.cde.ca.gov/sp/el/er/ch7.asp#link45.

11 The information presented about the Fresno Unified School District (FUSD) from this point forward was gathered directly from district leaders and is included in this chapter with their permission.

12 OUSD's ELL Master Plan is available on the OUSD English Language Learner and Multilingual Achievement web page at https://www.cde.ca.gov/sp/el/er/ch7.asp#link46.

13 Essential practices for supporting integrated and designated ELD at the elementary level is available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link47. Essential practices for supporting integrated and designated ELD at the secondary level is available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link48.

14 FUSD's Master Plan for EL Success is available on the Fresno Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link49.

15 The FUSD English Learners Task Force Fact Sheet and the 2019 English Learner Services Fact Sheet are available on the FUSD Fact Sheets web page at https://www.cde.ca.gov/sp/el/er/ch7.asp#link50.

16 Los Angeles Unified School District's (LAUSD) Master Plan for ELs and SELs is available on the LAUSD Multilingual and Multicultural Education Department web page at https://www.cde.ca.gov/sp/el/er/ch7.asp#link51.

17 More information on the Local Control Funding Formula is available on the California Department of Education LCAP web page at https://www.cde.ca.gov/sp/el/er/ch7.asp#link52.

18 More information on the Sobrato Early Academic Language (SEAL) program is available on the SEAL website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link53.

19 More information on the Oakland Language Immersion Advancement in Science project is available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link54.

20 More information on CalNEW is available on the California Department of Social Services website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link55.

21 More information on Rudsdale High School is available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link56.

22 Newcomers are all students born outside of the United States and have been enrolled for three years or fewer. They include refugees and asylees who have special status due to past persecution, as well as unaccompanied immigrant youth who enter the United States without a guardian, often to escape violence in their country of origin. Many newcomers arrive with gaps of two or more years in their formal education, referred to as students with limited or interrupted formal education (SLIFE).

23 OUSD's guidance for newcomer master scheduling is available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link57.

24 OUSD's guidance related to newcomer entry and exit criteria is available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link58.

25 More information on OUSD's Newcomer Wellness Initiative is available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link59.

26 More details on the Maestr@s program is available on the Oakland Unified School District Retention and Employee Development web page at https://www.cde.ca.gov/sp/el/er/ch7.asp#link60.

27 An overview of the ELL Review is available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link62. For more detail, the online ELL Review Manual is available on the OUSD website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link63.

28 The ELL Review Qualitative Report master template used by ELLMA staff is available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link64.

29 An overview of the ELL Shadowing process is available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link65.

30 The Teaching Channel video series with examples of exemplary practice in Oakland Unified School District is available on the Teaching Channel website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link66.

31 The Instructional Practice Guides for Literacy and Mathematics are available on the Fresno Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link67. The Instructional Practice Guides for Mathematics are available on the Fresno Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link68.

32 Some of these student narratives are available on the Oakland Unified School District English Language Learner and Multilingual Achievement Spotlights web page at https://www.cde.ca.gov/sp/el/er/ch7.asp#link69.

33 A description of the elementary science site-based professional learning cycles of inquiry is available on the Oakland Unified School District website at https://www.cde.ca.gov/sp/el/er/ch7.asp#link70.

34 More information on Leading with Learning is available on the WestEd Leading with Learning web page at https://www.cde.ca.gov/sp/el/er/ch7.asp#link71.

35 For more information, the Leading with Learning resources are available on the WestEd Educator Resources web page at https://www.cde.ca.gov/sp/el/er/ch7.asp#link72.

Glossary of Terms

assets-based pedagogy. Practices that affirm the diversity that students bring to the classroom, including culture, language, disability, socioeconomic status, immigration status, sexual orientation, and gender identity as characteristics that add value and strength to classrooms and communities.

bilingual student. A student who speaks and understands, to varying degrees, two languages.

biliteracy. The ability to speak, read, and write in two languages.

