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CABE 2018

*Embracing Multilingualism:
From Policy to Powerful Practices*

LETTER FROM THE EDITORS



Laurie Nesrala



Jan Gustafson Corea

Welcome to the 2018 conference edition of **Multilingual Educator!**

The theme of CABE's 43rd annual conference is "Embracing Multilingualism: From Policy to Powerful Practices." How appropriate, then, that we gather here in our state capitol, Sacramento: where advocates push for biliteracy and educational equity; where policies around multilingualism are crafted, debated, and revised; and where putting multilingualism into practice is envisioned, legislated, and guided!

Since 1975, CABE has enjoyed a long, rich history of embracing multilingualism by impacting policy at the state and local levels and by advocating for equitable practices that further its vision of "Biliteracy, educational equity and 21st century success for all." CABE Lobbyist Martha Zaragoza-Díaz, CABE CEO Jan Corea, the CABE Board of Directors, and strategic CABE partners such as Californians Together, the Advancement Project, and other close partners collaborate to monitor, lobby, and testify about policies and practices that promote and realize the CABE Vision and Mission in support of biliteracy, English Learner students, and programs preK-university level.

We encourage you to continue this tradition by taking advantage of opportunities to visit the State Capitol and the California Department of Education (CDE)...just a few blocks from CABE 2018! Make your voice heard through a visit, email or call to your legislative representatives, the State Board of Education, and officials at the CDE! **Let's advocate for multilingualism and the systems and programs that support it!**

This year we are especially honored to feature articles by two members of the California State Assembly, Assemblymember Eloise Gómez Reyes and Assemblymember Kevin McCarty, both of whom have strong records of supporting biliteracy, equity and access for all students and the educators who serve them.

Other articles in this issue address bilingual counseling, the bilingual teacher pipeline, parent engagement, differentiated instruction, Designated and Integrated ELD, binational collaboration, STEM and language learners, issues of identity, and even...life on Mars!

In addition to embracing multilingualism during CABE 2018, let's also embrace opportunities for professional learning, networking, and advocacy; opportunities for celebrating exemplary students, parents, educators, schools, and programs; as well as opportunities to embrace and lift up each other.

We hope you enjoy this issue and leave CABE 2018 feeling not only embraced, but heard, valued—and even more connected to the CABE Community.

Laurie Nesrala, Editor, Education Consultant, and Membership Liaison
Jan Gustafson Corea, CABE Chief Executive Officer

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



EMBRACING MULTILINGUALISM... THE CABA WAY!

by Laurie Nesralla, M.A.

CABE Education Consultant and Membership Liaison,
Editor of Multilingual Educator

Upon reflecting on the theme of CABE 2018, "Embracing Multilingualism: From Policy to Powerful Practices" one might envision a huge hug, un abrazo fuerte, surrounding the idea of multilingualism with love and affection. The word 'embrace' came into English from early French: embracer, from em- "to put into" + brace "two arms," derived from the Latin word for arm, "brachium." Most dictionaries identify three distinct, yet related meanings of the verb "to embrace":

- to **HOLD**, hug, or clasp someone tightly in two arms to express love, liking, or sympathy; or as a greeting when arriving or leaving. *The old friends embraced each other warmly as they left the building.*
- to **ACCEPT**, welcome, take up something, to value (a belief, theory, change) enthusiastically and/or willingly. *She always embraces the latest technology.*
- to **INCLUDE**, contain, or enclose on all sides. *The village was embraced by steep mountains. Project-based learning embraces a wide variety of approaches and strategies.*

I think most readers would agree that CABE's embracing of multilingualism encompasses each of these three meanings. CABE embraces multilingualism as an organization through the CABE Board Strategic Plan, called "The CABE Compass." Through the CABE Compass we have prioritized our work in the following areas:

- **Multilingual Excellence** • **Design for Success Website** • **Family & Community Engagement** • **Professional Development**
- **Strategic Partnerships** • **Advocacy** • **Membership and Chapter Leadership** • **Fund Development**

To illustrate our focus and commitment to multilingualism, we asked our staff and consultants at CABE's new home in Walnut, CA to share how they and their team of co-workers embrace multilingualism in their daily work and the response was powerful!

CABE embraces multilingualism by*....

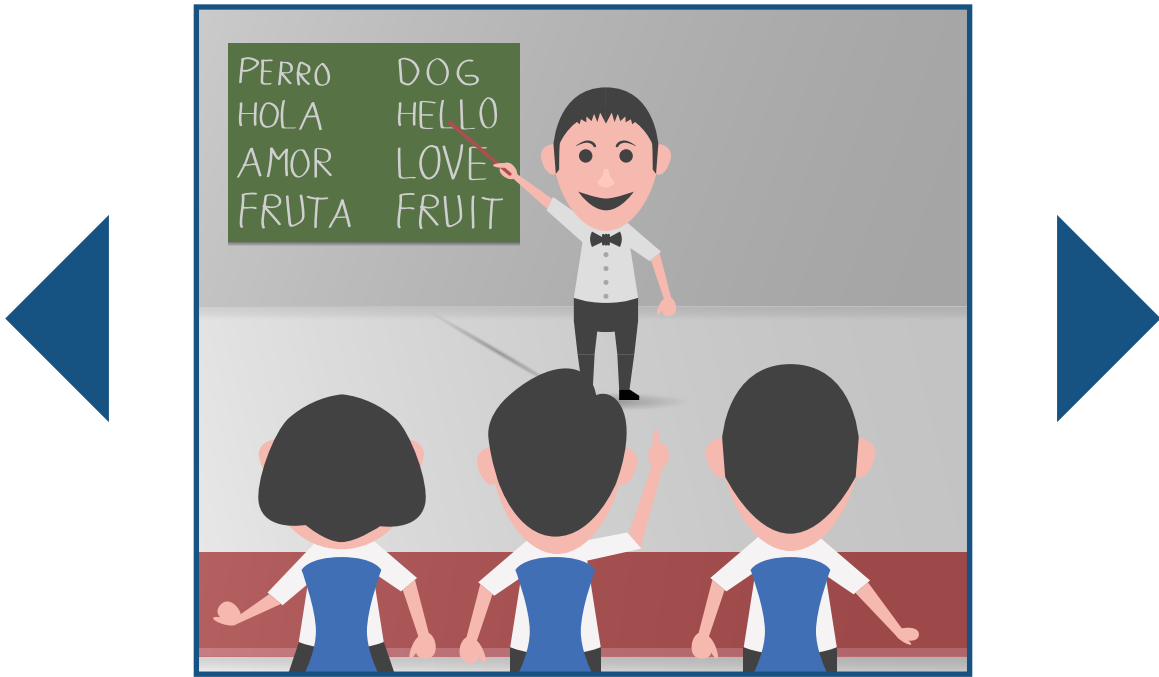
*Note: Each bullet begins with a verb that is related to or a synonym of one of the three meanings of "embrace": hold, accept, include.

- **advocating** for educational laws, policies, practices and resources that promote and support biliteracy and educational equity.
- **accepting** the cultural and linguistic diversity of the students, families, and educators that we serve.
- **accommodating** access to and use of our technology, professional development and resources for a variety of special needs.
- **acknowledging** those who exemplify excellence with awards, scholarships, teacherships and reimbursements to chapters that grant scholarships.
- **believing** that additive approaches result in students, families and communities maintaining and appreciating their rich home languages and cultures, as they acquire second and third languages and the cultures of these.
- **connecting** people from different backgrounds and in different capacities through membership meetings, receptions and dances at the regional and annual conferences and through chapter involvement.
- **continuing** a volunteer board of directors that provides leadership, vision, guidance, and support.

- **convening** and supporting local, regional and state conferences, and networks where educators, parents, researchers and communities gather to develop and share knowledge, expertise and experience in multilingualism and multiculturalism through featured and keynote speakers, institutes and workshops, school and site visits and tours, student performances, awards, vendors, displays and expositions.
- **encircling** our immigrant families and their advocates with timely, relevant support and resources necessary to successfully navigate their new culture, society, government and educational system.
- **encompassing** a wide variety of languages and cultures in our programs and events, especially those that represent a significant portion of the student populations we serve.
- **enfolding** experts from the field, such as researchers, policymakers, legislators, teacher educators, and other key stakeholders, into every aspect of our organization.
- **enveloping** our immigrant families in courage, compassion, empathy, determination, and love.
- **extending** our outreach, networking, and services internationally via strategic partnerships with organizations in Mexico, China, Spain, and more.
- **gathering** educators, parents and community leaders from diverse language and cultural backgrounds at our annual and regional conferences and professional development events.
- **holding** firm to the importance of developing parent leadership that empowers parents/families to become involved in their school communities and support their children's academic success.
- **including** photos, custom graphics, web elements, flyers, and presentations that use colors and imagery motivated and inspired by different cultures and ethnicities, and that appeal to everyone.
- **involving** our community by utilizing social media to reach out to and connect with our stakeholders.
- **keeping** accurate and organized data and records accessible to all who use it.
- **maintaining** a network and multimedia infrastructure that provides a secure and state-of-the-art communication environment for those who come to our headquarters or participate in one of our events.
- **persisting** in the pursuit of social justice and educational equity.
- **recognizing** that in order to realize our vision and mission, CABE must grow and continually engage in creative fund development in order to remain financially robust and responsible.
- **rejecting** discrimination, prejudice, stereotyping, inequality and inequity.
- **retaining** highly motivated and qualified staff and consultants who add value to the organization.
- **shouldering** responsibility for cutting-edge leadership and being a proactive agency of reform.
- **standing** with our university and other educational partners to grow a sustainable bilingual teacher pipeline to meet the current and future staffing needs of Dual Language Immersion schools and districts.
- **sustaining** our websites with fresh, attractive color schemes that represent unity across the CABE organization and making an intentional effort to provide an all-encompassing experience for diverse audiences by providing a clear navigation menu, translation in another language whenever possible, information that is easy to comprehend, and the curation of an abundance of relevant resources in the online CABE Resource Center.
- **uniting** our communities through trust, respect and shared power.
- **valuing** others' perspectives without surrendering one's own identity and values.
- **welcoming** participants from diverse backgrounds, languages, cultures and communities at all programs and events

Everything CABE does is accomplished through teamwork and collaboration and this list is no different. If you are interested in tapping into the CABE Team for biliteracy and English Learner support and training for teachers, administrators, parents and community members, we are here to embrace and serve you! Contact us at info@gocabe.org or www.gocabe.org.

A special thanks to our CABE Teams for their input: Administration and Membership Relations, Information Technology and Creative Design, Parent and Family Engagement, Professional Development Services, and Programs and Events. 🙏




ADDRESSING THE BILINGUAL TEACHER SHORTAGE

Californians, in growing numbers, are recognizing the economic and educational value of speaking more than one language. In November of 2016, voters approved Proposition 58 which offers schools greater opportunity to implement multilingual and biliteracy programs—which give all California students the opportunity to learn multiple languages.



by Eloise Reyes,
California State Assembly





In the National Academies of Science, Engineering and Medicine report titled, *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*, it was found that children who develop their home language and English early in life, benefit from enhanced cognitive skills and academic outcomes in school. Additionally, the report highlights areas where work can still be done, which includes increasing the number of bilingual teachers and improving pre-service training so that educators are adequately prepared to improve educational outcomes.

This year I led legislative efforts to create the Bilingual Teacher Professional Development Program which provides teachers who are certified to teach bilingual education, but who have not done so in three or more years, the developmental skills necessary to meet this incredible need. This opportunity is also extended to teachers who are fluent in another language other than English and wish to be certified as a bilingual education teacher. The program was signed into law as a part of the 2017-2018 state budget and is now accepting applications.

This year, I also authored AB 952, legislation which tasks the California Commission on Teacher Credentialing to identify and recommend to the Legislature innovative pathways to obtaining a bilingual education authorization. This legislation, which is currently on the Governor's desk awaiting

further action, is a complementary measure to what was accomplished in the budget and will continue to spur innovation in the area of bilingual education.

The need for further action in this space is clear. We must better support higher education institutions, given the role they play in bilingual teacher preparation. Efforts to increase the number of credential candidates that can enroll at each campus must be supported. There should also be further exploration into methods that can provide funding to colleges and schools of education to incentivize the hire of sufficient tenure track faculty in order to meet the growing need for bilingual education teachers.

I am more excited than ever for the future of bilingual education in California. Though there is much work to be done, investments made this year and in years to come will help move the needle on an issue that is critical to the future of all Californians. I look forward to working with stakeholders throughout the state and across sectors to continue and rally support for bilingual education. 🇺🇸

Eloise Gómez Reyes represents California's 47th Assembly District, which includes the communities of Colton, Fontana, Grand Terrace, Rialto, San Bernardino, and the unincorporated communities of Bloomington and Muscoy. Reyes serves as Co-Chair of the Assembly Special Committee on Legislative Ethics.

Connect with Assemblymember Reyes on social media: Facebook or Twitter @AsmReyes47

Building a Multilingual Future for California



by Kevin McCarty,
California State Assembly

California's strength is due in great part to the contributions of immigrants from around the world. As families across the globe look to California for their own American Dream, the long-term success of our estimated 1.4 million English Learner (EL) students will be central to California's long term success. To help our EL students succeed, we need more culturally competent teachers, classified staff and administrators to make our classrooms multilingual laboratories of learning.

This year's CAFE Conference theme – "Embracing Multilingualism: From Policy to Powerful Practices" is timely to achieving educational equity in California's classrooms. Culturally inclusive instruction in classrooms is needed more than ever, as a result of California voters decisively passing Proposition 58 and removing barriers to bilingual and multilingual learning.

The need for bilingual educators is expected to grow in California's 1,000-plus school districts, which are already experiencing a teacher shortage to staff every kindergarten through 12th grade classroom.

The Legislature has taken important steps to invest in policies that will help EL students receive a high-quality education.

One policy is early childhood education. In recent years, we have re-invested in early childhood education programs by increasing slots for low income families, providing rate increases so programs are economically viable, and updating the state's income eligibility requirements so that more families can access early childhood education services. Programs such as Transitional Kindergarten (TK) have been shown to make a tremendous impact to improve language, literacy and math skills for EL students. Academic research and economists often argue that the biggest bang for our taxpayer buck in closing the achievement gap, preventing kids from entering the juvenile justice system and fighting poverty, is investing in early childhood education.


This year's state budget invested \$5 million to create the Bilingual Teacher Professional Development Grant Program. These grants will provide schools with professional development services for teachers and para-professionals who seek to provide bilingual instruction.



California also invested an additional \$2.5 million in Equity Performance and Improvement Team grants to help schools promote equity in public education.

As Chair of the Assembly Budget Subcommittee on Education Finance, I will continue to champion policies that will help close the achievement and opportunity gaps. Programs such as early childhood education and professional development for teachers are proven to help ensure students, especially EL students, are off to a strong academic start.

Equity in California's education system is vital to the success of California's future workforce. I will continue to stand up for all of California's students and take steps necessary to ensure that public education

is properly funded and that our schools, our teachers and our staff have the resources they need to foster academic success. 

Kevin McCarty represents California's 7th Assembly District, which include the cities of Sacramento, West Sacramento and unincorporated Sacramento County. McCarty serves as Chair of the Assembly Budget Subcommittee on Education Finance.

**Connect with Assemblymember McCarty on social media: Facebook, Twitter or Instagram
@AsmKevinMcCarty**

LA LUCHA SIGUE: BILINGUAL EDUCATION IN A POST 227 ERA

by Anaida Colón Muñiz, Ed.D., Chapman University
and Magaly Lavadenz, Ph.D., Loyola Marymount

The decades-long struggle for bilingual education in California is grounded in the possibility of achieving a more equitable public schooling opportunity for Latin@s after the passage of Proposition 58 in 2016. California is the state with a majority of Latinos in its population (over 14.4 million¹), however it is here where education policies and ideologies have confronted each other on many occasions. Following almost 20 years of struggle against Proposition 227 and the damaging results of English-only experimentation (Cline, Necochea & Rios, 2004; Parrish & Merickel, 2006; Gandara & Contreras, 2009; Matas & Rodríguez, 2014), the struggle finally culminated in the passage of Proposition 58, thanks to the efforts of many advocates and sympathetic legislators, like Senator Lara, who led the campaign². The aim of this new legislation is to provide greater access to dual language programs throughout the state for all of California's students, including, and especially, its most vulnerable emerging bilinguals/English Learners.

But, while we are still celebrating this victory and rolling out more support from the legislature, we cannot ignore the lessons from history. History has shown us that there are anti-bilingual and anti-immigrant forces that continue to push back on the ideals promulgated from creating a bilingual/multicultural citizenry (Mitchell, Dendrinos, Karam & Colon-Muniz, 1999). There are still those whose ideologies lean towards a monolingual English and Anglo-centric culture, an oxymoron for a state that has never been either. Nonetheless, there is a great hope in improving educational conditions for Latino English Learners with quality bilingual education programs that pave pathways towards academic achievement, biliteracy, and multicultural competence (Cadiero Kaplan, 2004; Colon-Muniz & Valenzuela, 2012; Baker, 2011). But these seem to be difficult to undertake without the dedication of its defenders' and allies' love for the Spanish language, strong affiliation with Latino culture, and an unquestionable belief in the potential of bilingualism as cognitively, culturally, socially, and economically beneficial.

