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MESSAGE FROM THE EDITOR



Laurie Nesrala-Miles
Editor

Welcome to the 2021 edition of **Multilingual Educator**! As we prepare to launch **CABE 2021: A Virtual Conference Like No Other**, its theme, *Standing Together for Unity, Multiliteracy, and Equity*, echoes the critical role that unity has played in educational survival during the COVID-19 pandemic. How many times have we encountered the word “unprecedented” and the phrase “We’re all in this together!” during the last year? Due to quarantine, we’ve seen unprecedented closures of businesses, public gatherings, and events. Most schools and teachers were forced to suddenly pivot to online learning without adequate technology resources and training. Schools and businesses that did stay open had to implement drastic policies and procedures to ensure public health and safety and flatten the curve of COVID-19. Many parents found themselves in the unenviable position of working from home while simultaneously facilitating the remote learning of their children. And we endured all of this amid an economic recession, tremendously divisive politics, violent civil unrest, and rising numbers of coronavirus deaths. Unprecedented, indeed!

But if we’ve learned anything this past year, it’s that when faced with unprecedented challenges, our families and educators rise to those challenges with unprecedented courage, perseverance, and creativity—and they do so by *standing together* and supporting one another as a community in ways that are nothing less than heroic. Those who, before the pandemic, may never have thought of teachers and other essential workers as heroes, most certainly do now!

When “the germs go away,” as my four-year-old granddaughter describes it, and schools re-open, let us not return to the *pre-pandemic normal*, but rather, let us take the knowledge and experience we’ve gained, the new skills we’ve acquired, and the community spirit we’ve strengthened to create a world where *normal* means that the CABE Vision of *Biliteracy, Multicultural Competency, and Educational Equity* has become a daily reality for our students.

This issue has three sections that focus on a broad selection of current, relevant, and highly significant subjects. In **Equity and Multiculturalism**, topics range from discussions about race and equity in dual language immersion programs to leveraging equity to improve writing instruction and promote self-identity. It also includes *testimonios*, stories, and poems that poignantly describe the experiences and perspectives of bilingual and bicultural educators, some of whom also self-identify as multi-racial and multi-ethnic. In **Multiliteracy**, you will find articles discussing dual language immersion, translanguaging, early childhood learning, and assessment for emergent bilinguals. The **Teaching and Learning** section highlights challenges and solutions related to distance learning, cross-border education, classroom strategies, and teaching students with diverse linguistic and cultural backgrounds, adolescent Latino males, and English Learners with (dis)abilities. It also features inspiring excerpts from an upcoming book co-authored by CABE 2019 Artist of the Year and CABE’s President-Elect.

We hope this issue of **Multilingual Educator** leaves you with more of the three I’s: Information, Innovation, and Inspiration; and that you feel a more profound sense of unity with the CABE Community as we steadfastly pursue the goals of multiliteracy and equity for our students and their families.

A REFLECTION FROM JAN GUSTAFSON-COREA, CABA CEO

"Looking at the past must only be a means of understanding more clearly what and who they are so that they can more wisely build the future."—Paolo Freire



Jan Gustafson-Corea
CABA Chief Executive Officer

Forty-six years ago, in 1975, when CABA was just a spark in the eyes of a small group of impassioned educators, this small but impactful non-profit education organization was formed and founded at a time when our country and the world were embroiled in political turmoil. There was chaos in the highest offices of the nation, a call for civil and human rights, raging wars and revolutions across continents, student walkouts, immigration injustice, and an education system in the US that struggled to meet the needs of students of diverse racial, linguistic and cultural backgrounds. Fast forward four plus decades, and those same conditions and descriptions can be easily laid onto the fabric of 2020 and the beginnings of 2021.

We have lived through and are continuing to experience a time of unprecedented events and feel their impact deeply—COVID-19, the fierce surge of racial inequity and deadly outcomes, nationwide protests, the uncovering of an unjust and struggling health care system and response, deep political divisions, attacks against our Black brothers and sisters, and deep and unimaginable biases and discrimination towards immigrants and peoples of all diverse backgrounds. We have felt the trembling of political transitions, our schools have been rocked by remote and distance learning, educators are pushed to their limits, students and families continue to struggle to find new ways of learning, facemasks have become a new wardrobe accessory and an act of community responsibility, and we have been forced to accept and adapt to emotional and physical distancing that we could never have imagined. It truly is a time like no other.

And our response? As a community dedicated to students, families and each other, our collective response has been and always will be *to respond*...to pay attention, to listen, to assess, to empathize, to act, to reach out to one another, to put kindness into high gear, to broaden our technology skills. We have dedicated ourselves to advocate, to vote, to teach, to lead, to create engaging online classrooms, to continue building strong biliteracy programs, to make hard decisions, to offer food and resources, to wear face masks, to provide translation and interpretation, to mourn and share our tears, to push forward, to fall and then to pick ourselves up again. In times like these, more than ever, we stand together for unity, multiliteracy and educational equity...and to love.

Love—a term we don't always use freely in education settings, but a concept, a feeling, an act, an urgency that is at the center of all we do. In 1975, while political and societal conditions were raging, a movement of peace, joy and love emerged along with CABA's vision of linguistic, academic and multicultural equity. Music, artistic expressions, social and political movements, and new educational approaches creatively countered the displacement we were experiencing in the world. And that same attempt to create balance in an unsteady world is happening today from small everyday acts of commitment and co-empowerment, to large global and local vital voices that speak and sing out for justice—from my s/heroes like Amanda Gorman, Dolores Huerta, Kamala Harris, José Medina, Mercedes Sosa, Yuyi Morales, Kwame Alexander, Enid Lee, Sylvia Méndez, Ruth Bader Ginsberg, Ramona Webb, Tony Thurmond, Malala Yousafzai, Greta Thunberg, Sonia Soto-Mayor and so many others—to voices from YOU and me. Our collective actions make a tremendous difference in the big and small worlds and communities we live in. Our vital voices matter.

While we continue to face future days that seem unsteady and unpredictable, at CABA we offer you the vision of hope that our founders dreamed of 46 years ago—of educational equity, of compassion, of ideations and innovations, of celebrations of multilingualism, of advocacy, of kindness, of concrete steps that can make each day easier even when it's hard, of the valuing of our many cultures and experiences that make us who we are. We are here for you.

Through this powerful edition of the Multilingual Educator and our daily work, CABA offers practical, meaningful support—from the classroom to inspiring systemic change, from one-on-one conversations to broader and bigger gatherings and communication, from on-the-ground practice to supportive research and evaluation, from texting and social media to online platforms, from parent and family support to active engagement and leadership, from close conversations to broader discussions on courageous and bold leadership, and from hearing a student's voice to inviting all students to have a voice. Our vision of biliteracy, multicultural competency and educational equity for all moves us to put policy into practice and practice into policy. And we are here to move with you wisely into the next steps of our future. With love.

CABE's Statement Regarding Terminology to Describe Biliteracy/Dual Language Programs

The CABE Vision of *Biliteracy, Multicultural Competency, and Educational Equity for All* is at the core of our support for biliteracy/dual language instructional programs. In this issue of the *Multilingual Educator*, you will see a variety of terms used for biliteracy/dual language instructional programs by authors from across California and the Nation.

As the field of biliteracy grows, so do the terms and titles we use to describe these programs. Do you ever catch yourself wondering which term to use to describe different programs? As biliteracy programs have expanded in recent years in different parts of the country, a variety of terms to describe and support these instructional programs has also evolved with the ultimate goal of multilingualism for all. The term, *biliteracy/dual language programs* is an often-used umbrella term to describe biliteracy instructional programs that intentionally focus on serving English Learner students and may also include English-dominant speakers.

Research validates that while biliteracy/dual language programs are effective for all students, they are crucial for English Learners to reach high levels of academic success in both English and in the partner language. (Collier & Thomas, Cummins, Escamilla, Genesee, Krashen, Lindholm-Leary, et al.)

To guide us in our work, CABE recognizes the following terms and titles to support biliteracy/dual language programs that serve all typologies of English Learners and English-dominant speakers.

Programs and classrooms that offer the 90:10 or 50:50 dual language instructional models inclusive of English Learners are often referred to in California and throughout the nation as:

- Dual Language Immersion (DLI) (often used by CABE)
- Dual Immersion (DI)
- Dual Language Education (DLE)
- Dual Language Bilingual Education
- Two-Way Immersion/2Way Immersion
- Two-Way Bilingual Immersion
- Two-Way Bilingual Education (TWBE)
- Two-Way Dual Language Education
- Developmental Bilingual

Additional multilingual programs may also include the following, but are not limited to:

- Native Speakers Courses
- Heritage Language/Indigenous Language Programs
- One-way Immersion (Defined in California as a program for English-dominant students learning an additional language via a biliteracy instructional program)

Transitional Bilingual Programs: CABE views these programs as subtractive biliteracy programs that have the goal of English proficiency; however, they do not develop biliteracy.

Dual Language Learners (DLLs) in Early Education/Preschool Programs: Early Education/Preschool Programs have identified students that speak a language other than English at home and are learning English in school as **Dual Language Learners (DLLs)**. While this acronym is similar to those above, DLL students may or may not be instructed in a pre-K dual language immersion program (e.g., DLI, DI, Two-Way).

CABE's interpretation of the above terminology is based on the context of our work in California. We recognize that this terminology will be used and continue to evolve across the Nation in support of multilingual instruction. For a more comprehensive description of biliteracy programs in California, go to the California Department of Education website at: <https://www.cde.ca.gov/sp/el/er/multilingualedu.asp>

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Equity Commitment in Large-Scale Dual Language Bilingual Education



José Medina, Ed.D.
Dr. José Medina Educational Solutions



Elena Izquierdo, Ph.D.
University of Texas-El Paso

Dual Language Bilingual Education (DLBE), as emphasized by scholars, researchers, social justice advocates, and practitioners, is an approach to transforming schools through equity-oriented mindsets (DeMatthews & Izquierdo, 2019b), with an emphasis on valuing linguistic diversity, inclusivity, and rigorous and culturally sustaining curriculum (Collier & Thomas, 2004; Lindholm-Leary & Block, 2010). This white paper specifically addresses the need for ongoing critical self-reflection on the part of school districts working to scale a DLBE program while contending with the ideological equity shift and the fundamental professional development and resources critical to its success and sustainability (DeMatthews & Izquierdo, 2019b). Because of the El Paso Independent School District's (EPISD) equity commitment to DLBE as the only designated program available to serve the

needs of English Learners (ELs) or Emergent Bilinguals (EBs), along with its focus on the professional growth of campus and district leadership, as well as teachers facilitating instruction in DLBE classrooms, it has been positioned to support the successful large-scale implementation and sustainability of its 50/50 simultaneous biliteracy DLBE. Through its bilingualism/biliteracy goals, academic achievement through both languages, and sociocultural competence (Kennedy & Medina, 2017), the languages are equally valued and used every day in all core content areas. EPISD's commitment and service to the field of DLBE are evidenced through its participation in a six-year, longitudinal research study focused on large-scale implementation, that was set to begin in Fall 2020.

This paper is organized into the following sections that provide the evidence

and efficacy of an equity-driven transformational education for emergent bilingual students:

1. A Historical Perspective of EB Students in EPISD
2. Dual Language Competencies for DLBE
3. The Guiding Principles for Dual Language Education (2018): Moving Towards Exemplary Practice
4. The C6 Biliteracy Framework: Dismantling Oppressive Lesson Planning Practices
5. Equity and Support for DLBE

It is important to note that EPISD, through its focus on equity, identified professional development and resources specifically conceptualized to support and strengthen DLBE, and ultimately, achieve the success of EBs. Via the use of and alignment to



the Dual Language Competencies (DLCs) (DeMatthews & Izquierdo, 2019c), the Guiding Principles for Dual Language Education, Third Edition (2018), and the C6 Bilingual Framework: Lesson Planning Through a Critical Consciousness Lens (C6BF) (Medina, 2018), EPISD has firmly asserted its commitment to educational equity in serving its emergent bilingual students.

A Historical Perspective of Emergent Bilingual Students in EPISD

In 2013, the EPISD Board of Managers commissioned a community task force on DLBE to research and identify a successful model and propose a timeline for immediate districtwide implementation. The district had a long history of emergent bilingual student underperformance and segregation, and the aftermath of a large-scale cheating scandal had marginalized Mexican-American students who spoke Spanish in their homes. However, under a new superintendent's social justice leadership direction to address equity issues, the EPISD made efforts to establish an inclusive DLBE for all EB students (DeMatthews & Izquierdo, 2019a 2019b; DeMatthews, Izquierdo, & Knight, 2017).

As a result, early the following year, the school board unanimously adopted and designated DLBE as the district's program of choice for all EBs and initiated its plan for creating a culture of educational equity (DeMatthews & Izquierdo, 2019a, 2019b). The evidence manifested itself in the

districtwide plan to implement a 50/50 simultaneous biliteracy model where both languages would be equally valued and used every day in all core content areas.

In August 2014, all elementary schools across the district began the first year of DLBE implementation in pre-kindergarten and kindergarten. The district plan outlined the addition of one grade level each subsequent year. Without delay, EPISD initiated targeted professional development for teachers, principals, and parents. Critical and pervasive to the professional development was a focus on the intricacy of DLBE and the ideological shift it required (DeMatthews, Izquierdo, & Knight, 2017; DeMatthews & Izquierdo, 2019b). EPISD leadership understood that to take DLBE to scale, quality, ongoing, and consistent professional development would need to be at the forefront of every decision. In response to this critical need, the Dual Language Competencies were developed.

Dual Language Competencies for DLBE

Shifting to DLBE requires a significant, long-term, and critical commitment to foundational transformations that need to happen in the disposition, ideology, knowledge, and skills teachers and administrators possess and that influence teaching and learning. Danielson (2007) organizes teaching into four domains: (1) planning and preparation; (2) classroom environment; (3) instruction; and (4) professional responsibilities. Within each of these domains are competencies that promote effective teaching practices. Competencies are underlying characteristics, knowledge, skills, and abilities that serve to contribute to individual and overall school/district performance; clarify expectations; describe expectations for success; promote a transparent culture; and focus on professional learning and professional development in order to have the most significant impact (Danielson, 2007). But, what additional competencies do dual language teachers and administrators need?

The answers to this question led to the development of the Dual Language Competencies (DLCs), intended to guide the work of EPISD in its large-scale implementation of DLBE, to inform the

practices of teachers and administrators moving from a transitional bilingual education model to a DLBE program (DeMatthews & Izquierdo, 2019a, 2019b, 2019c).

The DLCs provide the knowledge and skills teachers and administrators need in order to be effective DLBE educators.

- DLBE Research, Goals, Models, and Benefits
- Sheltered Instruction
- Second Language Acquisition and Development
- Bidirectional Lesson Alignment
- Metalinguistic Awareness
- Simultaneous Biliteracy
- Holistic Biliteracy Assessment
- Utilizing Dual Language Resources
- Sociocultural Competence and Critical Consciousness
- Family, School, and Community Engagement
- Self-Assessment of DLBE Practice
- Professional Learning for DLBE Educators

The use of districtwide DLCs informs ongoing professional development as a means to ensure districtwide fidelity and consistency in the DLBE model (DeMatthews & Izquierdo, 2019b, 2019c). This includes training that targets the needed paradigm shift to value both languages and cultures equitably. Teachers develop the knowledge and skills to systematically bridge and align the planning, preparation, and delivery of DLBE lessons across the curriculum and between languages and, ultimately, achieve biliteracy. The DLCs will continue to be an integral part of the upcoming multi-year research project by providing context to the skills educators bring to the DLBE classroom.

The Guiding Principles for Dual Language Education (GP3): Moving Towards Exemplary Practice

With a focus on equity, EPISD began to further solidify its leadership position in the field of DLBE, moving towards exemplary practice via consistency and sustainability by aligning with the recommendations highlighted in the GP3 (2018). Having established a solid foundation of implementing 50/50 simultaneous biliteracy DLBE, the school

district became further poised to utilize both quantitative and qualitative measures to engage in critical self-reflection as a means for continuous growth and ultimately to improve the achievement of its students.

The GP3 is the most widely used resource by schools and districts in the United States and abroad to guide the implementation and continuous growth of DLBE. The GP3 includes seven strands that are supported by its principles specific to DLBE. The seven strands are:

- Program Structure
- Curriculum
- Instruction
- Assessment and Accountability
- Staff Quality and Professional Development
- Family and Community
- Support and Resources

In EPISD, dual language programming is a biliteracy instructional model where students receive grade-level content instruction via two program languages, Spanish and English. In the 50/50 simultaneous biliteracy model, students receive 50 percent of its core

content instruction in each of the two program languages, to include biliteracy instruction from the program’s onset.

Calibration with the principles established in the GP3 allows EPISD to further stand out as an educational community willing to grow and flourish via a continuous improvement cycle. In the GP3, as in EPISD, the student goals of bilingualism and biliteracy, grade-level academic achievement in both languages, and ongoing work in terms of sociocultural competence (Howard et al., 2018) become the foundation of all programming decisions.

The GP3 includes literature reviews of the most recent biliteracy research available, as well as rubrics that guide DLBE program implementation. The rubrics provide a pathway for the EPISD to critically self-reflect, assess, and identify minimal, partial, full, or exemplary alignment to specific strands and principles. This targeted and goal-driven focus, as well as participation in the six-year research study, continues to place the district on a path towards exemplary practice. Below is a sample rubric from the GP3:

C6 Biliteracy Framework: Dismantling Oppressive Lesson Planning Practices

Prior to 2014, lesson planning for the EPISD dual language classroom required that teachers utilize frameworks used to serve EBs in monolingual settings and quickly transition them to English proficiency, often at the destruction of home language(s) and self-identity. Educators and district leadership worked to inculcate biliteracy practices into these frameworks; however, the consistency of addressing all goals and alignment to DLBE practices in lesson planning, preparation, and delivery needed a more deliberate and systematic direction. In 2018, the C6 Biliteracy Framework (C6BF): Lesson Planning Through a Critical Consciousness Lens, specifically designed to align with the GP3 recommendations and the three goals of DLBE, would begin to address this critical need.

The C6BF was conceptualized to ensure that DLBE teachers are able to lesson plan via an equity and social justice lens by making sociocultural competence and critical consciousness the foundation of all instructional decisions. Schooling systems, including EPISD, were created to promote a monocultural, monolingual, heteronormative, and patriarchal way of living and breathing in schools (Medina, 2019).

The C6BF posits that lesson planning is a political act and that when DLBE teachers plan through a culturally destructive lens, they become the oppressors in the classroom (Medina, 2020). Below are the six components of the C6 Biliteracy Framework: Lesson Planning Through a Critical Consciousness Lens that work together to ensure that lessons affirm students’ identities, embrace the entirety of their linguistic repertoires, promote the importance of cross-linguistic connections, engage students as co-facilitators of instruction, and with the purpose of preparation for global citizenship and service to others (Medina, 2020).

- CREATE and design authentic learning experiences that bring together content, language, and culture.
- CONNECT learning experiences to students’ lives and linguistic repertoires.

STRAND 1 Program Structure

Principle 1			
All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.			
Key Point A			
The program design is aligned with program mission and goals.			
Minimal alignment	Partial alignment	Full alignment	Exemplary alignment
It is not clear that the program design is aligned with the mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) or will enable student	The program design is somewhat aligned with the mission (e.g., through length of program, language allocation language of initial literacy instruction, recruitment of students) and will enable students to attain some but not all goals of the program.	The program design is fully aligned with the program mission (e.g., through length of program, language allocation language of initial literacy instruction, recruitment of students) and will enable students to attain all program goals.	The program design is fully aligned with the program mission (e.g., through length of program, language allocation language of initial literacy instruction, recruitment of students) and will enable students to attain all program goals. The mission and goals are supported by district leadership and community members in addition to program personnel, and there are systems in place to ensure that alignment continues as the program mission or goals evolve.

(Howard et al., 2018)



(Medina, 2018)

- COLLABORATE with students as a facilitator of instruction, rather than a depositor of information.
- COMMUNICATE and model oral and written language while structuring authentic student-to-student interaction that reflects each program's languages.
- CONSIDER students' varied instructional needs as an opportunity to promote reflection and self-assessment.
- COMMIT, in collaboration with students, to creating a learning environment focused on continuous improvement and service to others.

EPISD has once again positioned itself to engage in the dismantling of oppressive instructional practices that have linguistically marginalized EB student communities. It has now embraced the revolutionary DLBE lesson planning framework, which serves as one important tool in the longitudinal research study that began in August 2020.

As part of the large-scale DLBE implementation, professional development around the C6BF was quickly put into motion to serve all teachers and administrators. As part of the ongoing equity focus, the district continued to forge forward to better prepare educators to serve its EBs through DLBE. In doing so, EPISD, with the full support of its superintendent, district, and campus leadership, became the first large urban school district in the country to begin scaling the use of the C6BF as a way to stop the further oppression of student communities who have traditionally been culturally and linguistically minoritized in US schools.

Equity and Support for DLBE

Successful, large-scale DBLE implementation is dependent on strong district-level support. EPISD, unlike most districts, has inculcated into board policy language that ensures that DLBE is embedded in all aspects of district programming and instructional decision-making processes (DeMatthews & Izquierdo, 2019b). Partnerships with biliteracy experts in the field have also been critical and have provided opportunities to implement sound biliteracy instructional practices, as well as seek and secure materials and resources that fully support a holistic bilingualism ideology. With a firm focus on a commitment to equity, EPISD has begun the journey to exemplary practice while creating educational access and opportunity for all Emergent Bilinguals via a large-scale DLBE program implementation.

Recommendations

Its commitment to data-driven decision-making and continued service to the field is exemplified by EPISD's forthcoming participation in the longitudinal study addressed in this paper. With a focus on practices that support an equity-driven, large-scale DLBE program implementation with a goal of sustainability, the following are current recommendations for other

educational entities seeking to transform schools and better serve emergent bilingual students through a critical consciousness lens:

- Participation by schools and districts in ongoing DLBE research studies is a critical component in continuing to inform the field of practices and processes that yield a positive impact for the students, staff, leadership, and community served.
- DLBE district and campus leaders must be prepared to engage in ongoing critical self-reflection through an equity lens. It is imperative that there be a continued focus on the ideological equity shift needed to guarantee program movement towards exemplary practice and sustainability.
- DLBE programs, at the core, are about serving student communities who have been linguistically and culturally marginalized by the school district. This critical consciousness lens must guide all decisions. DLBE is not about creating more privilege for student communities that already enter the educational space with it.
- Facilitating and supporting biliteracy instruction in the DLBE program is different from serving in other educational programs. It requires specific competencies of the teachers, campus administrators,



district leaders, superintendents, and school boards engaged in the work. The professional development and technical support offered to these stakeholders must be targeted and specific to DLBE.

- In DLBE, lesson planning is, unapologetically, a political act. The C6 Bilingual Framework: Lesson Planning Through a Critical Consciousness Lens leverages the available research and bilingual instructional strategies as a means to begin the dismantling of monocultural, monolingual, heteronormative, and patriarchal systems of oppression that are prevalent in all US educational entities.
- Language policy that protects DLBE at the systems-level is imperative. It allows for continued support, improvement, and sustainability in terms of equitable professional development, materials, and resources.

Notes

¹Although in U.S. schools, English learners (ELs) is the identification placed on students who speak a language other than English at home, in this paper, we have chosen to use Emergent Bilinguals (EBs) as a way to validate, both culturally and linguistically, the students' simultaneous biliteracy.

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José Medina, Ed.D.
Dr. José Medina Educational Solutions

Boys Don't Cry

I am five years old.

Mi papá wants me to be athletic and strong.
He wants me to be *un hombrecito*.

So, he takes me to a park to teach me about baseball.
We will practice catching the ball.

I feel like playing jump rope,
but I can see that this is important to him.

The baseball glove feels heavy in my left hand.

"Con ganas, mijo," my father screams as he throws the baseball my way.
I give my full attention as I attempt to catch the ball.

The ball goes over my head.
And then again, and again, and again.

I do not catch any of them.

In his eyes, I see disappointment.

He wants me to be like him,
to be excited about sports,
to scream with him and my *tíos*
when they watch football on Sundays.

I begin to cry.

I cry
because in my heart
I know that I will
never
be the kind of son he dreamed about.

I cry
because I hate that I would rather be
jumping rope.

José Luis, my father, sees the tears in my eyes.

"Los niños no lloran, mijo," he tells me.





Affirming Blackness, Indigenous, and Muslim Cultural Memory in Bilingual Education: What We Don't Say, but Imply



Margarita Machado-Casas, Ph.D.
Dual Language and English Language
Learner Education
San Diego State University



Katherine Espinoza, Ph.D.
Texas A&M University-San Antonio

This article presents a call-to-action in bilingual education for addressing anti-Blackness¹, anti-Indigenous, and anti-Muslim racism within the field, particularly for classroom educators and teacher educators. Through the use of personal testimonios (Jara & Vidal, 1986; Elenes, 2000; Beverley, 2005), we share our experiences with racism to provide a lens of inquiry. The recent dehumanizing events in our nation that have plagued Black Americans have increased the urgency to address these matters. The deaths and murders of George Floyd, Brianna Taylor, and Jacob Blake have led to the “Say Their Name Movement” in the United States, which contends to address the systemic racism that has challenged our nation (Feagin & Barnett, 2004; Feagin, 2021 Multilingual Educator - 12

2013). These unjust losses of human life have also brought to light that racism is alive and well in our nation.

