CABE 2017 EDITION

The
Multilingual
Educator

SEAL
Sobrato Early Academic Language PreK-3 Model

Now in 89 schools across 16 districts in California – and growing!

Proud to be part of a movement that:

- Centralizes the needs of English Learners within rigorous, language-rich, joyful education for all students

- Builds an early foundation of high quality, articulated and powerful language, socio-emotional and academic development from preschool through third grade

- Affirms the importance of home language, values biliteracy for all, and builds strong research-based bilingual and two-way programs

- Ensures access to the full curriculum, with integrated language development across all subjects

- Supports strong, respectful and engaged partnerships between family and school

- And invests in building the capacity of teachers, administrators and support personnel to deliver high quality responsive programs and education for English Learners!

For more information, or to arrange a visit to a SEAL school, contact:
Laurie Olsen, SEAL Director
seal@sobrato.org

a program of
The Sobrato Family Foundation

LETTER FROM THE EDITORS

Laurie Nesrala   *Jan Gustafson Corea*

DEAR CABE COMMUNITY,

Welcome to the 2017 conference edition of Multilingual Educator! Since the theme of CABE's 42nd annual conference is "Connecting Communities through Our Languages, Cultures, and Stories," it seems appropriate that we gather here in sunny Anaheim, a vibrant city of diverse communities, each with its own mix of languages, cultures, and stories from around the world.

Community can be defined as a feeling of fellowship within a group that is unified through the sharing of common attitudes, interests, and goals. Inspired by a shared vision and mission, and guided by the CABE Compass—the five-year strategic plan of the CABE Board of Directors, the CABE Community unites to promote its vision of Biliteracy, Educational Equity, and 21st Century Success for All. During CABE 2017, like-minded and like-hearted parents, teachers, administrators, researchers, and community leaders meet to forge meaningful connections across diverse communities in order to realize this goal of student success. In light of the political rhetoric leading up the presidential election last Fall, the continued talk about immigration, and the oppressive sense of uncertainty and fear surrounding our students, families and the educators who serve them, it is paramount that we preserve, strengthen and expand these community connections now, more than ever.

In this issue, you will find articles of interest to the CABE Community regarding topics such as biliteracy, multiculturalism, dual language immersion, parent engagement, equity in arts learning, ELD standards, the culture of identity, and more. Each unique piece is either a complete story or includes some elements of story, written in a narrative or explanatory style. Together these pieces weave a larger, more powerful story tapestry from the threads of possibilities and hope, the threads of passion and determination, and the threads of advocacy and action. (Note that we use the term "story" loosely here, and not solely as a reference to a formal structure, such as the narrative writing style described in the California Common Core State Standards.)

It is said that story is the very thing that makes us human. Story serves to connect us as human beings and as communities of human beings—which brings us full circle back to our host city. Anaheim is home to Disneyland, the magical kingdom of storytelling, as well as a richly diverse community represented by many languages and cultures. Serendipity? Perhaps. Or maybe it's really just "a small world community after all."

We hope you enjoy this issue and leave CABE 2017 feeling inspired, energized, informed, and more connected to the CABE Community.

Laurie Nesrala, Editor
Jan Gustafson Corea, Chief Executive Officer

TABLE OF CONTENTS

All articles, including any footnotes and references, are available online:
http://www.gocabe.org/index.php/communications/multilingual-educator/

CABE: A POWERFUL STORY OF ADVOCACY

by Laurie Nesrala
CABE Education Consultant and Editor of Multilingual Educator

> *Stories link us…there's a definite limit to how closely we can work with other people if we are oblivious to "what's going on for them" and "where they're coming from" … By sharing our stories, it seems, we invite each other into our worlds.*
>
> — *Tom Atlee, The Co-Intelligence Institute*

Stories are ubiquitous, and storytelling—as old as culture itself—existed long before the written word. It was, and continues to be, the primary way of passing along cultural information from one generation to the next. Stories connect us, make us human, and communicate our hopes, fears, beliefs, traditions, and values. We humans are so wrapped up in stories that even when our bodies sleep, our minds continue telling stories in our dreams. Let's examine the powerful role that story plays all around us and explore both the origin and latest chapter of the CABE Story.

In *The Power of Story*, activist and author Tom Atlee explains that "stories are not just things we tell each other. They constitute an important way of knowing, thinking and feeling . . . that can embrace our lives with a fullness not possible by any other means." He explains that "we are so embedded in stories and they in us, that like a fish in water, we are usually unaware of the omnipresence and power of the medium in which we swim." According to Atlee, we also tend to be unaware of our story fields:

> *A story field is a psycho-social field of influence generated by the resonance and interactions among a culture's many stories, events, roles, practices, symbols, physical infrastructure, artifacts, cuisine, etc. . . . It is the real-life field of influence associated with a culture's Big Story, cultural Myth, or Metanarrative. Our story field frames what we think is real, acceptable, and possible, and directly shapes our lives and our world, often without our even being aware of it. It shapes everything we see, think and do. Change the story field of a culture and we change what is real, acceptable, and possible…*

One example of a familiar story field, "The American Way of Life," is composed of many interconnected stories, such as The American Dream, Manifest Destiny, Rags-to-Riches, Root for the Underdog, The Work Ethic, etc. Story fields can have a variety of impacts, both positive and negative and Atlee warns that it can take immense effort to resist or revise them. Individuals, communities, organizations, cultures and countries are all immersed in multiple overlapping story fields, each of which has its own unique mix of stories. Like the fish in water, we are affected by the story fields in which we swim, even if—and especially if—we are not aware of them. As we can note from current events related to race, immigration, the electoral process and more, such lack of awareness can lead to misunderstandings, prejudice, discrimination, disrespect, intolerance, fear, conflict, and violence.

Reflection: What story fields surround the education of English Learners in the U.S. and how do they impact our work? What story fields surrounded the 2016 presidential campaign?

The Human Brain as Story Generator
The human brain is hardwired to learn more efficiently if words have emotional connotations attached to them, and narration helps the brain to focus. Neuroscience theory suggests that neurons that fire while listening to and/or watching a story are the same ones that fire if we were actually experiencing those events (Cattaneo and Rizzolatti, 2009). For this reason, we get frightened walking through a haunted house, even though we know it's fiction. Likewise, we might ignore someone talking to us during a movie because we are so

immersed in the story and living emotionally within it. Studies on how emotions shape our thoughts have shown that they do so to a great extent—and that emotions are necessary to learning. Unsurprisingly, these studies identify stories as a key catalyst for emotions. (Damasio, 2010)

Nature abhors a vacuum, and when faced with lack of information about anything, the human brain will begin filling in the gaps by inventing its own story, woven with details pulled from the story fields that surround it. In *The Storytelling Animal*, literary theorist Jonathan Gottschall describes a Russian experiment in which an audience viewed a film with three different images: a bowl of soup, a corpse in a coffin, and an attractive young woman. In between these images were placed photos of an actor's face. In responding to the film, the audience commented that the man seemed hungry when viewing the soup, sad when viewing the coffin, and aroused when viewing the woman. In truth, the three images of the actor were identical. Any hunger, grief or lust on the actor's face were put there by the audience. In the absence of a story about those images, the audience imagined their own, without realizing that they were doing so. This story illustrates how uneasy we are without story and how eagerly our pattern-seeking brains will create and impose a story when they do not detect one. According to Gottschall, ". . . the storytelling mind is a factory that churns out true stories when it can, but will manufacture lies when it can't." (Gottschall, 2013)

The Moral of the Story
If we do not tell our own stories, from our own perspectives, with details from our own story fields, then we risk having our stories "filled in"

and written or told by others—others who may not share the same perspectives and story fields that we do, and who may not even be conscious of the fact that they are constructing stories, or that these stories have an impact on themselves and others.

Reflection: What are the possible consequences of leaving our stories to be told by others?

The Story of CABE
The theme of CABE 2017 is "Connecting Communities through Our Languages, Cultures, and Stories." In the CABE Story, the setting is California, from 1975 through the present (and forever after…). Characters include students, parents, para-educators, teachers, administrators, researchers, community leaders, and others. Some are protagonists, some are antagonists, and others may be archetypes. (I'll leave it to the reader to determine which are which.) The story's theme is succinctly expressed in the CABE Vision of Biliteracy, Educational Equity and 21st Century Success for All. Driven by this vision, is the CABE Mission to increase California's capacity to graduate all English Learners college, career, and 21st century ready. Just as the vision drives the mission, the mission powers the plot, which over the last five years has been guided by the CABE Board's strategic plan, called the CABE Compass. The CABE story plot is ever-evolving, sometimes cyclical, and motivated by the collective desire to bring the story's conflicts, one of which is educational inequity, to a (hopefully happy) ending or resolution. So, now that we've identified some of the story's narrative elements, let's review CABE's origin story.

Once Upon a Time
In 1975, a group of bold, passionate educators and community leaders saw educational inequities (conflicts) that were barriers to the academic success of California's English Learners. These protagonists shared a dream of creating a statewide organization to support and advocate for ELs, their families, and their teachers, schools, and districts.

They recognized the valuable assets of languages, cultures and stories that students bring with them and envisioned a need for the often untold stories of these students and their families to be uncovered, considered, understood, appreciated, shared, and addressed (resolution). These CABE founders also recognized the need for advocates to speak and act on behalf of silent—and silenced—voices, while nurturing the development of those voices in more than one language as a tool of empowerment.

In 1976, this collective dream was realized with the incorporation of the California Association for Bilingual Education. Over the past 42 years, the plot or "camino" of the CABE Story has seen heroic victories, including the recent implementation of the Seal of Biliteracy and the passage of Proposition 58 the LEARN Initiative, and faced daunting challenges, such as detours, plot twists, surprise endings, speed bumps, course corrections, and more. In spite of this, and through the support of its broad-based community, CABE continued then, as it does today, to move steadily forward toward its goals. These goals are attainable, to a certain degree, because of CABE's partnerships with other advocacy organizations in California, across the nation, and in the international community.

The Latest Chapter
Fast forward to today. CABE now has over 4,000 members and over 20 chapters, affiliates, and partnerships with state, national and international organizations—all working together to advance the CABE Vision and Mission through the CABE Compass. Here are a few salient highlights from the last five years of the most recent chapter of the CABE Story.

Project 2-Inspire   Because CABE recognizes that parents are their child's first teachers and play an important role is their child's education, it developed Project 2-INSPIRE, now supported by a federal Investing in Innovation (i3) research grant.

This program works with the parents of English learner students to increase their knowledge about schooling in the U.S., to support and prepare parents in their role regarding their children's education, to promote parent engagement in schools and districts, and to develop parent leadership skills.

Plaza Comunitaria   Sponsored by the Mexican Instituto Nacional para la Educación de los Adultos, Plaza Comunitaria provides English and Adult Basic Education classes and assists participants to continue and complete their education in their native language at the elementary and secondary school levels. CABE is proud to be in partnership with Plaza Comunitaria to support Spanish-speaking immigrants with ongoing adult education, literacy and technology skills.

Advocacy   CABE is present in making change happen at local, state and national levels. Our collaboration with Californians Together plays a key role in advocating for and supporting key legislation and policy regarding English Learners and biliteracy programs that impact students, parents, the community-at-large, and the educators that serve them.   Through our presence in Sacramento and collaborative efforts, CABE has influenced legislation concerning English Learner policy and programs, the state Seal of Biliteracy, the ELA/ELD Framework, issues of equity, the formation and implementation of the LCAP by advocating for equity indicators to meet the needs of ELs, the bilingual teacher pipeline, and most recently, the victory of Proposition 58. CABE maintains a strong relationship with the California Department of Education and also collaborates with other state and national advocacy groups, as well as other educational organizations that advocate for the needs of English Learners and their families.

Conferences   The CABE community gathers each year at the annual state conference and four regional conferences providing parent sessions,
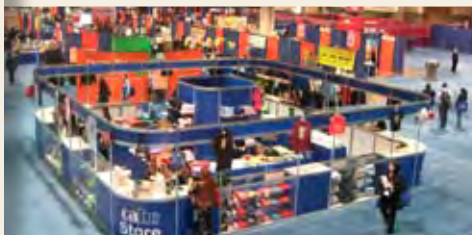
professional learning and networking for educators, keynote and featured speakers, updates on educational policy and legislation, and much more. CABE Conferences are a highlight each year as they bring all aspects of our community together to share the rich diversity of our experiences, stories, and resources in order to provide support to all members of our English Learner community. In response to the CABE Compass and the community's needs, Teacher Institutes have been developed to parallel each of the regional conferences…and attendance at all CABE events is soaring!

Memberships, Chapters and Affiliates CABE has enhanced and streamlined the organization of its memberships, chapters and affiliates, improved communication and ways of interacting with chapters, and enhanced how chapter and affiliate data is gathered and shared. Our goal is to increase membership and develop new chapters throughout the state to provide a network of advocacy and empowerment to support English Learner and biliteracy programs. You can find more information at www.gocabe.org.

Technology Almost every facet of CABE has been enhanced over the last five years through the strategic use of technology. This includes a compelling and informative new website at www.gocabe.org, the CABE Resource Center at www.resources.gocabe.org and the CABE Corner blog at www.cabecorner.com. Additionally, CABE takes advantage of online innovations for communication and collaboration, including a mobile app for conference participants. With tools such as interactive online forms, CABE increases the efficiency and accuracy of processes related to conference registration, membership data, award nominations, scholarship applications, article submissions and internal business functions.

Awards, Scholarships, and Recognitions
For many years, CABE has honored parent-,

para-educator-, teacher-, and administrator-of-the-year awards and has sponsored teacher scholarships. CABE has recognized Seal of Excellence schools for several decades, as well as those districts adopting and creating pathways to biliteracy. The rich tapestry of stories that come from each of our awardees inspires and motivates us every year!

Professional Learning Opportunities CABE is nationally respected as the premier provider of cutting edge information and advocacy and is now expanding its reach to individual districts, schools and other organizations that serve parents and educators of English Learners through CABE Professional Development Services (PDS). CABE PDS provides customized consulting and professional learning to support districts and schools in implementing educational policy, in creating high quality biliteracy and dual language programs, and in developing comprehensive projects related to English Learner academic achievement, language acquisition, evidence-based instructional strategies, and multi-literacy initiatives.

Strategic Partnerships CABE continues to proactively forge new and expanding strategic alliances with key partners on the national and international landscape. International partners from Spain, Mexico and China have a strong presence at our annual conferences. CABE has developed formal partnerships with the national Institute of Mexicans Abroad (IME) and the System of State Education (Sistema Educativo Estatal--SEE) in Baja California, as well as with the Consulate General of Spain Education Office (Agregaduría de Educación del Consulado de España) and the Confucius Institutes located in California. This year CABE is sponsoring the Binational Project GLAD® Pilot Program in collaboration with the SEE in Baja California for Binational Project GLAD® certification. In partnership with the Spanish Consulate, a scholarship to study in Spain is offered to CABE's Teacher of the Year and we are developing stronger ties of collaboration. CABE is also forging a strong

relationship with the Confucius Institutes located in California to strengthen resources and opportunities in Chinese language instruction.

Happily Ever After We are excited and optimistic about the future chapters of the CABE Story. As we heard in the presidential campaign last Fall, we ARE stronger together, and this applies regardless of who is in the White House. With the passage of Proposition 58 last November, there are more opportunities for and fewer barriers to a society in which all students are multiliterate and multicultural storytelling members. Nevertheless, we still find ourselves in a time of great change, controversy, uncertainty, insecurity, and fear. This is when a compassionate community can do its best work—networking to ensure safety, providing caring models of tolerance, acceptance, and advocacy, and speaking persuasively on behalf of voices that are silent or silenced.

As advocates and activists, we must remain vigilant to ensure that resources go where they are needed to accomplish our collective goals. Additionally, our students, families, and colleagues depend on us to maintain a "sacred space" for our languages, cultures, and stories, and for the hard work that moves us forward toward a more just, equitable, and peaceful world. In the words of author/poet Maya Angelou, "There is no greater agony than bearing an untold story inside you." We challenge you to look deep inside for your own untold stories and to share them for others to learn from and enjoy. May all of us, individually and collectively, be the authors and protagonists of our own stories, while leveraging the power of story to connect our communities for the benefit of all. ✂

Reflection: Who will write your story? You…or someone else?

[References available in the online version.]

Literacy Instruction Methods in Spanish and in English:

Same or Different?

By Jill Kerper Mora, Ph.D.
Associate Professor Emerita
San Diego State University

Implications for Biliteracy Instruction

The Common Core Standards reforms, nationally and in California, have brought about a renewed focus on foundational literacy skills for English Learners (ELs).

Chapter 6 of the California English Language Development (ELD) Standards states that "ELs' native language literacy can help them learn English foundational literacy skills," recognizing that the use of students' knowledge of their native-language writing system, word meanings and spellings facilitates their transfer of decoding and writing skills in developing English literacy (CDE, 2012:178-9). The ELD Standards are aligned with the *Common Core State Standards for English Language Arts/ Literacy: Reading Standards for Foundational Skills*. In dual language programs that implement the 90/10 or the 50/50 model, initial literacy learning takes place in Spanish for native and heritage language speakers of Spanish, as well as for native English speakers learning Spanish as a second language. In addition, the Council of Chief State School Officers, through the San Diego County Office of Education, published the CCSS Spanish Language Version, known in the field as the *Common Core en Español* standards (2012). These reforms have prompted much conversation among multilingual educators about the commonalities and differences between teaching reading and writing in Spanish and in English, and how to plan and coordinate biliteracy instruction to maximize language learning and academic achievement. The merits of the approach to Spanish reading selected in a

dual language program can be viewed in terms of each one's effectiveness for teaching the child to read in his/her native language, as well as for laying the foundation for the transition into English reading. However, there are also controversies surrounding methods of literacy instruction in Spanish, where in some states, policies have been imposed that reflect misunderstandings of the linguistic and grammatical differences in Spanish and English that are addressed through different approaches and instructional strategies for teaching reading and writing.