Voices of Bilingual Educators during the 227 Era

We draw our analysis from the content of narratives collected originally in the book, *Latino Civil Rights in Education*³, eleven of which touched upon bilingual education in one way or another. Of these eleven, we highlight the narratives of five activist Latina bilingual educators as (*her*)stories from before and during the Proposition 227 era, that elucidate salient issues that surfaced during their trajectory as bilingual educators, the challenges they faced, their advocacy, and what has kept them going. Through their voices, we also find that the fight for bilingual education is one that is unending, tireless, and requires great perseverance, all elements which can guide us in this new era of support for bilingualism in the state, particularly with the hope that access to quality bilingual programs for English Learners will be ensured.

All five authors had Spanish as their first language, had been schooled in English-only settings in the United States from an early age, and had struggled with English as a second language while in school. All five completed bilingual teacher credentials and taught in bilingual programs. All five had also pursued doctorates and, at one point or another, had

become bilingual teacher educators. All had also been in leadership positions in education. All five have contributed to the field through publications, and participated actively in efforts to support English Learners and advocate on their behalf.

Our Process and Findings

In our book, we collected the 16 original sources for the research, which we gathered from Latino activists throughout the country. It took five years to collect, edit and publish these powerful narratives. A range of topics surfaced, from desegregation in the 1940s and 50s, through the walkouts, bilingual education and ethnic studies battles of the 70s, and to the present-day struggles. From those, we selected five California-related narratives, all written before Prop 58, and we re-analyzed them using content analysis. The findings show three major themes, 1) Bilingual/Bicultural Identities; 2) Developing Critical Consciousness, and 3) Advocacy and Action. Below is a discussion of selected quotes that exemplify each of the themes. Each quote is followed by a number, indicating one of the five participants.

Bilingual/Bicultural Identities

I was born a Mexican-American and became a Chicana.... (4)

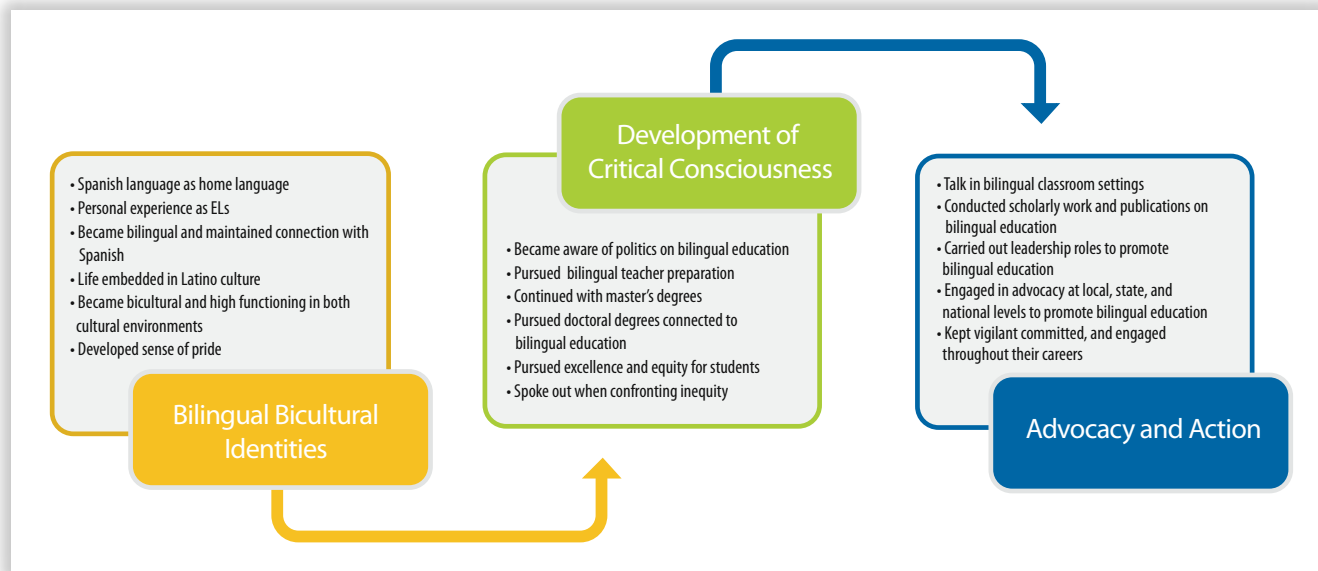
This quote represents the process many of our participants describe in developing their bicultural and bilingual identities. As in so many cases of native Spanish-speaking English Learners in our national and state histories, withstanding punishment, language loss, and reclaiming our native languages are part of our trajectories. Over several generations, the lack of access to additive forms of schooling left indelible marks on many of us, as one participant states: "At the time I was in school, there was no bilingual education to speak of, no multicultural education, and no special classes to learn English, or to prepare students as new arrivals for the rigors of higher education. It was all sink or swim, and I treaded water the whole time to keep myself afloat as best I could." (5) The sense of loss and ensuing impact is further described by "Like so many others, as a Spanish speaking child in ...English-only schools in the 1950s and 60s, I was denied the right to speak my native Spanish tongue in school until I could enroll in Spanish as a "foreign language" class in 7th grade." (5) These experiences "...left deep scars, lapses of memory and gaps in my education. I can remember the pain of feeling and being seen as "different" and the frustration I felt when the little English I had learned did not always help me in school. School was not a place for me to be successful in those early, critically important years." (2)

Pervasive deficit-oriented beliefs, policies and practices—including labels such as "disadvantaged" and "limited", along with hegemonic forces to "Americanize", have been part of U.S. public schooling since its inception of (Spring, 2016). All of our participants acknowledged efforts to eliminate their language and cultural identities as part of their schooling experiences, and yet came to realize "...that the only true disadvantage was the fact that schools did not recognize or honor the assets of bilingual and bicultural children. There existed a widespread belief that these children

¹ According to the Pew Research Center, 2013. <http://www.pewhispanic.org/2013/08/29/ii-ranking-latino-populations-in-the-states/>

² <https://www.californianstogether.org/victory-for-proposition-58-guarantees-that-parents-and-educators-can-choose-the-best-language-education-program-for-students-in-california/>

³ Colon-Muniz, A. & Lavadenz, M. (Eds) (2016) *Latino Civil Rights in Education*, La Lucha Sigue. Routledge. New York.



needed to be stripped of their heritage, language and culture to succeed.”
 (1) Recognizing the flaws of these subtractive policies and practices moved these Latina activists to enter the field of education and fight back.

Development of Critical Consciousness

I began to get politically involved and became more aware of the injustices that had plagued Chicanos for decades. (1)

A greater awakening of critical consciousness (Freire, 1970) was evident in each of the authors as they witnessed and were able to name injustice as they experienced it, “This school policy violated my civil right to be in the world and to express myself in the language in which I was raised.” (5) The awareness about the politics of education encouraged them to pursue teaching, “My decision to become a teacher was a political decision....A political act aimed at fundamentally changing education by radically restructuring an educational system that had lied to us about our history, dishonored and disrespected our language and endeavored to confine our population at the lower end of the economic scale.” (4) The experiences they had as young people gave them the passion, insight and motive for engaging as change agents, “At that point I realized that I was someone capable of being the protagonist of my own life, acting on behalf of myself and my community; a proud...woman who could code switch from one culture and language to the other without feeling questioned or chastised or sensing less of me. I learned that I had a role in resisting the systems of oppression that seemed to invade communities like mine.” (5)

Having had firsthand knowledge of the issues that plagued our schools and students, “...our bilingual programs were always held to a different standard, and criticism about them was always present. As the immigrant population and the number of English learners increased in our schools, it became quite clear that we were in for unsettling times.” (2) During the campaign against Proposition 227, the challenges became clearer: “At each of these “debates” it was evident that the press was more interested in the sensationalism Unz and Tuckman created by making those outlandish, unsubstantiated claims about the best way to learn English.” (2) And as scholars, they also used this consciousness in working with communities to react against violations of parent rights; as one of our participants reflected about her approach to engaged scholarship “... in applying sociocultural approaches, both theoretically and methodologically, ... the centrality of the Latin@ family’s role and their strength in resisting hegemonic district policies.” (3)

Latina Agency, Advocacy, and Action

The quest for equitable programs will continue. (2)

A lifelong commitment to action for equity and social justice resonated among all of these Latina activists’ voices; not complacency, as their vision and mission continue to drive them forward, “English Learners need instructional programs that recognize the centrality of language and culture and the importance of bilingualism and biliteracy for the 21st century.” (2) Their advocacy and activism led them to support efforts in diverse situations that asked for their involvement, “The outcome...was a result of a highly committed, engaged, and outraged community that actualized their social, cultural, and political capital to resist and counter English hegemony.” (3) It is logical and just for them to continue their work through the mentorship of others. “Just as my generation had been instrumental in promoting social change, I felt that it would be critical to train students to be future leaders and social change agents.” (1) Bilingual teacher education is an important venue for fostering civic engagement and commitment to future teachers. “I continue to advocate for these types of programs. I believe that we can best support our children by providing them with a more diverse, high caliber teacher force that represents the many communities that exist in California.” (1)

La Lucha Sigue: Lessons from the past to ensure access and equity to quality bilingual education

Our analysis of these narratives frame the work that we still need to do in light of bilingual education advocacy in this post 227 era through our personal connections and relationship with the Spanish language, the Latino culture, and our advocacy. Their commitments to social justice created an engine for activism in their teaching and writing, regardless of the political climate. They were not swayed from their beliefs in the rights of their communities to maintain and build their bilingual/bicultural identities, nor did they take the “easy road” during the challenges encountered throughout the 18 years of Proposition 227.

As Freire points out, education is political (1970), and politics are fickle. We must not be complacent about the continued work ahead to ensure the quality, equity and access that is still needed for the ongoing growth and success of our preK-12 bilingual programs. Nor should any of us in higher education assume our work is safeguarded—the demands for well-prepared bilingual educators, school leaders, and bilingual teacher educators, bolstered by solid evidence and research, also demands much of us. Hope and action were key factors that kept these women going through the tough times, and keep them vigilant now. As we concluded in the volume, *la lucha sigue*...the message to the field is that we should not rest, but keep working to make our mark with excellence and great success for our bilingual students. ¡En la educación está la esperanza! 🌱

The Complexity of Differentiated Instruction: Lesson Plan Analysis with Bilingual Teacher Candidates

by Ana Hernández, Ed.D., Annette Daoud, Ph.D., Anna Woodcock, Ph.D., Kyle Landin
California State University, San Marcos



With the passing of Proposition 58 - *California Education for a Global Economy Initiative* (2016), allowing multiliteracy instruction of additional languages in public education, there is a greater need to prepare and hire bilingual teachers to address the exponential growth of Dual Language Education (DLE) in California, but more importantly, to attend to the linguistically and academically diverse populations of students enrolled in DLE programs. The yearly shortfall of newly credentialed teachers in California leaves thousands of unfilled positions in diverse schools (Executive Committee of CSU Deans, 2016). This does not account for the severity of the bilingual teacher shortage, need for recruitment, quality preparation, and expanding credential opportunities (Ramos Harris & Sandoval-Gonzalez, 2017). Alarming, only 700 new bilingual teachers were hired during the 2015-2016 academic year to educate linguistically diverse populations across the state (Carver-Thomas & Darling-Hammond, 2017).

Conversely, research shows that highly qualified teachers play a critical role in the education of English Learners (ELs) from low-income families (Alfaro et al., 2015). Therefore, institutions of higher education play an important role in preservice teacher preparation and in upgrading the qualifications of inservice teachers needed to teach ELs, particularly with the growing interest in DLE programs (Ramos Harris & Sandoval-Gonzalez, 2017). Out of 2,000 DLE registered programs nationwide, California is home to nearly one-fourth of them and continually growing each year (CAL, 2017).

Just the varied academic and linguistic needs of ELs alone demand that teachers demonstrate skilled knowledge on differentiation and scaffolding strategies in lesson design (Elsbree, Hernández & Daoud, 2014), not to mention that Native English Speakers (NES) in DLE also exhibit linguistic and academic needs. In this study, we examine bilingual teacher candidates' understanding of differentiated lesson planning for learners with a broad range of linguistic abilities in DLE: Heritage Language Speakers/Initial Fluent English Proficient (IFEPs), Redesignated Fluent English

Proficient (RFEPs), ELs at “expanding and bridging” ELD proficiency level descriptors [CA English Language Development (ELD) Standards, 2012], ELs with special needs, and the diversity of Native English Speakers learning the target language.

We are a team of university professors and/or researchers who are examining the instruction of ELs in DLE through Project ACCEPT— a US Department of Education Professional Development Grant for preservice/ inservice bilingual teachers. In this part of the larger study, we are investigating the following inquiry: 1) How are bilingual teacher candidates able to differentiate a lesson plan to meet the students' broad range of academic and linguistic needs? and 2) How are bilingual teacher candidates able to use assessments to monitor/support linguistically diverse students?

Conceptual Underpinnings

Well-implemented dual language programs that adhere to the Guiding Principles of DLE, promote academic achievement (Genesee, Lindholm-Leary, Saunders, & Christian, 2009); however, we know very little about how dual language educators intentionally and strategically address equitable access to curriculum, instruction, and assessment. The *Ideology, Pedagogy, Access, Equity (IPAE) Framework* (Alfaro & Hernández, 2016) highlights four tenets for optimal learning conditions in dual language programs. Teachers' *ideological clarity* “announces or denounces” teaching for equity and social justice. A teacher's *pedagogical clarity* stems from an asset-based perspective centered on the belief that students and teachers construct knowledge together. DLE teachers understand the multifaceted demands of access to content and try to equalize this complexity with an emphasis on teacher-created supports and monitoring tools. Lastly, *equity* is defined as the core of social justice in DLE classrooms, including how teachers define and position the sociolinguistic and sociocultural goals for all students.

Methodology

A lesson plan assessment was used to measure bilingual teacher candidates' abilities to differentiate instruction and assessments for diverse students with a broad range of academic and linguistic needs. The bilingual teacher candidates (BiLTCs) also received a fictitious class profile representative of a linguistically diverse DLE class with Heritage Language Students, ELs, RFEPs, NESs, and ELs with special needs. The sample 7th grade Spanish Language Arts lesson included the following components: Common Core en Español Standards, Spanish language development standards, content and language objectives, vocabulary, materials, assessments, lesson development and differentiation. BiLTCs examined the DLE class profile and lesson plan to determine the types of differentiation, scaffolding and monitoring strategies needed for instruction and assessment.

Measures and Procedures

The lesson plan assessment was designed to measure the BiLTC's ability to differentiate primary language (Spanish) classroom instruction for 7th grade students in DLE. The BiLTCs were provided with a sample lesson plan with limited linguistic supports for students (see rubrics – Level 2). Candidates had to determine if the sample lesson plan provided enough supports for varied student learning by using knowledge from a DLE class profile representing students at various academic and proficiency levels. In addition, candidates were asked to determine if the assessments substantially monitored and supported the learners' development of language and content. Candidates used three rubrics (planning learning, knowledge of students, and assessments) to select the level that best described the relevant differentiation of content, language, and assessments in the lesson, as well as the opportunity to include a justification. The lesson plan assessment was aligned to the Bilingual Authorization Spanish Program state standards and administered as an assignment for Project ACCEPT. The state authorization certifies instruction to ELs through: 1) ELD, 2) primary language, and 3) sheltered instruction.

Context. The university is accredited by the CA Commission on Teacher Credentialing and the Council for the Accreditation of Educator Preparation. It is a Hispanic-Serving Institution with a current Latino

student population of 40% and has had a long-standing commitment to the education of ELs and multilingual education through course offerings and district partnerships (e.g., district on-site credential cohorts, clinical practice sites, supervisors, cooperating teachers, research projects, community engagement).

Participants. Eleven BiLTCs assessed in the 2016-2017 academic year were either enrolled in the Multiple or Single Subject credential program. Although the sampling of consent to participate in the study is small (n=11), it provides insights to faculty on candidates' areas of strengths and needs in their ability to differentiate instruction in order to consider programmatic changes, and also pilot instruments for Project ACCEPT's evaluation.