These racist acts of violence call into question how we, as bilingual educators, can dismantle racism in our country. For many of us, including the authors, racism leads to a familiar and painful reality that, within the field of bilingual education, this issue has centered around “Latinos.” This reality is often not inclusive of diversity outside and inside of the Spanish language and Mestizo cultures. By primarily valuing the Spanish language in bilingual education, racist acts unknowingly continue the colonization and the mechanism for the oppression of all other indigenous languages. Thus,

indigenous peoples become the *ocultos*; they are hidden and not valued (Machado-Casas, 2009).

As an *AfroIndígena* and a Persian Latina who both have experience in the field of bilingual education, we have never been recognized fully in ways that include all aspects of our identities. Not even once have we been asked if we were anything other than Latinas, and when we were, our multifaceted identities were ignored. In our combined K-12 experiences, including our professorships, the hybridity of our cultural identities has been dismissed within the field of bilingual education. We recognize the sociohistorical struggle of the Latino and Spanish language population in this country. In fact, some

Equity and Multiculturalism

of these exclusionary acts may have been a survival mechanism to represent and establish a Latino presence in the field of bilingual education.

We speak from within the experiences of the omission of our own histories that include Blackness, Indigenous, and Muslim identities. We offer countering colonization practices to juxtapose the practice of *ocultar* (hiding) (Machado-Casas, 2009) anti-Blackness/Indigenous/Muslim discourses. Our stories are intended to “*sacar a luz*” (bring to light) counternarratives within bilingual education to abolish current practices that have not adequately addressed the problem. Our cultural memory (Love, 2012, 2019) provides us the cultural intuition (Monzó, 2015) to unmask these silenced histories/identities.

Relevant Literature

As a nation, anti-Blackness racism in the Latino community is sociohistorical and has migrated and spread across generations. It is the real pandemic that has infiltrated all aspects of our daily lives. Beginning with sociocultural slavery, individuals were denied their native cultures and identities. The repercussions of sociocultural slavery have impacted all generations as people were forced to abandon their cultural heritages and find ways to acclimate to the cultures of their enslavers (Cervantes & Saldaña, 2015). Through the intersections of race and class, we come to understand how racism has been operationalized. Excluding the cultural memory (Love, 2012, 2019) of Black, Indigenous, and Muslim students and communities within bilingual education leads to the omission and erasure of Latinos’ cultural diversity. It deprives hybrid identities of recognition and moves away from expanding students’ cultural heritage—that is to say that Latinos are also Black, Indigenous, Muslim, Asian, and Mestizo. Therefore, in contrast to what we have historically experienced in the field of bilingual education, our histories, cultures, languages, and identities deserve inclusion

within bilingual discourse, pedagogy, and curriculum.

Testimonio as Methodology

Historically, *testimonio* has been used as a revolutionary practice throughout Latin America and the US to tell their collective stories and provide a context for historical events traditionally silenced by canon literature (Jara & Vidal, 1986; Elenes, 2000; Beverley, 2005; Cruz, 2012). These stories reveal oppressive practices to which people of color have been subjected. As the use of *testimonio* has evolved, Chicanas and Latinas have used it as a method for sharing their stories and connecting to others with similar struggles. (Castillo, 1994; Elenes, 2000; Flores & Garcia, 2009; Saldivar-Hull, 2000). It is a method for awakening to and connecting with our ancestral and sacred

histories (Morales et al., 2001; Flores, Clark, et al., 2014), cultural practices, memories, and beliefs.

Through our *testimonios*, we share our cultural memories and stories that reflect our experiences and discomforts as Latinas who have struggled with anti-Blackness and anti-Muslim discourse through K-12 schooling and beyond. In these stories, we also address the omission of these experiences and provide teachers

and teacher educators with *consejos* (advice) to help engage in conversations specific to race and racism in their classrooms and preparation programs.

Margarita’s Testimonio

“*Sed*,” (thirst), and a desire to be seen, heard, and acknowledged—I have felt this way since the moment I entered US public schools at the age of 14. As a lighter-skinned *AfroIndígena*, I was passed up and ignored. Born in Bluefields, Nicaragua, to a multilingual, *AfroIndígena* family, my identity has been deeply rooted in my Blackness and Indigenous roots—from our *Kriol* language and

our unique use of Spanish to our food, music, and beliefs—all that encompasses my identity. However, once enrolled in US public schools, I slowly became a *Latina*, as my identity as a Black and Indigenous student was erased. I vividly remember a teacher telling me, “*Aquí, sólo eres Latina nada más—y hablas español, y eso es lo que importa.*” (Here, you are only Latina—and you speak Spanish, and that is what is important.) I quickly realized that assimilation to the Latinx majority culture was a must in order to survive in school. Hiding and living within the discourse of invisibility became part of who I was. Davial (2008) cautions that “we can no longer take simple refuge in appeals to *Latinidad*. Concepts of *mestizaje* or transnational *Latinidad* are not inherently inclusive. Black and Indigenous Latinos are not exempted from racial discrimination by well-meaning appeals to *mestizaje*.” (Davial, 2008).

I vividly remember “Cultural Day” in high school. One of the selected countries was Nicaragua, and I made a traditional Nicaraguan *Kriol* dish. I was so excited, but

I quickly realized that assimilation to the Latinx majority culture was a must in order to survive in school.



it was sad that I had to explain to students and faculty that we were Black and Indigenous—and that Spanish was not the only language spoken in Nicaragua. I took an ethnic studies class in college that briefly addressed Blackness and remember crying when I saw my story in a book. While getting my teaching credential, Masters, and Ph.D., not once was my identity or that of my people included. My Blackness and Indigeneity, our *negritud e indigeneidad*, were invisible and omitted from my schooling experience. Even today, I feel this trauma as I write this article about coming out once again as an *AfroIndigena* and have to explain why our existence matters. This, we must change!

Katherine's Testimonio

In school, I could always tell when the teacher got to my name. They would say "Katherine," and then look up and around the room with a blank stare. I would raise my hand and say, "*Talati*." What ensued was a back-and-forth regarding the proper pronunciation of my Persian last name. Nieto's (1999) work affirms that the omission of the experiences of people of color in the education of communities of color is pervasive. No teacher has ever asked the origin of my last name or what it meant.

It was my secret that my biological father lived in Iran and that my only methods of communication with him were through phone calls and letters. Growing up in a predominantly Latinx neighborhood and living with my family in a bilingual Spanish- and English-speaking household, my Iranian background was not openly discussed. Every time I spoke with my father, he would end our conversation by saying, "*Shah dokht*," which means "Persian princess" in Farsi. I will never forget the day when I was fumbling through books during our class library time and came across the children's book *The Persian Cinderella* by Shirley Climo. I showed it to my teacher with much enthusiasm, but she dismissed me and sent me to the counter to check it out. Reflecting on this experience as an adult, I can process it differently. This experience taught me the critical importance of incorporating students' cultures and backgrounds into conversations and learning in K-12 classrooms.



Consejos (Advice) for Teachers

Scholars have noted that in order to address inequities related to race, we must examine the sociopolitical context of schooling to find ways to affirm diversity (Nieto, 2000). As anti-racist educators, we must continue efforts to combat the pandemic of racism that has affected our Latinx culture for many years. Racism is also part of our cultural memory—a part that we must recognize and work to abolish.

As a field, bilingual education must work to avoid becoming an asymptomatic carrier of racism, exclusion, and hate. Doing so requires that bilingual educators: 1) explicitly name the problem and identify what it is (anti-Blackness, anti-Indigenous, anti-Muslim); 2) recognize curricular and pedagogical inclusion as an act of anti-colonial education; and 3) include sacred, ancestral, cultural, ethnic, and linguistic memories that tell the trauma *testimonios* of these communities. Educators must take time to listen to students and their issues related to race. They must engage in purposeful, courageous conversations and dismantle systems that have omitted the histories of communities of color. Educators must make time and create space to study and appreciate diverse histories in classrooms.

Anti-Blackness/Indigenous/Muslim sentiments need to be recognized in all communities and spaces, including the Latinx, Indigenous, and LGBTQ communities. Anti-Blackness is an

anti-liberation form of education. It is anti-revolution. It is anti-change. It is anti-abolition. We must move forward and begin to heal communities of color and disrupt practices that have silenced the Black, Indigenous, and Muslim communities.

We must combat racism through visible efforts by joining support organizations and activities that fight anti-Blackness, supporting policy change that can help combat structural racism, and engaging in protests. We need to come together as a bilingual educational community to disrupt, dismantle, and abolish racism.

Conclusion

Our *testimonios* address the trauma associated with issues of discrimination. Our communities have worked in silos, but we cannot continue to do so. As communities of color, we need to unite; comparing our struggles is a colonizing strategy meant to divide us! Our goal must be to abolish all forms of racism, but in order to get there, we need to disrupt the root of the problem. Freire asserted (1972), "Freedom is acquired by conquest, not by gift (p 47)." We need to fight against the cultural exclusion, deprivation, and hegemonic ideologies that surround us. Teachers need to strive for equality and social justice for all students. By unpacking the unconscious ideologies that stem from hegemonic teaching and learning practices, a critically conscious teacher can become an agent of change in today's society (Apple, 2009).

Bilingual education has always been a political act. Last summer's racial acts call educators to address our own trauma related to racism and to continue to engage in politics of change and inclusion. We hope this article provides granitos de arena (grains of sand) to move us forward through these difficult times. Let us be the change we want to see! ¡Sí, se puede! (Yes, we can!)

Classroom Resources to Address Racism

Resource	Website
Teachers for Social Justice	http://www.teachersforjustice.org/
Abolitionist Teaching Network	https://abolitionistteachingnetwork.org/
Betina Love	https://bettinalove.com/
"When Schools Cause Trauma"	https://www.tolerance.org/magazine/summer-2019/when-schools-cause-trauma?fbclid=IwAR0NtLkJF72JSmZ2ygEnUW8tpgUygTm33iw7hK0qZKedvE99_az7Fzi2O-s
Equity Tool—Checking and Changing My Systems for Equity by Enid Lee	http://enidlee.com

¹ Note from the Editor—To learn more about the terms Anti-Black and Anti-Blackness, refer to <https://www.racialequitytools.org/glossary#anti-black>

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Using an Equity-Centered Lens to Improve Writing Instruction



Julie Goldman, Ed.D.

Director, Equity Curriculum and Instruction
San Diego County Office of Education

If we could institute only one change to make students more college-ready, it should be to increase the amount and quality of writing students are expected to produce. (Conley, 2007, p. 7)

Writing is complex—and teaching writing is even more complex. Learning to express ourselves effectively in writing has been consistently linked with greater academic opportunities. Yet, for decades, traditional models of writing instruction have emphasized assigning writing prompts as extensions of reading tasks, often with little time spent on collaborative dialogue and deep meaning-making. When K-12 teachers leverage an equity-centered approach to language and literacy—one where we explore our own perspectives, cultivate restorative spaces, hold high expectations, and nurture independent thinkers—we fundamentally shift our practice from assigning writing to teaching writing. We know what to focus on and how to structure our instruction.

This article describes an equity-centered approach to writing instruction designed to meet the needs of culturally and linguistically diverse learners.

The National Equity Project's Learning Partnership Bridge provides a helpful frame to discuss this approach through three domains: identity, mindset, and skills. When we take the time and space to purposefully engage in this reflective practice, we are better positioned to design learning that effectively responds to the needs of our students.

The equity-centered approach discussed in this article is grounded in the seminal work of Paulo Freire's *Pedagogy of the Oppressed*, first published in Portuguese in 1968 and in English in 1970. Fifty years later, Freire's approach to literacy education is still relevant. This school of thought, critical pedagogy, emphasizes the need to create learning partnerships based on respect and humility. Freire

pressed on us to listen, question, reflect ('dialogue') on our own beliefs, practices, and conditions; dismantle oppressive structures; and imagine and co-create ('praxis') more equitable schools and communities. He highlighted the cyclical process of literacy (reading, writing, and speaking), connecting reading words to "reading the world" (today's civic education). He guided us to engage in this process in a restorative, reflective way. His idea was straightforward: reading happens in the readers' communities. Freire taught us that we can individually and collectively develop a more critical understanding of our classrooms, schools, and communities through this same kind of reflection and action ('conscientization').

An equity-centered approach to literacy is also firmly rooted in two of the most widely recognized researchers on culturally and linguistically responsive teaching: Geneva Gay and Gloria Ladson-Billings. Both Gay and Ladson-Billings



emphasize the principal role of culture and language in learning and academic achievement. Gay (2000, p. 31) defined culturally responsive teaching “as the use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them.” Ladson-Billings (1994, p.13) defined culturally relevant pedagogy as one “that empowers students intellectually, socially, emotionally, and politically using cultural referents to impart knowledge, skills, and attitudes.”

Identity

Knowing about the cultures of other people teaches them [students] how to respect, love, and live in harmony with others who don’t look or know the world as they do (Muhammad, 2020, p.67).

In his 2018 book, *Culturally and Linguistically Responsive Teaching and Learning*, Hollie’s Rings of Culture (age, orientation, national, socioeconomic, religious, gender, and ethnic) offer a starting point to engage in an initial self-exploration of our own intersecting identities. As part of this identity work, we consider how our students might experience us, given our identities, and how our students might experience our instruction, structures we design, and the texts we select.

Perhaps more than any time in recent history, this school year has reinforced our

human need for sharing our experiences and stories. As recent social justice movements reenergize communities across our country and around the world, we are questioning and engaging in conversations on race and racism with greater intensity and purpose. We want to bring these topics to our virtual and in-person classrooms—and our students want to discuss these topics. For example, during the 2020-2021 school year, the San Diego County Office of Education hosted a series of student panels to hold space for students to share their experiences and ideas to make schools more inclusive. Students were clear: they want to see their stories accurately represented in their classrooms and communities.

Another starting point to engage in identity work is to share our literacy autobiographies with students and colleagues. By identifying two or three texts or experiences that have shaped us as teachers of writing, we consider how these texts (books, movies, comics, art, etc.) shaped our perspectives as teachers. Through this process, we listen closely to one another and begin to heal and humanize our virtual and in-person spaces. These kinds of interactions foster a deeper understanding of ourselves and others and create dialogue opportunities to explore our biases, understand our earned and unearned privileges, and begin to heal from the effects of historical oppression that impacts each of us—and in these restorative spaces, we can begin to make a meaningful, lasting impact in our schools and communities.

Mindset

Students need spaces to name and critique injustice to help them ultimately develop the agency to build a better world. As long as oppression is present in the world, young people need pedagogy that nurtures criticality (Muhammad, 2020, p.12).

We need to develop our *warm demander* mindsets. In her 2013 book, *Multiplication is for White People*, Delpit describes and expands on the term *warm demanders*, originally coined by Kleinfeld (1975) to describe highly effective teachers in Native American Alaskan communities. Delpit explains that “warm demanders expect a great deal of their students, convince them of their own brilliance, and help them reach their potential in a disciplined and structured environment.” To begin, she explains, warm demanders look in the mirror at our own cultural values and beliefs and become dedicated students of our students’ cultures, languages, and learning styles.

Warm demanders also leverage the communal competencies our students bring to the classroom and see their deep cultures, histories, and communities reflected in the curriculum. For example, warm demanders understand the cultural continuum between individualistic and collectivist worldviews, and they know that many of our students learn best in collaborative, interactive learning environments (Hammond, 2019). Warm demanders make connections to the larger sociopolitical issues of power and privilege that have contributed to intergenerational trauma and unequal opportunities and shaped the learning experiences of many African American, American Indian, Asian, Latinx, and LGBTQIA students.

Relatedly, as Duncan-Andrade (2008) describes in *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*, warm demanders “are excited about what they teach. They move among groups of students, checking for understanding, listening to students, responding, pushing students to question.” Warm demanders plan lessons collaboratively, which builds our confidence in what we can teach well and what our students can learn well. In her 2020 book, *Cultivating Genius*, Muhammad

offers a four-part social justice framework to plan culturally and historically responsive literacy lessons: identities, skills, intellect, and criticality. This framework reinforces the need to consider whose stories are shared and whose are silenced, build relationships, and develop a deep level of understanding of specific academic concepts. Social justice frameworks help us hone our warm demander mindsets.

Skills

We know from experience that there is not a widely shared view of what constitutes quality instruction – not among teachers, principals, or school district leaders... Without a shared understanding of what we mean by quality instruction, we have no basis from which to mount an improvement effort (Fink and Markholt, 2011, p. 5).

Equity-centered writing instruction offers an opportunity to provide students with integrated literacy opportunities to experience the writing genre through guided, collaborative, and individual practice. In their 2019 book, *Teaching Practices from America's Best Urban Schools*, Johnson, Uline, and Perez point out that students feel valued and capable when their teachers explicitly define the learning outcomes. These teachers ask, “*What do my students need to see, do, hear, touch, and experience in order to understand and master this important concept?*” Students in these classrooms know what they will learn and why it is important; they are engaged in relevant analysis and dynamic discussions.

An established body of research and best practice indicates that writing teachers who intentionally create collaborative opportunities for students to read, write, and speak improve outcomes for their students. This approach draws on key writing research to cultivate a shared understanding of what quality writing instruction looks like (August & Shanahan, 2006; Genesee, Lindholm-Leary, Saunders & Christian, 2005; Short & Fitzsimmons, 2007).

1. Teach genre writing as a process.

Practice 1 provides the instructional frame for teachers to build language and content in tandem, and the other five practices are nested

within this first practice. This practice involves a detailed, recursive, pre-writing process where we intentionally design opportunities for our students to analyze rubric criteria, understand the learning goals, connect the new learning (content and genre) to students’ backgrounds, engage in higher-level thinking, explore the deep structure of language, and develop as autonomous, versatile writers who can transfer their writing skills to communicate for multiple purposes (Hyland, 2004; Reid, 2011; Smolkin & Donovan, 2004).

2. Build on students’ backgrounds.

Practice 2 is all about empathy and becoming students of our students. We need to value and affirm what our students bring to the table: who they are, where they are from, what they already know, and what’s important to them. This includes empowering students as authors of their own lives. With empathy—listening, connecting, and building relationships—we can create a climate where a range of voices engage in meaningful conversations (Ada, 1993; Hollie, 2018, Muhammad, 2020, Nieto, 2000; Walqui & van Lier, 2010).

3. Model writing for and with students.

Practice 3 is about making our thinking transparent to our students. We need to write for and with our students to model the process. This initiates discussions, reinforces content, promotes inquiry, fosters new learning, and encourages reflection (Goldberg). It is easy to see why modeling writing is the most powerful practice (Goldberg, Russell, and Cook, 2003).

4. Develop oral academic language.

Practice 4 highlights the need to use academic oral language as a springboard to comprehend challenging content-area multimedia texts and respond in writing. A large body of research indicates oral language practice not only facilitates reading comprehension within languages, but it also transfers across languages (Proctor, Carlo & Snow, 2005; Miller et al., 2004).

5. Teach grammar and vocabulary explicitly and in context.

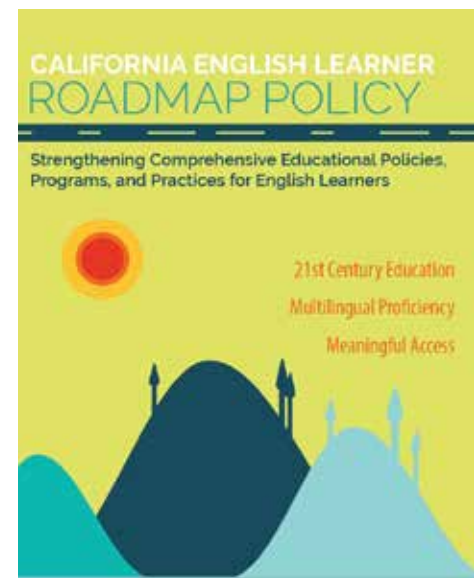
Practice 5 underscores the need to teach grammar and vocabulary explicitly in both the context of academic reading and the students’ own writing.

For example, research says that something as simple as keeping a vocabulary notebook schoolwide is one of the most effective and efficient techniques for the acquisition of academic oral language (Olsen, 2010; Valdés, 2001; Reid, 2011; Short & Fitzsimmons, 2007).

6. Publish (and celebrate!) student writing.

Practice 6 emphasizes the importance of celebrating the work of our student authors. Research says that students who publish their writing wrote more, produced high-quality writing, made more changes, collaborated more, questioned more, and used a more complex process (Goldberg, Russell, and Cook, 2003). One critical component of the publishing practice is maintaining writing portfolios. Both high-tech and low-tech portfolios help students understand, evaluate, and reflect on their language goals (Hall & Simeral, 2008).

The San Diego County Office of Education’s Writing Redesigned for Innovative Teaching and Equity (WRITE) applies this approach with educators throughout California. The 2019 *California English Learner Roadmap* includes WRITE as an example for *Principle 2: Intellectual Quality of Instruction and Meaningful Access*. WRITE also showed documented evidence of promise in an Institute of Educational Sciences (IES) Goal 3 evaluation (Haas et al., 2016). This equity-centered instructional approach lends itself to broad application across K-12 contexts.



A Guide to Implementing the WRITE Approach

Plan Unit Instruction:

- Teach genre writing as a process
- Create a genre model sample aligned to the rubric criteria
- Organize student portfolios (low-tech or high-tech)
- Collect baseline writing to inform instruction

Guiding Questions:

- Who are my students?
- What are their specific cultural and linguistic assets?
- What are their specific linguistic needs?
- How can I connect this new learning to my students' identities and cultures?
- What themes or topics will I use to teach this genre?
- What am I already doing to connect new learning to students' backgrounds?
- What kind of prompt and text will I use for the pre-and post-assessment?
- Based on student writing responses, what kinds of tasks should I create that align to specific rubric criteria?
- How long do I have to teach this genre?
- How will I set up the class portfolios and daily formative assessments?

Introduce the Genre:

- Provide a clear vision of what the final writing product(s) might look like
- Introduce the analytic rubric, meaning specific, observable data (i.e., the author identifies the title, the author, and the main idea)
- Build on students' backgrounds to make connections to the genre or content

Guiding Questions:

- What do I want my students to know and be able to do at the end of the writing process?
- What is the final writing product I want my students to know how to produce and what experiences will I create for them to access this type of writing?
- What kinds of texts (written, video, art, photos, etc.) and what range of perspectives will I provide for my students to summarize, synthesize, compare, contrast, etc.?
- What are my next steps to build on students' backgrounds and teach the rubric criteria?

Model the Genre:

- Annotate the text(s) to support students in understanding the main ideas
- Model the thinking, language, text organization, and grammatical structures for the writing product or task

Guiding Questions:

- What kind(s) of writing do I want my students to produce?
- What should the structure or organization of the writing look like?
- What language do they need to support this genre?
- What domain-specific language do they need?

Collaborate on Writing:

- Facilitate collaborative tasks and projects in the genre that provide dynamic opportunities to read, write, and speak
- Develop academic oral language: engage students in academic discussions and writing around relevant, complex texts
- Teach grammar and vocabulary explicitly and in the context of the readings and writing

Guiding Questions:

- What is the thinking and language I want my students to engage with and acquire?
- What kinds of collaborative tasks and projects engage students in collaborative, academic discussions and writing around relevant complex texts?
- What kinds of relevant, high-quality texts (articles, books, videos, art, graphs, charts, etc.) do I want my students to read and interpret?
- How will I organize classroom learning to develop academic oral language?
- What kinds of collaborative tasks and group discussions will I facilitate?
- What kinds of opportunities will students have to think critically about the text(s) and express diverse points of view?
- What opportunities will students have to explore word transformations and engage in noticing language structures?
- What kinds of language supports—including partially composed statements and questions will I use to provide structure for academic thinking, speaking, and writing?

Draft:

- Provide an authentic prompt similar in style to the pre-assessment prompt
- Guide students to individually read and interpret the prompt and organize their writing piece

Guiding Questions:

- How will I provide similar conditions (i.e., prompt, text complexity) to those provided during the baseline assessment?
- What time limits (if any) will I provide?

Revise:

- Score students' rough drafts through an additive lens
- Use the data to inform instructional next steps
- Hold student-led conferences to build student autonomy and deepen understanding of the rubric criteria
- Guide students to self- and peer-edit

Guiding Questions:

- For teachers: Look at the student writing and ask, "What can this student do?"
- For students: What do you think went well? Which criterion do you think you need to improve? Which criteria would you like my feedback on?

Publish:

- Celebrate student work and authorship through low-tech and high-tech platforms
- Guide students to reflect on their portfolios and growth in writing

Guiding Questions:

- How will students share their writing to make it “public” (i.e., in class, at school, in the community, etc.)?
- How will we celebrate my students’ writing?
- What kinds of digital forums might support publication?
- How will I leverage student portfolios to develop students’ language over time, inspire creativity, and promote student responsibility?



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Culturally & Linguistically Sustaining Instruction through My Name, My Identity: Connecting with Students through Building Self-Identity and Community!



Yee Wan, Ed.D.

Director, School Climate, Leadership and Instructional Services Department, Santa Clara County Office of Education and Former NABE President



Ivannia Soto, Ph.D.

Professor of Education
Whittier College



Ma Bernadette Salgarino, Ed.D.

Mathematics Coordinator
Santa Clara County Office of Education

The Santa Clara County Office of Education (SCCOE) has collaborated with classroom teachers, coaches, and curriculum leaders to develop culturally and linguistically sustaining modules that embody the mission and vision of the national *My Name, My Identity Initiative*. The *My Name, My Identity Initiative* is co-led by the SCCOE and the National Association for Bilingual Education (NABE) and is designed to bring awareness to the importance of respecting one's name and identity in schools; and to build respectful and caring cultures in school communities.