The Common Core en Español

The *Common Core en Español* (CCEE) standards provide first, a translation into Spanish of the English Language Arts standards and second, a linguistic augmentation that gives specific examples and elaborated standards for language features that are specific to Spanish. These augmented standards serve as a guide to dual language program curriculum design for biliteracy teaching. The structure and design of the CCEE is based on the theoretical framework articulated in the metalinguistic approach. The linguistic augmentation of the CCEE is a response to these questions:

1. *Does the Common Core target a language or literacy concept, principle or skill that applies or functions only in English?*
2. *If so, is there a similar concept or principle in Spanish, where Spanish examples can illustrate the standard's target knowledge?*
3. *Are there language and literacy concepts, principles and skills explicit to Spanish that should be added or augmented to address the unique linguistic characteristics of the Spanish language?*

The purpose of the *Common Core en Español* standards is to promote the same expectations and level of rigor for Spanish usage that educators expect for English usage through quality curriculum and instruction. The Common Core Standards reforms have provided biliteracy teachers with a framework for planning language arts instruction in English and Spanish that is grounded in effective language-specific pedagogy (Mora, 2016).

The Research Base for Spanish Literacy

Goldenberg, Tolar, Reese, Francis, Bazán and Mejía-Arauz (2014) conducted an international study that provides a longitudinal comparison of phonological awareness, phonemic awareness and Spanish reading skills acquisition of three populations of Spanish literacy learners in Mexico and the United States. The students' instructional contexts included first and second grade students in Mexico who were Spanish monolingual learners; Spanish-speaking students who were first generation immigrants to the United States or who had one or both parents born in Mexico and were taught to read in English in bilingual programs; and Spanish-speaking students in the United States taught to read in English only. Phonemic awareness is a skill that is applicable to reading in any alphabetic language and also, to some degree, a skill that is language-specific according to the sound and spelling systems of Spanish versus English. The Goldenberg, et al study (2014) examined how much phoneme-oriented instruction occurred in each of the three different instructional contexts. The researchers examined the extent to which instruction in Mexico versus in the United States reflected prevailing practices in Spanish-speaking countries for Spanish literacy or whether instruction in Spanish in the USA context exhibited influence from English literacy practices. Phoneme-oriented instruction was observed in the United States in 94% of English literacy instruction and 79% of Spanish literacy instruction, but in Mexico, a focus on phonemic skills was observed in only 9% of literacy instruction. Instead, the focus in Spanish literacy instruction in Mexico was on reading comprehension and writing. The study reports that, although students in Mexico began instruction in first grade scoring low in phonemic awareness, Mexican students surpassed U.S. Spanish readers and US English readers in overall reading achievement by the end of second grade.

The findings of the Goldenberg, et al study (2014) confirm the approaches to instruction in Mexico that focus on meaning-making and writing rather than on phonological training as a prerequisite for literacy learning. The implications of these findings are that the relationship between learning the alphabetic principle and the mapping of sounds into print in a transparent and orthographically regular system, such as Spanish, may

Table 1: DLE Teacher's Examination of Critical Consciousness

Método Sintético

| elementos sencillos: grafema fonema | → *síntesis sucesivas* → | estructuras complejas: palabra frase cuento |

Método Analítico

| estructuras complejas: palabra frase cuento | → *descomposiciones analíticas* → | elementos sencillos: grafema fonema |
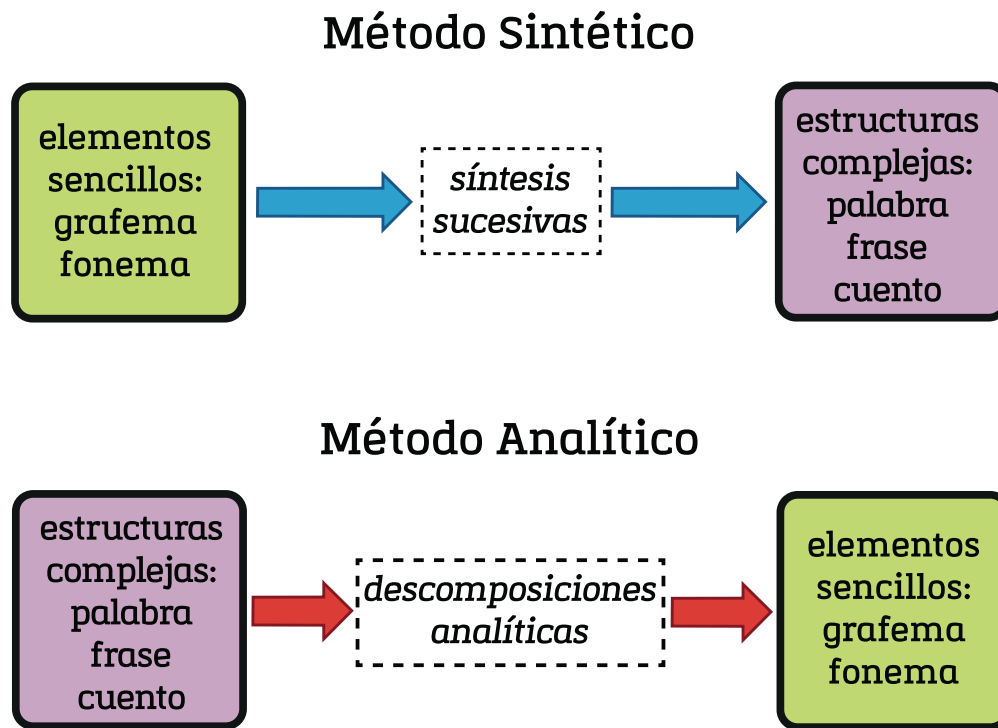
not depend on explicit phonemic awareness instruction to the same extent as is customarily provided in English reading instruction. However, the study also confirmed that phonological awareness transfers across languages in Spanish/English biliteracy learning.

Mexico's Programa de Español

Taboada and Mora (2014) conducted a comprehensive study of literacy education in Mexico to describe the federal literacy instruction policy embodied in the Mexico National Reading Program (MNRP) and to ascertain the extent to which the orientation to reading instruction articulated in the program's theoretical framework and curriculum are congruent with Mexican teachers' theoretical perspectives on reading instruction and teachers' classroom literacy practices in urban and rural school settings. Mexico's basic education reforms in the *Programa de Español* (2011) moves away from a traditional notion of decoding instruction to adopt a constructivist and psycholinguistic approach to literacy instruction. The metalinguistic aspects of decoding and encoding are addressed as *reflexión sobre la lengua* where students analyze how Spanish phonology is represented through the orthographic system to convey meaning through written text.

Spanish Literacy Instruction Methods

Teachers in biliteracy programs are faced with the challenge of coordinating decoding instruction in two languages, which involves a differentiation between methods of instruction that are effective in supporting initial Spanish literacy learning in contrast to methods that support early literacy learning in English. For Spanish literacy instruction, methods and approaches can be synthetic, analytic, or a combination of synthetic and analytic techniques (Molino García, 1981).

1. *Analytical methods, where metalinguistic concepts and skills development moves from whole to part: método global, método del cuento, método de la oración, método de la palabra.*
2. *Synthetic methods, where conceptual and skills development proceeds from part to whole: alfabético, silábico, fonético, onomatopéyico. This category includes methods for developing knowledge of letter-sound associations through narrative and storytelling, such as the onomatopoeic method.*
3. *Approaches focused on comprehension and communicative functions of language with a separate and explicit metalinguistic reflection component, such as the Mexico Programa de Español (2011).*

Scope and Sequence of Spanish Literacy Instruction

In designing biliteracy instruction, the teaching sequence and focus for developing pre-literacy and early literacy competencies is different. Phonetic analysis activities such as segmentation and blending of words in synthetic and analytic approaches to phonics instruction use different types of activities in Spanish and in English. In biliteracy classrooms, a cross-linguistic transfer sequence is appropriate, with priority given to language universals and Spanish language-specific metalinguistic knowledge, such as the grade-by-grade Spanish language arts standards articulated in the *Common Core en Español*.

A sequence of instruction for initial Spanish literacy is based on the regularities of the grapheme-phoneme (letter-sound) relationships in Spanish orthography (Dehaene, 2015). This entails giving priority in instruction to teaching letters and letter-sound correspondences that are more frequent and more regular before teaching the less regular and more complex letter-sound relation-ships. Usually the synthetic approach begins with letters that have only one phoneme-grapheme correspondence, starting with the vowels and then letters such as *m, p, t, f, n,* etc. The instruction moves to synthesis into syllables that begin with a learned consonant and identification of words that begin with that syllable *(masa, mano, mago, maceta)* and then discrimination of words beginning in different syllables with the same initial phoneme *(nudo, nido, nada)*.

Letter Naming vs. *Deletrear*

Spelling instruction in Spanish-speaking countries is integrated into learning to read phonetically. Spelling in a formal sense in Spanish is called *ortografía* or the study of orthographic patterns, including the use of the written accent mark to indicate exceptions to the rules of word pronunciation. The ability to use the written accent mark and to use the different spellings of a phoneme accu-rately in Spanish is usually the result of extensive reading and a wide vocabulary rather than formal instruction in spelling. Letter identification and naming is an area of Spanish reading instruction where the structure of the Spanish language and traditional teaching methods give rise to different approaches to initial reading and writing instruction. Traditionally in Spanish-speaking countries, teaching letter names is delayed because most letter names in Spanish are multisyllabic and do not provide learners with a "pure" referent for the phoneme most

commonly represented by the letter. Since Spanish vowels "say their own name" and the consonant names contain vowel sounds that distort the letter-sound correspondence (i.e., the letter f = efe), the names of letters in the alphabet are not taught until the reader has mastered the grapheme-phoneme relationships. Using the phoneme rather than the letter name in early letter-sound association instruction is recommended. Letter names are traditionally taught after phoneme-grapheme relationships are mastered.

Conclusion

The Common Core State Standards reforms in California and the publication of the *Common Core en Español* standards have opened a window of opportunity for dual language educators to apply effective Spanish language pedagogy in biliteracy instruction that honors Spanish in its own right, while promoting cross-linguistic transfer to enhance literacy learning in Spanish and in English. Biliteracy teachers are engaged in constructive dialogue with their colleagues about the controversies surround-ing different methods and approaches to Spanish literacy instruction based on historical and current research into how students learn to read and write in Spanish and how Spanish literacy is taught in Spanish-speaking countries. By recognizing the commonalities of teaching reading and writing across languages, as well as the way reading methods and approaches respond to the language-specific features of Spanish and English, we have the potential for achieving greater success in biliteracy programs and classrooms in both languages. C&

[References available in the online version.]

Effective Home-School Interaction

by Alma Flor Ada, Ph.D. and F. Isabel Campoy, Ph.D.

www.almaflorada.com   www.isabelcampoy.com

Parents are their children's first teachers and will continue caring about their children's well-being throughout their lifetime. Regardless of their level of formal education, parents have powerful lessons to impart, their personal life experiences, the family history and the knowledge gained through generations of efforts to survive. Unfortunately, in too many cases, when the home language and the societal language are not the same, and children's ability to use the home language is not continued and developed, the role of the parents as teachers can be terribly eroded.

The home plays an important role in a child's development. Language is not an exception. Parents and caretakers are meant to contribute the experiences that create children's language foundation. Many parents are not aware of their essential role as language models. It is necessary that schools emphasize the need for parents to interact with their children, one-on-one or in a small family group situation, in order to provide opportunities for children, not only to listen, but also to speak. Children, as well as adults, need to be encouraged to ask and answer questions, to narrate their experiences, and to express their feelings.

It is tragic that Spanish-speaking parents, as well as other language-minority parents, motivated by their strong desire of seeing their children become fluent in English, avoid or limit their role as language developers. This attitude is understandable since, in most cases, they are trying to prevent their children from suffering, as many of them have, from a lack of a strong command of the English language. What's unfortunate is that they are sacrificing their children's opportunity to know their home language well, based on a false premise: that children will develop better English by losing their first language. The best predictor of academic success in English is a strong base in the home language.

Children as young as 3 or 4 years old return home from day care or early education programs determined not to use the home language anymore. It's an unconscious decision that can have multiple motivations: children's natural excitement about learning something new, the parents' satisfaction of seeing their children using a language which, in many instances, they have had great difficulty to master, their child's internalization that English has a higher status and is therefore a language to be preferred, and unfortunately, many times the fact that they have perceived Spanish as not valued or even looked down upon.

Should children make these decisions that will have severe impact in their lives? No one believes so. Yet it happens daily. Sometimes the adults are not aware that, by not demanding that the home language continue to be used, the children will lose the abilities they had already developed and/or their language command will stagnate at a very early level.

Some adults are aware of what is happening, but, particularly if they have a full command of English, find the task of demanding home language be used too difficult. And while they impose other rules to protect the children's health and safety, they give up when it comes to protecting a most valuable asset, their children's primary language.

True bilingualism—proficiency and literacy in two languages—is a powerful asset in life. Besides being an academic and professional asset, it is the instrument to function in two cultures. When one of those cultures is the one of the home, it provides a vehicle for preserving an identity, allows enrichment through the family cultural traditions, and develops closer ties with the family. Parents need to be alerted to these facts and should be encouraged to do what parents have done for centuries: maintain alive the gift of language.

***

Encouraging Language Development at Home

Parents need to be encouraged to talk with their children, as frequently as possible, about engaging and meaningful topics. These include, but are not limited to:

Everyday Experiences
- Share what you do each day: daily tasks, as well as important moments of the day; interesting things you have seen or heard; new things you have learned to do, challenges you have encountered; people you have met.
- Ask children to share their day along the same lines.

Childhood
- Share memories of your childhood; compare and contrast your childhood with your child's life.
- Describe important moments of your childhood and explain the lessons you learned from them.

Family
- Describe members of their family, talk about their personalities, their likes and dislikes, their skills, their efforts and sacrifices in life.
- Make sure children know about their elders, grandparents or other relatives that preceded them; help them understand how the lives of those relatives were different or similar to theirs.
- Facilitate children becoming aware that they belong to a family, and reflect about those things they should be proud of, as well as those that they may like to change or not repeat.

Real life stories and popular tales
- Tell stories to your children. Tell them real life stories of things that have happened in your family, as well as the popular tales that you were told as a child. Recommended books: **Cuentos que contaban nuestras abuelas, El gallo que fue a la boda de su tío, The Lizard and the Sun/La lagartija y el sol, Mediopollito/Half-chicken**

Folklore
- Enjoy with your children the richness of the folklore: trabalenguas or tonguetwisters, refranes or proverbs, rimas or rhymes, juegos or games. Recommended books: **¡Pío Peep! Hispanic Nursery Rhymes (book and CD), Mamá Goose. A Latino Nursery Treasury, MuuMoo. Animal Nursery Rhymes, Ten Little Puppies/ Diez perritos.**

Songs
- Singing frequently with your children any song you like will help develop their language and strengthen their bonds with you. Recommended: **Música amiga** (Collection of 10 books and CDs with 120 songs.)

Poetry
- Share with your children any poems you know. Enjoy reading and memorizing new poems. Recommended poetry collections: **Pimpón, Antón Pirulero, Mambrú, Chuchurumbé**

Poetry that can also be songs

- Recommended poetry that can also be sung: **Abecedario de los animales** (Libro y CD), **Coral y espuma. Abecedario del mar** (Libro y CD), **Gathering the Sun** (Libro y CD), **Poesía eres tú** (Libro y CD), **Todo es canción** (Libro y CD)

Life Wisdom

Parents are graduates from the University of Life and have accumulated valuable wisdom by living.

- Tell your children what you have learned from life. What are the things you have learned about family, friendship, work, effort, relaxation, enjoyment?
- You may want to share the wisdom of some *refranes*, such as:
    –*Haz bien y no mires a quien.*
    –*Dime con quién andas y te diré quién eres.*
    –*Quien a buen árbol se arrima, buena sombra le cobija.*
    –*El haragán, trabaja doble.*

- Or create your own sentences to help them remember your advice:
    –*Confía en tus padres, porque queremos tu bien.*
    –*Respeta a tus maestros y aprende de ellos.*
    –*Respeta a los demás, para que ellos te respeten.*
    –*No impota si uno se cae, lo importante es levantarse.*
    –*Los errores son para aprender, no para repetirlos.*

Parents need to realize that just as they would not allow children to do things that would harm them, they ought not allow children to make decisions concerning language usage.

And, for parents whose first language is not English, as long as they continue using their home language with their children, they will be able to retain their role as teachers. When the children speak only English and this is not the parents' first language the children may begin to lose respect for their parents as teachers.

Children choosing to speak only English do not realize they are losing the opportunity to learn their home language well. They are acting out of social pressure, whether they are aware of it or not. Just as a parent would save them from the danger of getting burned or being in an accident, they must save them from the damage resulting from losing a language.