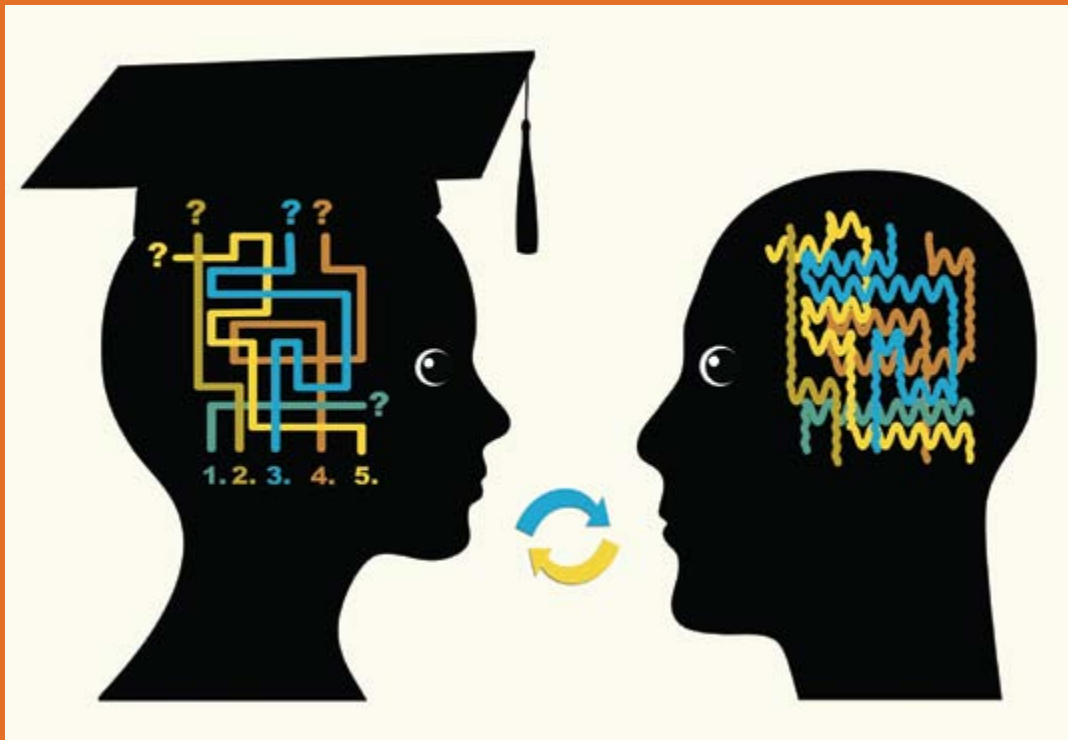
Discussion of Results

Overall the sample lesson was purposely modified to rate as a Level 2 in all rubrics – having insufficient differentiation and scaffolds for the learners identified in the class profile. The results indicated that 55% of the candidates correctly rated the *Planning to Support Varied Student Learning* (see Rubric A) at Level 2 with loosely tied supports for learners. However, 27% of the candidates felt the planning of the lesson only supported the class as a whole (Level 3), while 18% felt the lesson addressed

specific individuals/groups with similar needs (Level 4). In planning instruction for individual students with varied linguistic needs (see Rubric A) according to the class profile provided for the lesson plan assessment, 73% of the BiLTCs referred to the student profiles to plan for varied instruction, 64% referenced the needs of struggling learners for differentiation, while only 18% specifically modified the lesson to support EL and NES students. In the write-in answers, all candidates provided appropriate justifications and examples of how they would augment lessons for struggling learners (including ELs and special education students) by including more group collaboration and discussions prior to writing tasks supported by images of vocabulary, videos and multiple-level supports to scaffold the essay writing process. For NES learning Spanish as a second language, BiLTCs provided writing support with graphic organizers, Venn diagrams or tapping their background knowledge during the anticipatory set to develop the target language.



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Beyond the Seal of Biliteracy: The Development of a Bilingual Counseling Proficiency at the University Level

by Fernando Estrada, Ph.D., Magaly Lavadenz, Ph.D.,
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Introduction and Background

The passage of California Assembly Bill 815 (Brownley, Chapter 618, Statutes of 2011) established in 2012 the State Seal of Biliteracy—an official marker on graduating seniors' high school diplomas, as evidence of high school graduates' attainment of a high level of proficiency in speaking, reading, and writing one or more languages, in addition to English. Since its inception, more than 100,000 high schoolers have earned the Seal of Biliteracy, which appears as a distinct addition in an academic transcript as a statement of accomplishment for future employers and college admissions. For counselors-in-training, however, initiatives that reward and promote bilingualism are highly uncommon (McAffrey & Moody, 2015). This is problematic because counselors work directly

with linguistically diverse school-aged individuals and their families in settings like mental health clinics and community-based agencies, in addition to primary and secondary schools. During college, counselors-in-training acquire the skills necessary to facilitate social and personal development across the age spectrum that research shows can foster academic achievement, professional success, and overall life satisfaction (Ivers, Ivers, & Duffy, 2013; Schmidt, 2014; Sue & Sue, 2016). Thusly, promoting the development of bilingualism among postsecondary students, like counseling trainees, can support the objectives of teachers,

¹ Californians Together is a statewide advocacy coalition of powerful organizations from all segments of the education community including teachers, administrators, board members, parents and civil rights non-profit groups. Our member organizations come together around the goal of better educating 1.3 million English Learners by improving California's schools and promoting equitable educational policy.

administrators, and other personnel who use collaborative-centered and integrated models of education (e.g., Gay, 2010). A group of community college and university faculty, convened by Californians Together¹ in 2016, discussed the issue of postsecondary bilingual education and, specifically, a set of recommendations and descriptions for implementation of a Post Secondary Badge of Biliteracy (PSBB). The group decided to create pilot projects, the first of which focuses on university graduate-level students and is described herein.

Bilingual Education in Counseling

Trends in U.S. linguistic diversity (Shin & Kominski, 2010) point to an increasing need for competent bilingual counselors in schools and community agencies. In response, the Counseling Program in the School of Education at Loyola Marymount University (LMU) initiated a project inspired by the PSBB with the aim of recognizing and stimulating bilingualism among graduate students. The pilot project, which is a collaboration with LMU's Center for Equity for English Learners (CEEL), has the goal of instituting small and meaningful programmatic changes in counselor education that (1) reward and stimulate bilingualism among trainees, and (2) promote interdisciplinary collaboration and cross-pollination of ideas.

Consider that for a high school counselor to be able to properly work with a Spanish-dominant student, that professional must possess competencies in both counseling and Spanish language. Bilingual counseling, however, is insufficiently articulated in current standards of professional mental health practice (McAffrey & Moody, 2015), which makes establishing bilingual education in the discipline challenging. School psychologists recently mapped their professional standards onto bilingual proficiency markers (Olvera, 2015), but the vast majority of counseling programs continue to only minimally address the role of language and bilingual clients, or lack instructors who can teach or supervise in this area (Santiago-Rivera & Altarriba, 2002).

Despite an absence of state-sponsored programs and pathways in bilingual education and

certification for counselors, student trainees out on fieldwork and internship are still asked to conduct services in non-English languages, usually on-the-spot and with little preparation or supervision (Verdinelli & Biever, 2009). Bilingual counselors draw upon their existing skills in language switching and biculturalism when conducting their work in other languages (Peters, Sawyer, Guzman, & Graziani, 2014), and studies have found that compared to monolingual English-speaking counselors, bilingual counselors tend to be perceived by bilingual clients as more attuned, credible, and competent (Costa & Dewaele, 2014). Such mounting evidence points to the need for more shorter-term initiatives in bilingual education in counseling that are strengths-based and that recognize skills that students possess.

As a stepping stone towards ultimately providing bilingual training certification in counseling, LMU's Counseling Program has decided to offer a PSBB in counseling. To receive the badge, a student must first demonstrate sufficient proficiency or competency in delivering counseling services in a foreign language. Badges of professional competence are awarded in higher education in a variety of fields in the U.S. and internationally, and have become coveted credentials in the marketplace, especially in social services. Badges can assist students in gaining employment and also stimulate their interest to pursue additional learning (Raths, 2013).

Operationalizing and Assessing Bilingual Proficiency

Bilingual counseling proficiency has to reflect standards of competency in professional counseling, in addition to standards set by the American Council on the Teaching of Foreign Languages (ACTFL). Current ACTFL proficiency descriptions, in fact, can be combined with mental health competencies to generate useful descriptors that can be further nested within a rubric to assess bilingual counseling proficiency (McAffrey & Moody, 2015). Rubrics are ideal tools to evaluate and identify an observable degree of proficiency in an area like bilingual counseling, particularly in applied courses, such as practicum or fieldwork.

Defining Bilingual Proficiency in Fieldwork Course Study

A participatory-based course like fieldwork is suitable because it (a) requires the student to submit assignments in written and audio form that demonstrate knowledge integration and application, and thereby (b) adheres to the ACTFL standard of evaluating language in real-world, spontaneous, and non-rehearsed interactions. Granting a proficiency badge in fieldwork also helps with overall feasibility at this early phase in bilingual counseling program development.

First, new proficiency rubrics had to be created and piloted in order to gather preliminary data. Consequently, it was decided during this cycle to use the term certificate instead of badge, as in: Certificate of Bilingual Counseling in Fieldwork (CBC-F). Three proficiency rubrics were created for the pilot to be used with audio-video material to determine whether a student conducting counseling in Spanish with a client during fieldwork met minimum standards, defined as at least 'intermediate' proficiency for every evaluative component. An example is provided in Table 1 below for the Counseling Fieldwork Competency # 2: Demonstrates the ability to apply professional ethical and legal mandates to the practice of counseling.

Implementation and Results of Pilot Certificate of Bilingual Counseling in Fieldwork

Five female trainees, all of them Latina and working in Spanish with actual clients at their site of fieldwork, volunteered to participate in the pilot. Three were pursuing a degree in School Counseling-Pupil Personnel Services (48 units) and the other two a degree in Counseling-Licensed Professional Clinical Counselor (60 units). All participants attended an orientation session at the start of the spring 2017 semester. Two bilingual (Spanish-English) mental health specialists (Ph.D. level) served as evaluators. Inspection of the results, using stacked bar graphs, showed that all five students met minimum proficiency standards across all areas of competency. Also required of participants was a 1-hour individual

clinical supervision session in Spanish with one of the two evaluators, during which rubric ratings and overall feedback were shared with the student. The director of the Counseling Program presented a certificate to the participants at graduation, and each received a survey comprised of a few open-ended questions asking them about their experience in the pilot program. Participants stated:

"I have a responsibility to be a culturally competent therapist... I am one step closer to providing the same quality of therapy to both my English- and Spanish-speaking clients."

"I feel motivated to learn more Spanish so that I can use it and not feel so nervous."

"This certificate advances my professional goals by providing me with the confidence to apply for bilingual therapist positions."

"I don't need to be given something for helping my community, but at the same time the recognition will hopefully help me get a job to help them even more!"

Future Planning for Success in Postsecondary Bilingual Education

More bilingual counselors are needed in the workforce and based on preliminary data, the LMU Counseling Program is making small, but important, incremental steps towards filling that gap. Implementation of the Certificate in Bilingual Counseling in Fieldwork will resume after several rubrics are revised and additional resources are gathered, including a more comprehensive vocabulary of mental health-related terms. Additional student training is also planned, with a curriculum that addresses issues of vulnerable student populations, like Long-Term English Learners (LTELs) and their families.

Partnerships, like the one between LMU's Center for Equity for English Learners (CEEL) and the Counseling Program, serve as a working alliance, offering ongoing expertise and collaboration in several areas, including the creation of additional bilingual proficiency descriptors that can be used to assess skills across various stages of counselor development. Because bilingualism is not a substantial part of existing standards of practice

Table 1: Sample ACTFL-aligned Rubric for Counseling Bilingual Proficiency			
<i>Elements to be Evaluated</i>	Developing 1	Intermediate 2	Advanced Intermediate 3
Language Control	Produces memorized language or has limited control in relation to ethical and legal mandates. Insufficient control of syntax.	Control of Spanish language related to ethical and legal mandates is sufficient to be understood by the client. Shows sufficient control of syntax.	Control of Spanish language related to ethical and legal mandates is more than sufficient to be understood by the client. Shows confidence with control of syntax.
Vocabulary	Produces formulaic expressions or uses a limited variety of vocabulary on ethical and legal mandates.	Produces a sufficient range of vocabulary related to topics of ethical and legal mandates.	Easily produces a broad range of vocabulary related to topics of ethical and legal mandates.
Communication Strategies	Uses a limited range of strategies (clarify, offer examples) or relies on a practiced format that might make it difficult for client to comprehend ethical and legal mandates issues.	Uses a sufficient range of strategies (self-edit, restate, ask questions, clarify, offer examples) to sustain client interest and comprehension on ethical and legal mandate issues.	Consistently uses a broad range of strategies (self-edit, restate, ask questions, clarify, offer examples) to sustain client interest and comprehension on ethical and legal mandate issues.
Cultural Awareness	Cultural knowledge and perspectives are limited (memorized gestures, formulaic expressions) relevant to ethic and legal mandate issues.	Is able to use cultural knowledge and perspectives appropriate to the presentation of ethic and legal mandate issues.	Skillfully uses cultural knowledge and perspectives appropriate to the presentation of ethic and legal mandate issues.


in counseling, articulating and operationalizing additional proficiencies for professional competency will be an important task. Teacher preparation programs, like counselor education, also require fieldwork courses where trainees directly serve students and their families. Therefore, meaningful points of convergence in fieldwork, as well as other programmatic curricula, are being explored.

Additional ideas include:

- Expanding books and other resources on bilingual services.
- Evaluation tools for the client to rate the counselor.
- Formal evaluation and dissemination of assessment tools to be used within and across counseling programs.

- Formal recognition of bilingual proficiency in university transcripts/degrees.

Conclusion

There is an increased demand in our global economy for professionals who are multilingual, multiliterate, and who can communicate and interact with intercultural competence (Callahan & Gándara, 2014). Towards that end, we invite others to join the efforts in preparing and certifying professionals with the linguistic and cultural competencies at the postsecondary level of education. 

Note: References are available in the online version of this article at www.gocabe.org.



PROJECT PUENTES: Making Connections to Build Biliteracy Between Latino Homes and Schools



by

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Carmina Mendoza, Ph.D., *Santa Clara University*

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Parents are a child's first and best teacher and literacy begins with them. What parents do at home, even before a child goes to school, is what will help him or her become a skilled and confident reader. Children from homes where parents model the uses of literacy and engage children in activities that promote basic understandings about literacy are better prepared for school. Research indicates that although there has been an increase in parent-child literacy activities among families with preschoolers, this has not been the case for all children, in particular, Latino children (Tabors

& Snow, 2002). However, other studies find that Latino children have made gains in literacy when teachers use practices that draw upon the existing funds of knowledge of their students' homes (Moll, Amanti, Neff, & Gonzalez, 1992).

This article describes an after-school family literacy program, Project Puentes (Project Bridges), serving low-income Latino immigrant families living in a rural agricultural community in Central California and the transformative process the program underwent in order to be an effective model of collaboration between Latino parents and schools. Following is a brief review on current issues facing Latino children and their families, guided questions, and a theoretical framework that informed the four-year longitudinal ethnographic study.

Issues

For 2015-16, Latino children constituted the largest K-12 public school enrollment with 53.97% of

California's public schools (California Department of Education, Fall 2016). They represented the highest percent of students identified as English Learners at 83.50% (California Department of Education, Fall 2015). One crucial issue in Latino education is the lack of school-parent partnerships. Many Latino families come from immigrant backgrounds and are often unfamiliar with the system of education in the United States. Many of these families are unsure about their role in schools or where to find assistance (Nicolau & Ramas, 1990). Subsequently, some teachers erroneously misinterpret parent's limited involvement as not caring about their children's education (Valencia & Black, 2002). Latino families are highly concerned about the success of their children, but are uncertain about how to negotiate the American educational system (Delgado-Gaitan, 1992; Medina, Guzman, & Wong-Ratcliff, 2015).

Educators tend to adopt a very narrow definition of parental engagement which includes certain behaviors that are typical in mainstream households—e.g., reading daily, providing a home library, trips to a public library, providing a special space for reading and writing in the home, school visits and volunteering (Bakker & Denessen, 2007; Deutscher & Ibe, 1997; Scappaticcio, 2009). The mere definition of parental involvement sets up certain communities for an apparent failure in meeting mainstream standards of parental involvement in terms of literacy. Cultural and language differences, as well as structural barriers in schools, have a significant impact on the ability of Latino parents to be involved in their children's schools, at least in the way that schools expect them to be involved (Valenzuela, 1999).

This does not imply that Latino parents do not provide children with daily home experiences that, indeed, may promote literacy. For example, oral traditions in families where narratives are spoken, rather than read, also provide a basic understanding of how stories are developed. Children can learn about story plots, character development, and the beginning, middle,

and ending parts of a story by listening to folk tales or anecdotes that are culturally relevant to the family life. It would be logical to assume that a bridge between oral and written narratives can be made (Zepeda, 1995).

The Study

This study reviewed the transformative undertaking of Project Puentes from a typical after-school family literacy program to an effective model of collaboration between Latino families and schools.

Guiding questions were:

- 1) How did Project Puentes build the exchange of knowledge between Latino families and their teachers to impact the literacy skills of both parents and children?**
- 2) How did Project Puentes enhance the parents' confidence as their children's first teachers and as authors of their own stories?**

Madison Elementary School is a grade K-5 public school serving a large, low-income, predominantly Spanish-speaking Latino student population. The school has schoolwide Title I and free-lunch programs, indicating the severity of the economic struggles that the families in this community face. Data were collected in a longitudinal fashion (four years), using ethnographic methods (participant observation, interviews, products created, etc.) and ethnomethodology (conversation analysis).

Project Puentes Program

Project Puentes consisted of a series of eight, two-hour parent workshops and activities that specifically targeted Spanish-speaking parents. The goal was to provide parent-friendly workshops that train parents how to read children's literature books and make reading skills readily available for their children. An additional goal was to promote bilingual books,

music, and activities that were culturally responsive to students' interests and backgrounds; although this goal was initially less clear as to how it would be implemented into the program. However, these goals, over time, took on a deeper meaning of partnership and the role parents play as readers and speakers in the home.

Participants

In the first two years of the program, about 25-30 parents from first grade classrooms participated. Many of the parents worked in the surrounding orange orchards and other agricultural fieldwork in the area. Most have migrated from Mexico. Other families who attended were of Latino origin and were second and third generation parents with family ties to Mexico, El Salvador, and Guatemala. Teacher participants consisted of four, first grade teachers who facilitated the parent workshops during this period. Three teachers were bilingual and all teachers taught the workshops in either English or Spanish. In Years Three and Four, a team of five teachers, one classroom aide, and the school librarian facilitated the parent workshops. Three of the teachers were bilingual. The after-school program also provided childcare for children in Grades 2 through 5.

In Years One and Two, parents participated in two-hour workshops on a variety of activities including raffles, singing, book reading, and teacher-led trainings. The core of the workshops included two essential ideas around literacy. At the end of each workshop, parents were invited to

stay and talk with their child's teachers about any concerns or ideas they might have.