The modules provide educators with a more focused application of the initiative's strategy. For example, *The Self-Identity: Maximizing Our Potential* module includes teaching tools that effectively create safe spaces and encourage students to share stories about names, identities, cultural experiences, and/or journeys to the United States. Superintendent of Schools, Dr. Mary Ann Dewan said, "Not only does the label 'Self-Identity: Maximizing Our Potential' celebrate the creative self-expression that our youth bring to school, but it paves the way for building relationships and

community with our youth during this time of distance learning."

Solving the question of how to improve continuously, we understood that *if we implement culturally and linguistically sustaining pedagogy in learning environments, students will develop a sense of belonging and agency in their learning, which will result in greater student engagement as demonstrated by increased levels of language production*. A professional learning series was developed and conducted with the project design

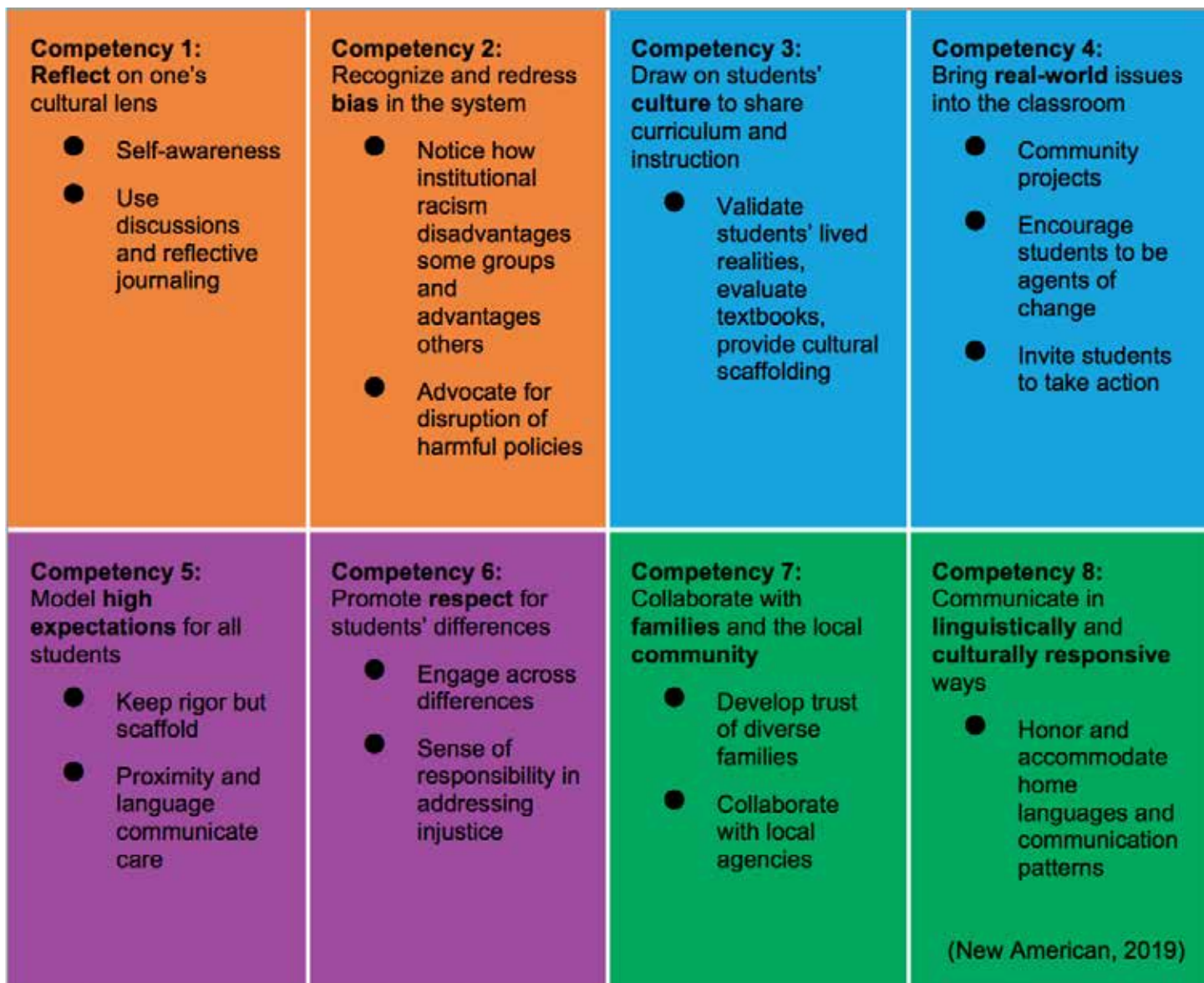


Figure 1. Eight Competencies for Culturally Responsive Teaching

and implementation team, composed of SCCOE content experts and district instructional leaders, to ground the participants with research and immerse them with the tools and resources needed to develop the Self-Identity modules. The project design and implementation team created a working definition of Culturally and Linguistically Sustaining Pedagogy (CLSP) to anchor the team's understanding of the key concept in developing the modules. *CLSP is defined as follows: "cultivates linguistic, literate, and cultural pluralism through transforming the design of instructional pedagogy to eradicate deficit practices based on each student's racial, cultural and linguistic identities. It creates an assets-and strengths-based approach to disrupting the predictability of success or failure that currently correlates with any social or cultural factors."* This definition was created based on the National Equity Project's scholarly work, including the research of Geneva Gay, Gloria Ladson-Billings, and Django Paris.

The lessons in these grade spans, K-2, 3-5, and 6-12, were piloted in the fall of 2020. This article discusses the research base undergirding the modules on the theme of self-identity, the instruction, and several activities highlighted in the lessons.

Research on Culturally and Linguistically Sustaining Pedagogy

The development of the Self-Identity module is based on research that included the Eight Competencies for Culturally Responsive Teaching (New American, 2019), the Four Global Competencies (Asia Society, 2006), and the California English Learner (EL) Roadmap (CDE, 2018).

Guided by the Eight Competencies for Culturally Responsive Teaching (CRT), which were developed by New American (2019) as a result of an exhaustive review of the literature on culturally relevant, responsive, and sustaining pedagogies, the work highlights these eight interconnected competencies as common skills across research, grade levels, and subject areas. Figure 1 summarizes all eight Competencies for Culturally Responsive Teaching.

We addressed all eight competencies of culturally responsive teaching in professional development for the Self-Identity modules and embedded **three** of the eight competencies deeply

throughout the modules. These three competencies include:

- **Competency 1--Reflecting on one's cultural lens:** This competency addresses self-awareness of one's own cultural lens as we try to understand our students' cultural lenses.
- **Competency 4--Bringing real-world issues into the classroom:** This competency refers to developing community projects, encouraging students to be agents of change, and inviting students to take action.
- **Competency 6--Promote respect for students' differences:** This competency refers to understanding how to engage across differences and create a sense of responsibility in addressing injustice.

The module content was also informed by the Asia Society and the Council of Chief State School Officers' (CCSSO) Global Competencies (2011), which invite educators to:

- **Investigate the world beyond their immediate environment,** framing significant problems and conducting well-crafted and age-appropriate research.
- **Recognize perspectives, others' and their own,** articulating and explaining such perspectives thoughtfully and respectfully.
- **Communicate ideas effectively with diverse audiences,** bridging geographic, linguistic, ideological, and cultural barriers.
- **Take action to improve conditions,** viewing themselves as players in the world, and participating reflectively.

The eight CRT Competencies and the four Global Competencies both heighten the skills for students to be able to take action, build bridges across differences, and be agents of change in their communities.

Lastly, our work was informed by the following four principles of the California English Learner Roadmap:

1. Assets-Oriented and Needs-Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions that Support Effectiveness
4. Alignment and Articulation Within and Across Systems

The first two principles were emphasized throughout our professional development and module development and included a particular focus on the strengths and assets, especially multilingual assets, that ELs bring to school. Additionally, we ensured that the lessons were rigorous with appropriate scaffolding throughout in order to guarantee intellectual quality and meaningful access.

Instructional Activities for Developing Self-Identity

The Self-Identity module introduces the important concepts of name, self-identity, and how students can positively impact their learning community. In this module, students engage in activities to explore their self-identity, which helps them make choices that will positively affect their class community, and more importantly, their role as learners.

The four activities below exemplify the development of self-concept through culturally and linguistically sustaining instruction.

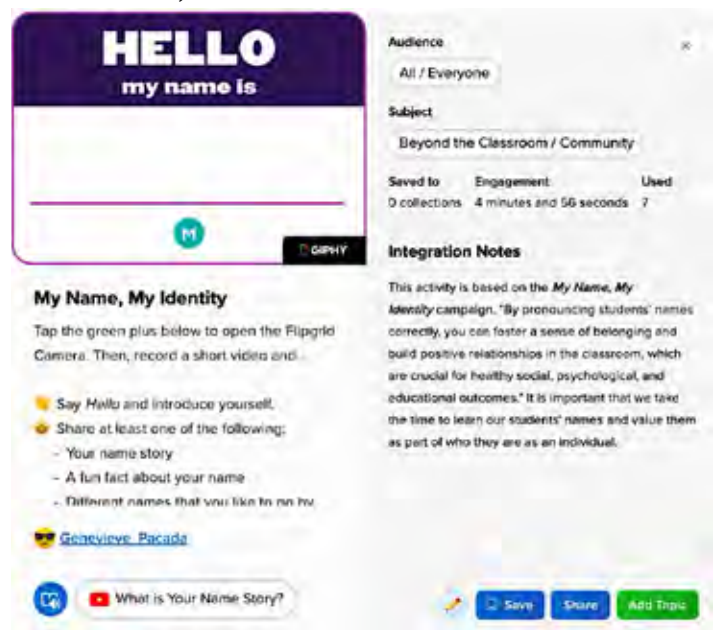
Activity 1. My Name Story

What is your name story? What does knowing and correctly pronouncing someone's name mean to a person? To pique student interest in the topic of self-identity, *My Name Story* invites students to share a brief story about their name. The activity may ask students to share a fun fact, different names that people call them, or their name story. In this short activity, the class recognizes the importance of correctly pronouncing students' names in order to make students feel valued, included, and respected at school and in the entire community.

To facilitate these classroom discussions, teachers can use a tool called [Flipgrid](#). Flipgrid is a free, easy-to-use, and accessible tool that can help teachers create a group, post discussion topics, and invite students to record a short video with answers to discussion questions. The following are examples of a newcomer student from Santa Clara Unified School District in California, sharing his name story and a Flipgrid activity (Figure 2).

"I am Iskandar from Jordan. My father named me after my grandfather. My name comes from the Middle East. I am named after Alexander the Great. It means the defender of mankind. In the Arabic language, every name has a meaning." —Iskandar, Newcomer Student, Santa Clara Unified School District; Alicia Vázquez, Teacher, Santa Clara Unified School District.

Figure 2. Flipgrid Activity created by Gena Pacada, Academic Technologist, Santa Clara County Office of Education



Activity 2. Write Poems

There are different ways that teachers can have students write poems to share their name stories. Figure 3, "Name Poem Directions", is an example for teachers to use and adapt. Figures 4-6 provide examples of student "I Am" poems.

Figure 3. Name Poem Directions and Template, created by Alicia Vázquez, Teacher, Santa Clara Unified School District

Your first name

Line 1 - It means ... 3 adjectives that describe you
 Line 2 - It is the number ... any number you choose
 Line 3 - It is like ... describe a color but don't name it
 Line 4 - It is ... name something you remember experiencing with family or friends that makes you smile to recall
 Line 5 - It is the memory of ... name a person who is or has been significant to you
 Line 6 - Who taught me ... 2 abstract concepts (such as "honesty")
 Line 7 - When he/she ... refer to something that person did that displayed the qualities
 Line 8 - My name is ... your first name
 Line 9 - It means ... state the meaning
 Line 10 - It means ... state something important you believe about life

Figure 4. I am Poem by Jochelle Tiotuico, 11th Grade Student, East Side Union High School District, 2020.

I am Poem
 Jochelle

It means unique, imaginative, and adventurous
 It is the number 4
 It is like the ripeness of a banana
 It is like our water balloon fights
 It is the memory of my grandpa, whom we call "Tatay"
 Who taught me growth and hilarity
 When he played basketball with us since I was young and his funny catchphrases
 My name is Jochelle
 It means exuberant and amiable in unexpected ways
 It means to remember the song lyrics "never say never" by Justin Bieber featuring Jaden Smith

Figure 5. I am Poem Template, Read Write Think

I am (two special characteristics)

I wonder (something you are curious about)
 I hear (an imaginary sound)
 I see (an imaginary sight)
 I want (an actual desire)

I am (the first line of the poem restated)
 I pretend (something you pretend to do)
 I feel (a feeling about something imaginary)
 I touch (an imaginary touch)
 I worry (something that bothers you)
 I cry (something that makes you very sad)

I am (the first line of the poem repeated)
 I understand (something you know is true)
 I say (something you believe in)
 I dream (something you dream about)
 I try (something you make an effort about)
 I hope (something you hope for)
 I am (the first line of the poem repeated)

Figure 6. I am Poem by James Carreon, 11th Grade, East Side Union High School District, 2020

I am kind and funny

I wonder what college I will get into

I hear the gentle sounds of the rainforest

I see the entire evening sky

I want to live in New York City

I am kind and funny

I pretend I have superpowers that let me control water

I feel the warmth of my parent's love for me

I touch a cloud on a summer's day

I worry about my family members who have COVID-19

I cry about racism happening in the world

I am kind and funny

I understand that everyone will grow up

I say that everyone has an opportunity to grow more each day

I dream about what it's like to be all grown up

I try to help others as much as I can

I hope I can see my grandparents again at a family reunion

I am kind and funny

Activity 3: Use the Arts to Share Name Stories

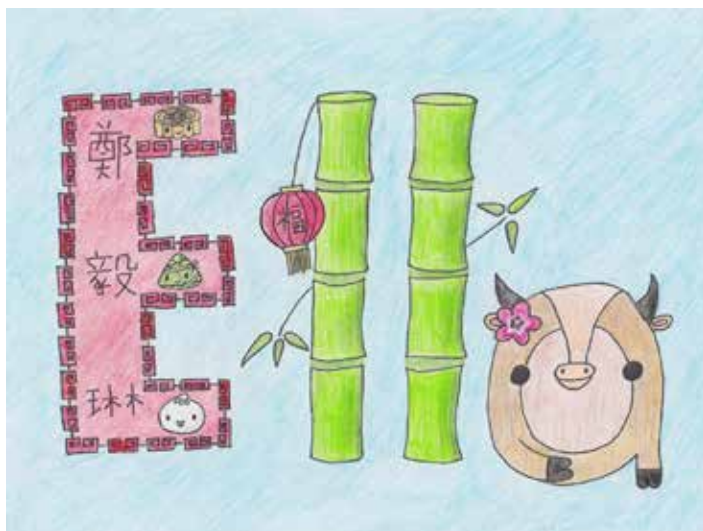
Creative arts expression is a powerful tool that can share student voices and celebrate the richness of culture. Teachers can encourage and guide students to share their name stories and self-identities through illustration. Figure 7 shows a student portrait and the words used to describe themselves.

Figure 7. Nguyen Truong, 11th Grade Student, East Side Union High School District, 2020

The following Figure 7 are examples (Figures 8 and 9) of how students use artwork to express their names, identities, languages, and cultures:

"My name is Ella. My Chinese culture inspired me to turn each letter of my name into something meaningful to me. The "E" is in red, which is considered a lucky color. I included my name in Chinese, "Cheng Yi Ling," which means "perseverance" and "treasure." I drew a mooncake, sticky rice wrapped in a bamboo leaf, and my favorite, a steamed pork dumpling (xiao long bao). The "l"s are bamboo stalks that pandas love to eat and I love pandas. The "a" is in the shape of my Chinese zodiac sign, the ox."

Figure 8. Wō De Míng Zì Shì Ella by Ella Cheng, 3rd Grade Student, Sunnyside School District, 2019



"Before my birth, my parents visited the Golden Temple, which is one of the most sacred places of worship for Sikhs, to seek divine blessings. After I was born, my mother decided to name me "Mehtar" which means "blessing" in Punjabi. This is why I drew the Golden Temple. India has a rich cultural heritage with 23 recognized languages. I have written my name in a few of them. I have also tried to incorporate my two favorite festivals, "Holi" and "Diwali," along with mouthwatering samosas. I really feel I am "blessed" to experience such an amazing culture."

Figure 9. Blessed by Mehtar Bhatia, 5th Grade Student, Evergreen School District, 2019



Activity 4: Family Tree

The Family Tree Activity is intended to help students understand their family history and how members of their families play a role in their community. It is essential for students to understand the relationship between themselves, their families, and the community. Students create a [Family Tree](#) by interviewing family members and researching their family history. They can use a free digital template from [FamilyTreeTemplate.net](#) to create the Family Tree. Students can research any family member who was/is a part of the community as an employee or a volunteer and highlight his/her contributions to the community.

With this activity, teachers can share different types of family structures. It is also important to note that the members and their roles are constantly evolving due to life circumstances. For example, when a family member gets married or has a baby, it changes the family structure. If someone moves to a new country, they may make new friends and treat their new friends as family members. Each individual has the right to determine who they consider their family members. Figures 10 and 11 are two examples of a Family Tree:

Figure 10. My Occupational Family Tree by Adhvay Jagadeesh, 6th Grade Student, Berryessa Union School District



Figure 11. Family Tree by Thi Tang, 12th Grade Student, East Side Union High School District, 2020



Conclusion

Teachers are invited to access the teacher-created lessons to better understand ways to support students' pride in their name, help them develop their sense of self-identity while simultaneously building relationships with their community in a distance learning environment. The SCCOE offers a free online course, **Culturally & Linguistically Sustaining Instruction through My Name, My Identity**, which includes the integration of both content pedagogy and technology.

We encourage teachers to enroll (www.bit.ly/MNMIcourse) and access the lesson materials. We strongly believe and encourage using an asset-oriented approach in engaging students in the co-creation of knowledge. When students understand their name and self-identity, it will lead to stronger student agency and a more inclusive learning environment that will enable students to make choices that will positively affect them as learners and the class community. Building relationships and communities through researching students' names, languages, and cultures are crucial for engaging them in the learning process.

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Notes:

Academic self-concept is consistently linked to later achievement (Huang, 2011; Valentine et al., 2004) and educational choices (Marsh & O'Mara, 2008; Parker et al., 2014). Unfortunately, the knowledge and skills students bring to school are often not capitalized on by standard instructional methods, and as a result, students may not view themselves as "active learners," leading to negative long-term outcomes.

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Where I'm From, De donde soy



María Villa-Márquez, M.A.
CABE Director of Parent and Family Engagement

I am from *tortillas de harina hechas por las manos de mi madre*

from *El Rosal* and *frijoles refritos*.

I am from the *Casa Azul Chiquita*

in the small, noisy wooden-floor house.

I am from the *algodón*

de tierra caliente de mi padre.

I'm from *La Reina de México*

Tamales and *cantado con familia La Guadalupana*,

from Rebeca Villa and Jesus Villa.

I'm from the *bailes con conjunto norteco*

and *charreadas con mi abuelo el Charro Hilario Villa*,

from *el que madruga Dios lo ayuda*

and *la carga hace andar el burro* that Sr. Villa would remind about.

I'm from *La Virgencita de Guadalupe*.

I'm from Torrance Chicana

carne asada y quesadillas

from the *Abuelito Hilario* who *se lucía en su caballo El Sapo y su traje de charro*

the Jesus Villa *agricultor algodonero*.

My mother's pride and joy hangs above her chimney: a picture of four *Nietos* Christina, Britney, Nathan, y Frank.

Yo soy María Villa-Márquez.



“My Skin Will Stain”: Centering Discussions of Race and Racism in Dual Language Programs



Verónica González, Ph.D.
California State University–Los Angeles

I was a long-term substitute teacher in a Dual Language (DL) Transitional Kindergarten (TK) classroom supporting Estefanía, a light-skinned Latina student, and Michael, a dark-skinned Black American student, with resolving a conflict when I was reminded that it is never too early to talk about race. After discussing their thoughts and emotions related to the conflict and brainstorming possible solutions, Michael suggested they could conclude the conversation by shaking hands. As Michael extended his arm, Estefanía pulled away. After witnessing Estefanía’s reaction, Michael stated, “It is because my skin will stain hers.”

In disbelief, I asked Michael to repeat his statement. He said, “My skin will stain hers.” He went on to say that, because his skin was black and Estefanía’s was white,

he would stain her if he touched her. As a light-skinned Latina, I held his hand against mine in an attempt to rebut his hypothesis. I pointed out that his hand was not “staining” mine and that it couldn’t. Michael confessed that a friend had told him that his skin could stain. I assured Michael that his black skin was beautiful. However, I was well aware that praising his skin was insufficient to undo the internalized racism he was experiencing and the fact that he already had negative connotations about his racial identity at the age of five.

Impact of Race in DL Programs

The diversity present in DL programs, especially in two-way models, is celebrated and positively associated with growing cross-cultural competence between students. However, this growing ethnic,

racial, linguistic, and socioeconomic diversity has been accompanied by inequities in access, delivery of services, and misperceptions of minoritized students (Cervantes-Soon et al., 2017). Valdés (1997; 2018) has cautioned DL programs to equitably negotiate the differing interests of the groups they serve—those who seek DL programs for educational justice and those who seek DL programs for economic benefits and global competence. Valdés also urges us to consider how we serve, or fail to serve, Black students within DL programs. The reported inequities, which have race as a common denominator, highlight how DL programs are not immune to the stratification of race so deeply embedded in the fabric of the United States.

The Black Lives Matter movement and

the unmasking of systemic racism in the United States during the 2020 syndemic (*synergistic epidemic*)—the convergence of multiple pandemics including racism, COVID-19, and the economic crisis—has debunked the myth of the United States being a post-racial society. Considering the impact that race and racism have at every level of our society, including DL programs, as DL educators, we must ask ourselves: How are we working towards dismantling racism and transforming society? How are we preparing students to do this work alongside us? We must begin by problematizing race and racism and analyzing how it impacts our ideologies and practices. Simultaneously, we must provide students at every level of schooling, from TK to teacher education programs, with opportunities to interrogate systems of oppression.

DL Teachers' Ideologies of Race

A comparative case study of DL teachers' and students' discourses surrounding differences suggests that teachers' conceptualizations of race impact students' cross-cultural attitudes (Stolte, 2017). Stolte investigated two DL programs and found that in the DL program where teachers embraced "color-blind collectivism"—the minimization of differences—students were more likely to have negative racial attitudes about those of a different racial identity than themselves. In contrast, in the DL program where teachers demonstrated "dynamic dissonance"—the problematization of differences—students were more inclined to have positive racial attitudes about those that were of a different racial identity.

Stolte's study highlights the interconnectedness between teachers' ideologies and practices, as well as the impact they have on students' perceptions of race. Furthermore, on the topic of DL teachers' ideologies of race, in the study *Beyond Language: Critical and Sustainable Sociocultural Competence in a Dual Language Program* (Gonzalez, 2020), I examined the ideologies and practices of teachers at an academically high-performing DL program in relation to critical and sustainable sociocultural competence. Through critical and sustainable sociocultural competence, the goal is to center critical consciousness within DL efforts to ensure that equity

is placed at the forefront and sustained (Cervantes-Soon et al., 2017).

Findings from this study highlight that one of the challenges to implementing critical and sustainable sociocultural competence is that teachers have (mis)conceptions of race, which result in the erasure of race and racism. The reported (mis)conceptions of race include using race and culture interchangeably, perceiving students as racially colorblind and equating that as a positive school characteristic, viewing young students as not having the capacity to discuss race, racializing language, and equating white with being "very American."

In regards to practices, these (mis)conceptions of race result in lessons that perpetuate stereotypes, erasure of critical conversations regarding race, minimization of racial incidents between students, and in utopic versions of diversity that center on a *tourist curriculum* approach (Pelo, 2008). Furthermore, findings also suggest that the Latinx-centrism present at the school site homogenizes the Latinx culture and erases the complexity of racial hierarchies within Latin America; consequently, rendering invisible Afro-Latinidad and the few Black students at the school. Similarly, findings from the case studies described highlight the urgency to center discussions of race and racism within DL programs since teachers' ideologies work to perpetuate or disrupt the stratification of race through their practices.

Talking about Race in Bilingual Teacher Preparation

As a bilingual teacher educator, I center discussions of race and racism in courses to develop teacher candidates' (TCs) ideological clarity. By fostering ideological clarity, the goal is for TCs to name and contest dominant ideologies and hegemonic practices that get reproduced in classrooms (Alfaro, 2018). I facilitate an activity that draws on the Museum of Tolerance's professional development series on race in the classroom. This activity sheds light on the complexity of

race and the reality of systemic racism in the United States. First, TCs are instructed to complete the following statement: "Talking about race is ____." In one course of 16 TCs, the majority noted that talking about race was difficult, yet necessary. The TCs were then asked to share the race with which they identify. Out of the 16 TCs, 13 were non-Black Latinx, and three were white. The Latinx TCs struggled to name their race and either skipped their turn or shared their ethnicity or nationality by stating

Mexican American, Latinx, or Hispanic. One of the TCs stated her ethnicity as Latinx and recognized that racially she was white, which granted her a degree of privilege. Two of the three white TCs identified their race as human, and the other TC shared that she was white while including an acknowledgment of her privilege.