Encouraging Reading at Home

Reading experiences yield multiple benefits: Children's vocabulary and reading skills will be strengthened and shared time between parents and children will add to their bonding and demonstrate parents valuing education. Schools can provide reading material to be sent home as well as facilitate the borrowing of books. Parents can be encouraged to:

- Read with your children every day and set aside some time for this. Turn off the TV and the telephone. Make it a fun and loving time. Read with enthusiasm, making the children want to know what is happening. Sometimes you can read, an older child can read, or a young child can "read" the pictures. Talk about the book as you read together.

Recommended books for reading by parents and children: Colección Cuentos para todo el año: No fui yo. La jaula dorada. La hamaca de la vaca. La piñata vacía. Colección Cuentos Para contar: Amigos. Una extraña visita. ¿Quién nacerá aquí? El canto del mosquito. These books are also available on CD, read by the author and retold in musical form by Suni Paz

Encouraging Parents' Authorship

As school promotes the value of books, it can give parents the opportunity to become authors. While this can be done as group activities, it can also be fulfilled individually by the students.

- Teachers send daily questions and dialogue prompts to promote meaningful interaction at home.
- Parents' experiences and life reflections are validated as fonts of knowledge.
- The parents' or relatives' words are transformed into books in the classroom.

1. ***Our Families' Wisdom – collective books. Each family provides content for a page:***
   - **Collections:** Saying, proverbs, riddles, rhymes, lullabies
   - **Sentence completion:** *Friendship is…, Peace is…, Family is…, Learning is…*
   - **Reflections:** *My best advice for my children, Good and Difficult Things in My Life.*
   - **Two-part books:** *My goals for my children's future and how I will help them achieve those goals, What I know how to do well and how I learned It*

Posters with photos and words of wisdom from parents are placed on the walls of classrooms and hallways.

2. ***Authentic books created at home*** — Parents create their own authentic books or create books with the students at home. Instructions and examples for all these books can be found at **www.authorsintheclassroom.com**
   - **I Am** and **I Can** books
   - **Acrostics of the family,** using positive adjectives
   - **The family's ABC book**
   - **The story of my name**
   - **A childhood memory**
   - **A moment that changed my life**

Parents can also write the biography of the child or write their own autobiography. The parents may work at home, in groups at school, and/or receive some after-school assistance to create books about the students' life as an elementary or middle school graduation gift. ଙ

POSSIBLE ADVANTAGES OF BEING BILINGUAL

For those whose family language is other than English:
1. Maintaining communication with all the family.
   - ➢ Receiving the family legacy of history, experiences, traditions
2. Respecting parents' and elders' role as teachers
3. Strengthening self-identity
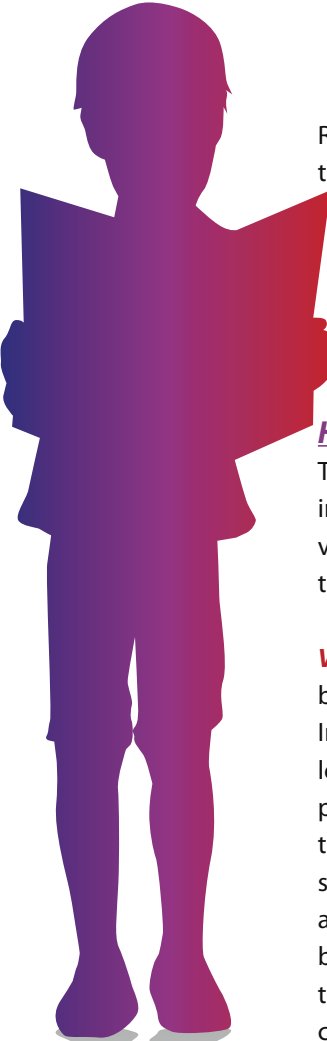
For everyone:
1. Communication advantages
   - ➢ Wider circle of communication in the community, the nation, internationally
2. Cultural advantages
   - ➢ A wider and more profound culture
   - ➢ Understanding of two cultures leads to a better understanding of cultural differences, multiculturalism, and acceptance of differences.
3. Cognitive advantages
   - ➢ Greater creativity and sensitivity in communication
4. Personality advantages
   - ➢ Increased self-esteem
   - ➢ Confidence in self-identity, in multiple settings
5. Educational advantages
   - ➢ Increased learning capabilities
   - ➢ Greater facility to learn a third language
6. Economic advantages
   - ➢ Better work opportunities and better-paid jobs

Adapted from *A Parents' and Teachers' Guide to Bilingualism* by Colin Baker.

RAISING BILINGUAL AND BILITERATE READERS: IMPROVE YOUR CHILD'S ACHIEVEMENT THROUGH READING

By Nicoline Ambe, Ph.D.
Parent Education Speaker, Trainer, and Author
Nicoline Ambe International

Reading has a universal appeal that can make a tremendous difference for bilingual learners. Many amazing things happen when children learn to read—and read fluently. Not only are they able to meet grade level standards, they can exceed those standards. It behooves every parent to ensure that their children are reading early and often.

How Reading Improves Achievement

There are three important ways that reading can improve student achievement. These are through vocabulary development, discerning meaning in a text, and responsive communication with parents.

Vocabulary: Vocabulary is word mastery and the body of words that a child uses to speak and write. In order to improve student achievement, bilingual learners should be exposed to as many words as possible. The best way to gain word acquisition is through reading. When children read, they get to see and hear many words. The more words they read and learn, the more improved their vocabulary will be. The more improved their vocabulary is, the better their overall understanding and analysis of the content and context of the text.

Meaning: Discerning meaning is also very important for bilingual learners. We read for meaning, not just for the sake of reading. The more your child interacts with a text, the better their understanding will be of the words and the overall content. The meaning of words, content and context become clearer through pictures, illustrations, and explanation during reading. So make sure that as you read with your child, you're asking them questions about what story the pictures tell about the information presented in the book.

Responsive Interaction: Another way of improving student achievement is through responsive interaction between parent and child. During reading, expand on what your child said, add new ideas to what was said, show interest in what is said and ask questions based on what was said. What this simply means is that as you read a story with your child, you have to pry and probe more, and ask further questions in a positive exchange of ideas. An effective way of doing this is to ask who/what/when/why/how/where questions when reading a story, then go deeper into your child's responses through positive communication and interaction. Not only does this help you connect and bond with your child, it helps to expand their thinking skills.

Now that these essential elements of reading have been addressed, a central question always remains on every parent's mind - and that is: *"What language should I use when reading with my child?"* That's a great question! If you're a monolingual parent, use your dominant language. If you're a bilingual parent, ideally, read in both languages. In other words, if you only speak Spanish, read books written in Spanish to your child. If you speak Spanish and another language, read books in both English and Spanish to improve your child's bilingualism and biliteracy.

I remember having a conversation with Gina, the receptionist at my dentist's office. She is fluently bilingual in English and Spanish, but her children do not speak Spanish and have no interest in learning or speaking Spanish. Her biggest regret as a parent is not making Spanish an essential part of reading and conversation in her home. For someone like Gina, bilingual books are perfect because she can read them in both languages and raise children who are bilingual. This is a great way to be a fluent reader, while also keeping both languages alive.

Tips for Improving Reading
Begin reading to your child early: Start reading to your child as early as 1-year-old, or earlier. By the 3rd grade, your child should have caught up to all grade level reading standards and should be a fluent reader. Reading fluency helps children perform better on state

tests and prepares them effectively for reading assignments in high school and college.

Read books of interest: In order to improve your child's love of reading, you have to read books that are of interest to them. Pick books that they can relate to in terms of the content and the characters.

Read to and with siblings: Encourage older siblings to read to younger siblings and also encourage your child to read aloud to their siblings.

Surround your child with books: Make books easily available at home. You can get books from the teacher, the library, buy them at book fairs and book stores, or get interesting magazines.

Read Every Day: Reading to your child every single day is probably the most profound thing you can do for your child's achievement.

In conclusion, recent state testing data show that many students are performing far below grade level in reading. As a parent, you can make sure that your child does not fall into this category. By implementing the ideas discussed in this article, you will take your child's reading fluency to new heights and help them not only improve their academic achievement, but also remain bilingual and biliterate. ℭ℞

Can Dual Language Immersion programs help narrow the achievement gap? YES!

by Emma Sánchez
Executive Director, Language Acquisition and Development, Chula Vista Elementary School District

PROUD TO BE BILINGUAL

With the passage of Proposition 227 in 1998, bilingual education programs in California were presumed to have been eliminated. A majority of voters were convinced that language diversity in California schools had a negative impact, and students should learn "English only". In contrast to the prevailing attitude at the time, the Chula Vista Elementary School District (CVESD) enhanced its commitment to serving the needs of our community by strengthening research-based practices in the bilingual programs that we offered to English Learners. Multilingualism was valued.

So what happens when a second language is viewed as an asset, not a deficit? Students, especially English Learners, thrive academically and socially.

Dual Language Immersion (DLI) emerged as a popular educational option in our District, so popular in fact, that parents would "camp out for kinder" to ensure their children a spot in lotteries for enrollment. In DLI programs, a subset of bilingual education, students gain fluency in two languages starting in the primary grades. Today, 21 CVESD schools offer DLI programs. This is a testament to demand for the program—and a resounding vote by parents, students and staff in favor of multilingualism. This occurred years in advance of the recent election. We are grateful for our community's foresight, and want to thank the voters of California for their support of Prop. 58.

DLI programs have helped close the achievement gap between English Learners and the overall student population in our District. CVESD students who are English Learners in DLI significantly outperform English Learners who are not in DLI. This is a stunning, unintended, yet welcome, consequence of the program's growth in our District.

Bilingual education was not entirely forbidden by Prop. 227. A parental exception waiver allowed parents the opportunity to request and choose an alternate educational program. Parents in CVESD went the waiver route. This was a result of the Board of Education's commitment to our Vision and Values that include the following strategic goal in the area of literacy: *All students will exit elementary school as multiliterate life-long learners with a mastery of essential skills.*

Accordingly, in 1998, the District's first DLI program was established at Chula Vista Learning Community Charter School (CVLCC) as a schoolwide program. Every student at every grade level learned English and Spanish in a 50/50 model. This was followed by a second DLI program, at Heritage Elementary in 2001, as a strand or "school-within-a-school".

Indeed, an interesting thing happened along the way to "eliminating bilingual education," as Prop. 98 seemed to encourage. In our District, DLI students significantly outperformed non-DLI students on state assessments in English Language Arts. Target group data also illustrated positive trends. Tellingly, English Learner students in DLI programs outperformed English Learners in non-DLI programs.

From its outset in our District, dual language programs appealed to high-wage parents of native English speakers who looked to build their student's foreign language proficiency in Spanish. The thinking was—Why wait until high school to learn a foreign language?

In addition, dual language programs also appealed to parents of English Learners, who viewed DLI as a way to develop their child's English proficiency while maintaining their heritage language. This cross-over appeal, coupled with outstanding student achievement, fueled amazing growth. From the two initial schools, our DLI programs expanded to nearly half of our 45 schools. More than 5,400 students are in our DLI programs, with half consisting of English Learners.

CVESD's Dual Language Immersion program is one of the fastest-growing in the nation—and the largest in California. This resulted in a host of honors. CVESD was the first district to receive the San Diego County Office of Education's "Bea Gonzales Leadership in Biliteracy" award. The award recognized Board and District commitment to DLI programs. CVESD was one of two school districts honored last year by Californians Together with its prestigious "Multiple Pathways to Biliteracy" District Recognition Award. Californians Together is a statewide coalition of parents, teachers, civil rights and education advocates committed to equal access for all to a quality education.

Last November, Proposition **58 LEARN** asked voters to repeal most of 1998's Prop.

227. Studies indicate that dual language immersion is one of the most successful models in teaching students a second language. It provides the opportunity for native English-speaking students to become bilingual and biliterate in English and Spanish. Native Spanish-speaking students acquire English while maintaining their primary language, allowing for higher levels of English language development—helping to close the achievement gap.

Last year, CVESD Board members and administrators shared with the state Board of Education about our process for developing a Local Control and Accountability Plan that incorporates all students, including English Learner and low-income students. The District participated in the State Board meeting because of our work in closing the achievement gap among English Learners. Our DLI programs are one of the reasons why.

Our Board took a risk in 1998, with the establishment of CVLCC. The reward has been phenomenal growth in DLI programs and English Learner achievement. CVLCC's lottery for kindergarten admission was widely covered in local media, as lines stretched around the corner. Long before explosive growth of charter schools in California, CVLCC pioneered the 50-50 model of DLI, where half of the day's instruction is in English and half in Spanish. In the 90/10 model, Spanish is used as the primary language of instruction starting in kindergarten, while English gradually increases as students progress through the grade levels. The growth of both models in CVESD has demonstrated DLI's replicability—and popularity.

While CVLCC garnered the lion's share of media attention, the fact is that many other CVESD schools with DLI programs also experienced the same kind of demand. As we prepare students for 21st century careers, the Chula Vista Elementary School District is well poised to prepare our future global citizens with the academic, linguistic and cultural competencies necessary to help make our world a better place. ᘓ

BINATIONAL PROJECT GLAD®

Shared Commitment to Success for Transnational Students: Binational Project GLAD® Pilot Project

by Kris Nicholls, Ph.D.

Director of Professional Development Services, California Association for Bilingual Education

The border between Baja California (Mexico) and California (US), is rich with linguistic, cultural, economic, social and political diversity with ever-changing daily cycles of migration. Brought about in part by the downturn of the economy on both sides of the border, changes in the US immigration policy, and the strength of binational family and cultural ties, the number of Mexican nationals residing in the United States is shifting. The number of families who have returned to reside in Mexico has grown significantly over the past decade as reported by the Sistema Educativo Estatal (State Educational System) in Baja California, Mexico. Their children, native speakers of Spanish, but also English Learners (ELs), face cultural and linguistic barriers, not only during their stay in the United States, but also upon their return to Mexico. In schools in the United States, they are identified as ELs and acquire English often through receiving content area instruction in English and opportunities to receive Integrated and Designated English Language Development (ELD). However, data shows that the majority of EL students' academic needs are not met in English-only based programs, and their proficiency in English and academic achievement is not reaching high levels of proficiency and success. In addition, due to the small percentage of biliteracy programs in the US, the overwhelming majority of these students have not had the opportunity to develop grade-level appropriate biliteracy skills in Spanish and English

during their tenure in classrooms in the United States. Thus, upon their arrival in Mexico, they face linguistic and academic barriers as they enter into instruction fully delivered in Spanish.

In 2014-2015, over 63,000 students, who were born in the United States, were enrolled either in the public or private school system in Baja California, Mexico. This group of transnational students is particularly important to US and Mexican educators, since many eventually return again to the other country and end up in their classrooms, often behind in their acquisition of grade level-appropriate English or Spanish and academic achievement.

In recognition of and support for these transnational students that move between California and Baja California, the California Association for Bilingual Education (CABE), the Sistema Educativo Estatal (SEE), and the Instituto de Mexicanos en el Exterior (IME) entered into a collaboration through CABE Professional Development Services (CABE PDS) to implement a Project GLAD® certification program, the Binational Project GLAD® Pilot Project. The intent of this pilot project is to bring together teachers from both sides of the border to learn more about how to support the academic achievement and linguistic development in both English and Spanish of the transnational students they share.

BINATIONAL PROJECT GLAD®

Project GLAD® is the acronym for the Guided Language Acquisition Design instructional model, which includes a comprehensive system of research-supported and evidence-based instructional strategies that develop academic language and literacy for all students. For more than 20 years, Project GLAD ® has been used in classrooms across the United States to support students who are both learning and being taught in English and Spanish.

The teachers also had personal goals for their participation in the Binational Project GLAD® Pilot Project. In California, teachers in Dual Immersion and Maintenance Bilingual Education classrooms, where at least 50% of the instruction is given in Spanish, wanted to be able to improve their academic Spanish, while teachers in Baja California wanted to improve their academic English, especially those teaching the Conversational English program in schools there. Thus, the Binational Project GLAD® Pilot Project embraced advancing the teachers' academic language in both languages as a goal. Equally important, the teachers also wanted to learn more about the educational system in each other's

country to better understand the transnational students who arrive in their classrooms. Teachers from Mexico learned about the Dual Immersion and Maintenance Bilingual Education programs, which include students developing grade-level appropriate academic achievement and literacy skills in Spanish and English, but they learned that many of the transnational students they receive from the United States have not had the opportunity to participate in either of these two programs. Teachers from the United States learned more about the educational program and the Conversational English program at the schools in Baja California, and how the opportunity to begin to acquire English could assist the transnational students when they arrive in classrooms in the United States where instruction is given in English.

This past summer, thirteen California teachers from Dual Immersion and Maintenance Bilingual Education programs in San Bernardino City Unified School District and Rialto Unified School District traveled to Tijuana and, along with twenty Baja California teachers, completed the two-day

"Research and Theory" session, the first of two required components to become a Project GLAD® certified teacher through the Orange County Department of Education's National Training Center. The teachers learned of the brain-based research that supports the use of the Project GLAD® strategies and their relationship to the Common Core State Standards (CCSS). The teachers were also provided an overview of many of the thirty strategies that comprise the Project GLAD® program model, including how they support students' acquisition of both language and content.