One of the unique characteristics of Project Puentes is that it evolved from a teacher-directed approach (Years One and Two) to a more parent-centered approach (Years Three and Four). In Years One and Two, most of the information was offered in a traditional teacher-directed approach. The workshops focused on helping parents understand reading levels and early reading behaviors in the primary grades, as well as the importance of developing oral language at home, in order to improve reading comprehension. Teachers used multiple resources to generate their workshop content. As teachers presented the information, parents listened and some asked questions. Teachers also modeled some of the strategies while parents watched. Teachers were concerned about how parents were actually benefiting from the workshops.

At the end of Year Two, the teachers engaged in reflective conversations about the effectiveness of the program and if it was actually benefiting the parents. The teachers also participated in a summer workshop titled, *Latino Families Literacy Project*, focused on family literacy activities and the use of bilingual and multicultural literature (www.latinoliteracy.com/workshops). These conversations, events, and resources made teachers realize that experiences in the home environment could enhance the development of oral and written language and could

be incorporated into their workshops. The focus of the workshops changed towards including more parent-centered literacy activities.

In Years Three and Four of implementing Project Puentes, Madison Elementary provided literacy workshops for parents (K-5) in order to help families establish reading routines in their homes. Workshops were partly presented in a conversational, dialogue style, not as lecture format. Tables were arranged so that parents could face each other and participate in book discussions. The teachers also sat alongside the parents to facilitate and participate in book discussions. Both parents and teachers read books, asked questions, shared experiences with the story readings at home, shared personal connections to the stories, and shared thoughts on the art and themes of the stories. The workshops included parent-centered activities, such as book-sharing and discussions, creation of cultural products based on literacy practices (e.g., family album), singing workshops, creation and participation in the Parent Resource Room, and special ceremonies.

Results

1) Project Puentes Evolved into a Collaborative Program

Project Puentes transformed from a teacher-led workshop into a collaborative construct that led to more significant and empowering activities for the parents and teachers. The intent of Project Puentes had been to develop literacy in the homes

by utilizing a culturally responsive approach. However, parents' reluctance to participate in the workshop activities, after two years into the program, led to changing the approach. The teachers decided to use multicultural books that were written in both English and Spanish, as a way to spark interest. To the teachers' delight, the parents became engaged in the narratives. However, the most striking result to the teachers was the fact that the parents were highly literate in their primary language. The teachers continued to have parents read the multicultural books in Spanish. Parents quickly found that they could relate to the books and were eager to share their connections with others.

The teachers also began to draw information and skills from the parents by having them either write or sketch what they were reading. As a result, the teachers saw that the parents had rich life experiences and were much more literate than they initially assumed. Furthermore, through the dialogue of exchange of ideas and experiences, both the teachers and parents found similarities and differences between them, whereby a more collaborative approach took place. As such, the teachers discovered that many cultural practices in the households were already providing support for language and literacy development. The teachers made sure that parents were aware of this and that everyone was able to capitalize on such cultural practices to improve reading skills. One surprising finding was how parents had

constructed "being literate" as being English proficient. The workshops led teachers and parents to realize that the parents were already literate:

“... When we [teachers] saw them reading, sharing, writing in their own language, we realized that they were literate. More importantly, we were then able to convey to them that they were literate.” In their minds being literate was reading in English.

2) Parents Gained Confidence as First Teachers and Voice as Authors

The new parent-centered, dialogue-based, and culturally responsive workshops yielded an increased awareness of literacy practices that these parents could do at home. However, there were two additional important gains—parental empowerment and teacher confidence. The use of bilingual books not only provided literacy skills, but also inspired parents to become their child's first teacher. As stated by a parent:


“... También le llevé este libro a la casa porque yo le puedo explicar a ella [hija] cómo son los cambios en la naturaleza.”

[I also took this book home because I could explain to her (daughter) changes in nature].

One particular project that further supported parents in gaining voice as authors was their accomplishment in together publishing a book, titled, *Tradiciones de mi familia /Family*

Traditions. Using multicultural books fostered interest in parents by promoting rich discussions around their own memories of childhood traditions. Parents spoke about their traditional celebrations centered on family gatherings that took place in Mexico and were often tied to religious practices and customs. They spoke about traditional food, music, and dance that were also part of the family celebration. As such, these families shared life experiences related to the story (text-to-self experience) and were authors themselves.

Conclusion

Project Puentes has important implications for instruction. In terms of instruction, this study indicates that collaboration between teachers and parents is essential. For example, even though the teachers provided their instruction and resources in Spanish, it was not until authentic dialogue took place between teachers and parents, that parents became fully engaged. Once authentic dialogue occurred, parents became part of the exchange of knowledge. Through that exchange, activities were then built on their funds of knowledge that later led parents to build confidence and voice as their child's first teacher. 



Bilingual Programs Remain at Risk if Parents are Not Satisfied

There is much to celebrate in California. Eighteen years after the passage of Proposition 227 (English for the Children), voters overwhelmingly voted for its repeal in 2016 with Proposition 58 (The California Non-English Languages Allowed in Public Education Act). In repealing Proposition 227, California schools are no longer mandated to offer English-only instruction for their 1.3 million English learners (ELs). Instead, schools may now choose from a variety of “language acquisition” instructional programs, including bilingual programs, to serve linguistically diverse students. Proposition 58 also eliminated the “parental waiver” requirement which under Proposition 227 had obligated language minority parents who wanted “alternative programs” (e.g. bilingual education) for their children to visit their child’s school and to sign a waiver—in some cases annually, depending on the district’s interpretation of the law.

Indeed, California has entered a new chapter in language instruction for linguistically diverse students, and bilingual educators have gotten another opportunity to demonstrate to the public, and more importantly to the students’ parents, that well-executed, and properly funded, staffed, and monitored bilingual programs have considerable educational and long-term benefits for ELs, and non-ELs, alike (Cummins, 2001; Thomas & Collier, 2002). This is a rare do-over in the public education setting. However, in between celebrations, California educators and school authorities must not rest on their laurels. Rather, they need to work hard (starting immediately) to keep parents and community members informed and satisfied, lest a repeat of 1998 were to occur.

Involving, Engaging, and Informing Parents

Family and community involvement has long ranked high as an important feature of effective schools. It has been repeatedly



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argued that the incorporation of parents, family, and community members in schools reaps benefits for students, particularly for students who come from non-white or non-middle- or upper-class backgrounds (Henderson & Mapp, 2002). Few openly question that there appears to be some form of positive return for students when their parents and family members are involved in educational matters and when educators make explicit efforts to reach out to them (Henderson & Berla, 1994; Henderson & Mapp, 2002). The parental involvement argument also appears to hold true for effective bilingual programs (Casas, et al., 2005; Cummins, 2001; Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007; Lindholm-Leary, 2001). Schools that “make the school environment a welcoming and warm one for parents of all language and cultural groups,” value bilingualism, and project a “sense of belonging for students and their parents” often create the most effective programs (Howard, et al, 2007, p. 36).

In addition to the research that advocates parental involvement in schools for increased student achievement and feelings of belonging, we argue that linguistically diverse parents must be “engaged” in school affairs at all levels. For example, bilingual schools must do a better job of keeping parents informed about their programs and measuring parental satisfaction with the outcomes. Informed and satisfied parents are key ingredients for any instructional program that is not clearly understood, or is seen as unorthodox, by the public (Lee, 2013). Bilingual programs are generally misunderstood by the public and by the parents whose children are enrolled in these programs (Amaral, 2001; Lee, 2013; Martínez & Hinojosa, 2012). One reason for confusion could be that “bilingual education” is often used as an “umbrella” term to identify different instructional models—even though they may have different foci and goals (Baker & Wright, 2017).

Another reason could be that schools often do not regularly inform parents about the principles behind bilingual instruction and how these principles are operationalized in practice.

Lee and colleagues (2015), for example, identified factors that influenced parental decisions to raise Spanish/English bilingual children. In their focus groups with thirteen Spanish-speaking parents, they found that the parents believed there were many long-term benefits to raising bilingual children. Parents also “stated that they themselves were ultimately in charge of deciding whether to raise their children to be bilingual” (p. 512). They felt, however, that there was a lack of information available to help them make decisions about their children’s bilingualism with “conflicting opinions [often coming] from . . . family members” (p. 512). Talking to teachers helped influence some of the parents’ decisions. Yet surprisingly, when asked about bilingual programs in their children’s schools, most of the parents expressed negative opinions and attitudes toward these programs. Some of the concerns were related to general second language learning principles, such as believing that their children would get “confused” if they were taught to write in two languages in kindergarten to expressing that “kids [in bilingual classes] struggle more to learn English afterward; it’s harder to learn” (p. 512). Other opinions were “that children who struggle academically should be placed in English-only classes and have Spanish taught at home” (p. 512). One of the most interesting findings of this study is that many of the parents reported not “having received active counseling or guidance from the school district about bilingual education choices” (p. 513). Thus, parents instead depended on community and familial sources to make decisions about their children’s bilingualism.





Similarly, Sheffer (2003) reported that while all the Latino parents she surveyed in her and a colleague's transitional bilingual education class highly valued bilingualism, many also had mixed understandings about how much class time was actually dedicated to teaching in English. Many parents also did not know at what grade their children were expected to "exit" the program. Parents also had mixed opinions about how much time should be dedicated to instruction in English (these mostly contrasted with the actual percentage). According to Sheffer (2003), her district provided a "brief description of the bilingual education program on the Internet . . . but [did] not provide any percentage of time as to when instruction is in English or in the native language, nor [did] it describe the theory of bilingual education" (p. 336). Latino parents' access to computers and the internet (in the early 2000's) and the district's failure to provide more detailed explanations of the programs could have all been factors in the parents' "lack of knowledge" about their children's bilingual education program.

To fully engage linguistically diverse parents in bilingual schools, they must be provided detailed information about the programs their children are enrolled in. This information provides a foundation that they can draw from to make decisions about their children's education and to assess their levels of satisfaction with their educational placement. Unfortunately, information about bilingual education is often not proactively provided by all schools, thereby forcing some parents to seek information elsewhere in order to make decisions about their children's education (Lee et al., 2015).

Beyond Gratitude and Towards Satisfaction

Understanding the reasons linguistically diverse parents choose to enroll or maintain their children in bilingual education programs is complicated, as are attempts to gauge their satisfaction in these programs. Language minority parents express many reasons as to why they enroll (or don't enroll) their children in bilingual programs (Amaral, 2001; Lee, 1999; Martínez & Hinojosa, 2012; Torres, 1988). These reasons could possibly be tied to their attitudes and beliefs about bilingualism, language learning, and the personal and long-term benefits they see in raising bilingual children (Craig, 1996;

Lee, et al., 2015; Shin, 2000; Torres, 1988). Other factors could include parents being able to help their children in a language they understand to feeling welcomed at their child's school.

In 2015, we conducted focus groups in four Oregon TWDI (Two-Way Dual Immersion) schools to examine Latino parental satisfaction with the programs. It was a follow-up to a survey conducted by the Oregon Department of Education (ODE) in collaboration with the Association of Teachers of Two-way and Dual Language Education (ADTLE) at eight Oregon schools. Three hundred and sixty-three parents completed the survey (224 in English, 133 in Spanish, and 6 in Vietnamese). Overall, survey results indicated that parents were overwhelmingly "very satisfied" with the TWDI programs at their children's schools (97% agreed/strongly agreed) and would recommend them to other families (97% agreed/strongly agreed) (Lindholm-Leary & Molina, 2015). Further, parents indicated that they valued both languages as being important for their children's future—for both career (94% agreed/strongly agreed) and social interactions (98% agreed/strongly agreed). Finally, parents considered themselves actively involved (in both formal and informal ways) in their children's education. These findings were consistent with other studies that examined Latino (or linguistically diverse) parents' satisfaction with their children's bilingual program in that parents generally reported favorable views (Howard, et al., 2007; Lee, 1999; Lindholm-Leary, 2001). Our focus groups, also had similar results with the overwhelming majority expressing "satisfaction" with their child's TWDI program.

We believe, however, that it may be over-generalizing to claim that overwhelming numbers of linguistically diverse parents are "satisfied" with their children's bilingual program. Knowledge, in our opinion, is a necessary component of satisfaction. One cannot be satisfied with how a program is implemented if they do not quite comprehend how that program is to work or if they have not quite seen the end result. Thus, conflating appreciation or gratitude with satisfaction does not mean unequivocal support for a program. Lee (1999), for example, found that while the majority of the 290


Latino parents in his study did not know about the different bilingual models or programs their children were enrolled in, “three out of four (76%) thought that the use of two languages . . . facilitated their children’s development of English” (p. 199). Furthermore, over 80% of the parents supported bilingual education, yet, paradoxically, two-thirds (67%) of them, if given a choice, would prefer to enroll their children in mainstream English classes over bilingual ones (p. 204).

Parents as Advocates and Allies

Many of today’s California bilingual teachers may have been too young to remember how Proposition 227 began and the role a group of dissatisfied Latino parents played in attracting the attention of Ron Unz, the primary financial backer and the public face of Proposition 227, to bilingual education. In 1996, Latino parents at Ninth Street School in Los Angeles boycotted the school claiming administrators had ignored their “repeated requests for English-only classes” for their children (Pyle, 1996). The actual details of this incident and the district’s response to the parents is a complex and detailed story and not the focus of this article. We use this example, instead, to illustrate the hard-to-believe, but true, anecdote of how foes of bilingual education seized an opportunity to use Latino parent “dissatisfaction” at one school to launch a successful campaign to eliminate an educational program in an entire state (which then influenced bilingual education bans in Arizona and Massachusetts).

To have linguistically diverse parents as advocates and allies of bilingual programs, these programs must show results. Bilingual education educators understand that well-executed bilingual programs require time and investment. One cannot expect an EL child in a bilingual program to be as equally fluent as a native English-speaking child in just one year. Bilingual education comes in many forms and serves many populations (Baker & Wright, 2017). Parents, however, are often kept in the dark as to how they function and what they “look like” in practice. Rather this information is often only shared when parents request a change of program for their children. If bilingual educators want allies and advocates, then schools and districts must provide parents regular information about how their

child’s program works and the type of results they should (and shouldn’t) expect at the end of every year. Sheffer (2003) also recommends sharing the most current research with parents and argues that “if administrators are not prepared to take this step,” then it is the duty and responsibility of the teacher to do it. (p. 336)

Informed parents make the best allies and the best advocates. They also make the best critics. Having parents informed will keep educators on-task and focused on delivering what they promise. Bilingual educators must not take the parents’ high levels of gratitude, appreciation, and support for bilingual education as a sign of complete satisfaction. Satisfaction is earned through properly executed programs and results. 



The poster features a graphic of a globe with a speech bubble shape around it, containing the text "Join our Dual Language teaching team in the beautiful Pacific Northwest!". Below this, it says "KENT SCHOOL DISTRICT DUAL LANGUAGE". The bottom half of the poster has a background image of a snowy mountain and trees, with text that reads: "Kent School District, located just south of Seattle, Washington, is seeking academically fluent and literate Spanish-speaking elementary teachers for our two-way 50/50 DL program. Visit our booth in the CABE Exhibit Hall, or view the job description and apply online today at: <https://kent.tedk12.com/hire/ViewJob.aspx?JobID=2883>. Contact Director of Multilingual Education, Nina “Will” Williams, for more information: Will.Williams@kent.k12.wa.us."

Teaching Learners of Vietnamese Heritage: Applying Social Linguistic Knowledge to Science Teaching

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In the United States, Vietnamese has 1.4 million speakers and is the fifth most-spoken language (U.S. Census Bureau, 2013); it is third in Texas, fourth in Arkansas and Louisiana, and fifth in California with the largest Vietnamese population in the U.S. being Orange County, CA. Moreover, there are more than 80 million native Vietnamese speakers worldwide. Additionally, Vietnam is a developing country posing a real economic opportunity. In the past several years, there has been growth in the number of Vietnamese Dual Language and World Language programs in California, the largest Vietnamese community outside of Vietnam. As these programs continue to grow, there is a need in the field to identify instructional practices and pedagogies that support student learning. To address this need, we must first examine the structure of the language and how it can be used as a cultural and linguistic tool to support student learning. Recognizing that this is a rather complex topic, in this paper we highlight a few Vietnamese linguistic features to help the reader develop an understanding for the context in which we work and to invite further dialogue.

Language is symbolic of cultural identity and using cultural and linguistic tools can have a positive impact on children's opportunities to learn (Brown, 2004; Brown, Reavles, & Kelly, 2005; Lee & Fradd, 1998; Varelas, Becker,

Luster, & Wenzel, 2002). By accepting and embracing the cultural language of children, teachers are empowered to alter curriculum and instructional approaches, as necessary, to facilitate children's development into scientifically literate persons who engage in productive activities in the classroom (Hollins, 1999). Taken together, we propose that teacher practice to be grounded in children's social and cultural assets, using these assets to facilitate learning.