This led to a discussion about how the difficulty in naming one's race is connected to the political and social construction of race. We collectively brainstormed the impact that race has on the institution of schooling in relation to the opportunities, or lack thereof, that individuals have access to, based on race. TCs responses included: tracking, discipline disparities, inferior perceptions, school funding, school to prison pipeline, redlining, "achievement gap," and education debt. This whole-class brainstorming was then followed by TCs discussing the impact race has on other institutions (e.g., the court system, media, DL programs, healthcare, prisons).

Analyzing the impact of race on various institutions sheds light on systemic racism and the fact that, although race is a social and political construct, it profoundly impacts the experiences of students, families, and communities. This activity was also coupled with a discussion of the four I's of oppression—ideological, institutional, interpersonal, and internalized. I have learned from centering discussions of race and racism in courses that TCs need to have a critical awareness of their positionality concerning their race. White TCs need to acknowledge their race and their accompanied privilege, rather than subscribing to the "we are all human" rhetoric. Latinx teachers also need to have

...he already
had negative
connotations
about his
racial identity
at the age of
five.

an awareness of race and the impact of colorism on race relations in Latin America, including how it gets translated to the context of US race relations.

The activity above is a minimal attempt at closing the racial

literacy gap that permeates our society. Teacher education programs must systematically include analysis of race and racism so that future teachers gain an in-depth understanding of racism and how the institutions in which we participate reproduce it. Additionally, learning spaces that problematize race and racism are urgently needed for all educators, including in-service teachers and administrators, in order to better understand our relationship with this powerful system of oppression. Without a foundational understanding of systems of oppression, DL teachers will lack the ideological clarity to identify and interrupt dominant ideologies that uphold racism.

We must lean into the discomfort and challenge ourselves to create intentional spaces where we discuss topics on diversity ... that have profound implications in the lives of our students.

In response to Michael's "my skin will stain" statement, I recreated the curriculum by centering race into the following week's Spanish Language Arts block. At the beginning of the year, when working towards building community, the students engaged with the text "The Colors of Us" by Karen Kats. They discussed differences in skin color, as well as names they could use to describe different shades of skin. Michael's "my skin will stain" statement was a reminder that discussions surrounding differences, such as race, must not be taught in isolation or solely at the beginning of the year, but instead, they must be centered throughout the school year. I opted to use "Skin Again" by bell hooks to engage students in further conversation about skin color and racial differences. Through this powerful text, we discussed how our skin is a covering that only tells a small part of our identity. We talked about how we all have a different skin cover that is special and how there is a lot more to

our identity. Students named the color of their skin and selected a crayon that most closely represented their skin color to complete a self-portrait—students should always have access to "multicultural" crayons. It was a powerful experience to listen to five-year-olds name their skin color while acknowledging the difference between their skin and that of their peers.

challenge ourselves to create intentional spaces where we discuss topics on diversity (i.e., race, ethnicity, socioeconomic status, gender, sexual orientation, ability) that have profound implications in the lives of our students. One challenge in creating this lesson was translating the text into Spanish while creating enough supports for the Spanish Language Learners to also engage in the important conversation. Another challenge was determining a developmentally appropriate way for five-year-old children to talk about race. Nonetheless, research shows that children begin to participate in the hierarchy of race at a very early age; thus, we must begin to challenge negative prejudices early on (Van Ausdale & Feagin, 2001).

I hope that Michael's future teachers will further support him in embracing his racial identity and aid Michael's friend in understanding that Black skin does not stain. Michael needs to see people that look like him represented in the stories being read. Michael needs to learn about collective resistance and the power of the Black community. Michael needs to see Black joy being centered in his classroom. Michael urgently needs us to become antiracist educators and support him in unlearning the internalized racism that he already holds at the age of five. And Michael's friend also needs this from us. I leave you with two final questions: How will you support the Michaels in your classroom? How will you center Black Lives Matter in your work?

Talking about Race in a TK DL Classroom

Planning a lesson on race for a TK classroom was not easy, and it shouldn't be. We must lean into the discomfort and

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Dear Sun Maiden



María G. Mejorado, Ph.D.
California State University—Sacramento



To the Sun Maiden's beauty and pride
Radiating perfection and golden locks
It is not "just grapes and sunshine"
As stated on your little red box.

If only grapes and sunshine sufficed
Then they'd simply remain on the vine
Foliage needing only to be excised
To let the sun shrink them into sweet raisins fine.

The only truth on your little red box
Is the overpowering sun heating more
Mixed with dirt and gnats only mocks
Making a dirty job dirtier than before.

How do they get into your little red box?
Most don't know; others don't care.
Done by those with few options and/or no docs
Others only see cheap labor there

I know how they got into your little red box.
I know who works and plays the part.
I know that story by heart.
For in that process, I took part.

It is being awakened at the crack of dawn.
Feet touching the cold linoleum floor
Where tiles are there no more
Tortillas fragrant, rice, and beans, protein for the poor.

It is putting on protective clothing to confront
Swarms of wasps and black widows that hide
Long sleeves, pants, and gloves upfront
Regardless of the 100 degrees that only rise.

Mom combats wasps bravely.
A brown paper tray lit with a match.
Like a knight, she raises her sword daily.
And the hive falls and is smashed.

"Where's your hat?"
"Go get it back."
"Put it on your head now; it's no joke."
Her only way to protect her children from heatstroke.

I deliver paper trays at my family's beck and call.
"Where's the water?" I hear from afar
The one-gallon glass jug I keep in the shade.
At age 5, my job is to help my family hydrate.

I learn not to drink,
For there is no place to squat to take a leak,
Unlike my brothers, who simply stand, point, and aim.
There's nothing worse than pee running down my leg.

César Chávez becomes my hero
For he wins porta toilets in the fields.
"Careful, Mijita, don't want los rancheros to know
Or we may not have their fields to toil tomorrow."

Picking grapes takes skill
The sharpness of the knife reveals
Light hands catch clusters gently
Experienced ones move them quickly.

Head home each day after 500 trays
Return to turn them in 7 more days
New paper over dried and flip away
For grapes to dry and sweeten for the Sun Maiden today.

Return in another 5 days, we're told.
Into large cigarettes, we then roll,
Then again into snug snails
Filled with the sweet treats to inhale.

Place onto a slow-moving tractor hoisted
Driven to Bonner Packing House to be invoiced
Washed and dried, then poured
In your little red boxes for selling at stores.

Dusty, hungry, thirsty, and tired
Race to the shower before we retire
Oldest goes first; he has a date to make
Others follow; I'm left last to patty-cake.

Into the old washer, dirty clothes tangle
Mom rinses and runs them through the hand-cranked mangle.
Each item pinned on steel wires hangs and dangles.
There's so much for which to be thankful.

She returns to cook beans and rice.
Rolls out fresh tortillas for her hungry bunch,
Then again in the morning to pack our lunch.
Dear Miss Sun Maiden, I tell you no lie,

It's NOT just grapes and sunshine!!!



My Journey in Spanish Language Acquisition and Dual Language Leadership as an African-American Woman



Michele R. Dean, Ed.D.
California Lutheran University

Acquiring a second language is a lifelong pursuit and not an endeavor that occurs in isolation, nor solely in a classroom environment for a set period of time. Learning a second language is an ongoing, immersive experience devoted to comprehending, speaking, reading, and writing the language, as well as understanding, appreciating, and engaging with the cultures, people, and places where the language is spoken.

If you are an African-American, English-only speaker, this language learning pursuit is unique. If the second language is not spoken in your home, and language models are not readily available, your journey is a challenge—one that is deliberate, purposeful, and meaningful.

As a female, African-American, dual language educator, I share my personal experiences in learning Spanish as a second language, eventually leading an award-winning Dual language program and setting a legacy for other programs across Ventura County, California.

My Story

My language acquisition journey began as a child learning Japanese in a dual language classroom at Matthew C. Perry Elementary School, a Department of Defense School in Iwakuni, Japan. My father's career in the United States Navy led us to a four-year stint in Japan, where I attended first through fourth grades. All week, we were taught by an American

teacher and a Japanese teacher who co-taught our class. Monday through Thursday, all instruction was in English, and on Fridays, lessons in reading, writing, mathematics, science, and the arts were all in Japanese. I clearly remember learning mathematics using an abacus, writing Japanese letters in ink on rice paper, reading Japanese stories, struggling with origami, and learning about Japanese days of honor, celebration, and respect. For my eighth birthday, I received my first kimono and obi. During this time, I also started my Japanese doll collection. I vividly remember the joy I experienced learning a second language and a new culture while living in a beautiful and different country. This enriching experience transformed me as a person and as a lifelong language learner.

After living in Japan, we moved to Oxnard, California, where my father was transferred to Point Mugu Naval Air Station in Ventura County. As a student growing up during the Sputnik era, when many schools began offering foreign language instruction at the elementary level, I attended Kamala Elementary School in the Oxnard School District, where I was fortunate to continue learning a second language—this time Spanish. Because of my exposure to learning Japanese, I embraced learning an additional language, and I clearly remember my starring role as *Caperucita Roja* in our fifth-grade classroom play!

My Spanish language learning continued from elementary school into middle school and through four years of high school. Once I decided to pursue my passion and become a teacher, the natural next step was to study Spanish in college to enhance my instructional capacity and cultural awareness and to continue enjoying learning languages. I knew I was destined to become a bilingual teacher.

Serving as a Bilingual Educator, Administrator, and Role Model

After earning a bachelor's degree and bilingual teaching credential, I was fortunate to serve as a bilingual elementary teacher for almost twenty years, continuing to develop Spanish oral skills, biliteracy, and bicultural awareness. As a Title VII Fellow, I earned my master's degree and administrative services credential with an emphasis in bilingual education, preparing me to lead bilingual programs at the school and district levels.

Serving as a bilingual teacher afforded me numerous educational and professional development opportunities. One career highlight was working as a classroom consultant for the Western Area Region of Scholastic Publications during the development of their inaugural reading series, Literacy Place/Solares and Transition Kit. For three years, I shared my bilingual third graders' classroom implementation experiences using the Scholastic materials and touted the quality and effectiveness of these well-developed bilingual literacy programs.

After twenty years as a bilingual teacher, I served in multiple positions at the administrative level: middle school assistant principal, district professional development administrator, and elementary principal for eight years at a Title I school with a 90:10 dual language program strand. This school, Montalvo Elementary School in the Ventura Unified School District, started the first dual language program in Ventura County. (The Ventura Unified School District now has a PreK-12 dual language program.) As an African-American woman and a second language learner, I was proud of this unique leadership opportunity. In 2007, we received the Title I Achieving Schools Award from the California Department of Education for academic achievement. Then, in 2011, our dual language program was the first Ventura County school to earn the CAFE Seal of Excellence! While principal at Montalvo Elementary School, I earned a doctorate. Yes, as you may have guessed, my dissertation was on dual language, high expectations, and academic achievement!

Building Capacity as a Lifelong Second Language Learner

Reflecting on my thirty-seven years as a bilingual public school educator, I can see that my love of language, people, and culture has resulted in an extraordinary journey. As a university faculty member working in teacher education, I advise teacher candidates to pursue language learning opportunities to enhance their teaching capacity, instructional knowledge, and cultural awareness. As the Field Placement Director, I secure and confirm teacher candidates for kindergarten through 12th-grade student teaching placements in dual language classrooms across Ventura County school districts.

To model lifelong language learning, I attend an annual summer language enrichment course for university faculty members. As a Ventura County CAFE Chapter member, I advocate for dual language programs and plan our annual professional development conference. I recently served as a conference planner for the 2020 Ventura County Office of Education Dual Language Summit.

I also continue to practice my Spanish and promote language learning by doing bilingual presentations, conducting community service projects, such as parent workshops, and reading bilingual books during Black History Month. I've also taught Spanish language classes for African-American children via our NAACP Saturday School and beginning classes in Spanish for adults at local Black churches.

Committed to promoting the value, both personally and professionally, of learning a second language and the strengths and significance of dual language education, I am proud to speak about dual language programs and their impact across Ventura County. The momentum that began with one program at Montalvo Elementary School has expanded to twenty-seven programs across the county and continues to grow. What started as a childhood joy has evolved into a lifelong journey of learning Spanish, and I look forward to continuing to embrace the language, support student language learning, and enhance the lives of many through second language acquisition.





Photo by Beate Bachmann, WallpapersCraft/Pixabay

Eres el espejo, You Are the Mirror



Shira Sandell, M.A.
Pioneer Elementary School,
Escondido Union School District

Eres el espejo
En el reflejo veo
Este momento precioso
Una vida llena de cuentos
La esperanza para mañana
Pero más que nada
Veo un universo
Tu universo
El universo que iluminas
Con cada respiración

You are the mirror
In the reflection, I see
This precious moment
A storied life
The hope for tomorrow
But more than anything
I see a universe
Your universe
The universe you illuminate
With every breath

This poem is dedicated to my 2019-2020 Dual Language Program class of 24 second-grade students. Poetry was a focus during the year, and my students listened to and read poetry, wrote their own poems, and memorized and performed them. My students were ready and looking forward to performing at the California Center for the Arts in Escondido on March 22nd, but all performances were canceled due to COVID-19. My students and their families inspired and amazed me all year—especially during our distance learning from March to June.

—Shira Sandell.

Dual Language Education—Access, Equity, and Excellence: A Liberatory Design Framework



Cristina Alfaro, Ph.D.
San Diego State University



Olympia Kyriakidis, Ed.D.
San Diego County Office of Education

Excellence without equity is mediocrity, and equity without excellence is an oxymoron. (Johnson, 2019).

This year, 2021, marks the 40th anniversary of the landmark *Castañeda v. Pickard* (1981) federal court case in the United States. Although the *Castañeda v. Pickard* case, in many instances, has been disregarded by academics, educational leaders, and practitioners, this was the first and most significant court case that provided federal guidelines (listed below) for advocates, lawyers, and Office of Civil Rights (OCR) on the minimum requirements to implement an effective bilingual education program:

- The bilingual education program must be "based on sound educational theory."
- The program must be "implemented effectively with resources for personnel, instructional materials, and space."
- After a trial period, the program must be "proven effective in overcoming language barriers."

At the 40th anniversary, we take this opportunity to reflect on the past as we prepare for the future, using *Castañeda v. Pickard* to interrogate the present condition of dual language education critically and to explore what is needed to (re)conceptualize high-quality dual language programming with access and equity at the core (Alfaro & Hernández, 2016). Language policy and politics have become essential tools for manipulation, not only within the nation and states, but also within social and political entities, and play a central role in the conception and perpetuation of unified, homogenous ideologies (Shohamy, 2006). This article focuses on furthering the theoretical and practical understanding of language policy implementation in dual language programming through the utilization of the Liberatory Design Framework.

Liberatory Design Framework

Dual language programs have steadily increased in popularity across the nation for numerous reasons. As these programs are developed and implemented, equity challenges often emerge if there is a weak design or implementation process or if that process lacks a strong equity lens. For districts or schools to successfully implement dual language policy and programs that lift English Learners' outcomes, they need an equity-focused process to facilitate change and remove systemic barriers. Liberatory Design is a continuous improvement process to address equity challenges and facilitate change efforts in complex systems. According to the National Equity Project's website, it is both a process and a practice to:

- Create designs that help disrupt inequity and increase opportunity for



- those most impacted by oppression;
- Transform power by shifting the relationships between those who hold power to design and those impacted by these designs;
- Generate critical learning and increased agency for those involved in the design work.

The Liberatory Design Framework is adapted from the D-School's design thinking process and the National Equity Project's equity leadership development approach. The core purpose of Liberatory Design is to create opportunities for human-centered design through an access-and-equity lens. Educators utilizing Liberatory Design are guided to focus on the needs of the end-user. In the case of dual language program design, the end-users are students and their families, with particular attention centered on English Learners' needs and experiences. Designers notice and reflect on the identities, experiences, and biases they bring to a design opportunity and consider the broader historical context of oppression and opportunity inherent in educational systems.

Educators can facilitate Liberatory Design through the use of a practical tool, Liberatory Design Cards, which can be found on the National Equity Project's website, <https://www.nationalequityproject.org/frameworks/liberatory-design> and on Stanford's school website, <https://dschool.stanford.edu/resources/liberatory-design-cards>. Divided into two sections, the Liberatory Design Cards include 1) **The Liberatory Design Process**, a flexible process that includes these stages: *Notice/Reflect*, *See the System*, *Empathy*, *Define*, *Probe*, *Prototype*, and *Test*; and 2) **Equity Leadership Habits**, which help the educational designer to surface particular beliefs, values, and stances to ground and focus their design practice to increase outcomes for historically racialized and underserved students. Some examples of the Equity Leadership Habits include: *Practice Self Awareness*, *Focus on Human Values*, *Embrace Complexity*, and *Build Relational Trust*. The Liberatory Design mindsets guide the educational designer to create intentional-strategic transformation through inquiry, invention, and reinvention.

For apart from inquiry, apart from the praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other (Freire, 1970).

For Freire (1970), the construction of knowledge – particularly by and with racialized populations – must evolve organically through a humanizing praxis anchored in the voices, sensibilities, and the contextual realities of the communities we serve. The Liberatory Design cards can be customized and utilized to match each school community's context, providing a process to explore systemic oppression and disrupt inequities. Given this, the Liberatory Design Framework cohesively aligns to the problematizing process presented by Freire (1993) as a way to analyze and move away from the colonization of the mind and as a pathway to developing ideological consciousness, action steps, and transformation.

Freire's Problematizing Process

Freire (1993) reminds us that "teaching and learning in schools constitutes a political act tied to the ideological forces that operate on behalf of the dominant class. Education never is, has been, or will be a neutral enterprise" (p. 127). The Liberatory Design Framework is the anchor needed to connect the ideological



with the pedagogical, programmatic, curricular, and evaluative dimensions for establishing access, equity, and excellence in dual language programs. More often than not, educators perceive the focus on deepening ideological clarity and education political consciousness as less essential than the objective of academic achievement and the development of bilingualism and biliteracy (Alfaro, 2018; Freire, 2016; Palmer & Martinez, 2013). Given this, we find ourselves at the center of a transformative era, in both theory and practice. The Liberatory Design Framework propels us to interrogate our beliefs in order to confront racism, classism, sexism, and linguisticism that potentially impact the quality or lack thereof in dual language programs. Freire (1993) introduced the problematizing process, where critical conversations start with the following problematizing questions:

1. What is the problem/situation?
2. What is the context of the problem/situation?
3. What are my limit situations/parameters?
4. What are my potential limit acts/actions?
5. Who are my potential aliases?
6. What are the resources available?

In this dialogical process, it is imperative to realize the third question: What are my limit situations/parameters? It is key to recognizing how much responsibility an educator can realistically assume. Freire (1993) cautioned educators to engage their work by carefully examining who and what gets in the way of transformative action to figure out how to work with, around, and through the

system. According to Freire (2005), the limit situations in and of themselves do not create a climate of hopelessness, but how the limit situations are perceived at any given historical moment. This process prepares educators to contest inequities in dual language education and to engage in advocacy work and research as an outcome of their enlarged ideological clarity and critical consciousness. In this next section, we describe how we have implemented this framework to reconceptualize our work and research in this time of political unrest and societal uncertainty.

District and Site Design and Implementation of Dual Language Programs

The San Diego County Office of Education's (SCDOE) Multilingual Education and Global Achievement Department (MEGA) has explored the application of Liberatory Design as a powerful tool in building the capacity of districts to provide access and equity to quality dual language programs. Liberatory Design is a powerful tool that supports districts and schools to understand the needs of the students, families, and communities they serve through practices such as empathy interviews, focus groups, and student shadowing. As schools explore their systems, a fundamental problem often identified is the lack of authentic stakeholder input in the design and implementation process. A lack of empathy for the families and students keeps the focus of leadership on the wrong drivers in designing and implementing programs. For example, a school may design dual language programs in order to increase their enrollment. In using this type of driver, they might design to attract families from across the county, ignoring the needs of the families and students in their own system. A result might be an unbalanced two-way program with a high population of English-only students and inadequate services for English Learners.

In using Liberatory Design, a district team creates a space for those closest to the problem (historically racialized and underserved students and their families) in the design and implementation process. For dual language programs, a successful design team includes representation

from English Learner students and their families. By keeping the focus of the design team on the needs of English Learners, a district would likely land on the right type of driver, such as designing and implementing research-based, two-way models to improve biliteracy and academic outcomes for their English Learners. Through the Liberatory Design process, the design team continues to focus on the needs of their English Learner students throughout the entire design and implementation process, ensuring a quality dual language program with strong academic and biliteracy outcomes for all students.

Institutions of Higher Education: Dual Language Teacher Preparation

San Diego State University's (SDSU) Department of Dual Language and English Learner Education has historically been a leader in the preparation of dual language educators, where Freire's problematizing process has been a driving force in how curriculum is developed and implemented. Moreover, we prepare teachers in a binational and bilingual context due to our proximity to the Mexico border and our commitment to serving the 54,000 students we share between California and Baja California, Mexico (Alfaro & Gándara, in press). The Liberatory Design Framework has been an added dimension to our current work in educator preparation, as well as in the area of preparing globally conscious citizens at the university level. We maintain that it is insufficient and inappropriate to

strengthen prospective dual language teachers' teaching competence without equally addressing dominant ideologies and asymmetrical power relations. Furthermore, given the hegemonic nature of past and current political ideologies, many prospective teachers have likely unconsciously developed deficit views of historically racialized students. Given this, teacher candidates typically enter bilingual teacher credential programs without ever having had the opportunity to deconstruct their unconscious ideologies and free their minds from hegemonic teaching and learning practices (Ek, Sánchez, & Cerecer, 2013). We subscribe to the Liberatory Design Framework that challenges the notion of education as a monolithic construct. Instead, we view it as the balancing of asymmetrical power relations embedded in complex sociolinguistic, sociocultural and sociopolitical relations and tensions. Moreover, we recognize the importance of a strategic alliance to collaboratively work and conduct research with ideologically aligned education partners, such as county offices of education and the California Association for Bilingual Education (CABE), in order to have an expanded impact and transformative power.

Multilingual California Project (M^{CA}P) Alliance

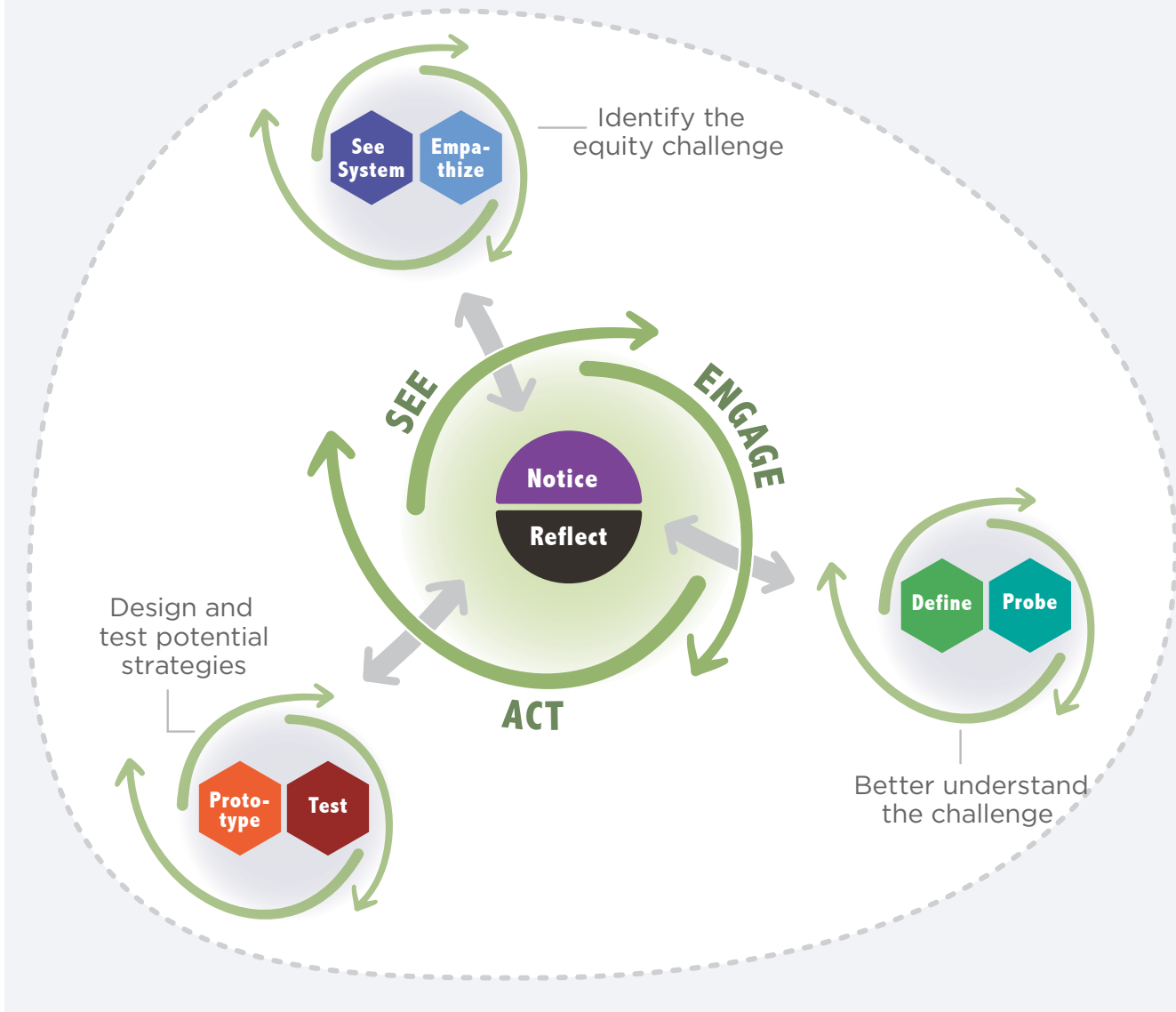
The San Diego County Office of Education's MEGA department and San Diego State University's Department of Dual Language and English Learner Education have benefited for decades



LIBERATORY DESIGN CYCLE



NATIONAL
EQUITY
PROJECT



See System

Recognize patterns of inequity, look at the system creating those—and identify a challenge to address

Empathize

Listen to stories from those impacted by the challenge—and build relationship in the process

Define

Determine how complex the challenge is and if we need to understand it better

Probe

Design small “safe-to-fail” actions to learn more about the system and the challenge

Prototype

Imagine possible approaches and design potential strategies to test and learn from

Test

Test strategies with stakeholders and use feedback to improve the design

Practice self-awareness (identity, emotions, power) and situational awareness (context, people, history)



Pause to reflect on actions, impact, emotions, relationship—and adjust intentions, direction, presence



from a strong collaborative relationship and a historical trajectory in supporting dual language education in San Diego County. This relationship has recently expanded to the SDSU International Affairs division with a sharp focus on preparing globally conscious citizens. SDCOE and SDSU are two important members of the new Multilingual California Project Alliance (M^{CA}P). The M^{CA}P Alliance is a powerful collaborative led by the California Association of Bilingual Education (CABE), as part of an Early Workforce Investment Grant to support the implementation of the California English Learner Roadmap across California. Other key alliance partners include the Orange County Office of Education, the Butte County Office of Education, Fresno Superintendent of Schools, San Bernardino County Superintendent of Schools, and the Wexford Institute. This powerful alliance has a broad reach across California and the potential to lift the importance

of multilingualism throughout California's educational systems from PreK through 20. Building off the work that began in San Diego County, the M^{CA}P Alliance chose the Liberatory Design Framework to guide the grant activities because of its potential to disrupt educational systems and support transformational change. More than sixty school districts across the state will participate in the M^{CA}P Alliance, and through Liberatory Design, they will implement the English Learner Roadmap Principles quality multilingual programs in their systems. The M^{CA}P Alliance serves as a powerful network of statewide experts fueled by the political commitment to construct together the knowledge, structures, institutions, and relationships necessary to forging culturally and linguistically democratic learning communities to continue to shape California's multilingual future.