In the fall of 2016, the teachers participated in the four-day "Demonstration Session," the second of two training sessions required to become a certified Project GLAD® teacher. During the "Demonstration" session, teachers spent each morning observing a trainer teaching a Project GLAD® unit to students in a classroom, while at the same time being coached by a second trainer to help them better understand the Project GLAD® model. In the afternoon, the teachers have the opportunity to reflect upon what they saw and learned in the morning and collaboratively plan a Project GLAD unit together to implement in their own classrooms, in order to apply what they learned.

The teachers from Baja California had the opportunity to observe an English Project GLAD® unit demonstrated in a classroom in Tijuana to support the Conversational English program, and those teaching in Spanish were able to transfer what they observed of the Project GLAD® strategies to their teaching in Spanish. The teachers from California observed Project GLAD® in Spanish in a Dual Immersion classroom in San Bernardino, and officials and coordinators from SEE joined them as well, to further develop their capacity to support the Baja California teachers as they move forward in their implementation of Project GLAD® in their classrooms.

This innovative Binational Project GLAD® Pilot Project is the first of its kind and CABE and the SEE look forward to their continued collaboration as the project moves forward toward its goal of increased academic achievement and linguistic development of the transnational students they all serve. ❧

cabe CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

Biliteracy, Educational Equity, and 21st Century Success for All

THE PREMIER ORGANIZATION PROMOTING AND SUPPORTING

ENGLISH LEARNERS AND BILITERACY PROGRAMS

PROFESSIONAL DEVELOPMENT FOR EDUCATORS • ANNUAL & REGIONAL CONFERENCES

PARENT & FAMILY ENGAGEMENT • ADVOCACY & LEGISLATIVE POLICY

BINATIONAL PARTNERSHIPS • MEMBERSHIP, CHAPTERS & AFFILIATES

"WHAT DO I KNOW?"

"VERY WELL"

"I KNOW HOW TO PLAN..."

"SOMEWHAT UNPREPARED"

"EXTREMELY PREPARED"

"I CAN WRITE A THESIS STATEMENT CLEARLY."

"HOW PREPARED DO YOU FEEL TO PRODUCE WORK IN ENGLISH?"
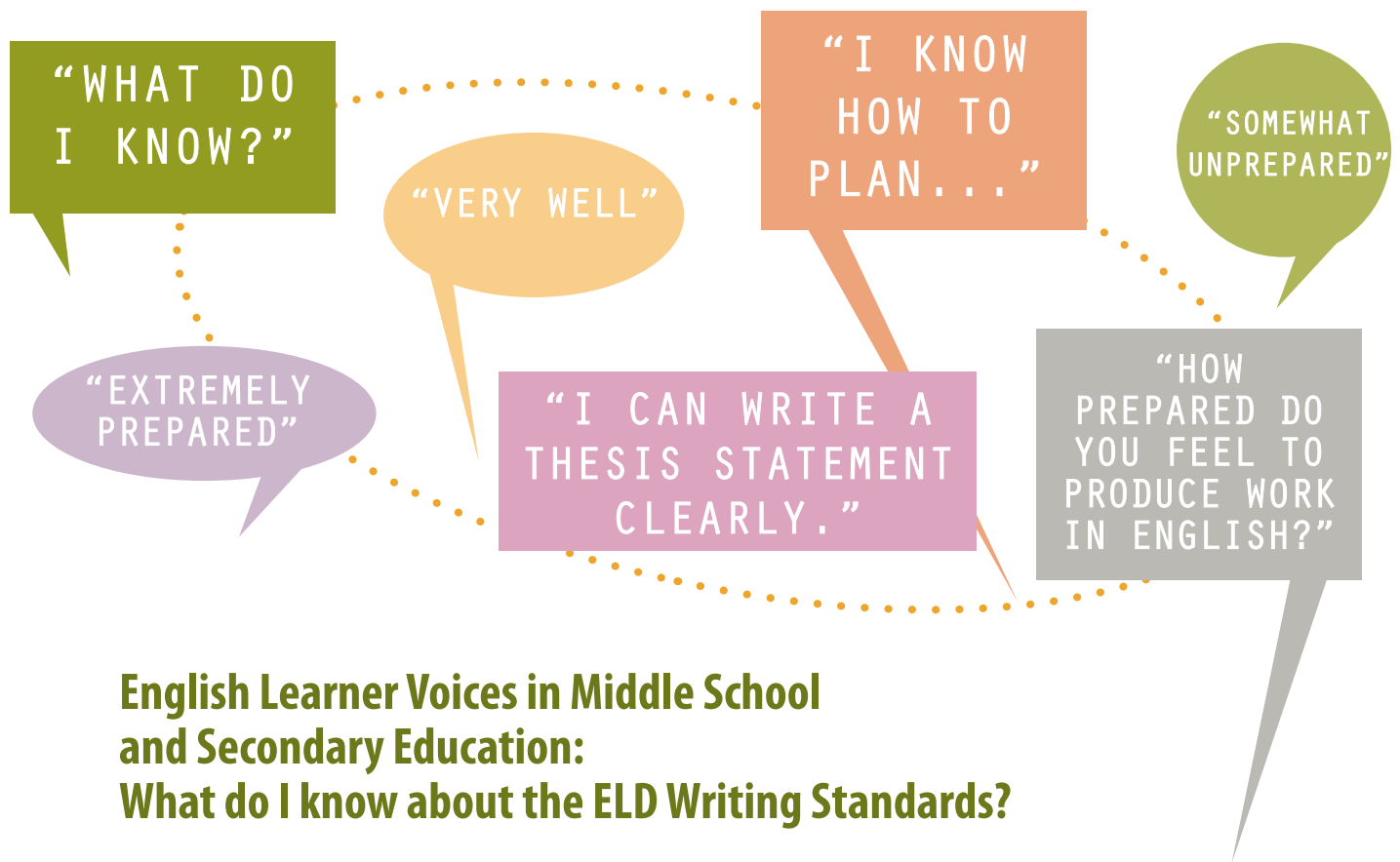
English Learner Voices in Middle School and Secondary Education: What do I know about the ELD Writing Standards?

by Ana M. Hernández, Ed. D.

Associate Professor, Multilingual and Multicultural Education, School of Education, California State University San Marcos ahernand@csusm.edu

Implementing the Common Core State Standards (CCSS) becomes more complex when lessons demand rigorous writing strategies to meet the needs of the varying degrees of English proficiency amongst second language learners, particularly in middle school and secondary education. English Learners (ELs) need to develop written language skills that will support their learning in content instruction beyond the fundamental functions of English. These skills include structuring cohesive texts in academic content, while expanding and condensing ideas, analyzing language choices, and using varied and precise vocabulary and sentence structures. Undoubtedly, the California English Language Development (ELD) Standards (CDE, 2012) can provide a deeper understanding of content and language instruction for linguistically diverse students.

However, learning how EL students perceive the standards and how they internalize their learning is rarely collected as data for teacher reflection and strategic planning. Student voices are just as important in this process, as collecting and analyzing their work samples in correlation to the standards.

The CA ELD Standards (2012) reflect emerging research and theory that support the writing development of English Learners in rigorous academic content instruction. They describe the key knowledge, skills, and abilities that students who are learning English as a second language need to master for grade-level academic writing that will prepare them for college and career opportunities. The CA ELD standards are meant to be used in tandem with the Common Core

State Standards in strategic and purposeful ways that define the language targets across grades K-12 at three proficiency levels: emerging, expanding and bridging. But do EL students at these proficiency level descriptors clearly understand the complexity of the writing standards? Do EL students know how English works in communicating ideas across writing styles?

The purpose of this study is twofold: 1) to analyze the perspectives of middle and high school ELs, enrolled in English Language Development (ELD I-IV) classes, about the writing component of the CA ELD Standards; and 2) examine their teachers' level of readiness in the implementation of the CA ELD Standards. The research presents student and teacher survey results.

Participants

The study represents middle and high school ELs from a southern California school district that had an estimated enrollment of 20,000 students in grades K-12 (CDE, 2014-2015) with over 40% of the students qualifying for free and reduced lunch. Overall student population represented nearly 20% ELs across all grade levels, who were native speakers of Spanish, Vietnamese and other languages. Students in California, who have a home language other than English, are linguistically assessed and classified as ELs through the California English Language Development Test (CELDT) (CDE, 2016).

Students in the study participated in the district's ELD program at two middle schools, two high schools, and a continuation school. ELs in grades 6th-12th (n=235) responded to a survey about their knowledge of the CA ELD Standards (2012). Tables 1-4 demonstrate the total number of ELs per grade level and their district's ELD placement. [See Tables 1-4 in online version.] The data demonstrates that the majority of the ELs (86%) were receiving instruction at ELD levels III and IV (n=202), this ascertains that these students were most likely identified as Long-Term English Learners students who have been unable to attain redesignation due to their low academic achievement in English and other content areas.

Teachers

The study included twelve 6th-12th grade ELD instructors of the student participants at two middle school, two high schools, and a continuation school. Teachers taught a range of ELD level classes, and some even taught English Language Arts. ELD teachers from all school sites were involved in three days of professional development activities with their local university related to the CA ELD Standards, using student work samples to assess the writing proficiency levels through text structures, language features, and academic vocabulary development.

Methodology

The EL student survey was comprised of 22 close-ended and 11 open-ended questions aimed at understanding how students felt about and understood the CA ELD Standards (2012), Part 1: Interacting in Meaningful Ways, Section C - Productive, and Part II: Learning about How English Works, Section A - Structuring Cohesive Texts, Section B – Expanding/Enriching Ideas, and Section C – Connecting/Condensing Ideas. The survey questions were developed by the researcher and previously piloted at a different district in southern California.

The teacher survey included two close-ended and four open-ended questions about their level of understanding and confidence in the implementation of the CA ELD Standards (2012). Other questions included what teachers found most useful about the trainings, next steps in working with their EL students, and level of preparedness to implement the ELD standards.

District's English Learner Program

The EL middle school and high school program consisted of ELD courses and content Specially Designed Academic Instruction in English (SDAIE) classes with trained ELD educators teaching ELD levels I-IV. The district provided professional development to ELD teachers pertaining to the CA ELD Standards (2012). According to the district, the ELD and SDAIE classes met the University of California A-G subject requirements, with the exception of ELD I and II. ELs followed a four-year academic "pathway" toward graduation. In addition, ELs who qualified

for AVID, Advancement Via Individual Determination, were admitted to the program for college preparedness. Full-time Spanish speaking counselors, as well as a district ELD department staffed with bilingual educators provided technical assistance to schools and parents of ELs. Staff members regularly evaluated EL student transcripts for graduation requirements, and provided summer school for ELs needing to complete/repeat courses.

Results

On the production of writing, 50% of ELs in grades 6-8 reported they could write narratives using descriptive details "very well and well," as compared to 67% of ELs in grades 9-12. [See Tables 5 and 6 in online version.] However, when writing a thesis statement for informational writing, only 37% of ELs in grades 6-8 reported they could effectively write one, as compared to 54% of ELs in grades 9-12. When ELs were asked about their ability to write arguments that support their claims, 43% in grades 6-8 and 54% in grades 9-12 reported they could do it "very well or well." About half the ELs in all the grade levels reported they could effectively use transitional words to link statements, as well as plan, revise and edit their writing. Although most ELs in the district's middle school and secondary education perceived they were able to produce coherent writing, test results from the California Assessment of Student Performance and Progress (CAASPP, 2015) showed that majority of ELs in the district performed below standard when producing clear and purposeful writing: 6th grade (63%), 7th grade (67%), 8th grade (65%), and 11th grade (59%). At this time, there are no assessments that measure the CA ELD Standards (2012) by proficiency levels; therefore, the closest assessment to the Common Core State Standards for ELs is the CAASPP.

With regards to the preparation and understanding of the CA ELD Standards (2012), ELs in grades 6-8 (58%) and grades 9-12 (69%) reported being "extremely prepared and prepared" to produce work in English. [See Tables 7 and 8 in online version.] When ELs were asked about their written language abilities in "Learning about How English Works" (CA ELD Standards, Part II, Sections A, B, C), they felt strongest in structuring cohesive texts, than the more technical aspects of writing that related to expanding/enriching or connecting/condensing ideas. Their combined responses

for "extremely prepared and prepared" demonstrated the following self-ratings of their writing abilities: Structuring cohesive texts – grades 6-8 (46%), grades 9-12 (69%); Expanding and enriching ideas – grades 6-8 (45%), grades 9-12 (61%); and Connecting and condensing ideas – grades 6-8 (37%), grades 9-12 (52%).

In open-ended questions, students responded to the following: What can you do to gain more understanding of how to expand and enrich ideas in your writing? ELs across grade levels described three main strategies to expand/enrich their writing: 1) practice writing more often with the use of examples, 2) look at the text or read more to understand sentence structure, and 3) ask for help/feedback from teacher or peers—"It helps to listen to others." Other strategies mentioned were translating from their primary language, drawing pictures, and using a dictionary.

Another open-ended question explored: What can you do to gain more understanding of how to connect and condense ideas in your writing? In general, ELs described the same strategies as above, following the same pattern of more needed practice through interaction with others, receiving help/feedback, and returning to the text for examples. None of the students identified any specific linguistic strategies (e.g., using sentence types, noun/verb clauses, conjunctions, adverbials, prepositional phrases, punctuation) for expanding or condensing sentences in writing, but rather, relied on seeing examples they could copy, being told what to do or how to "fix" their writing with assistance from teachers/peers, or returning to the text.

Interestingly, ELs in grades 6-8 (56%) and grades 9-12 (46%) reported using their primary language "all the time or most of the time" as a tool for writing in English. This validates what the CA ELD Standards (2012) state regarding the use of the student's primary language to gain metacognitive awareness in the new language of instruction—drawing upon knowledge of their primary language was noted by the ELs in this study as a critical writing strategy.

Implications for Teaching

Teacher surveys provided an indication of their understanding and confidence in the implementation of the CA ELD Standards (2010). Only 44% of the ELD teachers reported having a "good level of understanding and confidence in implementation" of the standards after

their district training. Teachers commented that examining writing samples and learning how to evaluate the ELD Standards was helpful in the process, as well as talking with other ELD teachers, listening to their strategies, and learning how others adapt materials to meet the standards. One ELD teacher stated, "My next steps are to develop lessons that are aligned with the new standards, incorporate new strategies, and use the students' writing as reflection."

ELD teachers identified immediate needs to better facilitate the implementation of the standards in the following statements:
- Figuring out the pacing based on my students' needs.
- Planning time with our ELD team to implement the standards, using old curriculum and infusing best practices/strategies.
- Implementing more structured discussions. Looking closely at the grade level ELD descriptors to plan lessons around the standards, especially in collaborative tasks.
- Implementing new strategies in a rigorous manner, but in a fun and engaging way.

ELD teachers still had unanswered questions about the ELD Standards implementation. Statements are as follows:
- How do I get the content teachers onboard in regards to the responsibility of teaching writing as a shared task?
- How much guidance should be given to students in a writing assignment?
- Are there online examples for grading writing based on the new ELD Standards?
- How do I assess and where do I begin? How should we assess the collaborative mode?
- How exactly do I design a lesson using the ELD and ELA Standards?
- How do I organize the ELA curriculum to follow the ELD curriculum?

In summary, ELD teachers would like ELs to feel comfortable with the standards, and they believe writing rubrics are essential in making students fully aware of their learning targets in language and content. Various teachers expressed the need to scaffold lessons and writing as a key for success and to build/link knowledge between lessons. Others stated that starting the year with a student pre-assessment of the standards will help align the resources needed to help them and their students meet the goals.

Recommendations

In order to succeed academically, "all ELs must overcome a 'double gap,' first to equal the achievement of their native-speaking counterparts, and then to reach a level of achievement that is considered grade-level proficient" (WestEd, 2010, p. 3). ELD teachers must fully understand the CA ELD Standards (2102), so they can convey clear lessons and expectations to their students. Although the majority of ELs felt they understood the ELD Standards, they could not explain specific writing strategies needed for structuring cohesive texts that require expanding, enriching, connecting, and condensing ideas across writing types. Teachers of all content areas can plan for the language needs of ELs in content tasks and processes with effective cross-curricular dialogue with ELD teachers. This team planning can connect the curriculum for ELs and facilitate how they learn language through content instruction, in addition to their designated EL classes. ELs have a passion for writing that needs to be nurtured, so that their voices can be heard (student quotes from survey):
- I like to write about moments in my life or important events that occurred in my country.
- I like to write biographies, persuasive essays, book reports, and do research.
- I like to write about the world's issues and bullying.
- I like to write about school, life, family and friends.

[References and tables are available in the online version.]

"WHAT CAN WE DO BETTER?"

Equity in Arts Learning

By Sarah Anderberg, Francisca Sánchez, and Pat Wayne
CREATE CA

As educators from all grade levels continually work to improve their teaching and pedagogy, it seems that often one major component is left on the margins of classroom practice—arts learning. With our ongoing effort to dig deeper, to explore authentic culturally and linguistically relevant practices for our students, we often ignore this most essential element in building student voice. While most of us agree that the visual and performing arts are necessary components of a full, comprehensive curriculum, seldom do we fully explore how to teach the arts in our classrooms—both as subjects themselves (with their own language, vocabulary, and content), and also as a means for interdisciplinary learning.

CREATE CA is a coalition of dedicated and innovative leaders who understand that together we have the power to create lasting change for every California student. Its mission is to ensure that ALL students are able to reach their full potential by advancing an education model that promotes creativity and the arts for the workforce of tomorrow (http://www.createca.net/).