An important topic in the discussion of improving the academic achievement of students who speak languages other than English is the relationship between teachers' knowledge of children's ethnic identity and language expression and how this knowledge is applied in the classroom. The integration of language and identity is often excluded in the instructional planning process, such as the selection of learning experiences, the framing of curriculum content, and the social interactions with students. If teachers are to improve children's academic achievement, then they will need to assess how students use language, make sense of the world through language, and how language can be used as a tool to construct conceptual understanding. In this paper, we contend that garnering insight into students' cultural language usage is at the heart of improving student learning. That is, if teachers fail to access students'

language and effectively use it to support students in acquiring the subject matter content, then students will be left to learn the subject matter content on their own. We use science as an example, integration of language and culture is especially important in science learning, where students need to have mastery of both their home language and the language of science. If students' home language usage is an essential component for learning science, how do science educators use this information to plan classroom practices, frame curriculum and strategically plan social interactions between students? In this paper, we provide examples of how social-linguistic knowledge can be used to facilitate student learning, especially on a less commonly taught language–Vietnamese. To draw out the importance of social and cultural context as part of language learning, we highlight the differences between the Eastern and Western cultures and how these differences result in varying ways of constructing knowledge. We then discuss the implications for classroom practice and consider how social linguistic knowledge can be applied to science teaching.

I. Easterners' Sense of Reality is Relational

Social linguistic knowledge about how a word is used in social and cultural context is part of language learning. Vietnamese, as an Asian language, is embedded with social, historical and cultural clues. The following example illustrates how a child may conceptualize the relationships among various items. Figure 1. What goes with picture

A ?

B ?

or C ?



A Western-minded respondent may select the chicken to be paired with the cow. In contrast, an Eastern-minded respondent may select the grass to be paired with the cow. Easterners group items by their relationships or functions. Nisbett states that "relationships involve, tacitly or explicitly, a verb... Westerners are noun-oriented, focusing more on the stable properties of things and concepts" (Nisbett, 2003, p.148).

What would this mean in curriculum sequencing for students of Vietnamese heritage or when teaching students Vietnamese language ?

In the early stages, focus on the functions of things; instead of teaching numerous nouns, emphasize verbs first.

In Vietnamese,

đồ (object) + Chơi (to play) = Đồ chơi (toy)
 + Ăn (to eat) = Đồ ăn (food)
 + Dùng (to use) = Đồ dùng (item)

As a result, students can learn multiple words in Vietnamese by understanding the combination of one noun and the various verbs associate with it. Whereas cognitive psychologist Dedre Gentner found that children learn nouns much more rapidly than they learn verbs, developmental psycholinguist Twila Tardiff found that East Asian children learn verbs at a faster rate than nouns. (Nisbett, 2003) "Verbs in Chinese, Japanese and Korean tend to come either at the beginning or at the end of sentences, and both are relatively salient locations. In English, verbs are more commonly buried in the middle." (Nisbett, 2003, 150). Verbs are harder to translate than nouns. They are more likely to change meanings than nouns. Asians accept more easily the co-existence of contradictions (Nisbett, 2003).

From an Easterner's point of view, "[the] world is not static but dynamic and changeable. Because the world is constantly changing, oppositions, paradoxes and anomalies are continuously being created." (Nisbett, 2003, p. 175). For example, when Vietnamese speakers ask a question, they make a (positive) statement and end it with "no"? It's as if the existence of the contrary statement is still a possibility, always present in the syntax itself. "Có" means "to have", "không" means "no or not". When one asks "có không?" It means "have, not?" and answering "không có" means "not have."

II. Constructing Cultural Identity through Making Sense of Reality

As demonstrated by the "My Name, My Identity" campaign initiative at the Milpitas Unified School District, a name pronounced correctly gives respect to the person whose name is called. (Wan, 2017, p. 44) Expanding on this concept, using the correct pronoun is a way to define one's relation to another person. In most Asian languages, the pronouns for "I" or "You" are dependent on the type of relationship the speaker has with the listener. Choose the wrong pronoun and the whole sentence could turn into an insult, or an invitation for a date! As students learn about when to use a particular pronoun, they are inherently learning about that society's

gender roles, age status, and class. For example, “Em” is a pronoun to be used for “I” or “you” if one is younger than another person (but not a whole generation younger). When a young woman changes her pronoun use and says “em” in Vietnamese to a man who is neither her older relative nor older than her in age, it could mean she’s interested in him as a potential date. When and if the relationship changes, she can then use other pronouns to communicate to him that it is over.

The Confucius ideologies permeate many East Asian cultures. There is expected courtesy when addressing each other. “bác X mến” (Dear Auntie/Uncle X), preceded by a “thưa” would show a certain level of education, or respect: “thưa bác X mến”. Adding “kính” in front of the “thưa” shows a larger distance of power or status in the relationship, in which case the word “mến” (dear) could become awkward, or not appropriate. Navigating social contexts can be difficult, even more difficult when the social and cultural contexts overlap with the linguistic features.

In-groups or Out-groups: “To be overly polite with in-groups (relatives, close friends)... saying thank you, excuse me, and I’m sorry too many times, reflects interpersonal distance” and would relay the message that one does not feel very close to that person, soliciting a response such as “Don’t be so polite!” or “Don’t be a stranger!” (sao khách sáo vậy!). Reflecting on how one relates to another person and choosing the appropriate words to use is the path to self-discovery and defining one’s own cultural identity. Indirect (or high context) communication is a trademark of most Easterners. The choice in pronouns is a vehicle through which this communication style manifests. The way a student uses pronouns or displays courtesy shows his or her cultural identity.

What would this mean for developing curriculum that supports Vietnamese heritage learners or one that supports learning Vietnamese language?

Since the social fabric of many East Asian countries is imbued with Confucius ideologies, learning how to greet one another in many different social contexts would teach students, not only the various pronouns and words to be used, but the underlying history and beliefs they would have to know and understand in order to find the

right words that define who they are when speaking in that language. For example, in Vietnamese, the word “Đào Nguyên” literally means “Peach” and “Source.” Without the knowledge of the mythology where fairies or angels roam among peach trees, how would one know that the compound word refers to the heavens (cõi tiên)?

III. Vietnamese Cultures’ World View is Holistic: From Whole to Parts

Language underlies mental representations. When Richard Nisbett (Ji, Nisbett, Zhang, 2002) tested Chinese who were bilingual in English and Chinese, the choice of language influenced how they answered questions such as “Which two words belong together? Monkey, Panda, Banana.” When tested in English, Chinese students were less likely to group on the basis of relationships” (Nisbett,

If the word door, 门 is added to the word “market,” what could be the new compound word 闹 ?
Market and door means noisy.

What if it’s the word “sun” added to the “door?” 间
Sun and door means space. This demonstrates the knowledge of the relationship between time and space.

Adding the word “tree” to the word “door?” 闲
Tree and door means to be relaxed, to take it easy.

2003, p. 161). Sometimes approaching a word as a whole first, and then breaking it into parts, leads to better comprehension. A word in ancient Vietnamese (Hán Việt) can be added to another word, making a compound word, but despite knowing the two separate definitions, the compound word’s meaning could still be obscure. Without contextualizing, would the new compound word’s meaning be evident? Nisbett argues that “words typically have multiple meanings, so to be understood they require the context of sentences. English is a “subject-prominent” language. Japanese, Chinese and Korean are “topic-prominent” (Nisbett, 2003, p. 157).

IV. Translating Cultural and Linguistic Knowledge to Practice Getting to Know Students.

The first step in integrating knowledge of Vietnamese culture and language into teacher practice is gathering specific information about individual children. This requires the teacher to make careful and deliberate observations of the children at work and in social

settings, to examine the learner's previous work, and to engage in strategic conversations with the children (Hollins, 1999). While in conversation, the teacher learns how the children see themselves as learners, what they expect to gain from classroom instruction, and what their learning challenges may be (Hollins, 2008). This information will be used to enhance learning experiences for specific students, strategically plan groupings of students, and to design remediation activities, if needed.

Selecting Instructional Approaches.

Next, teachers find or design instructional approaches that will help elicit children's cultural use of language and allow them to use language to develop knowledge and skills in the content discipline. Integrating a formative assessment strategy into an existing activity works well. For example, a teacher working with Vietnamese children can adapt a demonstration activity into a predict-observe-explain assessment (White & Gunstone, 1992) by presenting children with a novel situation, having them predict what will happen, then completing the demonstration and asking them to construct an explanation of what they observed. Then students are grouped according to responses to present arguments for different responses.

An example of this in action comes from teachers at Global Network School (a pseudonym). Science teachers embedded a formative assessment immediately after children created a model of cells to study cellular dynamics. This activity was a version of a common laboratory activity used to engage children in calculating surface area-to-volume ratios of cells immersed in different concentrations of sugar solutions. When teaching in the Vietnamese language, it is important to provide opportunities for children to discuss a concept in their native language first and then, together or individually, express their thoughts in English (Mattata, Dob, & Ostlund, 2006). While monitoring group work, listen to children's thinking, then ask questions that probe for more meaning, redirect them to some part of the activity, invite them to do presentations for deeper understanding or encourage them to listen more intently to one another (Windschitl, 2012). In the surface-area-to-volume ratio activity, children cited relevant observations and calculations and discussed their findings with their peers. As the teacher participated in the groups, she kept in mind the children's home culture, language and

experiential background and used this information to formally assess whether children understood that cells are small and packed together in order to increase their surface-area-to-volume ratio. If children had a hard time understanding the concept, the teacher would ask the children to explain what they understood, reaffirm that understanding and ask probing questions that prompted students to recall an idea from a previous lesson or experience that was in line with the scientific concept. In this way, the teacher engaged in strategic conversations with the intent to gain insight into the nature of the children's understanding and formulate probing questions to support understandings of the content discipline.

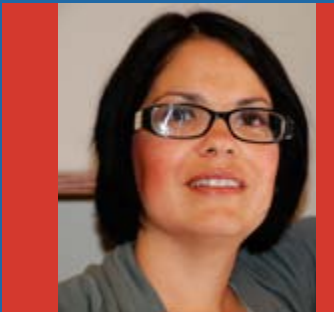
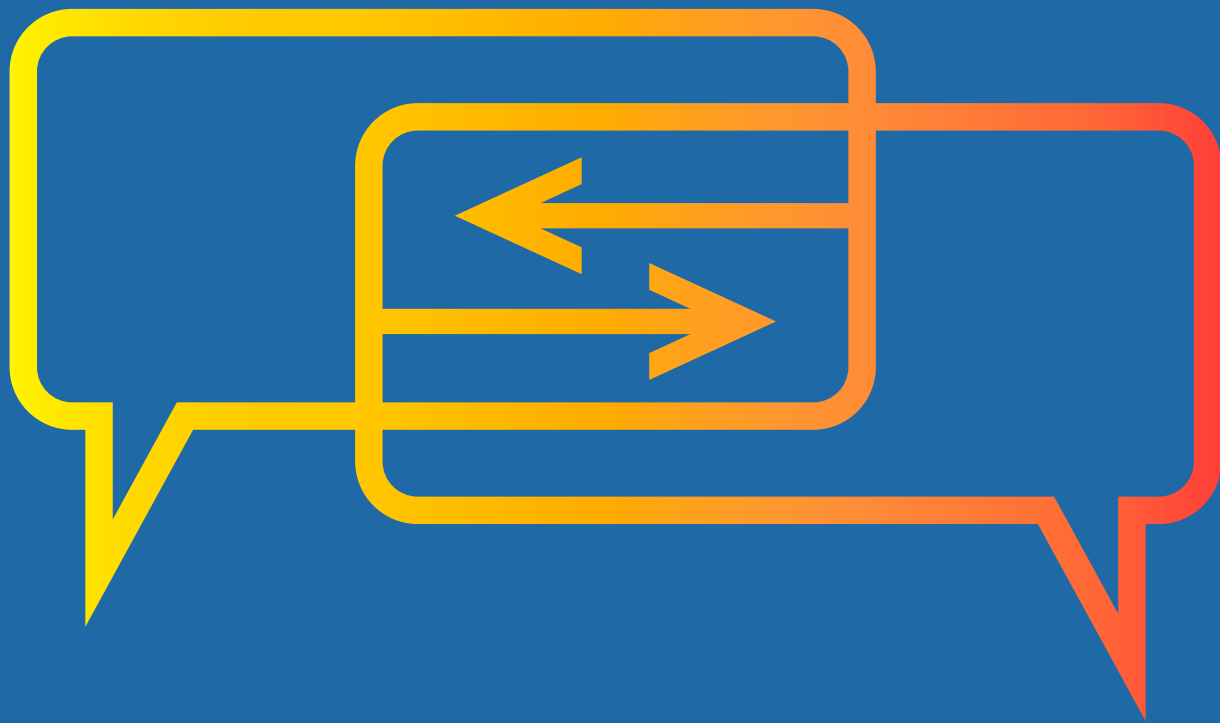
Framing the Curriculum.

School curriculum should include knowledge about Vietnamese culture and language. Children should learn about their own culture, as well as that of others, and apply the cultural knowledge they gain through their own socialization with the home culture to understand school knowledge. In order to frame the school curriculum to better support Vietnamese children, the teacher in the above example selected analogies, metaphors, visual representations, stories and cases that represented the cultural and linguistic patterns of the children in the classroom. These tools were then linked with the learning goals of the lesson, and integrated into the materials in order to engage children in creating, modifying, and analyzing different representations.

Conclusion

Educators serving learners of Vietnamese heritage or those teaching Vietnamese language must take into account the Vietnamese language lexicon, the Vietnamese culture, and the extent to which these features can be used as cultural and linguistic tools to facilitate student learning. Unfortunately, the study of the Vietnamese lexicon is still in its infancy and implications for education are still underdeveloped. We hope that by drawing attention to this specific aspect of the language, we can begin the discussion of creating instruction that is more explicit, one that would allow for greater transfer of learning for all students. ☞

References are available in the online version of this article.



The Role of Academic Language During Designated and Integrated ELD

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EL demographic trends, whereby close to 5 million U.S. students are ELs, with ELs in Los Angeles already comprising 30% of the population, along with the rigorous content expectations of new content and language standards (e.g., CCSS, CA ELD standards, and ELD/ELA framework.), require that educational systems become skilled at simultaneously scaffolding academic language and content for this group of students. For ELs, academic language mastery is the key to accessing rigorous content across the school day and disciplines. Now is a pivotal time in California, and across the nation, to address both academic language and content simultaneously, so that ELs do not fall further behind in both areas. In order for this to happen, all teachers, including mainstream, English Language Development (ELD), and content area teachers, must understand the role of academic language with their students and in their instruction.

What is Academic Language?

It is essential that all educators develop expertise in, and practical strategies for, addressing four key dimensions of academic language when working with ELs. In order to systemically address the needs of ELs, we educators must share a common understanding of academic language. Wong-Fillmore (2013) defines academic language as, “. . . the language of texts. The forms of speech and written discourse are linguistic resources educated people in our society can draw on. This is language that is capable of supporting complex thought, argumentation, literacy, and successful learning; it is the language used in written and spoken communication in college and beyond” (page 15). Given that we are preparing ELs for college, career, and beyond, they should receive ample opportunities to learn and use academic language, both in spoken and written

ACADEMIC LANGUAGE DIMENSIONS

Academic Discourse	
Definition	Connections to CA ELD Standards
<p>Academic discourse is putting words and sentences (the other two dimensions) together to clearly communicate complex ideas. The essential components of academic discourse include:</p> <ul style="list-style-type: none"> • Message organization and text structure • Voice and register • Density of words, sentences, and ideas • Clarity and coherence • Purpose, functions, audience 	<p>ELD Standards Part I: Interacting in Meaningful Ways</p> <ul style="list-style-type: none"> • Collaborative Mode (<i>engagement in dialogue with others</i>) <ul style="list-style-type: none"> —Contribute to conversations and express ideas . . . —Negotiate with or persuade others in conversations . . . —Adjust language choices according to social setting . . .

Academic Vocabulary	
Definition	Connections to CA ELD Standards
<p>Words are separate units of information, it is tempting to focus on them as "pieces of knowledge" to accumulate to show learning. Instead, words should be tools and materials for constructing more complete and complex messages.</p> <p>In this article, we will focus on Tier 2 (high frequency words that go across content areas) and Tier 3 (abstract/nuanced words that exist within a particular content area or discipline) academic vocabulary.</p>	<p>ELD Standards Part I: Interacting in Meaningful Ways</p> <ul style="list-style-type: none"> • Collaborative Mode <ul style="list-style-type: none"> 4) Adjust language choices according to social setting . . . • Interpretive Mode <ul style="list-style-type: none"> 6b) Use knowledge of frequently-used affixes (e.g., un-, mis-) and linguistic context . . . to determine meaning of unknown words. 7) Describe the specific language writers or speakers use to present or support an idea . . . 8) Distinguish how different words with similar meaning produce different effects on the audience . . . • Productive Mode <ul style="list-style-type: none"> 12) Use a select number of general academic and domain-specific words . . .

Grammar/Syntax in Context	
Definition	Connections to CA ELD Standards
<p>The syntax dimension involves putting words and phrases together in sentences. Academic texts contain a lot more complex and compound sentences. The essential components of academic syntax include:</p> <ul style="list-style-type: none"> • Sentence structure (compound, complex) & length • Transitions/Connectives (e.g., however, because, therefore, yet, as, despite) • Complex verb tenses • Passive voice 	<p>ELD Standards Part II: Learning About How English Works.</p> <ul style="list-style-type: none"> • Expanding & Enriching Ideas <ul style="list-style-type: none"> 3) Use various verbs/verb types and tenses appropriate for the text type and discipline. 4) Expand noun phrases in simple ways . . . 5) Expand sentences with familiar adverbials (e.g., basic prepositional phrases) . . .

(Definitions adapted from aldnetwork.org, unless otherwise noted)

form (Soto, 2014). ELs also must be provided with scaffolded access to cognitively and linguistically demanding content, which allows them to cultivate their complex thinking and argumentation. In reviewing the wide range of literature by experts in this field, most agree that the key elements of academic English language for ELs include these dimensions: conversational discourse; academic vocabulary; and syntax/grammar.