Summary

Dual language programs have demonstrated that excellent outcomes are possible for bilingual learners (Baker & Wright, 2017; Lindholm-Leary & Genesee, 2010; Montrul, 2013; Soltero, 2016; Flores & Garcia, 2017). Therefore, it is incumbent among us to continue to strengthen the ways we design programs, curriculum, and assessments. Likewise, we need to improve how we prepare educators, at all levels, who are not only highly skilled in their content

areas, but who are also globally and critically conscious and knowledgeable about the sociopolitical issues that impact students' chances for academic and life success. In the 40 years since the landmark *Castañeda v. Pickard* (1981) federal court case, bilingual education in the United States has gone through many ideological debates and political repercussions, and it has had some success. This article describes how Liberatory Design serves as a powerful tool to guide university, site, and district leadership to design, improve, and refine their dual language programs through a strong access-and-equity lens. Furthermore, we explored the intersection of the historical, political, theoretical, and practice perspectives that provide comprehensive examples of how the Liberatory Design Framework aids the navigation around and through hegemonic, anti-immigrant sociopolitical ideologies that have made their way into dual language programming (Alfaro, 2018).

Posited throughout this discussion has been a way of knowing that considers transformation and empowerment only possible through a sustained, liberatory process that intentionally and consistently acknowledges, draws on, and gives expression to historically racialized and underserved communities. Moreover, this process invokes a larger emancipatory project, one that derails hegemonic ideologies and practices in dual language education.

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Revisit, Refocus, and Refine: Inviting Stakeholder Input for Continuous Improvement of an Established Dual Language Education Program



Elsie Solis-Chang, Ed.D.
Point Loma Nazarene University



Alesha Moreno-Ramírez, M.A.
Language & Literacy Consultant
Tulare County Office of Education

Introduction: California Dual Language Education Programs

California is one of the leading states when it comes to implementing dual language education (DLE). In 2011, there were 229 DLE schools (California Department of Education, 2018), and currently, there are over 500 DLE schools in California (California Association for Bilingual Education, 2019). According to the California Department of Education (2018), the number of DLE programs continues to increase, and, through the Global California 2030 initiative, dual immersion schools are anticipated to grow toward a target of 1,600 programs in the state within the next decade. When Proposition 58 passed in 2016, it repealed Proposition 227, allowing schools to plan and provide a variety of programs to support English Learners, not only for English proficiency but also for proficiency in multiple languages (Buenrostro, 2018). The ultimate goal for students is to earn and receive a Seal of Biliteracy on their high school diploma to demonstrate proficiency as bilingual-biliterate individuals in two (or more) languages. Additional schools now seek to provide similar opportunities for their students by granting access to

learning in multiple languages. Whether a new or established DLE program, leaders seek to have a successful program to prepare students for twenty-first-century college and career readiness. Research suggests that in order to accomplish an exemplary DLE program, it must have “ongoing self-reflection and evaluation to promote continual improvement” (Howard et al., 2018, p. 29). Most importantly, the input of all stakeholders must be included to guide the changes that need to be made (Howard et al., 2018). This study involves program self-evaluation by educator-stakeholders of a longstanding dual language program, demonstrating a commitment to ongoing refinement and improvement.

Dual Language Education Programs

California is home to various dual language program models. Amongst the most common are the 50:50 and 90:10 language allocation models, which are highly supported by research and are demonstrated to be most effective (Howard et al., 2018; Thomas & Collier, 2017). The 50:50 model program begins and ends with teaching academic subjects 50% in English and 50% in the partner, or

target language, ideally from K through 12th grade, while the 90:10 model starts with the partner language instruction at 90%, with 10% instruction in English in Kindergarten. In the 90:10 model, the English language instruction gradually increases throughout each grade level by 10% each year while instruction in the partner language decreases by 10% each year in each grade level. This continues until both languages meet in the middle (typically by the intermediate grades), and students are taught 50% in English and 50% in the partner language until they graduate from the program (Thomas & Collier, 2012). DLE programs also involve a one-way or two-way approach; the difference is dependent on the population of the students they serve (Howard et al., 2018). In a one-way approach, a linguistically homogeneous group of students enter with proficiency in a language other than English (Howard et al., 2018). However, in a two-way program, the percentage of students with proficiency in the partner language and the percentage of students with proficiency in English are almost equal (Howard et al., 2018; Freeman, Freeman, & Mercuri, 2018). The 50:50 model is reflected in the focus district identified in this study.

The Study

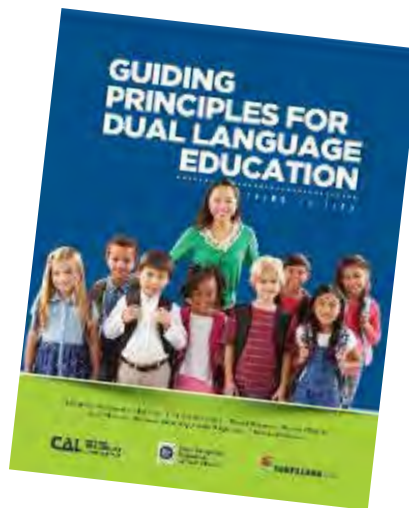
This article explores the journey of an established, nearly two-decades-old dual language education program in a California Central Valley district. Using the Guiding Principles for Dual Language Education (GPDLE) as part of educator collaboration and professional learning, the investigators studied the district's approach to improving their 50:50 program on three levels: revisiting, refocusing, and refining. The research answered the following question: How can we leverage the expertise of [educator] stakeholders to continuously improve an existing DLE program?

District Background

Lamont Elementary School District (LESD) is located in a rural community in the Central Valley of California and was established in 1894. This district's rich heritage consists of families from the Dust Bowl migration in the 1930s (LESD, 2020). LESD is home to 3,023 students. Of these students, 98% are Hispanic, and 58% are identified as English Learners (CDE, 2019). LESD has four schools: three elementary schools and one middle school, and all schools have a dual language strand. The LESD Dual Language Education program began in 2001 at one of the elementary sites and has expanded throughout the years. The LESD DLE program follows a two-way, 50:50 approach where the students learn half of the time through Spanish and the other half through English. Their DLE program uses a standard-based curriculum that develops their students' capacities as bilingual, biliterate, and multicultural individuals.

Participants

The study included 41 educators, including 31 teachers, five coaches or Teachers-on-Special Assignment/Academic (TOSAs), four administrators, and two directors. All participants in this article will be identified as educators. The participants specifically involved those educators who serve in LESD's Dual Language Education program. LESD dual language instruction consists of a team-taught, two-way 50:50 model from K through 7th grades, in which one teacher at each grade level provides English instruction in specific content areas, and the partner teacher offers instruction in the target language of Spanish.



Data Collection and Analysis

This study used the mixed methods approach and collected data from educators through various surveys and questionnaires using a Likert scale. The data were collected before, during, and after the three scheduled in-person professional learning sessions and later analyzed. Self-evaluations for three of the seven strands included within the GPDLE were used to reflect upon the district's DLE program implementation: 1) Program Structure, 2) Curriculum, and 3) Instruction. Using the GPDLE, participating educators offered input to support three aspects of improvement:

Revisit: Examine the existing dual language education program

Refocus: Apply the guiding principles to inform the lens for educator reflection and program self-evaluation

Refine: Leverage stakeholder input and data analysis to plan for improvement of the existing DLE program

Professional Learning

Participants in the study experienced facilitated conversations and professional learning involving three components: 1) reading around the three focus strands of the Guiding Principles for Dual Language Education, 2) self-reflection around each strand and collaborative debriefing with colleagues, and 3) segments of professional learning related to the dual language literacy topics requested by participants in response to the reading and survey reflection. Professional learning was structured as four three-hour convenings. The first session centered around Strand 1: Program Structure. The second focused on Strand 2: Curriculum. The third session addressed Strand 3: Instruction. The fourth and final session of the series was intended to be a live, in-person experience to revisit and connect learning around the three initial strands. As a result of the COVID-19 pandemic, this session was modified into a one-hour pre-recorded professional learning segment shared with participants as an asynchronous learning resource.

The professional learning series was launched with a decades-long history of English Learner education adapted from the work of Dr. Laurie Olsen, with LESD dual language program history interwoven into the experience. During the initial convening, the three pillars





of dual language programs were also addressed: bilingualism and biliteracy, high academic achievement, and sociocultural competence (Howard et al., 2018). Each in-person professional learning session further provided participants the opportunity to identify program strengths around each strand, as well as the invitation to suggest areas for improvement based upon the Principles and Key Points within each strand. Through individual survey reflection, teachers explored their own areas of priority and collaborated with colleagues to negotiate and narrow their collective change ideas for improvement.

Results

Research Question: How can we leverage the expertise of [educator] stakeholders to continuously improve an existing DLE program?

Leading into the professional learning, survey questions elicited participant input. Through the survey, 68% of participants reported low levels of familiarity with the Guiding Principles, and only 60% reported familiarity with the three pillars of dual language education. As these concepts are fundamental to successfully sustaining a dual language program, they served as the foundation to initiate educator professional learning, reflection, and feedback. With the support and encouragement of district and site dual language leadership, instructional stakeholders were offered a forum for connection to the principles, the pillars, and their peers to inform a process for improvement and district investment in the program for continued longevity. The following three components served as

the structure for collecting and applying stakeholder input: 1) Revisit, 2) Refocus, and 3) Refine.

Revisit: Examine the existing Dual Language Education program

Using the Guiding Principles as a common reference point, participants individually applied the established criteria to reflect upon their perceptions of district program components and levels of implementation of each strand with related key points. Following personal reflection, teams were brought together to discuss program strengths and opportunities for improvement. Strengths are what participants identified as current established resources within their district's DLE program. Opportunities are areas the participants depicted as needs. Teachers discussed, negotiated, and articulated common priorities they perceived would sustain and enhance the district's dual language education program. Using a process for prioritizing collective concerns, teams achieved small group consensus around areas of perceived priority with respect to 1) Program Structure, 2) Curriculum, and 3) Instruction.

Refocus: Use the Guiding Principles and educator input to inform the lens for reflection and self-evaluation of the program

Across the professional learning experience, participants responded to both what they valued and what they needed regarding the series. Of interest to the researchers was the achievement of consensus across the larger group, with similar perceptions

of program alignment and identified opportunities.

Common threads of value expressed by participating educators included appreciation for:

- A dedicated time to convene for professional learning around dual language education topics
- The opportunity for teacher collaboration and dialogue, including vertical and horizontal articulation across the program
- The invitation to provide input around DLE program refinements
- Learning around new concepts and ideas, such as the California English Learner Roadmap policy and a history of bilingual education

With respect to common needs, the common theme across educator-stakeholder conversations was an opportunity to elevate and promote the equal status of Spanish as the program's target language. Educators expressed a need for an increased volume and variety of Spanish language texts for students. As reported by a stakeholder and echoed by others, the group agreed that although growing, Spanish resources are still limited compared to English. Also reported was a need for Spanish language instruction and assessment programs and educator professional learning to support access to these programs. The group remarked, "Not all resources/curriculum/professional development are provided in Spanish," while another theme noted the need for Spanish interventions across grade levels. References to the need for more Spanish programs, such as reading lab intervention, special education services, and gifted and talented education (GATE), were common among respondents.

Further articulated was a desire for technology resources that could be utilized to enhance Spanish language instruction. Respondents conveyed a need for technology resources in Spanish, especially for Math, Social Studies, and Science, a desire for more learning apps for Spanish practice, and the perception that the presence of technology in English is more prominent than technology in Spanish within the district's DLE program. Additionally, participants recognized the opportunity for ongoing collaboration,

planning, and professional learning with their Spanish-instruction counterparts (in addition to their English-instruction peers) to create both horizontal and vertical alignment across the program.

Refine: Use stakeholder input and data analysis to improve aspects of the existing program

Reflecting upon educator input, district and site dual language leaders arrived upon specific ideas for improvement. Stakeholders said allocating resources to additional authentic Spanish-language student texts and instructional programs and resources was important. The district has further reported a plan to strategically

increase structured opportunities for teacher collaboration and planning, with the intention of providing time and resources for dual language educators to build thematic instructional units. They also communicated an intent to provide ongoing dual language professional learning opportunities. Leveraging the perspectives of the broader audience of educator-stakeholders within their district, LESD leadership is poised to employ improvement decisions based on data from the educator perspective.

Conclusion

By inviting the contributions of educator-stakeholders, including teachers, LESD

leadership positioned their team for shared commitment toward change ideas for improvement. District leadership elevated teacher voices in revisiting the assets and opportunities that exist within the historical DLE program, demonstrating a commitment to continuous improvement. The district refocused their instructional team's energy at the classroom level to benefit students through collaboration and professional learning. Finally, by tapping into classroom educator perspectives, they are working to refine a long-successful program through ongoing investment in dual language principles and the pillars of dual language education programs.

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The Building Blocks of Dual Language Education



Sonia W. Soltero, Ph.D.
DePaul University-Chicago

The long-term effectiveness of dual language education in developing students' bilingualism, biliteracy, multiculturalism, and academic achievement depends on numerous factors, some of which are within schools and districts' control, while others are not. The one critical aspect that schools and districts do have control over, which greatly increases the likelihood of long-term success, is comprehensive program planning and design. A well-thought-out and carefully planned dual language program is much more likely to 1) offer high quality cohesive and well-coordinated curriculum and instruction; 2) show positive and consistent gains in students' biliterate, academic and sociocultural competencies and achievement; 3) attract and retain committed and highly qualified teachers; 4) generate greater parent/family satisfaction with their children's education; and 5) mitigate economic, societal and educational inequities through access to and inclusion in a rich and engaging additive bilingual education.

Brief Summary of Research Findings

For the past several decades, research in the field has consistently pointed to biliteracy and academic gains of students who participate for an extended time in well-designed and implemented dual language programs (de Jong, 2014;

de Jong and Bearse, 2014; Howard and Sugarman 2007; Lindholm-Leary, 2016; Lindholm-Leary and Hernandez 2011; Lindholm-Leary and Block, 2010; Lindholm-Leary and Borsato 2005; 2006; Soltero, 2004; 2016; Steele, Slater, Zamarro, Miller, Li, and Burkhauser, 2017; Thomas and Collier, 2015). Findings point to dual language education students performing at or above grade level on standardized reading and math tests in English; scoring on a par with their statewide peers by 5th to 7th grade, if not sooner; achieving at or above grade level in reading and math tests measured in the second language; and closing the achievement gap compared to English-only classrooms by about 5th grade. Studies that focus on dual language middle and high school students have found that, compared to their counterparts in general education programs, they were as or more likely to be enrolled in higher-level math courses; as or more likely to pass high school exit exams; less likely to drop out of school; and more likely to close the achievement gap by the end of high school (Lindholm-Leary, 2012).

Program Design

Dual language program design involves extensive pre-planning, comprehensive needs-assessments, consistency in implementation, systems of support, and ongoing program evaluation (Soltero, 2016). Conducting an audit of the existing

infrastructures, resources, and availability of licensed and endorsed bilingual teachers provides the necessary data on whether a school has the appropriate conditions to start a dual language program. Teachers and school leaders are fundamental for program success, as we know that the most effective programs rely on dedicated and knowledgeable teachers who are supported by committed and well-informed school/district leaders (Goulah and Soltero, 2015; Soltero, 2018; Tedick and Lyster, 2019).

Weak Program Design

Through my extensive work in dual language education over the past thirty years, I have identified several "don'ts" that districts and schools should avoid when designing, planning, and implementing dual language programs. The following are some pitfalls that often negatively affect program effectiveness and lessen students' ability to achieve academically and develop high levels of biliteracy and cross-cultural competence.

The DON'TS

- Planning for less than a full year;
- Launching large-scale districtwide programs all at once without the

- necessary infrastructures;
- Omitting to develop a dual language education school and district long-term plan;
- Neglecting to change/modify existing English-centric instructional materials, curriculum, and assessments;
- Assigning insufficient numbers of district personnel to support new and continuing dual language programs;
- Putting greater emphasis and concern on English native speakers in two-way models;
- Having few students from one of the two language groups in two-way models;
- Overlooking to fully engage parent and family participation.

The Dual Language Building Blocks

The building blocks of dual language education (Figure 1) include key areas that should be considered in developing high quality and sustainable programs. The following section briefly describes each of the building blocks.

Interest & Buy-in

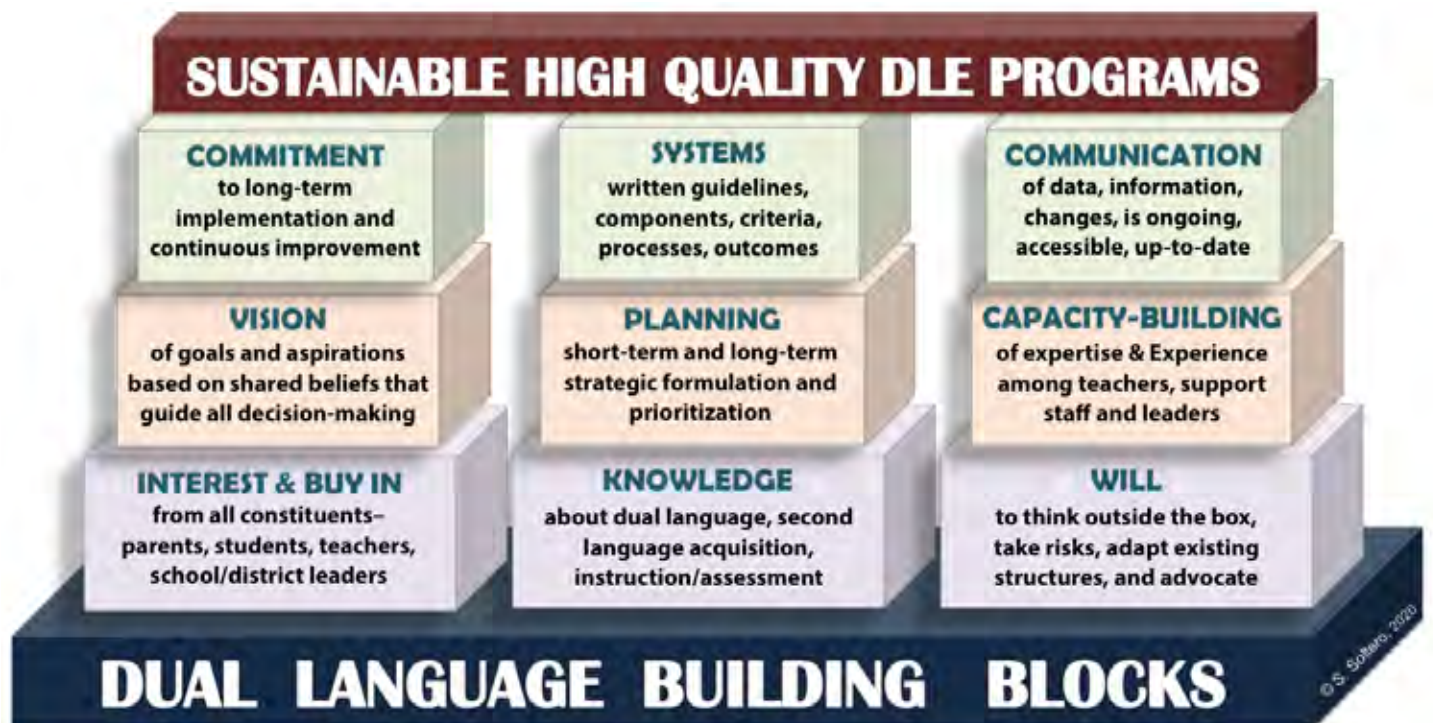
A starting point in the planning phase is to gauge the level of interest from all constituents, including teachers, school/

district leaders, parents, students, and the community. The planning committee can create a plan to increase buy-in and interest by holding Q&A sessions, creating Frequently Asked Questions flyers and infographics, and disseminating other information via the school website. It is important to note that sometimes the initial enthusiasm for the dual language program may diminish over time due to changes in staff, leadership, demographics, or state/district mandates. Even after a program has had years of implementation, buy-in and interest should be revisited to ensure consistency in the face of changes that may undermine its effectiveness and longevity.

Knowledge

Interest and buy-in are predicated on the level of knowledge that the school community has about the theoretical and research underpinnings of dual language education, bilingualism, biliteracy, and culturally responsive education. Myths and misconceptions about bilingualism, the superiority of English, and the view that students must assimilate linguistically and culturally to be successful. These myths need to be dispelled right away to ensure the school community and district leadership

Figure 1. Dual Language Building Blocks



function from a shared understanding that better informs decision-making. It is also important to develop a solid knowledge base of appropriate first and second language instructional approaches and language assessment practices. This can happen through professional development, professional learning communities, book studies, partnerships with universities, and visits to established dual language schools, to name a few.

Will

Teachers and school leaders frequently face pressures from shifting mandates and policy demands, particularly around high-stakes assessments and adoptions of curricular programs that often contradict foundational principles of dual language education. For dual language programs to be successful, educators and educational leaders must think outside and beyond the English-centric box and shift to a bilingual-biliteracy-bicultural educational paradigm. This shift requires district and school administrators to modify existing policies and expectations. For example, reduce the amount of testing; include assessments in languages other than English (LOTE); remove the high-stakes nature of standardized assessments; extend the time to show academic

results on standardized tests to align with the length of time it takes to develop academic second language; adopt authentic LOTE curricular programs and instructional materials, and use curriculum and materials that are specially designed for second language development.

Even though dual language education has become an attractive alternative, the fact remains that we live in a racially divisive time that stokes anti-immigrant sentiments and policies. Advocacy that helps promote and defend dual language and bilingual education is particularly pertinent right now. Also, advocacy helps guard against incompatible district and state policies that weaken dual language program goals and outcomes (Soltero, 2016). Figure 2 offers a blueprint for creating such an advocacy plan.