CREATE CA is focused on strengthening and expanding arts learning in our schools, and has been working on a declaration of rights of all students for equity in arts learning that points to the absolute essential needs of our students to have equitable access to the arts. In the draft declarations below, we are exploring how to make clear the benefits of the arts from a student's perspective.

DECLARATION OF RIGHTS OF ALL STUDENTS TO EQUITY IN ARTS LEARNING

We believe that all students, regardless of race, income, language, or geographical location, should have equitable access to quality visual and performing arts learning opportunities. Historically, California's Latino, African American, Asian Pacific Islander and English Learner students, as well as at-risk, low income, and special needs students, have had insufficient access to high quality arts instruction. In order to address these disparities, the Declaration of the **Rights of All Students to Equity in Arts Learning** endorses six principles that apply to all students and that respond to the reality that certain groups of students experience disproportionate exclusion or preclusion from high quality arts instruction:

1. The right to equitable access to PreK-12 free, coherent, and sequential standards-based arts learning that is part of the core curriculum and that provides both integrated and discrete visual and performing arts learning opportunities; and the right to equitable outcomes as a result of this access, without distinction on account of race, culture, language, religion, national origin, geographical location, or legal status.

The state-adopted Visual and Performing Arts Framework provides a roadmap of key content in all four arts disciplines of dance, music, theatre, and visual arts through sequential standards that build knowledge and skill in the five strands of: 1) Artistic Perception; 2) Creative Expression; 3) Cultural and Historical Context; 4) Aesthetic Valuing; and 5) Connections, Relationships, and Applications. It is a student's right to engage in these arts disciplines through the lens of his/her own culture, as well as the cultures of others. History and literature are embellished by the artistic expressions of artists throughout the ages. How exciting it is when we make literature and history come alive through the study of current and past artists!

2. The right to special protection for every student's artistic and aesthetic development. The right to protection from policies and practices that exclude or preclude certain students or populations

from equitable access to and success in powerful and coherent arts learning grades PreK-12.

Students from every geographic region of our state deserve the right to learn about the arts – not just those students' areas that have a wealth of artistic resources. This declaration calls for educators at all levels—state, region, county, and local levels—to put into practice policies that support equal access. With the sea change of Local Control Funding Formula, now more than ever, we have the opportunity to advocate for our students, so that each has the ability to express him/herself through multiple artistic expressions and to learn how to aesthetically understand key works of arts from all disciplines.

3. The right to arts learning that is culturally and linguistically responsive and relevant, with particular attention to those populations that have traditionally been excluded or precluded, such as English Learners, students of color, foster youth, homeless youth, students in poverty, migrant students, and special needs students.

We define **CULTURALLY AND LINGUISTICALLY RESPONSIVE LEARNING (CLRL)** as teaching and learning that connects students' cultural and linguistic knowledge, prior experiences, and performance styles to academic knowledge and intellectual tools in ways that legitimize what students already know. By embracing the sociocultural and sociolinguistic realities and histories of students through what is taught and how, culturally and linguistically responsive educators negotiate classroom and school cultures with their students that reflect the communities where students develop and grow. This concept is more fully explored in *Inspiring Voice*, a guide that provides classroom strategies to motivate CLRL in the classroom. To access this guide, go to: http://ccsesaarts.org/tools/inspiring-voice-strategies-for-success-engaging-and-motivating-students-through-culturally-linguistically-responsive-arts-education/

4. The right to arts learning programs in every school, district, and community that are funded and supported with the necessary resources, including qualified administrators, teachers, teaching artists, and other staff, adequate

CREATE CA is a coalition of dedicated and innovative leaders who understand that together we have the power to create lasting change for every California student.

materials, and appropriate facilities to support powerful culturally and linguistically responsive arts learning.

According to *The Otis Report on the Creative Economy of California,* careers in the arts comprise one sixth of California's economy, generating more than 374.5 billion dollars.   Twenty-first century skills needed for careers that don't directly involve the arts include collaboration, problem-solving, critical thinking, and communication, all skills that the visual and performing arts teach in substantive ways. Students who do not have access to quality arts learning are disenfranchised from the growing number of careers dependent on creative skills. To read the Otis Report, go to http://www.otis.edu/sites/default/files/2015-CA-Region-Creative-Economy-Report-WEB-FINAL.pdf.

What often happens in schools that have **not** chosen to support standards-based arts learning is that students end up creating craft-based lessons which do not open the doors for deep understanding of processes within the disciplines, leaving behind many opportunities to provide authentic, quality arts learning experiences for students that have lasting impact on student achievement. We know that resources are needed to support structures that bring to the forefront cultural understanding and languages from the diverse cultures that represent our California student population.

5. The right to educators, leaders, and parents/community who are knowledgeable about the intrinsic and extrinsic benefits of arts learning for individual students, families/communities, the nation, and global society.

How can we, as educators, advocate strongly for our students? As we emphasize the key priorities for our schools and districts, how can we weave in the most essential pedagogical practices that embrace the benefits listed above? The California County Superintendent Educational Services Association (CCSESA) has developed some key principles for arts learning.

RICH & AFFIRMING LEARNING ENVIRONMENTS

Create a safe, affirming, and enriched environment for participatory and inclusive learning in and through the visual and performing arts for every group of students.

EMPOWERING PEDAGOGY

Use culturally and linguistically responsive pedagogy that maximizes learning in and through the visual and performing arts, actively accesses and develops student voice, and provides opportunities for leadership for every group of students.

CHALLENGING & RELEVANT CURRICULUM

Engage every group of students in comprehensive, well-articulated and age-appropriate visual and performing arts curriculum that also purposefully builds a full range of language, literacy, and other content area skills, including whenever possible, bilingualism, biliteracy, and multiculturalism. This curriculum is cognitively complex, coherent, relevant, and challenging

HIGH QUALITY PROFESSIONAL PREPARATION & SUPPORT

Provide coherent, comprehensive and ongoing visual and performing arts professional preparation and support programs based on well-defined standards of practice. These programs are designed to create professional learning communities of administrators, teachers, and other staff to implement a powerful vision of excellent arts instruction for each group of students.

POWERFUL FAMILY/COMMUNITY ENGAGEMENT

Implement strong family and community engagement programs that build leadership capacity and value, and draw upon community funds of knowledge to inform, support, and enhance visual and performing arts teaching and learning for each specific group of students.

ADVOCACY-ORIENTED ADMINISTRATIVE & LEADERSHIP SYSTEMS

Provide advocacy-oriented administration and leadership that institute system-wide mechanisms to focus all stakeholders on the diverse visual and performing arts needs and assets of each specific group of students. These administrative and leadership systems structure, organize, coordinate, and integrate visual and performing arts programs and services to respond systemically to the needs and strengths of each group of students.
— *California County Superintendents Educational Services Association (CCSESA) Arts Core Principles.*

6. The right to be brought up in school and community environments that value and protect the arts and equity as essential to the full development of every student, and that demonstrate those values/beliefs in their public policies and practices.

As we move to provide relevant, engaging curriculum for our students, we serve our students well when we provide meaningful, lasting experiences that empower student voice and love for learning. We want kids to be excited about coming to school and experiencing learning that connects and deepens artistic expressions. Let's all be the change we want to see in the world for our students! Let's transform students' lives through the arts and make a lasting impression on their education and careers, not just for some, but for all our students. ✑

(Additional information is available in the online version.)

Ten Lessons the Arts Teach

Elliot Eisner, a Professor of Education at Stanford University, has identified 10 lessons which are clarified through the study of arts in schools.

1. The arts teach children to make good judgements about qualitative relationships. Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than the rules that prevail.

2. The arts teach children that problems can have more than one solution and that questions can have more than one answer.

3. The arts celebrate multiple perspectives. One of their large lessons is that there are many ways to see and interpret the world.

4. The arts teach children that in complex forms of problem-solving, purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the ability and willingness to surrender to the unanticipated possibilities of the work as it unfolds.

5. The arts make vivid the fact that words do not, in their literal form or number, exhaust what we can know. The limits of our language do not define the limits of our cognition.

6. The arts teach students that small differences can have large effects. The arts traffic in subtleties.

7. The arts teach students to think through and within a material. All art forms employ some means through which images become real.

8. The arts help children learn to say what cannot be said. When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job.

9. The arts enable us to have experience we can have from no other source, and through such experience, to discover the range and variety of what we are capable of feeling.

10. The arts' position in the school curriculum symbolizes to the young what adults believe in important.

Source: National Arts Education Association
https://www.arteducators.org/advocacy/articles/116-10-lessons-the-arts-teach

by Esteban Díaz, Ed.D. & Bárbara Flores, Ph.D.

Making Visible the Power of Language, Culture and Community in Social Interactions Across Socioeducational Contexts

Introduction. In this article we will discuss the powerful role of language, culture and community and their relationship to teaching and learning. We will examine each of these concepts from the perspective of Vygotsky's theory of children's development because his theory interrelates these concepts in a very powerful way and lets educators see why each concept is important in itself, but more importantly how it works in partnership with the others to help teachers organize teaching and learning for the optimal development of the child.

Obuchenie and Vospitanie. Before discussing the concepts of language, culture, and community, we want to share two related Vygotskian concepts-- ***Obuchenie*** and ***Vospitanie*** (Fleer, Hedegaard & Tudge, 2009). They will help us as we examine the roles of culture, language and community in education. ***Obuchenie*** is the foundation for pedagogy. It is the Russian word that Vygotsky used to explain what takes place in the classroom between teachers and students. ***Obuchenie***

means teaching-learning. Vygotsky did not separate teaching and learning as we do in the U.S. Rather, he considered both to comprise a system that is created through the mutual cooperation of the teacher and student as they interact in socioeducational contexts. ***Obuchenie*** is at the heart of the "instructional practices" (socioeducational contexts) within which teachers and students interact. ***Vospitanie*** also refers to a critical element in socioeducational contexts. It refers to the belief that schooling, or formal education, is a continuation of the 'upbringing' that began in the home with parents and other care providers. ***Vospitanie*** refers to all that is involved in bringing up children— particularly bringing them up to attain goals that are for the greatest good of the child. It also means that teachers play a key part in the 'upbringing' and 'caring' of a child. It is truly in *loco parentis*. It means, in essence, that 'it takes a village to raise a child'.

Making Visible the Embedded Social Contexts. Let us now look at the center of the infographic
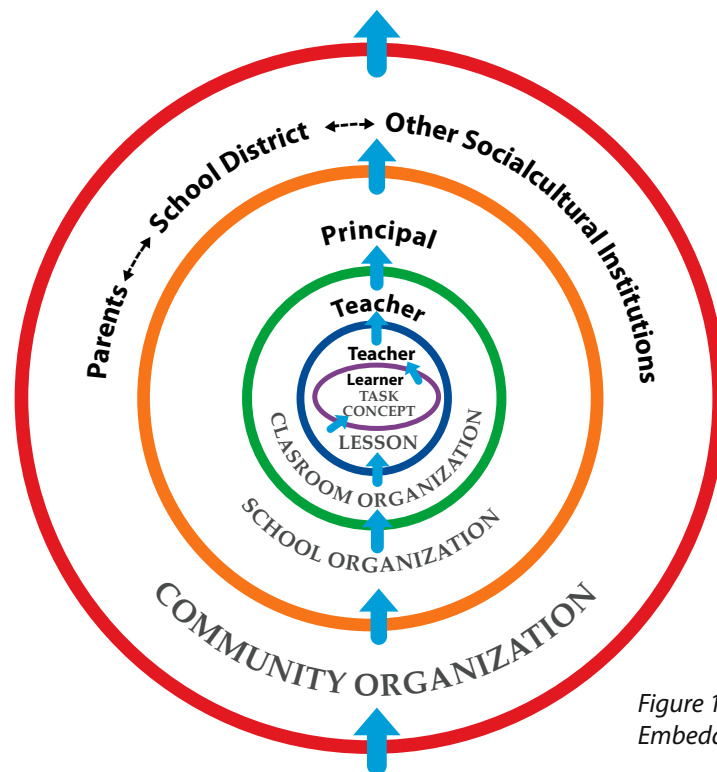
Figure 1
Embedded Contexts

(See Figure 1) to examine how culture, language and community play a role in teaching-learning (Cole & Griffin, 1987). Notice that a teacher and student in a reading classroom (socioeducational context) are at the heart of the concentric circles. All children are born into a rich gumbo (pozole) of communal experiences. First and foremost, of course, is the family where parents take a lead role in fostering the cognitive, social and emotional development of their children. Parents are the fundamental ingredients in the 'upbringing' and 'caring' of their children because they have their absolute best interest at heart. However, as we move from the family settings to other community institutions, these community settings have a less direct connection to the child, but are still organized to promote the positive development of children and all of its residents. Again, classroom instructional practices, lessons or socioeducational contexts are at the center of the concentric circle in which the outer ring represents community in general. The parents, school district, and other sociocultural institutions are within this circle. We see the second circle as the school organization which encloses the classroom (third circle) all of which surround the lesson or instructional practice which is the inner circle in which the teacher and student are working together to co-create knowledge (Cole and Griffin, 1987).

Luis Moll and his colleagues (Moll et al, 1992) have used community 'funds of knowledge' to create lessons that incorporate information from the community that relates to students' everyday experiences. The question to pose is what

role culture and language plays in the children's development.

The Law of Sociocultural Development. Vygotsky (1978) states that ANY function in child's development is a product of social interactions. A child is a cultural "product" that results from social interactions which he or she internalizes. All higher mental functions are internalized social relationships; cognition, socioemotional, etc. Schooling is a natural progression of sociocultural development. Teachers and others are responsible for the continued 'upbringing' and 'caring' (Vospitanie) of the child. The teacher must recognize this responsibility and understand that the child is a "product" of his sociocultural environment and social interactions. Teachers must take this into account in the social interactions (school instructional practices/lessons) that he or she organizes for the child to ensure their continued intellectual and social development at the highest level.

Language. Thought is internalized language. One of Vygotsky's most important insights is that speaking becomes thinking. This means that it is not only that a child learns in social contexts during social interactions, s/he also appropriates the language used during the interactions, internalizes it and transforms it into thought (an internal tool) (Wertsch, 1985).

Because language becomes a tool for thinking, Vygotsky placed great value on the role of education because it is where the rudimentary mental functions that a child brings to school

become higher mental functions as a consequence of the special social process of schooling. And, it is language use within **Obuchenie** (teaching-learning) in a collaborative context where the 'everyday' concepts (Vygotsky called them spontaneous concepts) that a child uses are brought together into a formal educational context where the child acquires 'scientific' concepts by means of the academic language used by teachers in the classroom. For Vygotsky, formal education is necessary for the continued cognitive, social and personal development **(Vospitanie)** of a child into a person.

Interactive Dialogue Journals as a Socioeducational Context. As an example of this, we will revisit Daniel Yee learning to write/read in an interactive dialogue journal during one year of schooling (Diaz & Flores, 2001). Daniel Yee is a kindergartner of Chinese descent who had recently emigrated from Mexico and is bilingual in Spanish and Chinese. He also understands some English. He lived in a border city on the Mexico, California border and attended a school that was 98% Latino and a large majority of whom were Spanish dominant or bilingual. The economy is based on business with the Mexican city across the border and on agricultural labor. This particular teacher has acquired pedagogical knowledge about how and when children can learn to read and write and about how to organize a socioeducational context within which both, the teacher and the child, work collaboratively to have the child learn how to read/write alphabetically like adults, an important cultural tool in today's world.

First, we should note that both the teacher and child are on equal footing, the teacher cannot read the child's writing and vice versa. So the teacher creates a teaching-learning *(Obuchenie)* zone. Vygotsky calls it a 'zone of proximal development' within which a more knowledgeable partner collaborates with a less knowledgeable one to help her or him appropriate important knowledge so that they can use it independently as a personal tool. The teacher started using interactive dialogue journals at the beginning of the school year.

In his first journal, Daniel drew a picture (the drawing also is a visual representation of his meaning) of a house and, in capital letters, wrote **DANHEE**. When the teacher asked him to read his journal entry he said, "hay un ratón en mi casa." [There's a mouse in my house.] There are several invisible events occurring. Daniel believes that his written string of letters represents his thoughts and therefore is a communication tool. His teacher expects him to write his way because she knows his written discourse is developmental and represents his everyday cultural knowledge and concepts of written language. The teacher then responds authentically to his message in front of him by saying the words as she/he writes them. She cannot read his written discourse nor can he read hers so each mediates using oral language to convey their respective meanings. This very social interaction not only represents respect for each person's knowledge of written language but also acts as an interaction of spontaneous concepts (Daniel's) and scientific concepts (the Teacher's). That is, Daniel's everyday knowledge of written language (his use of the presyllabic writing system as evidenced by a string of letters representing meaning, Ferreiro & Teberosky, 1980). Vygotsky would call Daniel's writing a Spontaneous Concept of the cultural object we call standard written language, a Scientific Concept, that functions as communication in our communities, families, schooling and personal uses. In turn, the teacher responded authentically and wrote "Yo tenía un ratón en mi casa pero lo maté con una trampa.) [I had a mouse in my house, but I killed it with a trap.] At least three times a week, the teacher socially

interacts with all the children in each one's interactive dialogue journal. By mid-year (February), Daniel writes more alphabetically but smooshed together "MIMAMIiBAACOMRUAPUEA" (Mi mami iba a comprar una puerta) [My mommy was going to buy a door]. He draws a picture of his mom in a car going to the store. As one can see, Daniel is now able to represent his meaning, syntax, and graphophonic knowledge about written language in a more scientific manner but he still has not internalize the adult's way yet (the alphabetic writing system, the potential). However, Daniel has continued his developmental journey by internalizing aspects of the scientific concepts of written language that the teacher has used within the zone of proximal development every time she interacts with him. In other words, she responds at the potential mediating with oral language by writing (Yo le compré unas tarjetas a mi esposa). [I bought some cards for my wife.] We can say that he is learning and moving toward the goal of knowing academic written language.