California school dashboard. Reporting system used in California to display the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

culturally and linguistically responsive teaching. An instructional approach that leverages the cultural and linguistic experiences of students to make learning more relevant and effective.

designated English language development. Instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development (ELD) standards to assist English learner (EL) students in developing critical English language skills necessary for academic content learning in English.

developmental bilingual program. A classroom setting that provides instruction for EL students utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in English and students' native language. This program is typically found in kindergarten through grade eight.

dual language immersion program. A classroom setting that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

dual language learner. A child age birth to five who is learning two or more languages at the same time or is learning a second language while continuing to develop their home language.

English Language Proficiency Assessments for California (ELPAC). California's required test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

English learner. A student who enrolls in a California school in transitional kindergarten through grade twelve with a home language other than English and with levels of English proficiency that indicate they require programs and services until they are English proficient.

heritage language learner. An individual who may or may not have full proficiency in a language other than English, but has a cultural connection to a community of target-language users.

heritage language or indigenous program. A program that aims to develop proficiency in a language that is spoken by the students' relatives, ancestors, or community members in which the student may have some level of proficiency. Programs may be school based or community based and range from an hour a week to full immersion.

home language. A language spoken in a student's family or home as reported on the home language survey.

home language survey. A set of questions asked about a student's language background at the time of initial enrollment into a California school for transitional kindergarten through grade twelve (TK–12).

immigrant student. A student who was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico).

indigenous language program. See heritage language program.

initially fluent English proficient. The classification for a student with a primary language other than English who meets the ELP criterion, as determined by the initial ELPAC.

integrated English language development. Instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English.

language acquisition programs. Educational programs designed for EL students to ensure English acquisition as rapidly and effectively as possible, that provide instruction to EL students on the state-adopted academic content and ELD standards through integrated and designated ELD. Language acquisition programs may include, but are not limited to, dual language, transitional, and developmental programs for EL students, and structured English immersion.

language programs. Programs that provide opportunities for students who are not EL students to be instructed in languages other than English to the degree sufficient to produce proficiency in those languages.

Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish speaking culture or origin, regardless of race.

Local Control and Accountability Plan. A tool for LEAs to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.

local control funding formula. California's formula for distributing funds to schools.

local educational agency (LEA). A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.

long-term English learner. An EL student who is enrolled in any of grades six to twelve, inclusive, has been enrolled in schools in the United States for six years or more, and has remained at the same ELP level for two or more consecutive prior years, or has regressed to a lower ELP level, as determined by the ELPAC.

migratory student. A student who has made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join, a parent–guardian or spouse who is a migratory agricultural worker or a migratory worker, and is not older than 21 years of age; and who has not received a high school diploma or is not yet at a grade level at which the LEA provides a free public education.

multilingual student. A student who speaks or understands, to varying degrees, one or more languages, in addition to English.

multiliteracy. The ability to speak, read, and write in more than one language.

newcomer student. A foreign-born student who has recently arrived in the United States.

one-way immersion program. A classroom setting that provides instruction in English and another language for non-speakers of the other language, with the goals of language proficiency and academic achievement in English and the other language and of cross-cultural understanding.

reclassified fluent English proficient student. A former EL student who has met the four criteria specified in California *Education Code* Section 313(f). At the time of this publication Criterion 1 was established at ELPAC Overall Performance Level 4. The other three criteria were locally determined.

sequential bilingualism. When a student becomes bilingual by first learning one language and then another.

simultaneous bilingual. A student who becomes bilingual by learning two languages at the same time.

social–emotional learning. The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

State Seal of Biliteracy. A state program that recognizes high school graduates who have met the criteria established in California *Education Code* Section 51461, demonstrating that they have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

structured English immersion. A classroom setting for EL students in which nearly all classroom instruction is provided in English, but with a curriculum and presentation designed for students who are learning English.

system of support. One of the central components of California's accountability and continuous improvement system developed to support LEAs and their schools in meeting the needs of each student they serve, with a focus on building local capacity to sustain improvement and effectively address disparities in opportunities and outcomes.

transitional bilingual program. A classroom setting that provides instruction for EL students utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in English. Students typically transition to instruction provided only in English by third grade. This program is typically found in kindergarten through grade three, but may be offered at higher grade levels.

translanguaging. A student's use of their full language repertoire, or all of their knowledge about language, in classroom learning without separation of the languages.

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