Vision

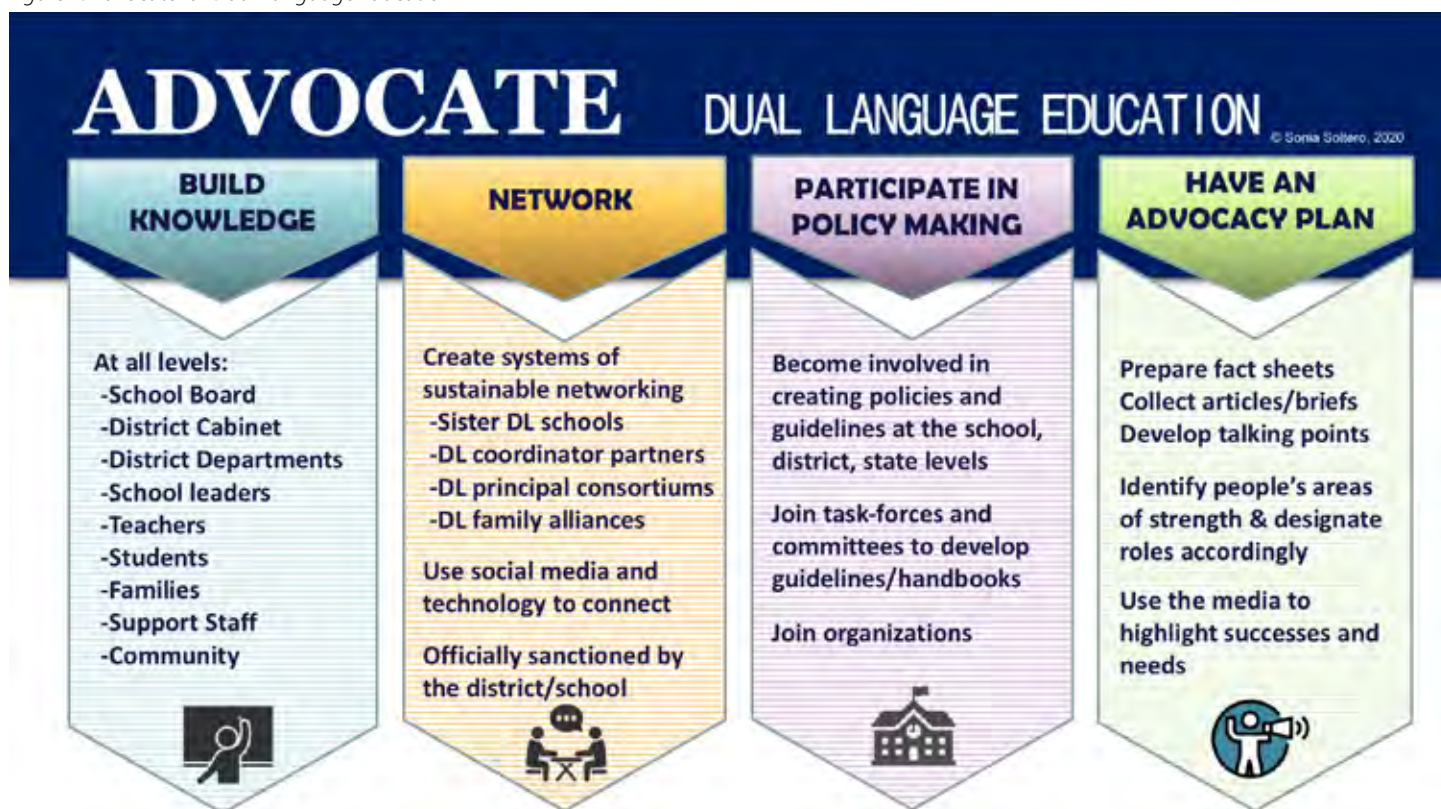
Vision and mission statements represent the school or district goals and aspirations based on a set of shared beliefs, which, in turn, guide decision-making and provide a sense of purpose and direction for the entire school community. These statements should highlight language and cultural diversity as valuable assets and resources that strengthen students'

views about themselves and others while increasing their biliteracy skills, sociocultural competencies, and academic achievement. Vision and mission statements should also engage teachers, students, and school leaders in reflection about the purposes and advantages of being biliterate/bicultural. The degree to which dual language is reflected in the vision and mission shows the extent of the school's commitment to the program. The vision and mission should reflect the principles of dual language education; be reader-friendly; written in all the languages represented in the school (not just the two languages of the program); and posted in prominent places around the school and on its website.

Capacity-Building

Dual language programs are not easy to implement, not only because they require long-term implementation but because they also entail additional preparation and curricular content beyond that required of general education classrooms. This calls for a significant investment of time, energy, and funding to increase the knowledge, expertise, and experience of dual language teachers, support staff, and school leaders. It is imperative that district and school leaders create a

Figure 2. Advocate for Dual Language Education



well-thought-out teacher (and school leader) recruitment, hiring, and retention plan. In terms of retention, school leaders should be cognizant of teacher burnout in dual language programs and create organizational systems that minimize dual language fatigue. These could include support from dual language coordinators and coaches; additional planning time; compensation for translating materials; fewer compliance-type reports; and public recognition for their work.

Planning

Effective and sustainable dual language programs engage in at least one full year of planning before implementation. Because local contexts and demographics determine decisions about program models and district/state mandates, the planning year is critical in designing a program model that best fits those characteristics. Many schools create a short-term plan but omit developing a long-term strategic plan that looks beyond the first years of implementation. A dual language program’s sustainability and enduring success rest on both a short-term plan and a long-term strategic vision. Figure 3 provides a useful list of some considerations for short- and long-term planning.

Commitment

Highly effective, sustainable dual language programs are those whose teachers and school/district leaders have invested in a long-term commitment by providing ongoing support and adapting to changes in school demographics and education policies while adhering to its foundational principles. The most effective and sustainable programs have teachers and principals who believe in the value of additive bilingual education; embrace students and families’ languages and cultures; have a long-term vision for the program; advocate on its behalf within and outside the school; and are fully committed to the program’s continuous improvement (Soltero, 2016).

Communication

Districts and schools are complex systems with many moving pieces that sometimes are not well calibrated or aligned. Organizational structures of districts, and sometimes schools, tend to be siloed and are not set up for effective cross-departmental or cross-program communication. For educational programs to be successful, and especially for dual language programs, systematic and frequent communication must happen

across district departments, among school programs, between the district and program leadership, and across grade levels and content area teachers. Lack of communication often leads to decisions that go against the premises of dual language education, setting the program up for failure. Decisions based on the needs of general education programs that pertain to teacher recruitment and hiring, curricular development and planning, districtwide adoption of instructional and intervention programs, assessment tools and mandates, to name a few, frequently do not consider the specialized needs of dual language programs and result in serious negative implications on their effectiveness. Districts and schools benefit greatly from systematic ways of sharing data and information that are up-to-date, as well as changes in policies and mandates as they relate to and impact dual language programming.

Systems

An effective way to ensure that the five interconnected and interdependent organizational aspects that I refer to in my book (Soltero, 2016) as the Essential 5 Cs of Dual Language (cohesion, consistency, coordination, compatibility, and commitment) is to create and periodically

Figure 3. Short-Term and Long-Term Planning (adapted from Soltero, 2016)

Short-Term Plan of Action	Long-Term Plan of Action
<p><i>Planing year and 1st year</i></p> <ul style="list-style-type: none">• Building interest and school wide buy-in• Create a dual language steering committee• Conduct an audit and needs assessment• Recruit/identify teachers• Plan/participate in PD• Select models: 90-10. 80-20 or 50-50; 1-way or 2-way; team-teaching or self-contained• Write a vision and mission statement• Plan and adapt the curriculum• Create student intake and placement procedures• Create language allocation policy and schedules• Identify/purchase materials and assessments• Create student recruitment plan• Conduct family information sessions/orientations• Establish an evaluation plan	<p><i>Year 2 and beyond</i></p> <ul style="list-style-type: none">• Maintain school buy-in• Create Dual Language Handbook• Review time allocation and scheduling• Establish a Dual Language Leadership Team• Establish a Dual Language Parent Council• Hire new teachers and staff• Create new teacher mentoring plan• Check for cohesion and consistency• Continue professional development• Identify master teachers• Create videos of exemplary teaching• create Seal of Biliteracy pathway recognitions• Develop a K-12 expansion plan• Publicize program successes• Evaluate program annually

update written documents related to the dual language program. These written documents would include items such as program description and criteria; program vision and mission; scheduling guidelines and language allocation policies; instructional practices and materials; performance-based and authentic assessment tools; bilingual homework guidelines; district and state requirements; reporting procedures; teacher and family resources; sample lessons; templates and sample letters, etc. A school Dual Language Handbook is the most effective way of housing all this information in one place. Schools should also create a bilingual Family Dual Language Handbook

geared to parents' needs and interests. Over time there are changes in a school's teachers, staff, and school leaders, so having a written document is particularly important in maintaining continuity and abiding by the program's stated criteria and goals.

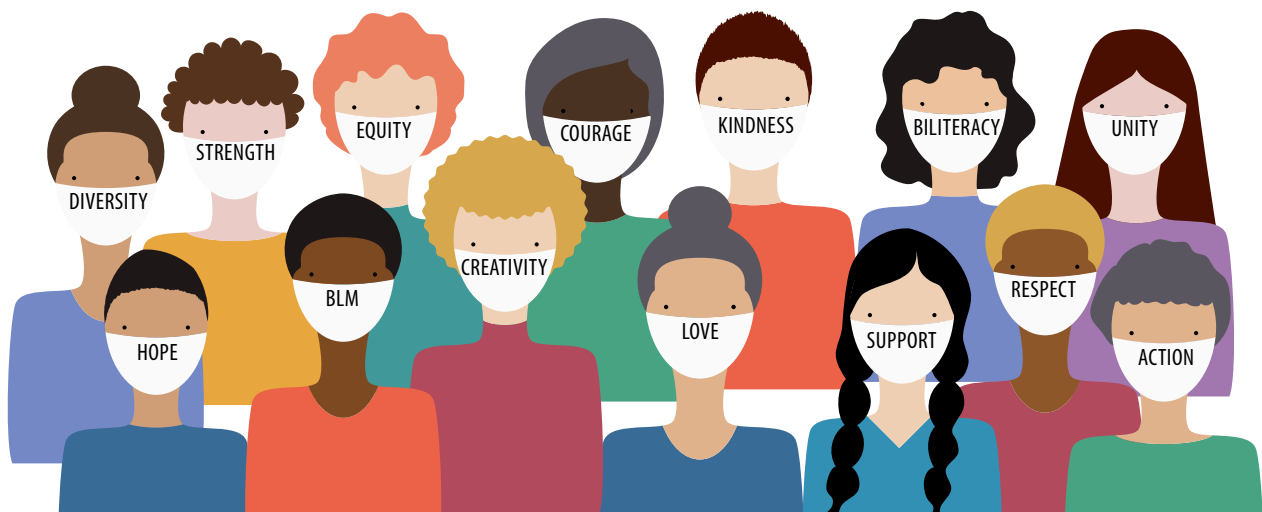
Conclusion

Dual language education is not merely an instructional program conducted in two languages that can be easily implemented by following a prescribed set of criteria. Decisions to implement a dual language program involve a comprehensive understanding of a school

community's philosophical views and values regarding diversity, bilingualism, and multiculturalism. Developing "ideological clarity" (Alfaro and Bartolomé, 2017) about the why and how of dual language education is fundamental to its effectiveness. We should not lose sight of a critical principle of dual language education: it must be premised on access, equity, and inclusion for those students most at the margins. When dual language education goals are perceived to be highly desirable and worth the long-term investment of resources and commitment by schools, communities, and districts, these programs are more likely to endure and succeed.

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Translanguaging: What It Is and What It Is Not



**David Freeman, Ph.D., and
Yvonne Freeman, Ph.D.**
Professors Emeriti
The University of Texas–Rio Grande Valley



Introduction

As we have worked with teachers and administrators in schools with dual language bilingual programs, we have observed considerable confusion about the concept and practice of translanguaging. Some educators believe that translanguaging is just a new term for code-switching and that it can lead to concurrent translation. At these schools, there is a policy of strict separation of the two languages. At other schools, there is a clear understanding of translanguaging as the normal communicative practice of bilinguals in bilingual communities. In these schools, the language allocation plan is designed to include translanguaging strategies that draw on the full linguistic repertoires of emergent bilinguals during instruction in each language.

What Is Translanguaging?

García (2009) defines translanguaging as the typical way bilinguals use language to communicate both in and out of school. As she states, “translanguagings are the multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds” (45). Similarly, Baker and Wright (2017) write that “Translanguaging is the process of making meaning, shaping experiences, understandings, and knowledge through

the use of two languages” (280). They point out that “children pragmatically use both their languages in order to maximize understanding and performance in any lesson.”

In his review of the definitions of translanguaging, Cummins (in press) notes that scholars have defined translanguaging in different ways, and he concludes:

Translanguaging is clearly non-problematic when viewed as a descriptive concept to refer to (a) typical patterns of interpersonal interaction among multilingual individuals where participants draw on their individual and shared linguistic repertoires to communicate without regard to conventional language boundaries, and (b) classroom interactions that draw on students’ multilingual repertoires, in addition to the official or dominant language of instruction. (2)

These different researchers conclude that translanguaging is a typical way bilinguals communicate and can be used strategically in bilingual classes to scaffold instruction.

García and Wei (2014) explain that in the process of making meaning, bilinguals draw on their full linguistic repertoire.

The linguistic repertoire is a set of linguistic features that people draw on to communicate. Bilinguals and multilinguals have linguistic repertoires with features that are used in more than one language. Linguistic features include phonemes, morphemes, syntactic structures, and so on, that comprise a language. Some features, such as the order of words in a sentence (subject, verb, object) or specific phonemes, such as /d/, might be the same in some languages and different in other languages. Emergent bilinguals can draw on the features of both languages, features that are unique to one language, as well as features that are common to two languages, as they communicate.

García (2009) explains that bilinguals do not simply add a new language to an existing language. Instead, they incorporate the features of the new language into an integrated, dynamic system. The term dynamic bilingualism reflects the fact that the languages of an emergent bilingual are always active in the brain, and bilinguals draw on all their language resources as they communicate. García and Kleyn (2016) explain:

Dynamic bilingualism goes beyond the notion of additive bilingualism because it does not simply refer to the addition of a separate set of language features, but acknowledges that the linguistic features and practices of

bilinguals form a unitary linguistic system that interacts in dynamic ways (16).

Dynamic bilingualism is the appropriate term for bilingualism in a globalized society. From a dynamic perspective, bilinguals and multilinguals use their languages for a variety of purposes and in a variety of settings. They are more or less proficient in the various contexts where they use the languages and are more or less proficient in different modalities (visual, print, and sound). Their languages continually develop as they use each language in a variety of settings. García (2009) draws on the Language Policy Division of the Council of Europe's definition of bilingualism to set a goal for students in U.S. schools: "the ability to use several languages to varying degrees and for distinct purposes" (54).

García, Ibarra Johnson, and Seltzer (2017) explain that in a classroom with emergent bilinguals, there is a translanguageing corriente:

We use the metaphor of the translanguageing corriente to refer to the current or flow of students' dynamic bilingualism that runs through our classrooms and schools. Bilingual students make use of the translanguageing corriente either covertly or overtly to learn content and language in school and to make sense of their complex worlds and identities (21).

In classes with emergent bilinguals, dual language teachers can use translanguageing strategies strategically

to draw on this corriente and improve education for their students. The use of emergent bilinguals' home language during instruction in the partner language ensures that students receive an equitable education.

Translanguageing is not Code-Switching

Until García and others began using the term translanguageing to describe the language practices in bilingual communities, researchers referred to the process as code-mixing or code-switching. "Code" here refers to a language. A language can be seen as a system for encoding meanings. Linguists used code-switching as a term to describe the process of switching from one language to another, sometimes in the same sentence. For example, a Spanish/English bilingual might say, "I haven't eaten since lunch, y ahora tengo mucha hambre [and now I'm very hungry]."

Linguists and sociolinguists have studied purposes that bilinguals have to draw on both their languages. As Grosjean (2010) writes, "Code-switching is also used as a communicative or social strategy to show speaker involvement, mark group identity, exclude someone, raise one's status, show expertise, and so on" (54–55).

Although linguists have found that bilinguals draw on two languages as they communicate for a number of different reasons, code-switching has a negative connotation for some people. Some bilinguals we have worked with have apologized for mixing two languages or using "Spanglish." Some people assume

that bilinguals have to code-switch because they are deficient in one or both languages. They believe that those who code-switch do not know a word in English, so they substitute a Spanish word.

García points out that code-switching is a way to describe the language practices of bilinguals from an external point of view. Someone observing two bilinguals might conclude that they were switching between languages. This is a view from a monolingual perspective. Monolinguals might think of bilinguals as two monolinguals in one person.

However, from the bilingual person's viewpoint, the use of the two languages is simply a way of using all their language resources to communicate. From a holistic view of a bilingual as a person with one complex linguistic repertoire, there is no switching between codes of separate languages. Instead, the bilingual is drawing on features of one complex linguistic system to communicate effectively. As García and Wei (2014) state:

Translanguageing differs from the notion of code-switching in that it refers not simply to a shift or shuttle between two languages, but to the speakers' construction and use of original and complex interrelated discursive practices that cannot be easily assigned to one or another traditional definition of a language, but that make up the speakers' complete language repertoire (22).

From this perspective, drawing on words and phrases from both languages allows bilinguals to communicate more effectively in the same way that having a large vocabulary in one language allows people to express themselves more fully.

Bilinguals translanguage in certain contexts. In the example above, the speaker would only draw on the features of two languages when communicating with another bilingual. In the same way that speakers shift from formal to informal registers depending on whom they are talking with and the context, bilinguals shift languages to communicate effectively in different situations with different people. They do this automatically in order to use their language resources effectively.



Translanguaging is Not Concurrent Translation

In some dual language bilingual programs, language instruction in the two languages is strictly separated. During instruction and assessment, the two languages are kept separate. As García (2009) observes, “bilinguals are expected to be and do with each of their languages the same thing as monolinguals” (52). Students are expected to perform like English monolinguals during English time and like Spanish monolinguals during Spanish time.

Cummins (2007) argues that strict separation policies are based on misconceptions. One of these misconceptions applies specifically to dual language bilingual programs. Cummins refers to this as the Two Solitudes assumption. The misconception is that in bilingual programs, the two languages should be kept rigidly separated. Cummins points out:

This assumption was initially articulated by Lambert and Tucker (1972) in the context of the St. Lambert French immersion program evaluation and since that time has become axiomatic in the implementation of second language and most dual language programs (233).

The practice of separating the two languages developed to ensure that enough time was allocated to each language for students to acquire the language. Without sufficient exposure to a language, it is not possible to develop proficiency in the language. In some cases, even when bilingual programs allocated a specific time for each language, some teachers translated each thing they said to help students understand a lesson. This practice, called concurrent translation, is not effective because when students know that the teacher will translate, they ignore the input given in the target language. A Spanish speaker in a Spanish/English program might ignore the English, and an English speaker might ignore the Spanish. Strict separation of languages in many programs developed to avoid concurrent translation and to ensure that administrators could monitor language use.

An example of how concurrent translation works comes from driving a car. The speedometer shows both miles and kilometers, and drivers simply ignore the system they are not familiar with. Drivers in Mexico would gauge their speed in kilometers per hour, and most drivers in the U.S. would focus on miles per hour. In the same way, some banks show the temperature for both Centigrade and Fahrenheit. People pay attention to the system they are familiar with and ignore the other reading. If teachers or students translate everything into the home language, emergent bilinguals do not try to make sense of the new language they are trying to acquire.

Many effective practices are excluded when instruction is limited to one language at a time. For example, having students access cognates depends on using both languages simultaneously. When the languages are not separated, students can carry out linguistic investigations and build metalinguistic awareness by comparing and contrasting languages. For example, students could compare and contrast the structure of possessives in English and Spanish sentences.

Cummins (2007) explains his support of these types of activities as he writes:

It does seem reasonable to create largely separate spaces for each language within a bilingual or immersion program. However, there are also compelling arguments to be made for creating a

shared or interdependent space for the promotion of language awareness and cross-language cognitive processing. The reality is that students are making cross-linguistic connections throughout the course of their learning in a bilingual or immersion program, so why not nurture this learning strategy and help students to apply it more efficiently? (229)

Cummins points out that there is theoretical support for using both languages for instruction. Research has shown that new knowledge is built on existing knowledge, and if that knowledge was developed in the home language, it could best be accessed through the home language (National Academies of Science, 2018). In addition, literacy skills are interdependent, so teaching should facilitate cross-language transfer. He concludes his discussion of the Two Solitudes misconception by stating, “the empirical evidence is consistent both with an emphasis on extensive communicative interaction in the TL [target language] (ideally in both oral and written modes) and the utility of students’ home language as a cognitive tool in learning the TL” (226–27).

Effective dual language programs adopt language allocation policies that ensure that sufficient time is given to each language and that there are also opportunities for teachers to use translanguaging strategies strategically during both Spanish time and English time. Figure 1 shows a plan for optimal language allocation.

Figure 1. Macro-Micro Alternation of Languages

Macro-Alternation	Micro-Alternation
Dedicated Time for Each Language	Translanguaging Spaces within the Dedicated Spanish or English Time
Spanish Day/English Day	Flexible Language Use by Teachers and Students
AM Spanish/PM English	Strategic/Scaffold/Differentiate
By Subject Matter	Preview—View—Review
Program Level	Classroom or Online level

Translanguaging Strategies

When teachers use translanguaging strategies strategically, they allocate sufficient time for each language and also affirm their students' bilingual identities. This approach ensures linguistic equity. One way that schools affirm students' bilingual identity is by ensuring that the school's linguistic ecology reflects the languages and cultures of all the students in the school. Schools ensure that murals, signs, and student work in hallways and classrooms reflect the students' languages. In addition, school libraries must include books and other resources in the students' languages. Teachers can also incorporate activities that draw on and showcase students' languages, such as posting bilingual and multilingual word walls and student projects created in the languages they are using. All of these practices affirm students' languages and cultures.

Mary and Elizabeth, two teacher educators, involved their teacher candidates in an activity to make the students think more deeply on the topic of culture. After the students had discussed culture and written their own definitions of culture, the teachers asked them to create a Cultural Venn Diagram. Students were given the following directions:

Partner up with someone in your group.

- Each of you picks a shape that represents your culture.
- Draw your shapes overlapping (like a traditional Venn Diagram).
- On the outside sections, write the characteristics of your culture.
- On the overlap, write about how your cultures are similar.

Each pair of students used a different piece of poster paper and worked to think of something that represented their culture. One student, Jessica, chose to draw a Hmong drum so often used in both festivals and funerals in traditional Hmong culture, and Gregoria drew a nopal cactus, symbolic of both the arid landscapes in Mexico and the fruit that is often eaten and used for different purposes. Within each symbol, the students wrote reflections of their own culture. Then, they wrote what they had in common in the overlap section.

After these activities, the students looked again at their original definitions of culture, added to them, and then read articles to see how others had defined culture. Mary and Elizabeth's approach of using these different activities helped prepare these future teachers to affirm their students' cultures and languages.

Translanguaging strategies also build students' metalinguistic awareness. When teachers compare and contrast languages, emergent bilinguals build an understanding of how their additional language is similar to and different from their home language. Marzano, Pickering, and Pollock (2001) list identifying similarities and differences as one of the most effective strategies for improving instruction.

In addition to posting cognate walls, teachers can compare spellings. One teacher in a dual language bilingual program worked with her young students to discover words in Spanish that looked like English words, except that the Spanish words started with an "e." She listed word pairs such as stamp/estampa, scorpion/escorpión, special/especial, and study/

estudio. She encouraged her emergent bilinguals to remember this regular variation as they wrote in either English or Spanish.

Teachers can also use translanguaging strategies to scaffold instruction. They can have bilingual pairs do a turn-and-talk using their home language or have small groups of students use their home language to explain a homework assignment to each other. Teachers can also scaffold biliteracy development. For example, the teacher could read a book in English and then discuss it with the class in Spanish. Students could watch a video clip in Spanish and write a summary in English. They could read an article in Spanish and discuss it with a partner in English. Students can read a bilingual book in one language and use the home language version of the text as a resource if they have difficulty. Emergent bilinguals can also write their own bilingual books, write dialogue for bilingual characters, write a speech for a bilingual audience, or create bilingual poems in two voices.

Strategic use of translanguaging strategies like these affirm students' bilingual identities and also help them develop biliteracy. Teachers can use these strategies to build students' metalinguistic awareness as they compare and contrast languages, and they can scaffold instruction by drawing on students' full linguistic repertoires. In dual language programs where teachers and administrators understand translanguaging and how it is different from code-switching and concurrent translation, all students can develop cross-cultural competence and achieve high levels of bilingualism and biliteracy.

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Supporting Dual Language Learners is Crucial for Equity in California



Anna Ioakimedes, M.A.
Carolyne Crolotte, M.A.
Giselle Navarro-Cruz, Ph.D.
 Early Edge California

We are in a historic moment in the United States and the Early Learning field. In the past six months, our nation has experienced a once-in-a-century pandemic and catastrophic economic shortfalls combined with an increasingly urgent conversation about racial equity. The COVID-19 public health and economic crisis will force us to rebuild and rethink how we offer Early Learning programs. The racial justice movement means that those conversations must include a commitment to diversity and equity at their core.

Background

In California, Dual Language Learners (DLLs), children ages birth to five who are learning a language other than English at home, are a significant but frequently overlooked population. Representing 60% of children ages 0-5 (The Children's Partnership & Early Edge CA, 2018), DLLs have the opportunity to become fully bilingual and biliterate, a huge benefit to

the children, families, and society. However, too often, the Early Learning and K-12 education systems fail to provide DLLs with the support they need to develop their skills, leaving DLLs disadvantaged and under-performing in both their home language and English. For this reason, DLLs are a crucial part of any solution to narrowing the opportunity gap across racial and socioeconomic lines.

California's current education system and policies for serving DLLs and English Learners (ELs)¹ were designed to limit diversity and impose assimilation. In the 1980s, voters overwhelmingly approved a ballot initiative declaring English as California's official language. A decade later, Proposition 227 severely restricted bilingual education, a policy in place for nearly two decades (Ou, 2016). For many DLLs and ELs, these policies not only meant that children lost the opportunity to develop fluency in their home language; they were also less likely to result in children gaining proficiency in English.

Contrary to popular belief, English immersion is not the swiftest or most effective way for young children to learn the language. Children who are immersed in English-only programs before they have mastered their home language experience a negative impact on their overall language development, impeding their ability to learn to speak, read, and write in any language. This often results in long-term academic challenges and unequal outcomes. Conversely, children who receive consistent support in their home language as they are acquiring English can achieve fluency in one or more additional languages, resulting in social and academic outcomes that match or exceed that of monolingual English-speaking children from similar backgrounds (Espinosa, 2013).