By June, Daniel writes in his journal "Yo fui afuera a paserarme en mi bisicleta." [I went outside to ride my bicycle.] He draws a picture of himself standing next to the bike. His teacher responded authentically, "Yo quiero arreglar mi bicicleta porque quiero pasear mi niño.)[I want to fix my bicycle because I want to give my son a ride.] By the end of kindergarten, Daniel has internalized the scientific concepts (Use of the pragmatic, semantic, syntactic, graphophonic, and orthographic systems of written language, Goodman, 1976; 1994; 2003) of written language that our adult community, family and personal cultures use in Spanish. It should also be noted that he no longer needs the teacher to mediate her written discourse, nor does she. In addition, Daniel learned to read and write in this socioeducational contexts due to the social interaction of lan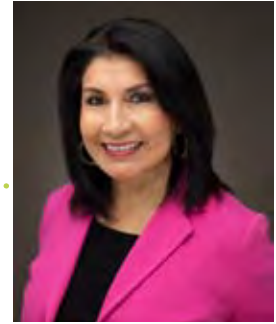guage, culture and community. The topics he chose came from his 'everyday' community and cultural experiences–his funds of knowledge. The teacher's authentic responses daily demonstrated both Obuchenie and especially Vospitanie. Caring or real "cariño" is what our families show their children in many ways every day.

Closing Insights. Our purpose in discussing the concepts of community, culture and language from a Vygotskian perspective was to demonstrate that each of them plays a critical and powerful role in the cognitive, social and personal development of a child. Vygotsky's (1978) law of cultural development states it clearly and succinctly, "Any function in children's cultural development appears twice. First, it appears between people on the social plane [via social interaction] and then on the psychological plane (in the child's mind)." Thus, a teacher's pedagogical knowledge related to Obuchenie and Vospitanie are at the fundamental core of organizing social, cognitive, and academic success through the social interactions she or he engages children in socioeducational contexts in schooling. Further, Vygotsky added, "The very mechanism underlying higher mental functions is a copy from social interactions. All higher mental functions are internalized social relationships, their whole nature is social." (Vygotsky, 1978). This is profoundly demonstrated in Daniel and his teacher's sociocultural journey of the cultural object our society uses to visually communicate, the use of written language. Therefore, social relationships and interactions are the key to intellectual and personal development of children and all individuals. The role of parents, peers and teachers is vital to individual development because, as Vygotsky said, **"It is only through others that we become ourselves."** (Vygotsky, 1983). ❧

Growing Ideologically Clear and Linguistically Efficacious Dual Language Teachers

by Cristina Alfaro, Ph.D.,
Associate Professor and Chair,
Policy Studies in Language and Culture,
College of Education,
San Diego State University

> *I am a product of CA Prop 227, deslenguada (de-tongued) due to restrictive language policies. I lost my language, pero no perdí el orgullo de mi cultura y raíces (but I did not lose my roots and cultural pride). As a result, I have worked hard to regain and reclaim my language (español) in an effort to develop a high level of language and cultural efficacy to better serve my bilingual students.*
>
> *— Paloma, DLE Graduate, 2015*

Paloma's quote eloquently describes the journey that many of our current bilingual teacher candidates share when they communicate why they aspire to become bilingual teachers and the road they traveled to get there. The reality is that Latinos in the United States have historically suffered derision and mistreatment as a result of restrictive language policies based on dominant hegemonic ideologies (Alfaro & Bartoltomé, in press). Bilingual teacher candidates struggle to understand that language policy is grounded in monolingual ideologies that permeate our educational system. Based on incoming bilingual credential teacher candidate interviews, the number one response as to why they want to earn their bilingual teaching credential is grounded in their desire to work towards becoming strong advocates for dual language education and to teach their bilingual students in a powerful manner.

Many current bilingual teacher candidates are products of restrictive language policies and have been schooled under the umbrella of Structured English Immersion (SEI), where the acquisition of standard English and assimilation into the dominant culture are the ultimate goals. This article will hopefully add to the critical discourse about developing the next generation of critically conscious, ideologically clear, and linguistically efficacious bilingual teachers.

The range of linguistic skills across bilingual teacher candidates' Spanish language abilities is vast and varied, including a diversity of English proficiency skills, since English, in many cases, represents bilingual teacher candidates' second language. This diversity in Spanish language proficiency is not generally addressed explicitly in teacher education programs. Given this, it is incumbent upon bilingual teacher educators to provide teacher candidates with the preparation that will equip them with both—the language proficiency and the ideological clarity necessary for academic and social advancement of bilingual and multi-dialectical students and their families (Alfaro, 2016). It is important to explicitly help prospective bilingual teachers develop their ideological clarity in parallel with their Spanish pedagogical expertise. In doing so, ideology and language become the anchor that bonds the "cultural wealth" students bring to the classroom (Alfaro & Bartolomé, in press; Alfaro & Hernandez, 2016; Yosso, 2005).

Currently bilingual teacher educators' conversations revolve around the challenges to identify, name, and confront the pressing issues related to the preparation of bilingual teachers ready to meet the demands created by the exponential growth of dual language schools across the nation, particularly in California with one-third of the nation's programs (Center for Applied Linguistics, 2015). This extremely rapid growth has elevated bilingual teacher educators' preoccupation with the unyielding need for the effective preparation of linguistically efficacious and ideologically clear bilingual teachers. This is a fundamental matter of equity and social justice from the perspective that dual language classroom discourse, that announces or denounces social class dimensions of language use (Macedo, 2015), affects the equality or inequality of emergent bilingual students' educational experiences (Bartolomé , 2010; Cazden, 2001). The Department of Dual Language and English Learner Education (DLE) at San Diego State University (SDSU) has transformed the bilingual credential program to elevate the education of linguistically efficacious and ideologically clear bilingual teachers by advocating and promoting the academic and social advancement and human rights of bilingual and multi-dialectical students and their families.

Dual Language Education (DLE) Teacher Preparation Program

Approaches to education reform that do not honor the linguistic and cultural wealth of Latinos and other ethnically and linguistically diverse students are likely to fail (Darder, 2015;

Portes, Salas, Baquedano-Lopez & Mellom 2013; Valencia, 2010). Given the importance of students' cultural and linguistic wealth, the chair and faculty of the DLE department worked collaboratively with our community, district leaders, and the County Office of Education to engage in ongoing efforts for transforming bilingual teacher education. Our efforts brought together the best of what we know about how to prepare linguistically efficacious and critically conscious bilingual/biliterate teachers through a cultural wealth and community-based approach that integrates an equal benefits pedagogical ideology, understanding of sociocultural influences, first and second language acquisition, hybrid language identities, translanguaging, authentic assessment, culturally responsive curriculum, and action research for classroom and school improvement (Alfaro, Duran, Hunt, & Aragon, 2015; Carrillo, 2013; Duncan-Andrade, 2009; Dewey, 1902; Garcia, 2014; Gonzalez, Moll, & Amanti, 2005; Olivos, Castellanos-Jimenez, & Ochoa, 2011; Yosso, 2005).

To effectively prepare bilingual teachers, the DLE faculty, program graduates, and school administrators that hire our graduates participated in a series of focus groups to narrow down and identify five salient Knowledge, Dispositions, and Skills (KDS) for teaching in linguistically and ethnically diverse school communities (access the full informative and research supporting the DLE outcomes (KDS): http://go.sdsu.edu/education/dle/Default.aspx). The following section focuses on two of the KDS: (a) Developing Ideological Clarity and (b) Biliteracy (Spanish/English) Pedagogical Expertise across the Content Areas.

1) Ideological Clarity and Teacher Critical Consciousness

Today's teacher candidates typically enter bilingual teacher credential programs without ever having the opportunity to deconstruct their unconscious ideologies and free their minds from hegemonic teaching and learning practices (Ek, Sánchez, & Cerecer, 2013). Although no research definitively links teachers' ideological stances with particular instructional practices, many scholars have suggested that their ideological orientations are often reflected in their beliefs and attitudes and in the way they interact with students in the classroom (Alfaro & Bartolomé, in press; Cochran-Smith, 2004; Hollins, 2014; Marx, 2006; Marx & Pennington, 2003; Nieto, 2005; Sleeter, 1993, 1994).

> *In conversations with my principal and colleagues, I am very clear about my ideological stance when it comes to the education of non-white, low income, Emergent Bilinguals. In staff meetings, I continually bring up the research and question how we are ensuring equity and access to the rigorous standards for low socio-economic students. At times, this shocks them, particularly when I ask what and who informs their ideology and classroom practice.*
>
> —Bianca, 3rd grade teacher, DLE graduate, 2015

For Freire (1993), the process of critical dialogue is a continuous self-questioning and reflection process that emanates the evolution of an awaking to critical consciousness (conscientizaçao) that beacons teachers toward ideological clarity. A teacher's well-articulated ideological stance is the beacon that empowers her/him to navigate through, with, and around the socio-political-restrictive language policy agendas and standard-based teaching initiatives prevalent in our education system (Alfaro & Hernandez, 2016). Futhermore, Macedo (2015) informs us that it is important for teachers to arrive at the realization that it is their ideology that "announces or denounces" teaching for equity and social justice. Furthermore, Freire (1993) reminds us that "teaching and learning in schools constitutes a political act tied to the ideological forces that operate on behalf of the dominant class. Education never is, has been, or will be a neutral enterprise" (p. 127).

Bilingual credential candidates create a roadmap towards becoming transformative educators through the process of developing ideological clarity—as it relates to their classroom practice. They know who they are as teachers, their personal beliefs about teaching and learning, and how their behaviors and interactions affect the students they teach. This complex area of understanding involves self-knowledge and the need to constantly assess their dispositions to ensure that as educators they have a strong belief in the worth of all students and their ability to achieve socially and academically. Equally important in preparing teachers to teach well, is the necessity for teachers to mindfully articulate their ideological stance. An ideological stance serves as a teacher's solid social and pedagogical foundation, regardless of the racist propositions meant to subordinate Latino immigrant children and their families.

Bartolomé (2002) explains that "ideological clarity requires that teachers' individual explanations be continually compared and contrasted with those propagated by the dominant society. It is to be hoped that the juxtaposing of ideologies forces teachers to better understand if, when, and how their belief systems uncritically reflect those of the dominant society and support unfair and inequitable conditions" (p. 168).

As we prepare teachers to participate in the transformation of their world, we focus on preparing teachers with ideological clarity—this requires that teachers interrogate themselves, construct their story, and their purpose for teaching and learning in multilingual-multicultural school communities. Having a well-articulated ideological stance can help a teacher navigate the political agendas they encounter, such as restrictive language policies and anti-Latino public sentiment. The DLE department and faculty subscribe to an ideological framework that balances asymmetrical power relations embedded in complex sociocultural relations and tensions.

By critically studying dominant ideologies and how they manifest in schools, bilingual teacher candidates become agents of change as they develop critical consciousness around hegemonic ideologies and adopt an ethical posture accordingly. As part of their learning about potentially harmful ideologies and the impact they have, bilingual teachers require explicit sociolinguistic instruction around multi-dialectical language use, particularly in light of the student populations they work with on the California/Mexico border. Teacher candidates engage in a signature assignment that addresses the critical literacy process through a series of core readings and critical reflections. This sociolinguistic understanding is expected to give teachers the tools they need to create their

pedagogical structures—structures that will enhance linguistically diverse students' ability to acquire standard Spanish and English, and create spaces in which students' cultural voices can emerge. Hence, the aim is for these students to succeed within the expectations of the school culture, without having to subordinate their own working-class home cultures and language varieties (Alfaro & Bartolomé, in press).

> *I thought that being bilingual in Spanish and English were the main skills that I needed to be a bilingual teacher. I soon realized that I needed to possess the academic language and the theoretical knowledge of first and second language acquisition, teaching methodology, and knowledge of the socio-political issues and tensions surrounding language ideologies. I now recognize that within my role as a Dual Language teacher is the importance of being an advocate for Emergent Bilinguals and to promote student success through standards-based instruction in Spanish*
>
> — *Rene, 8th grade science teacher, DLE graduate, 2014*

2) Biliteracy (Spanish Pedagogical Expertise) in the Content Areas

Bilingual credential candidates develop Spanish language content area competence, as well as acquire and possess theoretical knowledge on important socio-political issues and tensions surrounding language teaching and learning. Accordingly, they create rich, authentic learning opportunities for students to read, write, speak, listen, and think critically, in Spanish and English, using the appropriate grade-level academic language.

This second KDS is necessary for creating culturally and linguistically responsive curricula that is guided by principles of democratic schooling and social justice that name, reflect, conceptualize, and act through civic and community engagement. For bilingual teachers this constitutes developing solid Spanish pedagogical expertise and content area knowledge beyond passing a state or national examination. For this reason, DLE offers a stand-alone Spanish course for bilingual teachers. They take this prerequisite course to further develop their Spanish pedagogical expertise, in place of taking the Spanish proficiency exam. Moreover, bilingual teacher candidates receive methods courses in science, math, social studies, reading and language arts that are all taught in Spanish, with the remaining methods courses taught bilingually with 40% in English and 60% in Spanish. Of major importance is having the knowledge and skills to create Spanish linguistically rich and culturally responsive curriculum that incorporates student's funds of knowledge (Gonzalez, Moll & Amanti, 2005; Ladson-Billings & Tate, 1995).

Furthermore, bilingual teacher candidates' Spanish pedagogical expertise is further developed through a partnership with the San Diego County of Education (SDCOE) that is supported through a federal grant, Project CORE, for the purpose of providing professional development in unpacking and implementing the Common Core State Standards (CCSS)-Español. DLE teacher candidates engage in full-day institutes once per month, where the State of California lead developers of CCSS-Español and the Spanish Language Development Standards (SLDS) work collaboratively with DLE faculty to develop candidates' Spanish Pedagogical expertise using the CCSS-Español. This collaborative project began four years ago, and every year we adjust to improve our curriculum and outcomes for teacher candidates based on students' monthly survey feedback. This is an ongoing process in the spirit of instructional improvement for academic Spanish development and teaching efficacy. In this manner, DLE sets goals and aligns resources, instructs students, gathers, analyzes, and shares data to create action plans alongside community partners. As depicted in the pre/post surveys (Table I is available in the online version), program graduates report a significant gain in their confidence level and Spanish pedagogical expertise, as a result of their participation.

In addition to teacher candidate pre-post tests, individual interviews were conducted with principals of prominent Dual Language (Spanish/English) schools that hire a noteworthy number of DLE program graduates. Overwhelmingly, principals agreed that the DLE program graduates they hired demonstrate solid content area knowledge, high levels of Spanish pedagogical expertise, and efficacy with respect to implementing the CCSS-Español, as well as cultural competence and clarity as to who and what informs their pedagogy. What follows is a statement by a highly respected dual language school principal:

It is very important for me, as a principal concerned about the quality of Spanish instruction our students receive, that I hire teachers who understand the importance of delivering the CCSS en Español using academic Spanish, while honoring their varied linguistic/cultural funds of knowledge. DLE's collaboration with SDCOE has done an impressive job of preparing the 10 teachers I have hired in the last three years.

The above testimony is but a small portion of the evidence related to the success DLE has experienced in meeting the demands for preparing bilingual and biliterate teachers to work in dual language schools. This has been possible, partly due to highly collaborative and reciprocal working relationships. It is through a collaborative process that the DLE KDS were developed and continue to evolve. Furthermore, DLE continues to search and hire linguistically proficient faculty with a disposition to work collaboratively and in solidarity in order to elevate bilingual teacher candidates' ideological, linguistic, and pedagogical obligations.

Concluding Remarks

This article has recounted critical aspects of bilingual teacher preparation. In part, it presents the significance of this focus as one that meets the current demands of California's need for linguistically competent and ideologically clear bilingual/biliterate teachers. Given the demand, it is a matter of urgency that we engage in the process of identifying, naming, and framing cultural relevance, linguistic competence, and critical consciousness in bilingual teacher graduates, so that their ideological clarity evolves and solidifies into one that embodies pedagogical approaches of inclusion, fairness, and equity for Emergent Bilinguals beyond the university context.