1) Conversational Discourse—developing students’ conversational skills as an avenue for fostering academic language and thinking in a discipline.

2) Academic Vocabulary—teaching high frequency academic words and discipline-specific vocabulary across content areas.

3) Syntax/Grammar—teaching sophisticated and complex syntactical and grammatical structures in context.

All students can benefit from academic language modeling, scaffolding, and practice, but ELs need it to survive and thrive in school. ELs have plenty of language assets in their primary language that we must leverage to grow their academic English, yet there is often a very clear language and literacy gap that must be closed as soon as ELs enter school.

Academic Language Dimensions Defined and Connections to California ELD Standards

Academic language is a pathway to equity. With rigorous new English Language Development (ELD) standards and expectations in California, including the new English Language Proficiency Assessments for California (ELPAC), academic language is the scaffold that provides access for ELs, so that high academic expectations can be maintained and reached. The matrix below defines each dimension of academic language, and demonstrates the

connection between that dimension and the California ELD standards. For full proficiency in academic language, it is integral that each dimension be addressed across disciplines—the dimensions should not be taught as either/or skills. Instead, each of the dimensions should be addressed throughout a course of study or unit.

Linking Academic Language to Designated ELD

The California ELD/ELA Framework calls out designated and integrated ELD as “working in tandem” with each other, in order to address complex academic language (CDE, 2014). Designated ELD is the protected time where ELLs are grouped by proficiency level and the ELD standards are the focus. As such, there should be a focus on language through content during Designated ELD, including the essential components of academic language. The language focus during Designated ELD should be clearly connected to the ELD standards and the proficiency level of the ELs being taught (Emerging, Expanding, or Bridging), and should also be connected to content being taught during the school day. Content-based ELD, where language is contextualized and connected to content occurring during the school day, is a major shift for teachers who may be used to a separate and disconnected curriculum during Designated ELD. Instead, teachers can now address components of academic language that are also discipline-specific topics being taught throughout the rest of the school day (please note: lesson and unit examples of this can be reviewed in the ELD/ELA framework).

For example, at the elementary level, if ELs are working on a science lesson during Integrated ELD, and need additional assistance on academic vocabulary from that lesson, that vocabulary can be parsed out and focused on during Designated ELD time. At one elementary school, teachers across grade levels utilized collaboration time once a month to design and/or revise Designated ELD lessons and units.

At the secondary level, Designated ELD teachers can collaborate and articulate with content area teachers, regarding key academic vocabulary they may be addressing, or texts that they are reading in different disciplines. At one high school, designated ELD teachers at each grade level (9-12) met a few weeks before the school year started, to discuss pacing of content that would be taught throughout the school year. Periodic assessments were also shared, so that Designated ELD teachers might prioritize the language components to be addressed in those assessments throughout the year.

It is important to note that Designated ELD is not being eliminated because Integrated ELD is also being emphasized. In fact, if we put ourselves in the shoes of an EL, and imagine ourselves being transported to China and learning Mandarin Chinese, we would absolutely need protected time and specialized lessons daily to address our language proficiency needs. This is why both Designated and Integrated ELD must be utilized daily, so that ELs receive the instruction that they need and deserve, and so that language equity can be achieved.

How is Integrated ELD different from Designated ELD?

Whereas language and the ELD standards are the focus through content during designated ELD, the focus of Integrated ELD is content standards with scaffolding. Integrated ELD is the support that ELs need throughout the school day, in order to make content comprehensible. Gibbons (2015) defines scaffolding as temporary support that should eventually be taken away, once a new concept, skill, or level of understanding has been learned. As such, we can scaffold language and/or content during Integrated ELD. Although the content standards are emphasized during integrated ELD, the ELD standards should also be utilized, in order to guide opportunities for language scaffolding. For example, if teachers are planning academic

discourse or group work during content area instruction, they can refer to the standards outlined in Part I: Interacting in Meaningful Ways under the Collaborative Mode, for expectations across grade and proficiency levels. Additional scaffolds that will assist teachers in scaffolding content include visual scaffolds, such as pictures or short videos, or the use of graphic organizers or teacher modeling.

The major shift for teachers during Integrated ELD is that they will need to refer to and address the ELD standards, and not just their content standards. In our old model, when the ELD standards and language assessment systems were disconnected from content area instruction, content educators were able to disregard the ELD standards. Now, with language and literacy at the center of content area instruction, the ELD standards and academic language expectations will allow teachers to teach ELs much more effectively and efficiently. It is no longer an either/or proposition for ELs: that they learn English or academic content. Instead, since the expectation is for ELs to do double the work of language and content, as educators we must become familiar with what academic language is and effective strategies that provide academic language scaffolds.

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Toward the Development of High Levels of Biliteracy and Academic Achievement: The Case for Non-Transferable English Foundational Skills Instruction in 90:10 Dual Language Immersion Programs



by Kris Nicholls, Ph.D.
*Director of Professional Development
Services, CABE*

The passage of California's Proposition 58 in 2017 heralded in a new era of support for multilingualism in the state. Since 1998, the ability to use a language other than English in instruction was significantly limited due to the passage of Proposition 227, the "English for the Children" initiative. This resulted in many districts ceasing their bilingual education programs that served English Learner (EL) students who were learning English as a second or subsequent language. Many bilingual programs had provided ELs with instruction in their home language until they had acquired enough proficiency in English to transition to all-English instruction.

Since 1998, an alternative bilingual education program, permitted under Proposition 227, has grown in popularity in California. Dual Language Immersion (DLI) is comprised of students who are English Learners (ELs) and non-English Learners (non-ELs) together in the same classroom. The goal of DLI is for all students to gain high levels of literacy and academic achievement in both English and the target language. Research over the past 20+ years (Collier & Thomas, 2004; Genesee, 1985; Lindholm-Leary, 2005; Ramirez, 1991; Tedick, Christian, & Fortune, 2011; Thomas & Collier, 2002, 2012) has substantiated the success of students, both ELs and non-ELs, in achieving high levels of

literacy and academic achievement in English.

With the passage of Proposition 58, there is increased interest in implementing biliteracy programs, especially DLI, to provide the opportunity for all of California's students to become bilingual or multilingual, and to close the academic achievement gap for ELs. With the number of DLI programs in California nearing 500 and rising each year, there is renewed interest in the quality of both new and established DLI programs. Providing rigorous, high-quality instruction in both English and the target language to support high levels of biliteracy is critical in order to

replicate the high levels of academic achievement that the research promises for all students in DLI programs (Collier & Thomas, 2004; Genesee, 1985; Lindholm-Leary, 2005; Ramirez, 1991; Tedick, Christian, & Fortune, 2011; Thomas & Collier, 2002, 2012).

In California, as well as many other states across the US, students reaching high levels of academic achievement has become more challenging as new, more rigorous content standards have been adopted and implemented over the last decade to better prepare students for college and career. These new standards have been followed by revised curriculum frameworks, which reflect the paradigm shift in the standards toward a new conceptualization of how students learn and how that learning should be measured.

With the recent move to the Smarter Balanced Assessments in English Language Arts (ELA) and mathematics in California, many DLI programs have had an opportunity to reflect upon the academic achievement of their students. For many, the pattern of DLI students meeting or exceeding the academic achievement of their native English-speaking (i.e. non-English Learner) peers by the end of elementary school continues to be a hallmark of their DLI program, replicating the results that research promises for the DLI programs. For others, concern has emerged as DLI students' academic achievement is not matching those results, particularly the DLI students' academic achievement in the area of ELA.

With the explosion of DLI programs across the state, a concern in the field that is often expressed focuses on the growing number of programs, especially those that are in their first five years of implementation, that are not yet able to replicate the promise of high academic achievement from DLI research. A potential consequence of a growing number of DLI programs not doing so is that they may lose the endorsement of the educational community, as well as that of the public-at-large.

Many of these DLI programs have reached out to the California Association for Bilingual Education (CABE) for assistance from its Professional Development Services (PDS), requesting support in reflecting upon their programs, based on the Guiding Principles for Dual Language Education, and identifying areas of strength, as well as areas for growth. For most of these programs, an area of growth that is often identified through this process of reflection is their English Language Development (ELD) or Academic Language Development (ALD) instruction.

In California, one content area that has seen a significant shift in its conceptualization under the recent educational

reform is ELD. The guidelines for the new Integrated and Designated ELD methodology are outlined in the new California ELA/ELD Curriculum Framework (California Department of Education, 2014). Integrated ELD is defined as "ELD throughout the day and across the disciplines... to ensure students strengthen their abilities to use English as they simultaneously learn content through English" (p. 31) and "to support their English Learners' linguistic and academic progress" (p. 108). In contrast, Designated ELD is "a protected time during the regular school day...to develop critical English language skills, knowledge, and abilities needed for content learning in English" (p. 115).

When designing, implementing or reflecting on their DLI program, a question districts and sites frequently ask CABE PDS is, "What does Designated ELD look like in a DLI program?"

This is a particularly important question for 90:10 programs, where 90% of the instruction in kindergarten is given in the target language and 10% of the day is in English, with the percentage of target language instruction typically decreasing and the English instruction increasing 10% each year. The question is particularly critical for the first few years of a 90:10 program, as the target language arts is continued to be taught while more formal ELA instruction begins to be taught in the third grade. Federal and state law require that English Learners receive ELD each day (Castañeda v. Pickard, 1981; Federal Program Monitoring English Learner Program Instrument, 2017; Lau v. Nichols, 1974), and it is the content of the English portion of the day that is a frequent topic of discussion in the field of DLI education. In this article, we seek to share various perspectives in the field and provide the rationale for a program that supports all students in 90:10 DLI programs in developing critical English language skills needed to attain a high level of literacy in English and high levels of academic achievement in ELA.

In CABE's work with DLI programs across the state, we have learned that there is a continuum of practice with regard to how 90:10 programs structure the English portion of the day. At one end of the continuum, some programs do not provide formal Designated ELD instruction during the English portion of the day. Instead, they may offer physical education, art, or music and focus on developing ELs' oral production in English. At the other end of the continuum, some programs provide formal Designated ELD instruction during the English portion of the day, with many using the Designated ELD program that is found in their adopted ELA curriculum.

What becomes an issue for students, both ELs and non-ELs, in 90:10 DLI programs is how they are to acquire the non-transferable foundational skills in English. The DLI programs that do not have a formal curriculum for their Designated ELD program, and instead focus on oral production of English through physical education, art, or music during the English portion of the day, do not typically focus on the non-transferable foundational skills during that time. For DLI programs with a formal curriculum for their Designated ELD program for their English Learners, instruction typically does not include foundational skills in English, especially if they are using the Designated ELD program components that accompany their adopted ELA curriculum. Publishers of ELD curriculum adopted by the California Department of Education typically do not include foundational skills instruction, as students receiving formal ELA instruction will receive instruction in those skills from Kinder through 2nd grade. By 3rd grade, students are expected to apply those foundational skills, both transferable and nontransferable, in their reading.

Where, then, should students, including ELs in 90:10 DLI programs, learn the non-transferable foundational skills in English to prepare them to be able to apply all the foundational skills they have learned, both transferable and nontransferable, in the more formal ELA instruction in third grade? There is guidance on the content of Designated ELD in California's ELA/ELD Framework for DLI programs:

“For English Learners (ELs) enrolled in an alternative bilingual program (e.g., dual immersion, two-way immersion, developmental bilingual) teachers use the California CCSS for English Language literacy and the California English Language Development (ELD) standards in tandem with the CCSS-aligned primary language standards to develop students’ foundational literacy skills in both the primary language and English. Building foundational skills in English according to a careful scope and sequence is critical to ensure that English Learners develop the foundational literacy skills to accurately and fluently decode complex texts in English as they enter into the upper elementary grades.”

(p. 91, California ELA/ELD Framework)

Therefore, the content of the Designated ELD time for ELs in 90:10 DLI programs should include the non-transferable foundational skills, taught in context through developmentally appropriate, authentic, and engaging literature, songs, and chants, which also support their oral production in English. But what about those students in the programs who are non-ELs? Where and when might they be able to learn the non-transferable foundational skills in English?

There is a continuum of practice in 90:10 programs, with regard to both the placement and the content of the instruction, that non-English Learner students receive during the English portion of the day. At one end of the continuum, all students in the DLI program, both ELs and non-ELs, are grouped together during this time. Often the instruction for the group is called “Designated ELD” for the ELs and “Academic Language Development” (ALD) for non-ELs. At the other end of the continuum, the two groups of students are separated, with ELs receiving Designated ELD and non-ELs receiving opportunities to develop oral production in the target language or in English.

It is during Designated ELD/ALD time, where both ELs and non-ELs are grouped together, that instruction in the non-transferable foundational skills in English can occur, as both groups of students need explicit instruction, presented in context through developmentally appropriate, authentic, and engaging literature, songs, and chants.

The California ELA/ELD Framework also provides guidance and support for DLI programs regarding non-English Learner students receiving ALD through their participation in Designated ELD instruction: “It is important to note that Designated ELD instruction time is not intended to isolate or segregate English Learners, nor should it preclude non-English Learners from receiving similar instruction,” (p. 118). Given that EL and non-EL students have similar needs—non-transferable English foundational skills instruction—grouping them together is an option supported by the ELA/ELD Framework.

Even with the assurance in the ELA/ELD Framework that grouping all the DLI students together is permissible, some districts have been hesitant to implement Designated ELD/ALD instruction, as they wonder if the non-English Learner students might dominate the verbal interaction in the Designated ELD/ALD instruction and that their presence could potentially limit the ELs’ development of higher levels of English proficiency. Ultimately, some districts have been unsure of the state’s position regarding this type of arrangement and any accountability requirements regarding Designated ELD.

The state and federal accountability requirement for Designated ELD is related to the three-pronged test outlined in *Castañeda v. Pickard*. The decision to place both EL and non-EL students together in Designated ELD/ALD instruction must be:

- **based on sound educational theory.**
- **implemented effectively with resources for personnel, instructional materials, and space.**
- **proven effective in overcoming language barriers for English Learners.**

To meet the 3-prong test of *Castañeda v. Pickard*, it is recommended that the district's sound educational theory should be outlined in their Local Control and Accountability Plan (LCAP) and Local Educational Agency Plan (LEAP). The key issue would then be the effective implementation of Designated ELD instruction aligned with the district's sound educational theory, along with the assessment of the effectiveness of the Designated ELD instruction to overcome the language barriers for ELs (in other words, for them to increase in their proficiency in English) while receiving the Designated ELD instruction in the company of the non-EL students.

There are others in the field of DLI education that frame the conversation about grouping all the students together during the English portion of the day in 90:10 programs through the lens of linguistic equity. For students in DLI programs, each linguistic group supports the other in learning the target language. For example, during Spanish language instruction (which can be up to 90% of the day in a 90:10 model), the ELs who are native Spanish-speakers serve as the strong Spanish language models to support the other students who are learning Spanish. Therefore, if non-ELs are not included during Designated ELD time, others in the field argue, then the ELs would not have the strong English language models as they are learning English that their peers, those ELs, have when they are learning Spanish. Moreover, the linguistic needs of both the EL and non-EL students, especially at the primary grades (K-2) in 90:10 DLI programs, are similar: they all need to learn critical English language skills, including non-transferable English foundational skills, in order to be

well-prepared to be successful in ELA at the third-grade and subsequent grade levels.

In light of the support in the California ELA/ELD Framework and its ability to pass the three-pronged test of *Castañeda v. Pickard*, districts and sites are encouraged to consider implementing a combined Designated ELD/ALD instructional program in their 90:10 DLI programs to deliver on the promise of high levels of biliteracy and academic achievement that is cited in the research on DLI programs (Collier & Thomas, 2004; Genesee, 1985; Lindholm-Leary, 2005; Ramirez, 1991; Tedick, Christian, & Fortune, 2011; Thomas & Collier, 2002, 2012), especially those whose students are not yet meeting the promise of the research by the end of their elementary school years. This is potentially one of the most important areas of focus for the field of DLI education as more and more 90:10 DLI programs are implemented across California in order to maintain the programs' ability to deliver upon the promise of high levels of biliteracy and academic achievement. This is a key factor in the implementation of multilingual programs such as DLI programs in order to continue to receive the endorsement of the educational community and the public-at-large, as reflected in the recent passage of Proposition 58.