In recent years, California has begun to address the harms of previous generations. The prohibition on bilingual education was repealed in 2016 with Proposition 58, and the following year, the State Board of Education adopted the English

Learner Roadmap state policy, an assets-based framework for supporting DLLs and ELs from early childhood through 12th grade (Hakuta, 2018). In 2018, State Superintendent of Public Instruction (SSPI) Tom Torlakson launched Global California 2030, which aims to double the number of bilingual teachers authorized, triple the number of students receiving the State Seal of Biliteracy, and quadruple the number of dual immersion programs by 2030. Current SSPI Tony Thurmond has shared support for this initiative (Thurmond, 2019).

Barriers to Teacher Training in DLL-Specific Strategies

Despite the fact that DLLs represent a majority of young children and that developing both a child's home language and English simultaneously is critical for future academic and social success, Early Learning teachers in California are not required to receive any specific instruction or training in working with DLLs or their families. This stands in contrast to the K-12 system, which requires teachers to demonstrate competency in working with ELs as part of the credentialing process. Early Edge California's report, *Improving Teacher Preparation to Support Dual Language Learners*, describes the barriers teachers face in acquiring the skills necessary to serve DLLs and the steps that California can take to ensure that all Early Learning teachers are prepared to serve DLLs and their families effectively.

Many Early Learning teacher training programs do not offer DLL-specific coursework in their programs. A review of California Community Colleges, where most Early Learning teachers receive part or all of their education, found that fewer than one in five (17%) offer a single class

focusing on teaching DLLs, and only four schools out of 110 offer a specific DLL concentration in their Early Childhood Education or Child Development program. At the university level, no school offers a concentration in serving DLLs, and only one-third of California State Universities and a single University of California campus offer a specific class in supporting DLLs. In addition, broad general education requirements mean that many prospective teachers do not have the time or funding to add a course on serving DLLs, even if such a class is offered. Surveyed faculty indicate that unless competency in serving DLLs is included in the Child Development Permit, California's certification for Early Learning, there will be no institutional will to develop or staff classes to teach DLL-specific classroom strategies (Ioakimedes, et al., 2020).

Professional development to help practicing teachers work with DLLs is also limited—one teacher interviewed for *Improving Teacher Preparation* who serves a large percentage of DLLs from multiple language backgrounds stated she had received “zero” DLL-specific training opportunities. Another indicated that her district offered only one class on supporting DLLs, repeating the same material every year. (Ioakimedes, et al., 2020).

Given the diversity of languages spoken in California, teachers need support and guidance on how to best engage families from diverse cultural and linguistic backgrounds and work with them to collaboratively strengthen children's language skills. Parent partnerships are critical in helping DLLs develop home language skills. However, many parents are unaware of the value of maintaining the home language, and some are even instructed by pediatricians, social workers, or other professionals to avoid using their home language in favor of English (Bay Area Advisory Group, 2019).

Teachers should encourage parents to read, talk, sing, and do other enriching activities with their children in their home language, emphasizing that fostering these skills in any language will help children's academic and social development in the long term. Teachers can also invite families to the classroom to speak their home language and share their culture. This not only allows

children to hear, speak, and read their home language in class, but also exposes all children to the richness of diverse languages.

By engaging families and empowering them with the confidence they need to develop their child's home language, Early Learning programs can provide children with the strongest preparation possible for kindergarten, significantly increasing their chances of academic and social success and reducing the equity gap.

Recommendations

As a result of this failure to invest in teacher preparation and professional development, nearly 60% of children in California receive an education that does not meet their developmental needs. California cannot achieve equity and justice for all its children without addressing this fundamental shortfall.

California can take action to develop an Early Learning system in which all children experience the support they need to thrive. Some recommendations include:

Revise the Child Development Permit to require teachers to demonstrate competency in serving DLLs.

The Commission on Teacher Credentialing is considering possible revisions to the Child Development Permit to base it on demonstrated teacher competency rather than merely completing units. This is a perfect opportunity to incorporate the need to support and nurture DLLs' bilingualism as a required competency. If the Child Development Permit were revised to require competency in supporting DLLs, community colleges, California State Universities, and training programs would be incentivized to develop and implement the necessary curriculum that ensures all Early Learning teachers are prepared to work with California's diverse children and their families.

In addition, to ensure that the needs of DLLs continue to be met in an evolving system, the Governor should appoint a commissioner to the California Commission on Teacher Credentialing with expertise in early childhood and dual language learning.



Invest in Professional Development for Early Learning Teachers.

The existing workforce must have opportunities to expand their capacity to serve DLL children in their programs. In 2018, the Legislature allocated \$5 million in order to fund professional development opportunities for current Early Learning teachers to improve their skills in working with DLLs. All grantees received many more requests than they could fulfill, demonstrating the great need for such professional development. The state should augment and sustain this funding in the next and future budget cycles.

Ensure that the voices of immigrant and DLL families are represented in policy development.

The voices and experiences of immigrant, mixed-status, and DLL families must be consistently represented in policy conversations in California. State officials should ensure that Early Learning DLL experts and families are represented on the Early Childhood Policy Council, in developing the cradle-to-career data system, and in union negotiations for Early Learning professionals. These initiatives should include translation and language support as needed, and outreach to immigrant communities to ensure that their voices are represented as major policy changes are made.

Support teachers from diverse backgrounds to enter the Early Learning workforce to ensure children have teachers who speak their language and understand their cultures.

While any teacher can be trained to support DLL students, research demonstrates that children experience positive outcomes when their teacher shares their home language and culture (Loeb, et al., 2014). However, many individuals from language-minority communities cannot afford college, do not live near a community college or university, or do not have the English language or academic preparation to complete college coursework and are therefore unable to obtain a Child Development Permit. As a result, the caregivers who are most likely to provide children with the language and cultural competency they deserve may be limited in their work opportunities and unable to advance in their careers.

Some programs and community colleges have developed innovative solutions to help students whose home language is not English achieve the competencies they need to advance in their careers and serve a greater number of children. One example is Southwestern Community College, located in the communities immediately adjacent to the US-Mexico border. It provides a unique program that allows Spanish-speaking Early Learning workers to pursue a Child Development Permit while improving their English language skills. In the Spanish-to-English Associate Teacher Certificate program, coursework is originally offered mostly in Spanish, and English-language content increases as students move through the program. After finishing the program, students are eligible to obtain an Associate Teacher Child Development permit. (Ioakimedes, 2020).

In another innovative program, the Service Employees International Union (SEIU), which serves a number of Early Learning providers, offers an apprenticeship program designed for working adults. The program includes coaching, community-based college coursework, professional learning communities, and individualized guidance to help participants advance on the

California Child Development Permit Matrix (Service Employees International Union). Perhaps most crucially, the apprenticeship includes paid on-the-job training and wage increases as professional targets are met, critical factors for a workforce that is often paid poverty wages.

Conclusion

We all bear the cost of previous and current failures to support DLLs and the teachers who serve them. Decreased academic achievement, increased social-emotional disturbances, and limited employment outcomes are all demonstrated results of a system that does not value or support diverse languages, cultures, and sense of self (Ioakimedes, 2020).

Supporting DLLs is critical to ensuring that all children in California are equally prepared to succeed in school and life, but too often, their needs are considered as secondary, if they are considered at all. California must prioritize meeting the needs of DLLs and better preparing and supporting their teachers. Only then can California's Early Learning system begin to develop true equity and racial justice for children, families, and society.

Note

¹ English Learners are children in the K-12 system who speak a language other than English at home and who are not yet proficient in English.

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Equitable Assessment Practices for Emergent Bilingual Students



Cathy Amanti, Ph.D.
Georgia State University

All students in U.S. schools are given a variety of assessments at multiple institutional levels. These include assessments mandated at the state and district level, as well as assessments more specific to a grade or classroom. They also include literacy assessments and assessments of content learning. For immigrant and U.S.-born emergent bilingual students, there is an additional category of assessments they must take—English language proficiency tests (see Figure 1). With this wide array of assessments, educators must understand the purpose of each type of assessment, as well as how to accurately interpret and use the results to support student learning. The consequences of

misinterpreting assessment results can be damaging to students and have a lasting impact on their academic trajectories.

This article focuses on literacy and content assessments given in English to emergent bilingual students. Keeping in mind that any assessment given in English is also an assessment of English (Cappellini, 2005), educators must be able to fairly evaluate assessments without conflating literacy skills and content knowledge with English language proficiency. This potential problem is acknowledged at the state level through the allowance of accommodations on state standardized assessments. However, while accommodations for

students labeled as English Learners are mandated at the state level, there is no such mandate for district, grade-wide, or classroom assessments. Whether accommodations are provided on assessments for students new to English is left up to local educators. This is problematic, especially for immigrant students, in light of the fact that they may 1) lack familiarity with assessment practices common in U.S. schools, 2) lack familiarity with cultural references in the assessments, and 3) be at the beginning stage of acquiring English. This puts them at a serious disadvantage and increases the likelihood that their assessment will not accurately measure what they know and are capable of.

Figure 1. Examples of the many types of assessments administered to emergent bilingual students

Institutional Level	English Language Proficiency	Literacy	Content
State	<ul style="list-style-type: none">English language proficiency screenerAnnual English language proficiency test	<ul style="list-style-type: none">Standardized reading and writing assessments	<ul style="list-style-type: none">Standardized content assessmentsEnd of course assessments
District	<ul style="list-style-type: none">Informal placement	<ul style="list-style-type: none">DIBELSDRARunning recordsDistrict benchmarks	<ul style="list-style-type: none">District benchmarks
School/Classroom	<ul style="list-style-type: none">Adopted ESOL textbookTeacher created	<ul style="list-style-type: none">Adopted literacy textbookTeacher createdCommon grade	<ul style="list-style-type: none">Adopted content textbookTeacher createdCommon grade



In light of the above, teachers need to be able to determine, if an emergent bilingual student struggles on an assessment given in English, whether the problem is related to their literacy skills, their content knowledge, or their stage of acquiring English. Take, as an example, a math assessment given in English that consists of multiple word problems. Suppose an emergent bilingual student performs poorly on the assessment. In that case, her or his teacher must be able to ascertain if the reason for the poor performance is due to the student's lack of familiarity with the English vocabulary used in the assessment, whether she or he struggles because of her or his reading ability, or whether she or he has not yet mastered the math concepts assessed. Only by pinpointing the specific area(s) in which the student struggles will her or his teacher be able to provide the support that student needs. As an aside, not knowing English should never be considered a "problem." Also, if it appears that a student's level of English proficiency (which in reality is a social construct) is keeping a student from demonstrating their literacy or content learning, their performance may be completely normal for students at that stage of acquiring English.

Besides increasing their assessment literacy, what can teachers do to assess their emergent bilingual students' academic performance equitably? They can develop separate evaluation criteria for language proficiency and for literacy or content knowledge on the assessments they give. This can be done by developing separate rubrics for each or developing a single rubric that includes both language proficiency-related criteria and literacy/content-related criteria. Something else educators can do is differentiate the assessments they give to their emergent bilingual students. There has been a great

deal written about how to differentiate classroom instruction, but considerably less about how to differentiate classroom assessments, especially for emergent bilingual students. A notable exception is Fairbairn and Jones-Vo's (2010) book on differentiating instruction and assessment for emergent bilingual students. In what follows, after a brief discussion of assessment in general, some guidelines for differentiating assessments given in English to emergent bilingual students are presented. In the conclusion, we return to why attention to our practices around assessing emergent bilingual students matters.

What is Assessment?

According to Margo Gottlieb (2016), an authority on the assessment of emergent bilingual students, assessment is defined as...

"the planning, collection, analysis, interpretation, and use of data from multiple sources over time that communicate student performance in relation to standards, learning goals, learning targets, or differentiated learning objectives." (p. 241)

As part of a comprehensive assessment plan, a variety of types of assessments must be used. A thoughtful and well-designed assessment plan must also address individual students' unique characteristics to ensure that all students progress in mastering grade-level curriculum.

A daunting endeavor for any educator, the assessment process is more challenging in the case of emergent bilingual students, both because of the added need to monitor their progress in acquiring English, as well as the need to ensure that students at the early stages of acquiring English are not penalized on content and literacy assessments because of their level of English proficiency. When assessing emergent bilingual students, the focus should be on what students can do, rather than on comparing their achievement to U.S.-born dominant English speakers. Another point to keep in mind is that using different types of assessments gives emergent bilinguals more opportunities to demonstrate their learning.

Differentiating Assessments

Beginning from the premise that emergent bilingual students are as capable of learning grade-level content as their English proficient peers, we must find ways that allow them to demonstrate their learning no matter their level of English proficiency. At the same time, we must hold them accountable for learning the same grade-level content and literacy standards as their English-dominant peers. One way to do this is to adjust the linguistic demand of the assessments we give. This means avoiding such things as:

- Words with multiple meanings
- Sentences with subordinate clauses
- Conditional (if ..., then)
- Verb phrases (i.e., Cooking for her friends gives Sandra great happiness)
- Modals – would, could, should, might, etc. ("Would you have done the same thing if you were in a similar situation?")
- Idioms and other figurative language and so on

Emergent bilingual students need to be exposed to all of the above during instruction. However, we do not want a lack of familiarity or facility with these complex linguistic demands to become a barrier to their demonstration of literacy or content learning.

Another way to differentiate assessments of content learning for emergent bilinguals is to include models, examples, visuals, and graphic organizers in the assessment. This might mean that students at the beginning stage of acquiring English are asked to label a picture or diagram on an assessment and that students at the intermediate stage of acquiring English might be asked to fill in a T-chart with words from a word bank. All emergent bilingual students should be given extra time when taking a content or literacy assessment in English, and questions should be accompanied by illustrations whenever possible. Also, care should be taken to avoid asking culturally biased questions or questions that assume background knowledge not shared by all students. See Table 1 for additional strategies that can be used to reduce barriers to emergent bilingual students demonstrating their learning on assessments given in English.

Table 1. Sample strategies for differentiating literacy and content assessments given in English to emergent bilingual students by level of language proficiency

Strategies for students at the beginning stage of acquiring English
<ul style="list-style-type: none">• Assess in student’s primary language (or allow first drafts of writing in primary language).• Answer a few questions orally. (yes/no, true/false, multiple-choice with only a few choices, etc.)• Draw and label a picture that demonstrates key ideas.• Label a diagram.• Allow students to point to the answer.• Match vocabulary terms and pictures.
Strategies for students at the intermediate stage of acquiring English
<ul style="list-style-type: none">• Allow students to explain ideas orally.• Match items with a limited number of choices.• Provide (illustrated) word banks.• Fill in a graphic organizer.• Use open-ended questions requiring a one-sentence answer.• For multiple-choice, cross out one or two of the incorrect answers.• Allow students to submit a project instead of taking a classroom test.
Strategies for students at the advanced stage of acquiring English
<ul style="list-style-type: none">• Require students to complete only certain portions of a test.• Allow students to choose to answer 5 of 10 questions.• Provide word banks.• Allow students to submit a project instead of taking a classroom test.• Use open-ended questions that require a paragraph or two to answer.

Conclusion

According to Garcia (2009), since the time of Alfred Binet, “ tests have been used to label and misclassify students, especially those who are culturally and linguistically diverse” (p. 368). Teachers of emergent bilingual students must be able to design assessments that have consequential validity and be prepared to, again, accurately identify whether a “problem” is really a problem or whether what is being observed is normal performance for a student at a particular stage of acquiring English or from a particular cultural background.

Unfortunately, language proficiency is a factor in many teachers’ perceptions of emergent bilingual students’ academic ability and achievement. Poorly designed assessments, or misinterpretation of assessment results, confirm those perceptions. In line with the quote above, the negative consequences for emergent bilinguals are numerous. For one, low test results may be used to track emergent bilingual students into intervention classes. Placement in intervention classes results in a narrowed curriculum for students enrolled in them, widening the learning opportunity gap between emergent bilingual students and their English proficient peers. Another consequence may be low grades. Grades assign an arbitrary value to an assessment and are anything but objective. That they are arbitrary and subjective is demonstrated by the fact that they are often influenced by teacher perceptions of student effort, timeliness, and even student behavior. Grades are used to communicate progress to families and students and determine eligibility for honor roll, participation in honors and advanced classes, sports, and eligibility for college scholarships.

Even when emergent bilingual students are allowed accommodations on their assessments, or when their assessments are differentiated, assessing emergent bilingual students in English only tells half the story. In an ideal world, these students would be given some literacy and content assessments in their home language. Unfortunately, this is too often not the case unless they are enrolled in a bilingual education program. In the meantime, we must work to make our assessment practices as equitable as possible. Not doing so can have lasting negative consequences for emergent bilingual students.

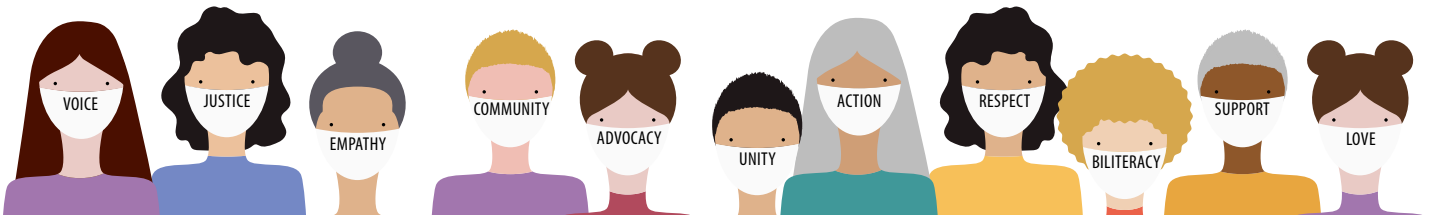
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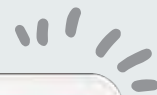
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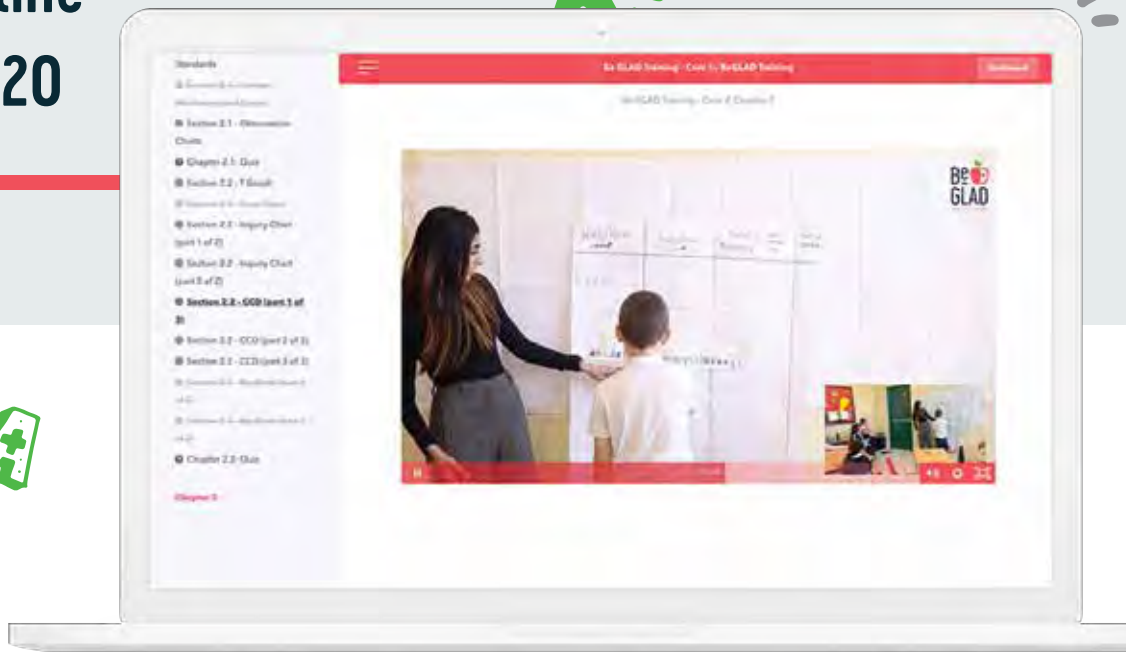


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Effective Practice-Based Coursework for Dual Language Educators: A California Equity-Minded Early Childhood Approach



Carola Oliva-Olson, Ph.D.
Senior Principal Education Researcher
SRI International



Anna Arambula-González, M.A.
California State University—Channel Islands
Fresno Unified School District

America's education system needs to attend to its young bilingual population, and recognition of this obligation is increasing across stakeholder groups and the nation. Children from birth to age five, who are learning English as a second language or are Dual Language Learners, currently make up 30 percent of the one million Head Start enrollees served nationally and are enrolled in 87 percent of all Head Start classrooms (U.S. Department of Health and Human Services, 2017). In California, Dual Language Learners (DLLs) account for the majority of the birth to five population (60 percent) and 48 percent of its Head Start children (Park, O'Toole, & Katsiaficas, 2017).

According to national data, the achievement gap between DLLs and their monolingual peers emerges by kindergarten and remains into third grade (Rumberger & Tran, 2010). Therefore, early learning settings have the potential to reduce these gaps (Gormley, 2008; Ansari & Winsler, 2016) by providing individualized support to ensure Dual Language Learners' full access to and effective engagement in daily learning

experiences. In *Promoting the Education of Children and Youth Learning English: Promising Futures*, such best practices for working with young DLLs include the systematic support for home language and English language development, language and communication-rich classrooms, the development of academic language, provider and family language input and interactions in the home language and English, and provider preparation (National Academy of Sciences, 2017).

Furthermore, burgeoning DLL research now exists to guide both policy and practice in early childhood programs. In response, the Office of Head Start now requires the systematic implementation of evidence-based practices to ensure all DLLs have full access to and effective participation in daily learning experiences (U.S. Department of Health and Human Services, 2016). Lamentably, because most early childhood educators in the state of California do not have access to DLL-specific training, young DLLs, as a result, are provided pervasively inadequate learning experiences (Oliva-Olson, Estrada, & Edyburn, 2017).

Effective professional development and higher education preparation coursework are necessary to support California's early childhood educators and to ensure DLLs receive the education they need and deserve (López, Zepeda, & Medina, 2012). Accordingly, momentum has been building with California taking a step forward to prioritize relevant educator preparation, quality education, and supporting qualifications for the current workforce, resulting in positive school readiness outcomes.

Auspiciously, in early 2019 the California Department of Education began funding several professional development projects to develop the early childhood education workforce's knowledge and practice when caring for young Dual Language Learners. In particular, one project granted to California State University Channel Islands—the Dual Language Learner Supports project—has focused on teacher preparation courses in higher education to promote practice-based learning while earning transferable upper-division undergraduate academic units.



Mi Poema

Yo soy;

esta actividad me enseñó a
analizar mi personalidad,

a comprender a los demás,

ayudar a sentirse aceptados y
bienvenidos a los niños

al igual que a sus familias en mi
programa.

Isabel Vázquez,
Family Childcare Provider

Meeting the Needs of California's Early Childhood Education Workforce

The 18-month project involved four distinct phases: 1) course enhancement and translations, 2) course pilot, 3) instructor training, and 4) delivery of courses. During the first phase, the course was enhanced to emphasize DLL family engagement, instructional supports, biliteracy development, and practice-based assignments. A collaboration with the San Mateo County Office of Education's Dual Language Institute was instrumental in integrating practical and effective activities, content, and materials for working early childhood education professionals.

Phase 1: Course Enhancement and Translations

The work and collaboration during phase 1 resulted in the offering of two separate courses, with each assigned one undergraduate upper-division academic unit. The courses were designed to be taken sequentially, starting with an introduction to young DLLs and ending with guidance on effective programming for DLLs. Both courses, along with supplementary materials, were translated into Spanish.

Exceptional supplementary materials to the course content, assured through funds from the Sobrato Foundation, consisted of many high-quality children's books in Spanish and assessments for Spanish language and literacy skill development via *Individual Growth & Development Indicators (My IGDIs)*. After students received training on scaffolded dialogic reading practice and dialogic reading with families to foster home language and English language development, *My IGDIs* was used as an example of a tool that is a valid and reliable instrument for DLLs that includes cultural variations for children's responses. The assessment is user-friendly for teachers, provides the necessary information to document the child's progress, and can be conducted by families when educators do not speak the child's home language.

Phase 2: Course Pilot

In the second phase, the courses were piloted with one cohort of 16 students, including teachers, family childcare providers, coaches, and administrators. In these two courses, students practiced implementing practice-based strategies for supporting Dual Language Learners in early childhood education programs and later had the opportunity to implement what they learned during each session back into their program. During the community of practice portion of the courses, students had the opportunity to share with the other students and instructors what their experience was like with the particular assignment connected with the content presented.

To provide instructors the opportunity to validate and honor the students' hard work and dedication in supporting DLLs and their families, students were given access to an online platform called *Padlet*. Students used *Padlet* to upload videos, pictures, anecdotal notes, child assessments, family activities, and the Family Language and Culture Interview, which provided background information to engage families in their children's learning. This course pilot provided valuable insight and feedback, which guided the full implementation in phase 4. For example, we learned that students need virtual support to navigate the online learning platform, as well as access to electronic devices, wi-fi, camera, and additional materials in Spanish.

Phase 3: Instructor Training

In the third phase, 23 statewide early childhood education specialists and coaches received three days of online instructor training for both courses. Instructors had access to a Dropbox folder containing reading materials, videos, assignments, syllabi, and an instructor inventory list consisting of each topic with objectives, assignments due, and additional resources. Additional support and guidance to address COVID-19 concerns and issues were provided to instructors delivering the courses face-to-face. These instructors received training and ongoing individualized support to transition to a virtual delivery of the courses. To facilitate further support and familiarity with the process of teaching online and supporting students in an academic setting, instructors were then paired off to co-teach a cohort.