It maintains that it is important to increase bilingual teachers' ideological clarity and discover ways to honor and build the academic and social advancement and human rights of bilingual and multi-dialectical students. Consistently embedded throughout DLE's methods courses and professional development opportunities are strategies that encompass a focus on ideological clarity, biliteracy pedagogical expertise, collaboration with educational stakeholders, inclusive learning environments, and global literacy. The salient knowledge, dispositions, and skills (KDS) highlighted in this article allude to the quality practices and forms of engagement that can prepare, not just bilingual/biliterate and ideologically clear teachers, but all teachers to meet this demand. Thus, while this article is focused on preparing bilingual teachers, One would argue that this same collaboration, preparation, and coursework should be implemented in all educational and professional programs that work primarily in majority ethnically and linguistically diverse social contexts. ❧

Sharing Immigrant Stories in the Classroom
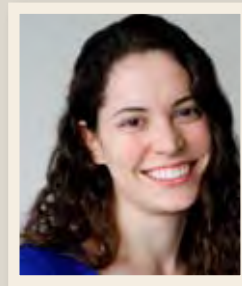
by Elizabeth Venditto, Ph.D.
Immigrant Stories Project Manager,
Immigration History Research Center

How can we encourage immigrant students to tell their own stories? How can we create inclusive classrooms and help develop students' writing and digital learning skills? These are questions that many of us have grappled with inside and outside of the classroom. Now, there's a new website and educational resource that can help transform how we teach and serve our students.

Immigrant Stories is a digital storytelling and archiving project that helps immigrants tell their own stories in their own words. Students may participate in the project and create their own short videos about a personal or family immigration experience. The Immigrant Stories project provides free resources to use the project in English language learner, bilingual, and multicultural classrooms. The project helps student learning in a number of ways: Students improve their writing, communication, and digital technology skills, and at a time when young people frequently share their own stories through social media

platforms, like Instagram and Snapchat, Immigrant Stories helps students tell their stories to a wider audience, preserve them for teaching and learning, and think critically about multimedia personal narratives.

The Project
In 2013, the Immigration History Research Center (IHRC) launched the Immigrant Stories project to collect, share, and preserve contemporary migration narratives. The IHRC is a research center at the University of Minnesota directed by Professor Erika Lee, a well-known immigration historian and educator and a featured speaker at last year's CABE conference. The IHRC has worked with immigrant communities to promote research, teaching, and public programming about immigration since 1965.

Immigrant Stories teaches participants how to make a digital story about a personal or family migration story. Digital stories are brief (3-5 minute) videos made from a combination of images, text, and audio.

Students make their entire videos themselves. They begin by writing a brief (300-500 word) story. Then they make an audio recording of themselves reading their script. Finally, they add images, such as family photos and personal documents, to their audio recording and create a video file. The result is a rich, multilayered narrative.

Immigrant Stories in the Classroom
The Immigrant Stories Collection, which now contains hundreds of stories from more than 45 different ethnic groups, is also a rich teaching resource. The digital stories address a wide range of topics. These include refugee experiences, adjusting to life in a new country, maintaining family ties across borders, and experiences with immigration bureaucracies. Most stories address more recent immigration, but the entire collection includes stories spanning more than a century.

Stories from the collection can be used in class as part of lessons that explore immigration, personal narratives,
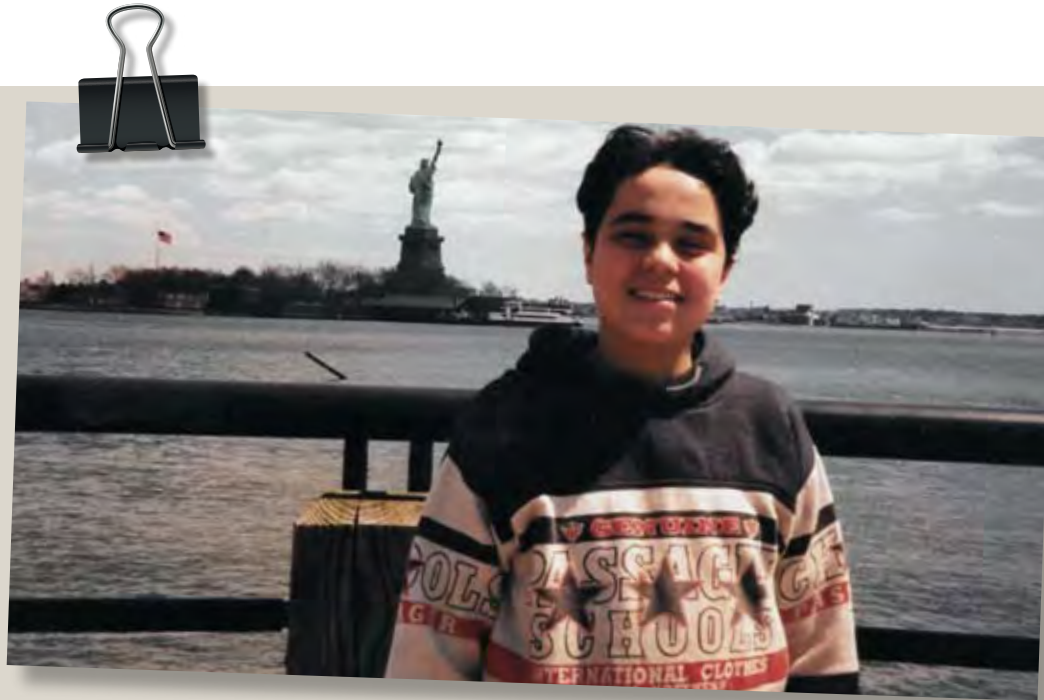
multimedia art, history, and historical learning through primary sources. Immigrant Stories shares each video online with its transcript, so English language learners may read along as they watch.

To help educators find stories of interest, we have highlighted stories by theme on our website: http://cla.umn.edu/ihrc/research/immigrant-stories/digital-exhibits. For example, there are stories about DREAMers, entrepreneurship, second-generation experiences, and stories told through music, dance, and poetry.

Many Voices

Students, elders, and English language learners have made their own Immigrant Stories in high schools, colleges, and community education programs. As a result, the project encourages a broad range of migration stories, rather than promoting a similar narrative or story arc.

Three to five minutes is not enough time to tell an entire life story. But it is enough time to tell a single, richly detailed story. We encourage students to tell a personal story that they are comfortable sharing publicly. We stress that all stories are important and students are the best experts on their own experiences.

For example, Pa Eh Soe, a St. Paul, MN high school student, tells the story of leaving her best friend, a fellow Karen refugee, when her family moved from a Thai refugee camp to the United States. Thiago Heilman, a former University of Minnesota undergraduate from Brazil, talks about his experiences as a DACA recipient.

If students need help selecting a topic, they may choose from one of the project's four writing prompts: a journey story, a story about an important object, a reflection on identity and place in society, or a family story. We've found that students who choose to tell family stories often reflect on the story's significance for their own lives too.

Make a Story – Free Curriculum for Educators

Students create their digital story through a series of small assignments: 1) a story topic and outline; 2) a full story draft; 3) a storyboard to plan the video; 4) a first draft of the video; 5) a polished 3-5 minute video. At each stage, students can share their work with peers and their instructor for feedback.

Immigrant Stories has free curricula for educators. These contain lesson plans, simple technical instructions, a grading rubric, and a student resource. Download the curricula on our website: http://cla.umn.edu/ihrc/research/immigrant-stories/toolkits.

We also have a toolkit to make Immigrant Stories in two- or three-day workshops. The toolkit includes an hour-by-hour schedule that can be adapted for other programs, such as a weekly after-school activity.

Anyone can learn how to make a digital story, regardless of their previous technical knowledge. The Immigrant Stories curricula include simple instructions for creating both audio and video files. The streamlined instructions explain basic techniques that can be learned quickly and produce high-quality results. We have found that our one-page technical instructions are sufficient for students to complete their videos.

New Story-Making Website

In October 2016, Immigrant Stories launched a new tool that makes digital storytelling simpler than ever. Our story-making website is a one-stop shop to create and share a digital story. The website features writing prompts, instructional videos, and video editing software. Using this free website only requires a computer connected to the internet. Users create an account where they save their work, so students can complete their entire project within the website and switch computers without issue. Visit http://immigrantstories.umn.edu to make a digital story.

Everyone Has a Story to Tell

Immigrant Stories does not limit participation to people living outside the country of their birth or people who consider themselves immigrants. The Immigrant Stories Collection contains stories created by international students, international adoptees, and people who do not intend to live permanently in the United States. We also encourage stories from immigrants' children and grandchildren.

Immigrant Stories especially encourages students to tell their own stories. As researchers, we know that migration has multigenerational effects. As educators, we recognize that many students are figuring out their identities and their position in a number of communities, including their school, city, and country. Immigrant Stories provides a way for students to examine and express those concerns.

Share Your Story

Anyone who makes an Immigrant Story is invited (but never required) to submit their digital story to our growing collection. These stories are shared through the Digital Public Library of America and professionally archived by the Immigration History Research Center Archives (IHRCA). The IHRCA is North America's largest archive of immigrant life. Many students who have shared their videos expressed the desire to see more stories like theirs in future textbooks and history books.

We also encourage classes to wrap up their work on Immigrant Stories with an in-class screening of student-created stories. If students are comfortable, they may invite other students, teachers, family members, and administrators to watch, too. Screenings may include a panel discussion in which several students who made digital stories discuss their work.

Impact

Student response to Immigrant Stories is overwhelmingly positive. Working on Immigrant Stories often leads students to talk with family members about their immigrant experiences, regardless of the topic the student chooses. Students learn from their classmates while watching their stories. The project teaches students audiovisual skills, which they can use in future projects. Students practice their writing, speaking, and creative skills for a project, in which they often have a personal investment. Most importantly, a complete digital story is a significant accomplishment that students may share with friends and family. ‡
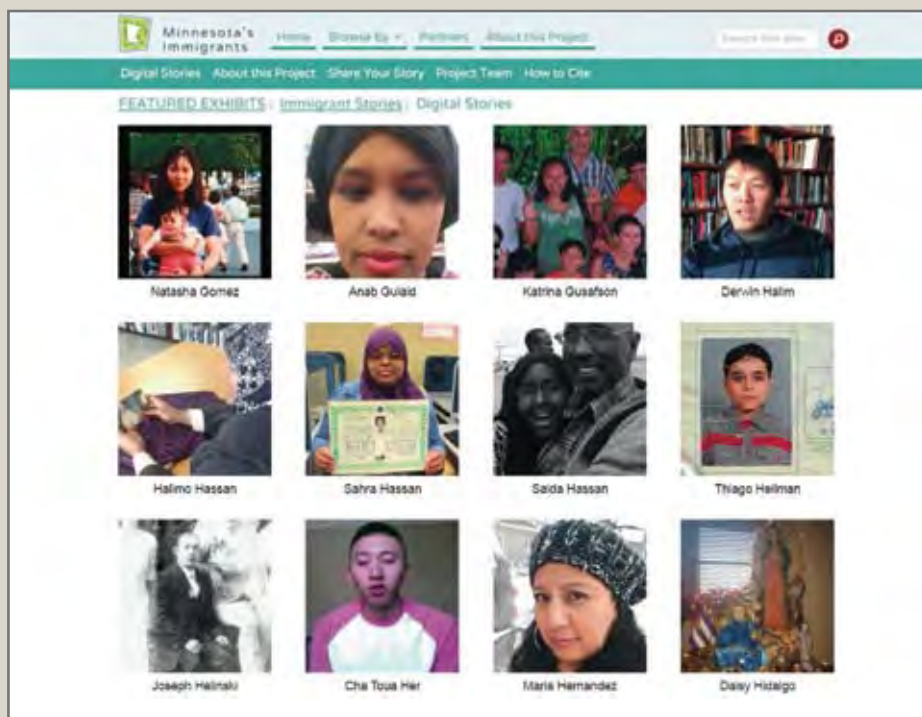
For more information, contact us at: ihrc@umn.edu and visit: http://cla.umn.edu/ihrc/research/immigrant-stories.

HELLO
MY NAME IS

My Name, My Identity: Building a Culture of Respect

By Yee Wan, Ed.D.

Director of Multilingual Education Services for the Santa Clara County Office of Education and former president of the National Association for Bilingual Education (NABE)

> *It was towards the end of the last school year when a sixth grade teacher realized that her student's name was pronounced Sim-er, not Sim-mar. Since first grade, Simar had had his name pronounced incorrectly, but he never corrected his teachers. This was a shock to the Laurelwood staff, and name pronunciation became an important issue that resonated in our minds.*
>
> *During the morning of our first staff in-service of the following school year, I introduced "My Name, My Identity" to my staff. I began by sharing my own name story, emphasizing the importance of being intentional in pronouncing students' names correctly. I reminded them of Simar's name and how it took us over five years to finally find out that this name was pronounced incorrectly.*
>
> *Hong Thi Minh Nguyen, Ed.D.*
> *Principal at Laurelwood Elementary School in San José, CA*

Simar is just one of many students who have stories similar to this in elementary, middle, and high schools throughout the United States. Our country is home to a large number of languages and cultures. According to the National Center for Education Statistics (2015), there are over 4.5 million English learners in America's public schools, including those from immigrant families, bringing rich language and cultural resources that should be embraced as educational opportunities for all students. As stated in the American Community Survey data collected from 2009 to 2013, there are 350 languages and language groups spoken in homes in the United States (U.S. Census Bureau, 2015).

In Silicon Valley alone, where the Santa Clara County Office of Education (SCCOE) is located, more than 60 languages echo through the classrooms and halls of county schools. Recognizing this, the SCCOE — in partnership with the National Association for Bilingual Education (NABE) is committed to promoting the awareness of valuing students' cultures and languages and to building a respectful and inclusive school culture across the county, state, and nation through the **"My Name, My Identity: A Declaration of Self" initiative.**

The My Name, My Identity initiative has received overwhelming support from the public since its launch at the California Global Education Summit in 2016. The campaign is centered on inspiring others to take a pledge to pronounce students' names correctly.

Names are special to everyone. Understanding another's name and identity is critical in cultivating respect and a deeper level of relationship. When caring teachers are interested in knowing about their students, they can develop rapport and trust not just between teacher and

> *"Honoring our students' personal history and cultural identity is at the very heart of our efforts to close the achievement gap in Santa Clara County. To raise student achievement for all students, we must build relationships that start with the proper pronunciation of our students' names."*
>
> *Jon R. Gundry, County Superintendent of Schools, Santa Clara County Office of Education*

student, but also among students and families as a whole. This trust and acceptance creates a psychologically safe atmosphere in the classroom, which provides the security students need to experience the intellectual discomfort of learning new ideas. Students will also feel a sense of belonging and being valued, which will enable them to take risks during the learning process (William Powell and Ochan Kusuma-Powell, 2011).

Districts and schools are encouraged to adopt the resolution to demonstrate their strong commitment to valuing the diverse languages, cultures, and stories in their communities. This initiative has also been enthusiastically supported and endorsed by many organizations, including McGraw-Hill Education, a leading educational partner. Tacoma Public Schools was one of the earliest supporters of the campaign, bringing in over 1000 pledges total. Dr. Minh-Anh Hodge, the district's Executive Director for English Language Learners/Global Education Programs, and the President of NABE, spearheaded the effort, supported by Superintendent Carla Santorno in launching the initiative. Santorno shared her perspective on the initiative: "Our name is precious, unique, and a part of who we are. It represents our connection to our heritage,

> *"Our name is precious, unique and part of who we are. It represents our connection to our heritage, our culture, our past, our present, and our future."*

our culture, our past, our present, and our future. When we take the time to pronounce someone's name correctly, it is a first step in showing respect and value for this person as an individual and a member of our community."

In addition to the support of educational partners, over 15 media outlets have covered the initiative, including "Education Week," "NBC News," "PBS News Hour," the "National Education Association," and "ABC Radio National" in Australia.

> *"As the largest and most diverse school district in Silicon Valley — with 32,000 students and their families collectively speaking 46 different languages — San José Unified is proud to support the 'My Name, My Identity' campaign because it promotes an environment of inclusion, respect, and understanding at all levels of our education system," Superintendent Nancy Albarrán said. "Preserving and celebrating our unique cultural identities is a critical element of preparing students to succeed in an increasingly global society."*

Implementation and Connection to District and School Goals

What is the 21st century profile of students you would like to graduate from your district? Many have expressed the importance of developing strong content knowledge and the ability to apply the 4Cs (communication, collaboration, critical thinking, and creativity). In today's global context, developing global competence is a necessity for our students to tackle global, political, economic, health, and environmental issues. Districts and schools can use "My Name, My Identity" as a strategy to support and strengthen existing goals to improve student outcomes. This initiative can support eliminating the achievement gap, building positive school climate, cultivating global competence, or advocating parent engagement. The simple action of taking a pledge builds the foundation of a community in preparing our future graduates, who hold a strong sense of pride in their cultures, languages, and identities, and who want to become change agents and advocates, making the world a better place.

[In the online version, see table that provides an example for districts and schools that are considering integrating the "My Name, My Identity" initiative into a system-wide initiative. It illustrates how the initiative can fit into some district and school goals and provides possible strategies and actions to attain those goals.]

Milpitas Unified School District Menu of Strategies for "My Name, My Identity"

The "My Name, My Identity" initiative aligns with the Local Control Accountability Plan goals for Milpitas Unified School District (USD). Through a menu of action strategies to participate in the initiative, Milpitas USD will launch the initiative across the district at all levels, from the District English Learner Advisory Committee, to the Community Board Advisory Council, to all school sites, Pre–K through Adult Education. As Milpitas USD launches the Path to Biliteracy initiative, Biliteracy award candidates will be encouraged to complete the community service requirement incorporating the "My Name, My Identity" initiative. Using the strategies menu, participants are able to engage at various entry points and are able to make the experience meaningful to them. *[See chart in online version.]*

Voices from Our Communities

How do we know if the "My Name, My Identity" initiative is making a difference? Stories are powerful ways to share common experiences and lessons. A group of students in San Jose are among thousands of students who support the My Name, My Identity campaign. According to an interview with "NBC Bay Area" (May 2016), Michelle-Thuy and Angel said when people cannot bother to pronounce their names correctly, it often makes them feel insecure, disrespected, and even inferior. "I feel really embarrassed and I have this burden connected to me; but not anymore," Michelle-Thuy Ngoc Duong said. Many supporters of this national campaign have shared other compelling stories.