For many DLI programs, implementing Designated ELD/ALD instruction also includes innovative scheduling and organization to deliver the instruction. There are many possible creative configurations that schools may use for ELD/ALD instruction depending on their program model and staffing. Below are three possible configurations for elementary grade level teams with four-, three-, or two-teacher teams. ☞

Editor's Note: What ELD/ALD configuration does your school use? Send your models to info@gocabe.org

Possible Designated ELD model for a 4-teacher grade level team (with one Dual Immersion teacher):

Who	What students	Subject	Curriculum/focus
Teacher 1	DLI English Learners (ELs), DLI non-ELs	Designated ELD	Non-transferable foundational skills in English delivered in context using authentic literature
Teacher 2	ELs not in DLI (leveled; low)	Designated ELD	Regular ELD instruction (no foundational skills; students are receiving this during their ELA instruction)
Teacher 3	ELs not in DLI (leveled; high)	Designated ELD	Regular ELD instruction (no foundational skills; students are receiving this during their ELA instruction)
DLI Teacher*	Non-ELs not in DLI	Academic Language Development (ALD)	Extending ELA instruction using resources from adopted ELA curriculum, other literature resources

*It is highly recommended that the teacher at K-2 not teach the DLI ELs or DLI non-ELs to maintain fidelity to the language model

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*Teacher candidates decorating their maletas migrantes and writing their narratives. We published the stories in a book – *Storytelling through Migrant Eyes* (Calore, Hernández, Nava & López-López, 2016).*

STORYTELLING THROUGH MIGRANT EYES: A BINATIONAL COLLABORATIVE FOR TEACHER EDUCATION

Project by

Ana Hernández, Ph.D., California State University, San Marcos, Mónica Nava, Region 9 Migrant Education, San Diego County Office of Education, Pamela Calore and Yara Amparo López-López, Sistema Educativo Estatal

Storytelling is a social activity of sharing and preserving cultural heritage and oral traditions through the art of narration, yet for bilingual teacher candidates who were studying about immigration and migration of students in school contexts, their cuentos and testimonios revealed their own identities, histories, and family struggles. Through an Incentive Grant for Community Engagement Scholarship at California State University San Marcos (CSUSM), Dr. Ana Hernández, Associate Professor of Multilingual and Multicultural Education, invited Mónica Nava, Director of Migrant Education at the San Diego County Office and Yara Amparo López-López, Coordinator of PROBEM – Programa Binacional de Educación Migrante in Baja California to collaborate in a yearly training of future bilingual teachers and local educators. The collaboration would build on a mutual exchange of knowledge and resources stemming from the influx of immigrant and migrant students attending schools on both sides of the California-México border.

Through this community engagement, CSUSM teacher candidates and educators from the California-México border attended workshops to discuss equitable instructional practices and opportunities to connect educational systems impacted by linguistically and culturally diverse immigrant/migrant student populations. The border is usually portrayed in the USA anti-immigrant context as a place defined by criminality and violence, portraying a profound misunderstanding of what life on the border is really like for transnational families. Demographic studies indicate that one out of every three migrant students in the United States lives in California. There are approximately 112,000 migrant students in PreK-12 education in the state (CDE, 2016), including 7,000 cases in San Diego County. Also, the immigrant student population continues to increase with San Diego County rating as the second largest population of 15,806 immigrant students in our state (CDE, 2016). Yet, universities lack adequate preparation of teachers to address the risk factors affecting

migrant students' interrupted education, academic perils, family separation, and the negative portrayal of immigrant, migrant and transnational students.

Part of this grant invited teacher candidates to work with photographer, activist and artist, Pamela Calore, to create storytelling through artifacts. The first project in our journey was the Maletas Migrantes – Migrant Suitcases, small wooden boxes or chests decorated with bold colors and small objects representing the belongings teacher candidates would carry across the border if deported. Candidates wrote essays of their journeys as immigrants or migrants. A CSUSM teacher candidate shared his own story, "As a former migrant student, I know firsthand the barriers that migrant students face—not having a stable place to live and always on the go. Switching from school to school and leaving friends behind." These artifacts were exhibited at the 2016 National Migrant Education Conference.

To document our narratives and chronicle our journey to Friendship Park, we published a book with the teacher candidates' stories and their artwork in *Storytelling through Migrant Eyes: Understanding Migrant Students* (Calore,

Hernández, Nava & López-López, 2016) and presented the finished USA mural and maletas migrantes at the 2017 Dual Language and English Learner Conference in San Diego. Fallbrook High School migrant students helped complete the mural in their migrant afterschool program with artist Pamela Calore, migrant teachers, and Director of Migrant Education, Mónica Nava. One teacher candidate from Baja California mentioned in the book, "Trabajar con estudiantes migrantes es algo extremadamente valioso. Para que ellos alcancen éxito en un mundo diverso, se tiene que empezar en el salón." ☞



Teacher candidates decorated their maletas migrantes.

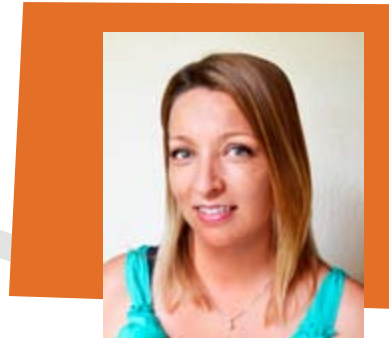


Bilingual teacher candidates and teachers at Friendship Park, Tijuana-San Diego border region, to meet their counterparts standing along the other side of the wall to paint sister murals depicting the border crossing of immigrant students



Completed USA mural that depicts border wall.

Their Images, Their Stories: Using Student- Generated Photography in the Classroom



by Rhianna Casesa, Ph.D.
*Sonoma State University
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As teachers, we are also educational researchers, working with our hands and hearts to help children learn, create, and become. Part of this requires that we truly know who our students are and where they are coming from—both literally and figuratively—in order to best meet their needs. We spend countless hours in classrooms trying to get data from varied sources in order to create a story about a student that we can use to inform our instruction. We observe students and their interactions with each other; we analyze documents and classwork; we talk with them and their parents. While these multiple assessments can provide us with part of a picture, the stories told in this data are filtered through the eyes of the teacher. We create the stories of our students based upon the data that we have collected about them.

The purpose of this paper is to discuss the potential of photography as a way to provide students with the opportunity to tell their own stories. I demonstrate how photography may be used within a classroom setting to promote student agency and voice. Furthermore, I briefly describe the findings from one recent study in which photography was used as a tool to investigate the perceptions of **(bi)culturalism** for English learners (ELs) in English-only (EO) and Two-Way Immersion (TWI) programs.

PHOTOGRAPHY IN THE CLASSROOM

Photography is certainly not new. Some of the benefits of photography include that images can trigger responses and memories and reveal participants' attitudes, views, and beliefs (Harper, 2002; Hurworth, 2003; Prosser, 1998), providing teachers and students with broader perspectives and broader stories. Within the field of education, teacher-researchers have used photos to understand the writing experience of developing elementary school writers (Cappello, 2005) and to describe how high-school students manage the educational demands of school, while also developing an identity based upon their experiences (Meo, 2010). More traditional forms of data collected about children—particularly those who are ELs—are problematic due to the reliance upon a language that may not be adequately developed. For many students, this reliance on linguistic communication is restrictive and offers the teacher a limited perspective of a child's experiences. Student-generated photos can offer a more complete picture.

Nevertheless, we have to consider the potential issues that can arise when encouraging our students to take photos of their lives. Many of these issues relate to consent, confidentiality, and anonymity. For the project described in this article, I had the following concerns and responses: What action would I take if my students' photos disclosed abuse or harm? (I would report to Child Protective Services.) What if the images exposed illegal behavior that would not harm the students? (I would not report to CPS/police.) What if the photos revealed individuals who had not given explicit consent to be photographed? (I would anonymize the photos). These issues can be circumvented if the teacher is the photographer instead of the students; however, when students take photos, they make intentional decisions about what to include or exclude. It provides them with control over the images that they select to represent themselves and their world (Smith & Barker, 2004).

THE PROJECT

This project used photography to examine the relationship between **(bi)cultural** identity development and schooling in the context of one school with two language programs (EO and Spanish/English TWI). This article addresses the following research question:

*How do students in different language programs perceive **(bi)cultural** identity?*

For this study, I drew upon a sociocultural framework in which learning is defined as shifts in understandings that occur through participation (Rogoff, 1990; Vygotsky, 1978). Learning is a social process that occurs both within and outside of the classroom. Using this framework, image-creation in the form of photographs and the social process of discussing these photographs created a space to investigate **(bi)cultural** identity development. This project occurred in one elementary school in a large urban school district close to the U.S./Mexico border in Southern California. Upon enrolling their children at this school, parents were required to select one of two educational strands: English-only, in which the language of instruction would only ever be English, or Two-way Immersion, in which the languages of instruction were both English and Spanish beginning from kindergarten and continuing through 6th grade. All students had access to both options through kindergarten and grade one regardless of home language; if students registered in 2nd grade or later, they were only permitted to enroll in the TWI program if they were already bilingual in Spanish and English.

The students who participated in this photography project were all 6th graders. They were all native Spanish-speaking English learners, distributed evenly among the EO program and the TWI program. Both genders were equally represented.

Practically, for the project described in this article, each student received a disposable camera. I asked them to "Show me your life through photographs," and they took photos in school, at home, and throughout their community for a week. Once the photos were developed, I created a photo-interview kit (Cappello, 2005) for each child. This kit was a small box of the individual's photos that we used together to explore the images they created. The conversation about each photograph was loosely structured based on visual discourse analysis (Christmann, 2008) in which participants were asked to talk about the content, context, and mode of each photo.

FINDINGS

The findings of this study suggest that there is a difference between **(bi)cultural** identity based upon experience in the EO or TWI program. The images and conversational excerpts in this current paper are but a small representation of the corpus of images and conversations collected throughout the photography project.



Image 1

BICULTURAL VERSUS BI-CULTURAL

When asked to show me pictures and “tell me what it shows about who you are,” the students told me about the people in the pictures, the languages they spoke, and what did or would happen in the space/place—all information beyond what was visible in the picture itself. The prompted elicitation revealed that students in the TWI program considered themselves **bicultural**, as defined by having one identity that incorporated both the mainstream identity and cultural identity. This holistic identity was stable between, within, and among spaces, languages, and people. On the other hand, the students in the EO program were **bi-cultural**, defined as having two separate identities, one based upon a mainstream identity and one being a cultural identity. These two separate identities were often limited by language, space, and people and were firmly bound within these contexts.

In essence, both groups of students were influenced by the two (e.g., bi) cultures—their cultural identity and the mainstream identity. For TWI students, both cultures informed the development of one holistic identity. For EO students, these two cultures impacted identity development by essentially establishing two identities within one individual—different identities were called upon in different contexts based upon location (school or home) and people (family or schoolmates). In this paper, **bicultural** (one word, no hyphen) is used to describe one holistic identity informed by two cultures and **bi-cultural** (hyphenated word) is used to describe two separate cultural identities operating within one individual. The following images and descriptions are representative of these findings.

Mercedes offers a good example of the way she and other TWI students describe their **bicultural** identities. In explaining Image 1, she says:

These are my friends, Carmela, Daniela, and Karla. With my friend, Karla, I talk English and Spanish, but with Carmela I talk Spanish. But we all speak both English and Spanish. [At home], with my mom, I speak Spanish, with my brother, English... My parents didn't used to understand English. My first language was Spanish, and that was what they knew. So, I had to learn English. The truth is, I think that they put me [in the TWI program] because they wanted me to know more than them, to learn more than they had been able to learn when they were children. So, my parents thought that it was a good idea to put me in this program so that I would learn Spanish and English at the same time.

On the other hand, Delia, an EO student describes Image 2 in a way that is representative of two cultural identities (**bi-cultural**) typical to EO students. Like other EO students, she revealed that these identities are based upon language, location, space, or people.

I'm playing foursquare with my friend, Arturo. Arturo's my best friend. [We speak] English. I never speak Spanish at school. It's embarrassing. I'm not used to talking Spanish to my friends. The other kids are embarrassed, too. Arturo, for example, he doesn't talk Spanish with me. At home [I speak Spanish]. So, I do belong to that [Spanish] group because I speak Spanish... And the English group 'cause I speak English, too. So, I belong to two... I belong to the English group here because I don't speak Spanish that much here. Or, NEVER I have (giggles). And Spanish at my house. I haven't speak English at my house.



Image 2

Based upon the participants' images and accompanying narratives, it was clear that the TWI participants perceived themselves to be **bicultural**—having one integrated identity integrating both the mainstream culture and their home/native culture. Most obviously, this **bicultural** identity was identifiable by their use of both languages across and within spaces.


On the other hand, the participants in the English-only program demonstrated **bi-cultural** identities—or two separate identities, generally discernible as a mainstream identity that presented at school and a home/ethnic/cultural identity that presented at home. Like the TWI students, these separate identities were predominantly identifiable through language use; however, EO students generally described only ever speaking English at school and only ever speaking Spanish at home. For instance, when I asked another EO student, "What languages do you use when you talk to your friends?" he said, "English. Not much people here [at school] speak Spanish. And besides, I think it's good that I practice here English because I'm not that good. I haven't mastered it yet. I don't know a lot of words. I need to learn more... [My friends] do speak Spanish but they won't speak it [at school]. Here at school we are more used to speaking English."

The photos and related conversations clarified the influence of cultures in the development of identity for the two groups of students: The EO students had two separate and distinct identities, and these different identities presented themselves in different contexts. For the TWI students, the two influential cultures were integrated into one holistic identity.

IMPLICATIONS

As classroom teachers, knowing our students is incredibly crucial in developing curriculum and rapport that ultimately leads to student success and engagement. Using photography in the classroom enables teachers to look closely at what students identify as being important to their lives.

This paper focuses upon the use of photography as a way to access and assess children's perceptions of **(bi)cultural** identity—again, with a greater understanding that the better we know our students, the better we can serve them. In this research, photographs were generated by the students themselves as a way to provide additional data and provide for deeper discussion. As an educator, this process enhanced my understanding of **(bi)cultural** identity while at the same time fostering a sense of student agency.

Children—particularly bilingual children of color—are frequently research subjects but rarely truly research *participants*. Teachers collect data from students, analyze and interpret that data, and determine the implications for instruction; students may only be involved at the periphery, if at all. In this project, I attempted to disrupt the typical paradigm by giving the students—the *participants*—an opportunity to create images about their own lives. As educators and advocates, it is our ethical responsibility to promote agency for our students. Photography in the classroom is one way to do so. 

High School Student Tiger Teams Tackle Real-Life Challenges of Martian Living



By Bob Barboza, M.S.
Founder/Director, Barboza Space Center
President of Super School Design Center Corporation

Writing a proposal for the XQ Super School Project in 2016 gave rise to a new endeavor—the Super School Design Center (SSDC), founded in August of 2016. Its purpose is to stimulate students of all ages and backgrounds to study science, technology, engineering, visual and performing arts, mathematics, computer languages and foreign languages (STEAM++) by supplying extraordinarily rich resources to teachers and parents. Important among this audience are the large numbers of English Learners, many of whom are excluded from high-level STEM education simply because they are learning English. We have focused our first efforts on the Occupy Mars Learning Adventures, or NASA for Kids.

Our Barboza Space Center designs the software, robots, satellites, and science experiments needed for this project-based learning. Critical to the learning is the integration of Next Generation Science Standards, as well as the differentiation necessary to allow access for students at all levels of English fluency. Our resources are created to engage students in a simulated aerospace business, where they work in “Tiger Teams” to solve daunting problems from a variety of perspectives. Tiger Team members are trained to be experts in their specific focus areas and they advise their student colleagues on scientific and engineering matters that are critical to the simulated missions of the Barboza Space Center. In this way, students learn not only about exploring Mars, but also about how to make presentations, and how to market themselves and their ideas. In this context, as well as in the aerospace industry, biliteracy is clearly an asset.

Vital to every Super School Design Center project is a dedication to reaching students of a variety of ages and educational preparation. Just as our public schools accept all comers, so we take seriously our commitment to including not only English learners, but also students with special

needs, and at-promise students. We know from experience that giftedness cuts across all these categories and that we cannot afford to exclude anyone. Rather, it is up to teachers and parents to identify and build on the gifts each student brings. Curriculum is developed using the principles of understanding by design and differentiated instruction—a tall order, but one faced by every public school classroom teacher.

Our first Tiger Team was formed in June of 2017 with 10 high school students, most of whom were biliterate, attending the California Academy of Math and Science, in Long Beach, California. These students became Barboza Space Center Fellows, allowing them to study with a scientist and an aerospace engineer for four days. Students worked in pairs with an astronaut's tool kit complete with robot parts, custom software, and tools for science, electrical engineering, and space mathematics. Their jobs included compiling glossaries of terms in Japanese and English, assembling and disassembling robots, researching alternate communication methods, and generating solutions to real problems faced in the aerospace industry—all under the constraints of time, accountability, and working as a multi-disciplinary "Tiger Team".

The response to our first fellowship program was universal enthusiasm. Both students and their parents asked for more opportunities such as those afforded during the four days. Students relished the chance to apply their language and STEM knowledge to the solution of authentic challenges, to take on vital roles, and to work in a team environment. These "soft skills" are highly sought-after by prospective employers, who prize candidates able to work cooperatively in high-pressure environments. Our evaluations revealed the importance of forging a link between the learning taking place in the classroom and possible career pathways. Our plan is to extend the length of the upcoming fellowships to include even more emphasis on entrepreneurial skills and to award our next graduating fellows with letters of recommendation, aerospace patches, and certificates of program completion. We have plans to include new units to help all of our students learn how to learn when studying in the STEAM++ areas.

The notion of simulating work environments has broad appeal to a number of audiences, including members of the California Association for Bilingual Education, the Mars Society, Planetary Society, Robotics Society of Southern California and the National Space Society, the National Science Teacher Foundation, the California Science Teachers Association, Computer Using Educators (CUE), California Mathematics Council, and the California Association of Resource Specialists (CARS), all of whom constantly communicate about our projects. Book and research donations have poured in from the American Astronomical Society, the Hanna Scientific Corporation, National Geographic, Pearson, and Wiley Publishing.