" During a company meeting, new employees were being introduced and asked to stand up for recognition. As the head of Human Resources was introducing new employees, I knew I was going to be announced next. He made an awkward face, gave a very pathetic attempt, and then said, " I don't even know how to pronounce this one; I'm not even going to try. We'll just call him Frank." I've never felt so embarrassed, ashamed, and discriminated against in my life. Having to shamefully stand up in front of the entire company was devastating. This was nearly four years ago, but this event crosses my mind all too often. These types of events can leave long lasting scars, even when you are an adult working in the professional world."

– Tou Wan Meng Moua

At a workshop I attended recently, the instructor took the time at the beginning to share with us the personal history of his name. After sharing his own story, he allowed each person to share theirs with the group, whether it was how to pronounce it or the name you preferred to be called. What amazed me was that almost every person in the room had their own story to tell about their name. I have never had an instructor before who took the time to make sure each person felt so comfortable, and his thoughtfulness in making sure every person felt heard and respected set the tone for the rest of the day.

– Giulia Seminatore,
Santa Clara County Office of Education

EVEN THOUGH MY FIRST NAME, LAURIE (FROM LATIN "LAUREL"), SEEMS EASY TO PRONOUNCE, IT IS MISPRONOUNCED MORE OFTEN THAN NOT. I USED TO CORRECT PEOPLE WHO CALLED ME LORI, LORA, LAURA, LAUREL, LAUREN, EVEN LORENA, BUT OVER THE LAST 10 YEARS OR SO, I JUST STOPPED TRYING. NOW, I'M INSPIRED BY THE CAMPAIGN TO ASK PEOPLE TO PRONOUNCE IT CORRECTLY. IN MY CASE, IT IS PRONOUNCED "L-AH-REE" (WITH NO LONG O).

– Laurie Nesrala, Consultant,
California Association for Bilingual Education

"My two sons often told me that their names have been mispronounced at school. I told them that their names are important and represent who they are. It is okay to teach others how to pronounce their names correctly. I whole-heartedly support My Name, My Identity because this will make all the kids feel important and belong to the school."

– Elva Elena,
Mother of two sons

"My name is Bhargavi Suresh and The reason my parents named me That is my mom had a friend who had a little sister. And That sister was kind, smart, and beautiful, and was a very nice daughter To her mother. So my mom said I want my daughter To be exactly like That so she named me Bhargavi."

— Bhargavi
5th grader,
Laurelwood Elementary School in San Jose, CA

A CALL TO ACTION
Ideas for Classroom Teachers

- Start by introducing yourself, as the teacher, and what you prefer the students call you. Give students a chance to say their own name, the one they prefer to be called, to the class.

- Teachers might pose questions such as, "What is the importance of your preferred name to you? Does your name remind you of your ethnicity, culture, identity, gender, someone special, a family story, a passion or something else?"

- Compare the naming practices and its implications among cultural groups.

- Have students share their name stories orally and in writing through the arts and technology. For example, students can write a poem or produce videos about name stories.

List of districts or agencies that have adopted a resolution for supporting the My Name, My Identity Initiative

- *Bullis Charter School, CA*
- *California Association for Bilingual Education, CA*
- *Evergreen School District, CA*
- *Metropolitan Education District, CA*
- *Milpitas Unified School District, CA*
- *National Association for Bilingual Education, MD*
- *New Mexico Association for Bilingual Education, NM*
- *Orchard School District, CA*
- *San Jose Unified School District, CA*
- *Santa Clara County Office of Education, CA*
- *Santa Cruz County Office of Education, CA*
- *Sunnyvale School District, CA*
- *Tacoma Public Schools, WA*

Ideas for Districts or Schools

- Set up an online community for students, parents, and staff to share their name stories.
- Incorporate the theme of "Names, Languages, and Cultures" into parent engagement and family literacy activities.
- Provide leadership opportunities for parents by challenging them to secure pledges from the community.
- Integrate the "My Name, My Identity" initiative to further promote social emotional learning and improve school climate.
- Host a celebration for the pledges made for "My Name, My Identity."

Resources for implementing the global competence framework through the "My Name, My Identity" initiative are accessible at the initiative's website https://www.mynamemyidentity.org. As a culminating activity to celebrate our community's efforts in being a champion for high-quality education for all students, the Santa Clara County Office of Education will host a month-long countywide celebration for National Bilingual/Multilingual Education Advocacy Month in April 2017. This celebration will showcase exemplary programs in districts and schools focusing on Multilingual Education Leadership, Dual Language Programs, Seal of Biliteracy and Pathway Awards, Achieving Language and Academic Success: Reclassification, Diversity and Global Education,

and Parent and Community: Leadership and Engagement. Educators and community members will have an opportunity to network and learn from each other through classroom and program tours. This type of celebration can be replicated in your district and county, as well.

Conclusion

The "My Name, My Identity" initiative is a catalyst for a major cultural shift in the ways in which we build relationships with our students and their families within and across communities. The campaign involves all stakeholders and sends a strong message that schools value the language and cultural assets that students bring. It also sends the message that schools want every student to feel welcomed and to belong; therefore, we are making the effort to pronounce students' preferred names correctly. With our collective efforts in sharing name stories across communities, we are building the foundation for cultivating global citizens who have empathy, value others and appreciate diversity. The simple act of taking a pledge will have a huge positive impact on building a respectful school culture. Let's take the pledge and salute our names! ℘

[References and Acknowlegments are located in the online version at http://www.gocabe.org/index.php/communications/multilingual-educator/

My Name

By Jordan, Student, Chaboya Middle School, San José, CA

When you say my name, you are singing a song
I give you the right to sing my song
You cannot go around singing the wrong words like it doesn't matter
'cause it matters to me

When you say my name, you are addressing the person I was yesterday,
The person I am today, and the person I will become tomorrow
Address me as an equal, not like some nobody
Because even though I'm not somebody big today,
I may make a difference tomorrow

When you say my name, remember
You are speaking the name of a country,
The name of a powerful river
That helped shape the earth we know

When you say my name, say it with respect
You say it how you think it should be pronounced,
And you not only hurt my name,
But you break my personality, my soul

When you say my name, say it right
My name doesn't have
Some weird pronunciation
It's Jordan

When you say my surname, think about what
My family's past generations would be thinking of
It's not some joke; it shows my ethnicities
It will always be a part of me,
Just like the nicknames that people come up with for me

So the next time you say my name,
Think about the consequences
Of how you say a simple
Two-syllable word,
'cause you never know what that
word means to someone

CABE 2017 Multilingual Educator

—Supplemental Information to Accompany Articles—

Table of Contents

Anderberg, S., Sánchez, F., Wayne, P. Equity in Arts Learning.

Sarah Anderberg currently serves as the Statewide Director for the California County Superintendents Educational Services Association (CCSESA) Arts Initiative and Director of Creativity at the Core. CCSESA represents California's 58 County Superintendent of Schools and their respective county offices of education. Sarah's educational leadership experience includes working as Director of Arts Education Professional Development and School Programs for the Robert and Margrit Mondavi Center for the Performing Arts and Director of Sierra North Arts Project at the UC Davis School of Education, where she taught courses and directed professional development programs and institutes for teachers. She currently serves on the Policy Advisory for the California Alliance for Arts Education, the Education Committee for the Kennedy Center's Any Given Child Initiative in Sacramento, the CDE Global Advisory, and the Leadership Council for CREATE CA.

Francisca Sánchez is a poet, "word weaver," educator, and former English Learner. She began her 40-year career in education as a high school teacher and since then has served in a variety of leadership positions, including as Associate Superintendent for Hayward Unified School District and Chief Academic Officer for San Francisco USD. In recognition of her continuing contributions to education, she was awarded a Presidential Excellence Medallion from CSU, San Bernardino in 2002, named as 2002 Inland Empire Educator of the Year, and inducted into the East Side Union High School District Hall of Fame in 2003. Francisca was selected as the recipient of ACSA's 2005 State Valuing Diversity Award and CABE's 2006 Vision Award. Currently, she is CEO of Provocative Practice™, an educational consulting organization, and does strategic planning work with a variety of districts in California. She serves on the CREATE CA Leadership Council and the Creativity at the Core Advisory, has just joined the board of Contra-Tiempo, an urban Latin dance theatre group, and has served two terms as president of the California Association for Bilingual Education. She is the author of a children's book titled *When I Dream/Cuando Sueño* and is working on a new dance-focused children's book.
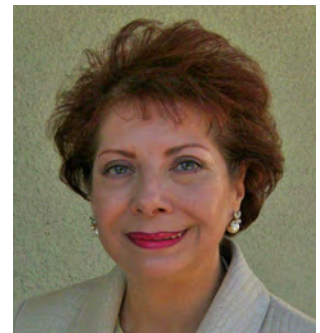
Pat Wayne is the first Program Director of CREATE CA, California's Statewide Arts Education Coalition. CREATE CA works to ensure all students are able to reach their full potential by advancing an educational model that promotes innovation and creativity. Prior to joining CREATE CA, Pat served as Deputy Director of Arts Orange County, the county-wide arts council. She has held the positions of Manager of Community Programs for the Segerstrom Center for the Arts, Deputy Director of the Columbus Arts Council (Ohio), and Managing Director of MoMing Dance Center (Chicago) and Merrimack Regional Theatre (Boston). Pat has a teaching credential and a Master's degree in Performing Arts Administration.

**Hernandez, Ana. English Learner Voices in Middle School and Secondary Education:
What do I know about the ELD Writing Standards?**

TABLES

Table 1
Middle School Participants by Grade Level, 2014-2015

Grade Level	EL Participants
6th	45 (23%)
7th	78 (40%)
8th	73 (37%)
Total	n=196

Table 2
Middle School EL Participants by ELD Class, 2014-2015

ELD Class	El Participants
ELD I	16 (8%)
ELD II	7 (4%)
ELD III	68 (35%)
ELD IV	105 (56%)
Total	n=196

Table 3
High School Participants by Grade Level, 2014-2015

Grade Level	EL Participants
9th	25 (64%)
10th	5 (13%)
11th	4 (10%)
12th	5 (13%)
Total	n=39

Table 4
High School EL Participants by ELD Class, 2014-2015

ELD Class	El Participants
ELD I	7 (18%)
ELD II	3 (8%)
ELD III	9 (23%)
ELD IV	20 (51%)
Total	n=39

Table 5
EL Student Survey on Producing Writing, Grades 6th-8th

Survey Questions	Very Well	Well	Somewhat	A Little	Not at All
I can write real or imaginative experiences or events using descriptive details.	12%	38%	26%	21%	3%
I can write a thesis statement clearly	6%	31%	26%	28%	10%
I can write an argument to support claims	9%	34%	35%	17%	6%
I know how to use transition words/phrases to link sentences and paragraphs	9%	39%	20%	30%	3%
I know how to plan, revise and edit my writing	12%	42%	28%	15%	3%

Table 6
EL Student Survey on Producing Writing, Grades 9th-12th

Survey Questions	Very Well	Well	Somewhat	a Little	Not at All
I can write real or imaginative experiences or events using descriptive details.	8%	59%	23%	10%	0%
I can write a thesis statement clearly	26%	28%	18%	23%	5%
I can write an argument to support claims	26%	28%	33%	10%	3%
I know how to use transition words/phrases to link sentences and paragraphs	18%	44%	18%	21%	0%
I know how to plan, revise and edit my writing	8%	44%	36%	13%	0%

Table 7
EL Student Survey on Preparation and Understanding of ELD Standards, Grades 6th-8th

Survey Questions	Extremely Prepared	Prepared	Somewhat Prepared	Somewhat Unprepared	Unprepared
How prepared do you feel to produce work in English?	15%	43%	33%	7%	3%
To what extent do you feel you understand & know how English works in structuring cohesive texts?	8%	38%	38%	12%	4%
To what extent do you feel you understand & know how English works in expanding and enriching ideas?	6%	39%	38%	15%	3%
To what extent do you feel you understand & know how English works in connecting and condensing ideas?	6%	31%	44%	14%	6%

Table 8
EL Student Survey on Preparation and Understanding of ELD Standards, Grades 9th-12th

Survey Questions	Extremely Prepared	Prepared	Somewhat Prepared	Somewhat Unprepared	Unprepared
How prepared do you feel to produce work in English?	13%	56%	28%	3%	0%
To what extent do you feel you understand & know how English works in structuring cohesive texts?	8%	59%	18%	15%	0%
To what extent do you feel you understand & know how English works in expanding and enriching ideas?	10%	51%	28%	10%	0%
To what extent do you feel you understand & know how English works in connecting and condensing ideas?	8%	44%	33%	15%	0%

REFERENCES

California Department of Education (2016). *California Assessment of Student Performance and Progress*. Retrieved from: http://caaspp.cde.ca.gov/

California Department of Education (2012). *California English Language Development Standards.* Retrieved from: http://www.cde.ca.gov/sp/el/er/eldstandards.asp

California Department of Education (2016). *California English Language Development Test.* Retrieved from: http://www.cde.ca.gov/ta/tg/el/

California Department of Education Dataquest (2016). Retrieved from: http://dq.cde.ca.gov/dataquest/

Walqui, A., Koelsch, N., Hamburger, L., Gaarder, D., Insaurralde, A., Schmida, M., & Weiss, S. (2010). What Are We Doing to Middle School English learners? Findings and Recommendations for Change from a Study of California EL programs. WestEd. Retrieved from: https://www.wested.org/resources/what-are-we-doing-to-middle-school-english-learners-findings-and-recommendations-for-change-from-a-study-of-california-el-programs-narrative-summary/

Kerper Mora, Jill. Literacy Instruction Methods in Spanish and in English: Same or Different? Implications for Biliteracy Instruction

REFERENCES

California Department of Education (2012). English Language Development Standards K-12. Sacramento, CA: Author.

California Department of Education (2014). English language arts/English language development framework. Sacramento, CA: Author.

Council of Chief State School Officers (2012). Common Core State Standards Spanish language version. Washington, D.C.: Author.
Retrieved from: https://commoncore-espanol.sdcoe.net/CCSS-en-Espa%C3%B1ol

Dehaene, S. (2015). *Aprender a leer: De las ciencias cognitivas al aula.* Buenos Aires, Argentina: Siglo Veintiuno Editores.

Goldenberg, C., Tolar, T.D., Reese, L., Francis, D.J., Bazan, A.R., & Mejía-Arauz, R. (2014, March). How Important Is Teaching Phonemic Awareness to Children Learning to Read in Spanish? *American Education Research Journal.*
Retrieved from: http:/laer.sagepub.com/content/early/2014/03/28/0002831214529082

Jiménez González, J.E. & Ortíz González, M.R. (2000). Metalinguistiac awareness and reading acquisition in the Spanish language. *The Spanish Journal of Psychology 001(3)*, 37-46.

Molina García, S. (1981). *Enseñanza y aprendizaje de la lectura*. Madrid, Spain: Ciencias de la Educación Preescolar y Especial.

Mora, J.K. (2016). Spanish language pedagogy for biliteracy programs. San Diego, CA: Montezuma Publishing.

Taboada, D. S. & Mora, J.K (2015). Can International Research Inform Spanish Literacy Instruction? A look at the Mexico Experience. National Association for Bilingual Education Conference, Las Vegas, NV, March 6, 2015.

REFERENCES

Atlee, Tom. *The Power of Story: The Story Paradigm*. Retrieved from:
http://www.co-intelligence.org/PowerOfStoryLong.html

Damasio, Antonio (March 6, 2012). Self Comes to Mind: Constructing the Conscious Brain. Vintage.

Pink, Daniel (March 7, 2006). A Whole New World. Riverhead Books.

Gottschall, Jonathan. (April 23, 2013) The Storytelling Animal. Mariner Books.

Rizzolatti, G, Craighero L. (July 21, 2004). *The Mirror-Neuron system*. Annual Review of Neuroscience.
Retrieved from:
http://www.annualreviews.org/doi/10.1146/annurev.neuro.27.070203.144230

Goleman, Daniel (April 13, 2011). The Brain and Emotional Intelligence: New Insights. More Than
Sound.

Gardner, Howard (July 4, 2006) Multiple Intelligences: New Horizons in Theory and Practice. Basic
Books.

Cattaneo, Luigi, MD, Rizzolatti, MD (May 2009). The Mirror Neuron System. Neurological Review.
Retrieved from: http://jamanetwork.com/journals/jamaneurology/fullarticle/796996

Guajardo, Miguel A., Guajardo, Francisco, Janson, Christopher, Militello, Matthew (October 10, 2015).
Reframing Community Partnerships in Education: Uniting the Power of Place and Wisdom of
People. Routledge.

Blaine, Ray, Seely, Contee (2004). Fluency Through TPR Storytelling: Achieving Real Language
Acquisition in School (4th ed.). Command Performance Language Institute, Blaine Ray
Workshops.

Save the Date

CABE 2018

WELCOME TO SACRAMENTO

MARCH 28-31