Future fellowship students will have opportunities to collaborate with students, teachers, and scientists both nationally and internationally. In the United States, our students and teachers collaborate with the USC School of Engineering, California State University, Long Beach School of Engineering and California State University, Dominguez Hills. To date, teams of parents and teachers in Australia, the Republic of Cabo Verde, and South Korea have expressed interest in collaborating via distance learning. Updates about these collaborations can be found on the following blogs:

www.KidsTalkRadioAustralia.WordPress.com
www.KidsTalkRadioSouthKorea.WordPress.com
www.KidsTalkRadioCaboVerde2.WordPress.com
www.OccupyMars.WordPress.com

Additional Barboza Space Center Projects

Robotics, Martian habitats, space mathematics, Martian science, the International Space Station Program, Kids Talk Radio Science, and arts-based creativity workshops figure among Barboza Space Center projects that are up and running or in the design stage. Descriptions of each follow:

Robotics. Our students have access to a wide variety of custom and commercial robots designed to support our Occupy Mars Learning Adventures. We use the Nao humanoid robot to teach programming and to simulate humanoid robots working on Mars. Twelve miniature Mars rovers, SCISAT robots, DoBot robot arms,



and Barboza Space Center cranes allow students to conduct science experiments. Training is underway for robotics interns from the engineering department at California State University, Long Beach, who will support high school Tiger Teams in solving technical problems involving advanced coding, design, and troubleshooting.

Martian Habitats. The rigors of the Martian surface, visited by fierce windstorms and bombardment from radiation, pose daunting challenges to those who would live there. Our habitat program integrates the physics, algebra, geometry and calculus needed to craft housing that is sustainable and sheltered from storms, extreme temperatures, and radiation. Using geometric shapes of cardboard and fiberboard, students are invited to devise prototypes of housing that could be assembled on or beneath the surface of the red planet. These habitats will house labs, living quarters, areas for growing food, rover storage, and the equipment needed to generate oxygen, power, and water supplies. In so doing, our students work alongside habitat designers and learn about mechanical drawing and space architecture by doing.

Space Mathematics. In addition to the math involved in designing habitats, students apply mathematics to the solution of problems like measuring time, gauging trajectories and spacecraft speed, and calculating ideal launch and landing sites. Each student keeps an astronaut's notebook in both

hard copy and electronic forms. Their notebooks compare to those kept by engineers in aerospace companies and are treated accordingly. In this way, students become aware of procedures followed by those companies, with respect to trade secrets and government security clearances.

Martian Science. Each student has an opportunity to explore an area of focus in science related to Mars, including robotics, measurement, motion, force and motion, work and energy, temperature and heat, waves and sound, optics and wave effects, electricity and magnetism, atomic and nuclear physics, chemistry, geology, and astronomy. State-of-the-art texts, distance learning, and consultation with working scientists provide the information needed to invent and create. Students take responsibility for teaching what they have learned to others on their team, providing a sense of community, as well as opportunities to learn and practice presentation skills.

International Space Station. Traveling on the International Space Station (ISS) requires re-thinking all aspects of living and working. On an eight-month journey to Mars, astronauts will need to produce food, work with special tools using space gloves, adjust their visual perception, keep their bodies healthy, and collaborate with people of other backgrounds—all while working in low and gravity-free environments. The knowledge needed to do this springs from myriad disciplines,

including engineering, psychology and group dynamics, medicine, botany, computer and foreign languages, physics, and chemistry. By grappling with these challenges, students once again are invited to learn and apply the knowledge they need to craft workable solutions.

Kids Talk Radio Science. Teaching is one of the most powerful means of consolidating new learning and fosters many of the employability behaviors needed to land and maintain jobs in the aerospace industry. Accordingly, students are expected to create text, audio and video podcasts, as well as PowerPoint and other presentations. Their work is disseminated nationally and internationally on Kids Talk Radio Science, a cyber radio station linked to a network of STEAM++ students and professionals. Links to Kids Talk Radio Science channels are listed in this document.

Among our international partners is a team of students and educators in the Republic of Cabo Verde (RCV). Situated on a desert archipelago composed of live and dormant volcanoes off the coast of West Africa, the RCV enjoys a culture of leaders highly committed to developing leadership among its youth. Students in one high school on the Island of Fogo have already used Barboza Space Center kits to construct simulated Mars rovers. With the support of former President Pedro Pires, they are in constant communication with us and poised to continue our collaboration.



The mission of the Future-U-Community in Australia is to work out what education might look like on Mars 30 years into our future. The vision of Founder Jona Nalder is broad in scope and engages our students in imagining ideal learning environments.

(www.KidsTalkRadioAustralia.WordPress.com)

Barboza Space Center Creativity Workshops.

Music and Fine Arts provide platforms, not only for imagining what could be, but also for expressing the new ideas that issue from students' work. Moreover, the lives of today's students are filled with music, albeit in non-traditional forms, and the art of graphic novels, video games, and animated movies. Integrating the arts, therefore, makes sense as a means of motivating and inspiring the study of STEAM++ related topics. The Barboza Space Center maintains a steady commitment to including the arts in all its endeavors—from an Occupy Mars Sound Effects Orchestra to the painting of life very different from our own.

Conclusion. A recurrent challenge for educators in our time is linking school-based learning with

the world of work. Carving out career paths for a wide variety of students—from gifted to at-promise—is a high priority for federally and state-funded collaborations between business, community college, and high schools. We are all well aware of the destruction that results when disaffected youth see no purpose for learning or working, other than to survive. A trademark of the work of the SSDC and the Barboza Space Center is creating strong linkages with career pathways. Threaded throughout each project is an emphasis on the soft skills (working cooperatively, communicating clearly, learning from others' points of view, taking responsibility for others) that can tip the scales favorably in interviews and work environments. Our economy needs passionate, resilient and empathic workers, well-grounded in their disciplines, but willing always to see the world with new eyes. We cannot afford to waste one life, be it that of a student with meager preparation, one struggling with trauma, or another identified as autistic, gifted, or learning disabled. By providing the resources for high-motivational, project-based learning, as well as growth in citizenship, to teachers and parents in our country and internationally, we aim to help create a better world. ☞

Possible Designated ELD model for a 3-teacher grade level team (with one Dual Immersion teacher):

Who	What students	Subject	Curriculum/focus
Teacher 1	DLI English Learners (ELs), DLI non-ELs	Designated ELD	Non-transferable foundational skills in English delivered in context using authentic literature
Teacher 2	ELs not in DLI (not leveled)	Designated ELD	Regular ELD instruction (no foundational skills; students are receiving this during their ELA instruction)
DLI Teacher*	Non-ELs not in DLI	Academic Language Development (ALD)	Extending ELA instruction using resources from adopted ELA curriculum, other literature resources

*It is highly recommended that the teacher at K-2 not teach the DLI ELs or DLI non-ELs to maintain fidelity to the language model

Possible Designated ELD model for any grade level team with 2 Dual Immersion teachers:

Who	What students	Subject	Curriculum/focus
DLI teacher 1	DLI English Learners (ELs), DLI non-ELs from DLI teacher 2's class	Designated ELD	Non-transferable foundational skills in English delivered in context using authentic literature
DLI teacher 2	DLI ELs, DLI non-ELs from DLI teacher 1's class	Designated ELD	Non-transferable foundational skills in English delivered in context using authentic literature

Supporting All Students in a DLI Program

One School's Approach towards Addressing Non-Transferable Skills in English with Dual Language Immersion Students

Clarksville Language Academy* is well known for its schoolwide 90:10 dual immersion program that spans kindergarten to eighth grade. Several years ago, the site administrator and teachers recognized that there were reading foundational skills in English that students, both English Learners and non-English Learners, were not acquiring by the time they entered third grade, and thus were struggling to master the grade-level California standards when they began formal English Language Arts instruction. Although all received Spanish Language Arts instruction and were taught all the foundational skills that transfer between Spanish and English, there were some non-transferable skills in English that were not addressed in the instruction across various content areas, including the adopted English Language Development program, during the English portion of the day, which increased 10% each year (90:10 in kindergarten, 80:20 in first grade, and 70:30 in second grade).

Consequently, the site administrator embarked on a collaborative project with the teachers to identify the non-transferable reading foundational skills in English that the students were not acquiring and devised a plan in which kindergarten, first, and second grade teachers committed to making explicit connections to the transferable skills

between Spanish and English, as well as teaching the most grade level-appropriate non-transferable skills in English during the English portion of the day. They tapped into the resources in their adopted English Language Arts curriculum to teach the non-transferable skills so that by the time the students reached third grade, they had acquired all the foundational skills necessary for them to be more successful in, not only their formal English Language Arts instruction, but also in their increasing instruction across the content areas in English.

The work of the staff at Clarksville Language Academy to explicitly address the teaching of non-transferable reading foundational skills in English in a 90:10 dual immersion program was visionary and a precursor to the current conversation regarding the most appropriate way to provide opportunities for all students in a 90:10 dual immersion program to acquire the non-transferable foundational skills in English that are required by the third grade, where students are expected to apply the foundational skills they have acquired to master the rigorous California state standards in English Language Arts.

**All names and locations are pseudonyms.*



The Complexity of Differentiated Instruction: Lesson Plan Analysis with Bilingual Teacher Candidates *continued from page 11*

by Ana Hernández, Ed.D., Annette Daoud, Ph.D., Anna Woodcock, Ph.D., Kyle Landin
California State University, San Marcos

In the section, *Using Knowledge of Students to Inform Teaching and Learning* (Rubric B), the actual sample lesson did not adequately support all students and lacked supports (researchers rated the lesson at Level 2). Results showed that 82% of the BiLTCs determined that the justification of the language tasks/adaptations in the lesson were either missing or not appropriate for the students on the class profile – rating the lesson at a Level 1 or 2. While 18% of the candidates felt the lesson justified appropriate tasks/adaptations for learners as described in Levels 3 & 4. In understanding their students' needs to inform teaching and learning (see Rubric B), 66% of the BiLTCs referenced the class profile to specifically differentiate instruction for ELs, RFEPs, IFEPs, NES and struggling learners with the majority of responses (55%) focused on RFEP students needing support with writing, including games & activities in class to support their writing development, and noted that these students operated at grade level; therefore, scaffolding pertained to content writing organization and refinement of oral language. Candidates appropriately augmented their answers by describing additional differentiation strategies for other students in the class profile such as: use of cognates, modeling, reviewing content, dramatization, providing sentence frames and even differentiating graphic organizers for distinct linguistic levels.

For the section on *Planning for Assessments to Monitor and Support Students' Development of Language and Content* (see Rubric C), the assessment part of the sample lesson did not adequately monitor all students and lacked supports (researchers rated the assessments at Level 2). The analysis indicated that 45% of the candidates rated the lesson at Level 1 or 2 with no or limited evidence to monitor students' language development and content knowledge during instruction, although 55% of candidates rated the assessment supports at Levels 3 & 4, stating that the lesson provided some or multiple evidence of monitoring language and content knowledge. In the write-in justifications, candidates added authentic assessments to monitor/support learners by modeling responses, discussion questions, rubrics, vocabulary games, summaries, reenactment, observations, small group demonstrations/presentations, creating videos, and quizlets. However, only 18% of the BiLTCs specifically referred to the class profile to monitor/support assessments for language and content (see Rubric C).


These results indicated that the candidates' strongest area seemed to be their knowledge of lesson differentiation for broad range of academic and linguistic needs, as candidates were able to distinguish appropriate supports based on the

diverse class profile for a DLE 7th grade Spanish Language Arts class. They were able to differentiate instruction through additional scaffolds, tools, and activities designed to meet the needs of varied learners, particularly Native Spanish Speakers who still needed to develop their heritage language and NES students learning more complex linguistic forms of the language through writing. Candidates were able to name the type of differentiation/scaffolds for the specific groups or individual students on the class profile for which they were differentiating instruction. The sample lesson plan section noted for improvement in the analysis seemed to be operationalizing strategically designed assessments to monitor and support academically and linguistically diverse students on the class profile. Although 82% provided additional formal and informal assessments to monitor/support learners, only 18% of the candidates specifically tied additional monitoring strategies to individual students in the class profile.

In addition, the study connects the IPAE tenets of *Access and Equity* (Alfaro & Hernández, 2016) to BiLTCs' *Pedagogical* congruent practices that are centered on diverse student needs (class profile) within the sample lesson plan. BiLTCs in this study exhibited *Ideological* clarity to appropriate differentiation, scaffolds, monitoring and support for DLE learners.

Implications and Recommendations to Field

Well-qualified teachers are by far the most important factor of student achievement, particularly among ELs and students living in poverty (Darling-Hammond, 2000). The manner in which teacher candidates plan, teach, assess and reflect are significant predictors of their later teaching effectiveness as measured by their students' achievement gains (Darling-Hammond, Amrein-Beardsley, Haertel, & Rothstein, 2012). Dual language teachers need quality preparation programs, good content knowledge, and attention to the language demands in content instruction (Lindholm-Leary, 2001, 2005). Lindholm-Leary (2001) found that teachers with both bilingual and English language development credentials had more positive self-assessment ratings of their language instruction, classroom environment, and teaching efficacy.

This lesson plan assessment has the potential to improve DLE instruction by examining the differentiation and scaffolding practices that preservice/in-service bilingual teachers incorporate in their lessons to address the needs of linguistically diverse students in their local communities. The lesson analysis also has the potential to positively impact mainstream English-only teachers' strategies to meet the dynamic needs of diverse learners, perhaps abolishing the risk of academic failure and disparity in the achievement gap. 



JUAN, NOT JOHN

by José Chávez, *Sierra Blanca Books*

**I'M DISMISSED & DISCOUNTED,
OVERLOOKED & UNDEREMPLOYED,
OVERHYPED & DISREGARDED,
UBIQUITOUS & INCOGNITO,
CARE-FREE & CAUTIOUS.**

**I'M FORGOTTEN YET FAVORABLE,
WISHFUL & WISE,
WITHERED & RENEWED,
WRINKLED & NEWBORN,
SURVIVOR & DREAMER.**

**I'M BILINGUAL & RECIPROCAL,
BICULTURAL & SYMMETRICAL,
MULTI-FACETED & MULTI-NATIONAL,
I SPEAK ESPAÑOL, INGLÉS, NAHUATL,
ZAPOTECO, Y QUECHUA.**

**I'M PAST TENSE & CURRENT EVENT,
DEPORTED & IMPORTED,
TOO MANY & NOT ENOUGH,
TYPECASTED & OUTSIDE THE BOX,
CAMPESIÑO & SOFTWARE ENGINEER,
JORNALERO & FILM MAKER,
I GO TO NIGHT SCHOOL & HARVARD,
I'M STRUGGLING WRITER & POET LAUREATE,
ENGLISH LEARNER & SUPREME COURT JUDGE.**

**I'M BRUISED—NOT BROKEN,
RESTRICTED, NOT DEFEATED,
NOT HALF-BAKED,
NOT HALF & HALF,
NOT DAY-OLD,
NOT CLEARANCE SALE,
NOT HYPHENATED,
NOT A FRACTION,
NEITHER HEADER NOR FOOTER,
NO ARTIFICIAL INGREDIENTS,
NOT PASTEURIZED (THOUGH I'VE WALKED
THROUGH FIRE),
NOT 2%,
I AM WHOLE.**

SOY JUAN, NOT JOHN.

OUR STUDENTS ARE SILVER REINDEER

BY SALLY FOX

SAN DIEGO COUNTY OFFICE OF EDUCATION

OUR STUDENTS ARE SILVER REINDEER
OR RIDERS OF RED-CROWNED CRANES,
DAMAS Y CABALLEROS,
LEADERS IN PROGRESS.

THEIR FUTURES ARE WRITTEN IN STARDUST
MANDARIN, SPANISH, ENGLISH, TECHNOLOGY.
SEEKING ALWAYS TO UNDERSTAND.

THEIR STRENGTHS ARE RECOGNIZED, OPTIMIZED,
CHALLENGED TO ACHIEVE THROUGH PATHWAYS OF
MULTIPLE LITERACIES, ONE HEART.

THESE STUDENTS ARE PATTERNS ENVISIONED.
THEY ARE THE FABRIC OF EDUCATORS' DREAMS.

OUR STUDENTS ARE SILVER REINDEER.



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- 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:

Patty Delaney

Director of Programs and Partnerships

Pdelaney@sobrato.org



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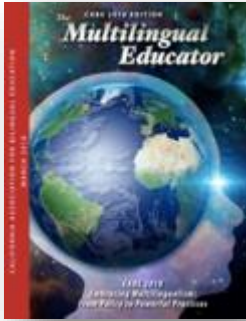
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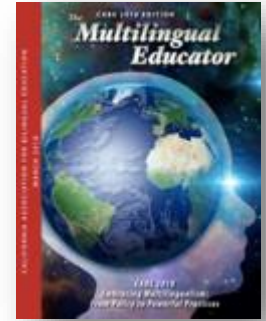
LONG BEACH CONVENTION CENTER





References & Footnotes

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La Lucha Sigue: Bilingual Education in a Post 227 Era

by Anaida Colón Muñiz, Ed.D., Chapman University and
Magaly Lavadenz, Ph.D., Loyola Marymount University

Footnotes

¹ According to the Pew Research Center, 2013. <http://www.pewhispanic.org/2013/08/29/ii-ranking-latino-populations-in-the-states/>

² <https://www.californiantogether.org/victory-for-proposition-58-guarantees-that-parents-and-educators-can-choose-the-best-language-education-program-for-students-in-california/>

³ Colon-Muniz, A. & Lavadenz, M. (Eds) (2016) *Latino Civil Rights in Education, La lucha sigue*. Routledge. New York.

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The Complexity of Differentiated Instruction: Lesson Plan Analysis with Bilingual Teacher Candidates

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Beyond the Seal of Biliteracy: The Development of a Bilingual Counseling Proficiency at the University Level

by Fernando Estrada, Ph.D., Magaly Lavadenz, Ph.D., Meghan Paynter, M.A., Roberto Ruiz, M.A.
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