Phase 4: Delivery of Courses

Lastly, the phase 4 course delivery consisted of 11 cohorts over 18 months. Students concurrently worked in early childhood education programs (e.g., center-based; home-based; family, friend, and neighbor settings), serving infants, toddlers, and/or preschoolers. Thus, to meet their needs as working professionals, sessions were offered during the times and days that worked best for enrollees. As

**Teaching Dual Language Learner
online courses for California State
University Channel Islands provided
me an amazing opportunity to
deepen my knowledge and increase
my effectiveness in educating
teacher candidates about the critical
importance of using a Planned
Language Approach and strategies
with young children in order to best
support language development for
all children. The courses provided
purposeful, deliberate, and
interactive opportunities for teacher
candidates to learn and apply
concepts in meaningful ways, well
preparing them to utilize and share
the critical importance and lifetime
benefits associated with supporting
children's home language in early
education language development
program planning.**

– JoNeen Ohlaker,
Adjunct Lector Professor

Dual Language Learner supports course has an impact on me ...

- I led a parent meeting where stories were read in the parent's home language (English, Spanish, and Vietnamese). When I heard the full story read in Vietnamese, I felt something changed within me. It was the first time since I left Vietnam and France that I felt my identity affirmed.

Dual Language Learner supports course has an impact on Educare California of Silicon Valley ...

- The course not only has increased a high image of the child, but also the child's home language.
- Teachers see and understand the importance of using their home language to promote equity on campus.
- Our inclusion teacher has become a passionate advocate for young Dual Language Learners. She used the current brain research and myths of bilingualism she learned in class to share at a school district meeting!
- The Personalized Oral Language Learning strategy is profound because it is holistic, social-cultural, recursive, and contextualized!

– Thena Gee, Adjunct Lector Professor

such, the majority of sessions were offered on Saturday mornings from 8:00 a.m. to 11:00 a.m. At the start of each cohort, students participated in an orientation to navigating the online learning platform while their program directors participated in an orientation to supporting their staff in implementing new DLL practices. Additionally, enrollees had the opportunity to take either course in Spanish or English, with tuition and textbooks fully funded by the project. Moreover, upon completing the courses, students received a \$600 stipend for excellent participation and regular attendance.

During the early stages of COVID-19 shelter-in-place orders, the project team made swift adaptations and provided one-on-one support to students to ensure their successful completion of the coursework, despite the challenging moment. Students were able to discuss their concerns, adaptations, and virtual interactions with children and families. Assignments for the courses were also modified to meet the student's needs, given that many of them had no direct access to children and families. At the end of the courses, participants were eager to implement strategies, were actively engaged in dialogue, and openly shared their experiences, learning, and reflections.

Course Content: High-Quality Teaching in Early Learning Settings with Dual Language Learners

The courses aim to bolster cultural competency, reciprocal engagement with families, community collaboration (e.g., libraries, higher education), and teaching practices that encourage

culture, equity, and diversity and provide daily access to content and language learning. Both courses include practice-based signature assignments, which were purposefully created to elicit specific Dual Language Learner competencies and document evidence in the students' own learning settings. Each course includes two community of practice sessions in which students receive feedback and have opportunities to learn from one another's diverse context. Because students are working in very different programs and serving super-diverse children and families, communities of practice are exceptional spaces for rich learning and reflection.

Course #1: Young Dual Language Learners

The first course introduces early childhood education professionals to the development of young DLLs in early learning settings. The course responds to a growing need for teachers and early learning professionals to develop skills and knowledge to implement optimal learning experiences in high-quality learning environments for all children. The focus of the course is on current education policies and demographic trends, children's bilingual language development and assessment, and teachers' cultural competence. Key assignments include a Dual Language Learner case study and an interview with the child's family to learn about the home language and cultural background, exposure to English, hopes, dreams, and potential concerns about the child's journey toward bilingualism. In addition, students video-record themselves explaining the rationale for providing targeted and individualized supports for young DLLs' socio-emotional, cognitive, and

language development to ensure access to the continued development of skills related to age-specific and developmentally appropriate learning.

Course #2: Effective Programming for Dual Language Learners

The second course focuses on effective instructional and programmatic practices that ensure young DLLs' full and effective participation. Topics covered include Classroom Language Models, Planned Language Approach, Personalized Oral Language Learning principles and strategies, and program self-assessments. The students practice building a language plan, set school readiness goals for Dual Language Learners among the children they serve, learn about instructional language models, use coaching and self-rating tools, and explore the importance of language assessment data for home language and English, regardless of the language spoken by the educator and the language model selected. The course's final session is centered on competencies to effectively implement Personalized Oral Language Learning strategies (Oliva-Olson et al., 2019a, 2019b). These instructional strategies help deepen students' foundational understanding to effectively implement best practices that ensure children's proficiency in the home language, tribal language, and English.

Coaching and Self-Rating Tool

Finally, the Dual Language Learner Supports' Coaching and Self-Rating Tool complements students' learning and provides continued support after course completion. This tool enables all

early childhood educators, including monolingual speakers, to self-reflect on the unique teaching practices needed to fully support each child who is a DLL. As early childhood educators individualize their teaching, they incorporate the Personalized Oral Language Learning strategies to effectively engage DLLs in all the learning activities.

What About the Future?

The COVID-19 crisis has created havoc in the early childhood education field, with educators and administrators now heavily involved in planning and preparation to meet children and families' socioemotional and developmental needs. Professional

development will now need to prioritize anti-bias, equity, and diversity training to ensure adaptations and enhancements are an essential component for educators and children alike.

Lessons learned from this project highlight the importance of practice-based online learning, the inclusion of signature assignments that are implemented in situated contexts (classrooms; family childcare homes; family, friend, and neighbor settings), and a focus on preparing teachers to advocate for and understand the value of bilingualism and mutual engagement with Dual Language Learners and their families.



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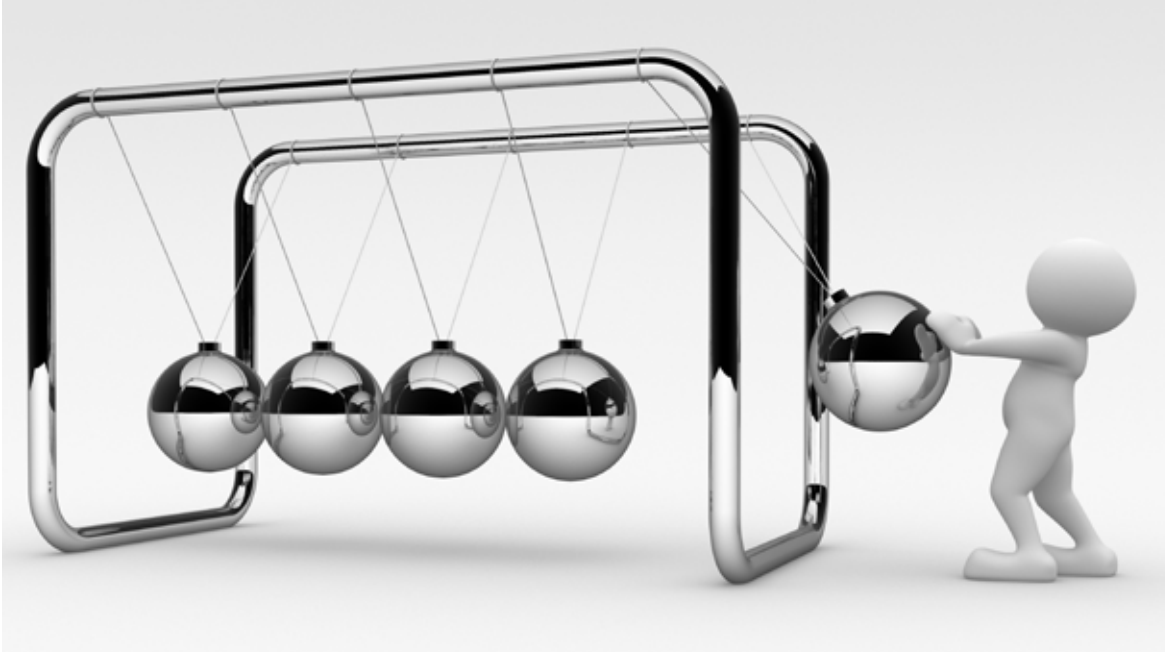


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Translanguaging and Its Push-Back



Danling Fu, Ph.D.
University of Florida

Translanguaging theory and practice validate and legitimate bilingual practices. As multilingual speakers, despite differences in age or language proficiency levels, we all naturally translanguage in our daily communication and expressions, often even informal or professional contexts. However, this common natural practice of multilinguals has historically been interpreted as a deficit in language learning, interference in language expression, or the marking of non-nativeness in language acquisition across the world.

The scholarship of bilingual literacy and language education in the past decades has endorsed the home languages and language practices of multilinguals and considered them as assets for their new language and content knowledge development, which included the conceptualization of language interdependence and literacy transfer (Cummins, 1979), and of code-switching, code-meshing, or language-crossing (Canagarajah, 2013; MacSwan, 2013). Despite the body of scholarship challenging the monolingual orientation dominant in language and bilingual education, many of us, the scholars of multilingualism, wanted

something more from this scholarship—more than solely the relationship between the home and the new language, or one language assisting the learning of the other language, or expressions, such as mixed codes in language practice. We sought to describe the process of being and doing as multilinguals. Sometimes this process is not visible or has a clear mixed language presentation but gives a sense of freedom, dignity, and existence as multilinguals.

Translanguaging theory values the languaging experience of multilinguals, which pushes against the boundaries of languages and intermingles linguistic features from the languages they know in ways that serve their communicative purposes. Translanguaging is a theory that emerges from practice, delves back to practice, and continues to advance its conceptualization through practice. Its theory and practice have legitimated the natural instinct and human right of multilinguals to be what they are, and express how they think, speak, and write; and have liberated them from monolingual confines and allowed them to be free and proud bilinguals! Translanguaging pedagogy, an approach to multilingual education, encourages teachers and students to use the full range of their

linguistic repertoires and has become increasingly influential in language education worldwide.

However, translanguaging theory, including its practice, has encountered resistance or push-back at different levels, even with recognition of its contribution to the empowerment and demarginalization of emergent multilingual students and demolition of language hierarchy in formal education. In academic circles, many scholars in the language and bilingual education field question one of the core principles of Translanguaging theory, that multilinguals have a single, unified linguistic repertoire, and postulate that this key translanguaging conception neglects individual language differentiation. They even consider this “a single unified repertoire” notion as implying an anti-multilingualism stance. Translanguaging conceptualizes the languaging practices of multilinguals as going beyond language boundaries to use all their language resources to maximize their potential to learn, express, and communicate with others. However, this conceptualization is interpreted by many in the field as a denial of the existence of named languages. Therefore, working from such an interpretation, the approach

disregards notions, such as mother tongue, second language acquisition, and language variety—key areas in the field of language studies.

Any concepts and theories can be interpreted differently, especially at their emergent stages. I am not a linguist or a scholar in bilingualism. However, from my perspective as a general literacy scholar (and also a bilingual individual), I do not view “bilinguals having a single unified linguistic repertoire” as neglect of individual language differentiation, but rather, as opposing the division of languages within bilingual individuals. As explained in our book, *Translanguaging for Emergent Bilinguals* (Fu, Hadjioannou & Zhou, 2019), we present this unified linguistic repertoire as a multifunctional Translanguaging room. In this room, rather than moving from one (linguistic or named language) room to another, bilinguals “have access to use all language features and tools ... and can flexibly select and use what they need at any given moment” (p.24). In this room, there definitely exist individual differences from one bilingual to another, but there are no rigid borders or divisions of languages. In my view, the notion of “going beyond languages” is not a denial of language existence but is about not being confined or constrained by any language forms.

I would like to use this culinary example from my Chinese-American household to explain the Translanguaging concepts, as Otheguy, Garcia, and Reid did in their 2015 article. Opening my refrigerator, you can see different sauces: Chinese chili sauce, Korean bean sauces, Thai and Indian curries, Japanese miso, barbecue sauce, tomato ketchup, Dijon mustard, etc. In this icebox repertoire, there are all kinds of resources for cooking (not separated

by their origins). When I cook, I don't care about which countries these ingredients originated from. I select the ones I need to make dishes based on those for whom I am cooking. I rarely use recipes but adjust my cooking based on the diners and the flavors we crave that day. This is very typical of how Chinese people cook at home. Now, with so many ingredients from so many cultures available to me, I don't know how my cooking could be labeled as a dish from one particular country.

Let's take a ketchup shrimp dish as an example. This is a favorite dish of my Caucasian husband, my American-born granddaughter, and my son, who grew up in the U.S. My daughter-in-law and I, who immigrated here as adults, learned to love it, as well. My family's favorite dish is somewhat like a Chinese sweet-and-sour shrimp dish, but my parents and my siblings in China wouldn't stand its tomato ketchup taste and would consider it an American dish or Americanized Chinese food. This culinary example from my multilingual/multicultural household illustrates the Translanguaging concepts of “a single unified language repertoire” and its notion of “transcending language boundaries” in Translanguaging practice. I store different ingredients together in one single refrigerator and use any of them based on my needs at the moment, and I rarely follow recipes. This practice of repeatedly breaking the rules, mixing the features, and adjusting the cooking techniques makes me a creative, flexible, and skillful cook. This is how bilinguals use the linguistic resources they possess (not stored in separate named-language boxes or parts of a brain) in their everyday communication. I don't think that the concepts of “a single unified linguistic repertoire” and “going beyond language boundaries” in Translanguaging theory indicate any denial of either the language differentiations within or among individuals or the existence of named languages. Rather, Translanguaging theory and practice push against boundaries that have outlived their usefulness and have caused so much pain and educational failure for minoritized emergent bilingual students (The CUNY-NYSIEB Team, 2020).

Almost all multilinguals can share their Translanguaging experiences, but many of them feel bad—or even feel guilty—about their Translanguaging practice, especially

regarding their school work. As a bilingual myself, I shared this guilty feeling, or even shame, for many decades, as both a student and a professional. As bilinguals, we have become victims of colonialist worldviews, trapped in the dominant epistemologies. When translanguaging, we feel guilty, as if we were cheating or as if we were handicapped language users. We try hard to resist, suppress, and refuse to accept our natural instincts and languaging performance. We see ourselves through the eyes of the dominant caste, trying to sound like others, which has confined us to a monolingual trap—a veritable language prison.

I remember as a student of the English language in China, in order to sound like a native English speaker, I tried hard to imitate the pronunciations, tones, expressions, and even gestures (from listening to radio or watching movies) of native English speakers, and I worked hard to match every syllable. Sounding or writing like a native English speaker was my ultimate goal in learning the English language. In order to immerse myself deeply in learning English, I even avoided reading or writing in Chinese while studying and teaching English in China for a decade and seized any chance to practice speaking English with English native speakers. However, when I got to the US, I found that, not only were the imitated ways I spoke English not even close to how most Americans spoke, but I also had a hard time understanding them, especially those with local accents. As an English language learner, this defeated feeling made me question my own learning capacity and kept me silent during many years of study in the United States.

My English language learning experience mirrors that of many bilingual learners in their formal education. In K-12 schools across the U.S., we see many emergent bilingual students confined to English-only, or one-language-one-time classrooms, where they feel ashamed when they have to ask their friends in their home language to clarify the teacher's instruction and feel like they're cheating when they have to read books or watch videos in their home language in order to prepare for their English reading. Even though they translanguague everywhere in their daily lives—at home, on the street, in the church, in the school cafeteria and



hallways, or at the playground, they discipline themselves not to let their home language enter their formal schooling and interfere with their learning in English. Nevertheless, no matter how hard they have to struggle with their reading, writing, learning, or class discussion this way, many are labeled Long-term English Learners or struggling students who trail behind their peers throughout their schooling, and they eventually drop out of school.

Even bilingual college students, many of whom are international students, do not feel good about themselves as learners in their college studies when they have to use their home language to assist them in their reading, writing, and school assignments. As shown in a study by one of my doctoral students (Zhang, 2020, unpublished study), many international students feel handicapped as learners in the U.S. when they have to rely on their home language to think about, draft and process their English academic work. By doing so, they consider themselves to be learners with limited English proficiency, poor English writers and thinkers, or marginalized students on U.S. college campuses. Ironically, many of these students have been successful students in their own countries and have received the requisite English credentials to be accepted to study in U.S. colleges. However, their perception of their own Translanguaging process as an inappropriate practice for their academic studies has made them self-identify as unqualified learners, lose confidence, and have low self-esteem as individuals in the English-speaking environment.

Through years of formal schooling grounded in monolingual orientation and practice, many bilingual students, whether emergent or experienced, have been “damaged” (Jimenez, a personal conversation at LRA, 2019). English-only or language separation policies, nativeness or language purity fallacy, and the practice of language hierarchy in language and bilingual education have indoctrinated these students to suppress or resist their natural languaging practice and reject themselves as bilinguals. They have been schooled to be like others, sound like others, and see themselves through others. They are minoritized and racialized through a colonialist worldview and dominant ideology in education.



Translanguaging theory normalizes the natural languaging practice of multilinguals and encourages teachers to create a Translanguaging space in their curriculum and instruction to maximize the learning potential of multilingual students and liberate them from their language/thought confinement in education. Any calls for breaking established dominance encounter challenges and resistance. For us teachers and educators, it takes much courage to question the ideology in which we have been indoctrinated for decades and to deconstruct the walls we have contributed to building in the name of helping students of color to meet the “standards” and enabling them to be competitive in the “mainstream” world. These walls have constrained our students’ use of their funds of knowledge, their linguistic assets, and their natural abilities to learn and grow intellectually, socially, and emotionally in formal educational settings. These walls are constructed by “standards” to form a so-called “mainstream” society grounded in racism, linguisticism, classism, and colonialism that have marginalized

bilingual students and students of color for decades. If we continue to teach to these standards but forget our students’ personhood, we will continue to keep many emergent bilinguals and students of color on the margins and continue to confine them to their imprisonment within formal education.

Translanguaging theory and practice give us the words and tools to dignify the existence of multilinguals and create space and opportunity to legitimize their languaging practices in formal education. Doing so breaks oppressive traditions and allows non-dominant groups to share space and power within established patterns of dominance and to afford innate human rights to historically mistreated people. Translanguaging guides us to begin a long journey to fight against social injustices and post-colonial oppression with Anglo hegemony and English imperialism that have dominated our society and school system and harmed students of color and emergent bilingual students for far too long.

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Dr. Fu on ORCID: <https://orcid.org/0000-0002-2530-1361>



The ABCs of Learning Issues A Practical Guide for Parents and Professionals

By Dana Stahl M.Ed. Learning Specialist,
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A Chicana Borderlander Maestra Teaching without Fronteras



Susana Ibarra Johnson, Ph.D.
New Mexico State University

Chicano Borderlander

by Oscar J. Martinez

A Chicano Borderlander

I am

Part Mexico, part American.

Two currents feed my soul:

one southern, mestizo, Third World,

one Northern, Anglo-Saxon, First World

Straddling two nations, two cultures,

belonging to both, belonging to neither,

One moment totally sure of who I am,

the next baffled by my duality.

Bilingual, bicultural, binational,

embracing two social systems,

assuming multiple identities,

crisscrossing ethnic boundaries,

negotiating and taming opposing worlds.

Spare me the hellish choice

of taking sides

between the United States and Mexico.

One is my home, the other my nurturer.

On the border,

conflict of the heart of the nation

has but one cure:

recognition of jointness

and jointness in resolution.

For the past two years, I have been a Biliteracy Specialist at a large public school district in the Southwest. In my position, I was able to support dual-language bilingual education teachers (DLBE) in a Translanguaging Participatory Action Research (PAR) (Chatterton, Fuller, & Routledge, 2007; Greenwood et al., 1993) project created to further develop DLBE teachers' knowledge(s) and experience(s) regarding their instructional practices specifically in biliteracy and translanguaging pedagogy. Pseudonyms were used for all teachers and students involved in this project. The poem above describes well how the DLBE teachers I worked with expressed their teaching experience as being a Chicana Borderlander. That is, the teachers participating in the PAR project were "Part [Southwest] Mexico, part American," constantly struggling to meet the "duality" that DLBE has created through language separation during literacy instruction. Through this separation, teachers were asking their students to assume "multiple [literate] identities," yet knowing that the only possible solution was to "cure: recognition of jointness and jointness in resolution." Language separation in DLBE programs is important for bilingualism and biliteracy development, but imagine if bilinguals leveraged translanguaging, that is, if they used their unitary language system that enables them to use all language features fluidly (García et al., 2017).

An area of focus for the PAR project teacher was the translanguaging pedagogy: a three-prong approach: *stance, design, and shifts* (García et al., 2017). Starting with stance, the teachers must draw from students' language practices and cultural understandings encompassing those they bring from home and communities, as well as those from school. The design is the units and lessons that leverage the *translanguaging corriente*, that is, the flow of students' bilingual practices (García et al., 2017) in ways that accelerate bilingual students' content and language development in school. The shifts reflect the teachers' flexibility and willingness to change the course of the lesson and the language use planned in order to release and support students' voices and understandings. Translanguaging pedagogy provided

a space for these teachers to join their Spanish language arts and English language arts to make sense of the knowledge and skills being taught, yet keeping the learning objectives for each language as the main purpose of their instruction.

This paper describes the empirical work of one DLBE teacher who embraced the translanguaging pedagogy and how she discovered her personal stance that influenced the dynamic bilingual identity of her students and herself. By valuing and expanding translanguaging pedagogy in the classroom, she developed a unit/lesson instructional design that integrated students' linguistic repertoires and allowed spaces for flexible shifts determined by students' linguistic needs and practices during learning (García et al., 2017). Next, I will describe Maestra O, a DLBE teacher enacting the translanguaging pedagogy in her classroom during her Spanish language arts instruction.

Translanguaging Stance Springs from a Current

To take up translanguaging pedagogy, teachers need to first reflect upon their personal stance towards blurring the lines between Spanish and English when teaching language or literacy and opening up a space that draws from students' dynamic bilingualism. To do this, Maestra O, who taught 15 years in K-8 bilingual education, was involved in the Translanguaging PAR project and spent one year studying translanguaging research and a book study of *The translanguaging classroom: Leveraging student bilingualism for learning* (García et al., 2017) with a group of 15 teachers and myself. Through her own self-reflection and self-actualization, Maestra O expressed in the following quote how the book study transformed her stance from a separate view to a more holistic view.

My translanguaging stance springs from a current that has always flowed in my veins. I once compartmentalized my bilingualism as it played out in various contexts; Spanish to pray and speak with my grandparents, formal Spanish in high school and college, English at school, Spanglish at home, and with cousins or neighborhood friends. However, I realize now that my bilingualism

is a linguistic movement within that guides my actions, emotions, and responses. This personal experience allowed me to embrace the Translanguaging Stance with an open heart that allows me to see students holistically in terms of their linguistic repertoire. (Interview, 07/12/20)

Maestra O expressed that her stance "springs from a current" as a Chicana Borderlander born and raised in the U.S. Southwest and from embracing her Spanish and Indigenous heritage that runs "in her veins." She understands physical borderlands—that DLBE programs require language allocation, but as a borderlander, she knows that tapping into the students' *corrientes* creates a linguistic movement that guides her actions and those of her students. Her translanguaging stance influenced her dynamic bilingual identity and that of her students, which led to developing an instructional design that integrated students' linguistic repertoires while teaching the interdisciplinary unit, *Encuentros: Diferentes Puntos de Vista*. The next section provides a brief description of Maestra O's unit and, in more detail, the opinion writing lesson where she had a Spanish writing task as a goal.

Encuentros: Diferentes Puntos de Vista Design

In Maestra O's third grade DLBE Spanish/English classroom, three-fourths of her students were Hispanic, and one-third of Native American heritage. She had students revitalizing their home language since many of their family members had suffered language loss, and other students learning Spanish as a second language. In her own words, she wanted to "holistically use her students' linguistic repertoire" to brainstorm and discuss ideas before writing their opinion text in Spanish. To do this, she developed a translanguaging lesson design.



Translanguaging Lesson Design Teacher Name: Maestra O	
Essential Question: What makes people view the same experience in different ways? <i>¿Por qué se ve el mismo evento en puntos de vista diferentes?</i>	
Task-Based Performances	
General Linguistic Students will orally compare/contrast the most important points & key details presented in two historical fiction texts about the encounter between Spanish explorers & Native Americans by jointly constructing a graphic organizer with the teacher and other peers.	Language-Specific Estudiantes van a expresar su opinión y elaboran una estructura organizativa que enumere las razones que apoyan su opinión. Estudiantes van a usar palabras y frases de enlace (ejemplo: porque, por lo tanto, al fin) para conectar la opinión con las razones y ofrecen una declaración o sección final.
Translanguaging Space	
Teaching and Learning Cycle Phase 1 <i>Deconstruction of Text</i> <ul style="list-style-type: none"> Deconstruct the argumentative text of a mentor text by modeling identification and annotation of point of view in Spanish and English text. Phase 2 <i>Joint Construction</i> <ul style="list-style-type: none"> Read collaboratively and complete graphic organizers with mentor texts: identify opinion and reason in Spanish and English. Phase 3 <i>Individual Construction</i> <ul style="list-style-type: none"> Read independently and answer evidence-based questions on point of view/write an opinion three-paragraph essay on the point of view of a narrative in Spanish. 	

Figure 1.1. Translanguaging Lesson Design

The translanguaging lesson design was co-developed by the PAR project teachers and included some ideas from *The translanguaging classroom: Leveraging student bilingualism for learning* (García et al., 2017), such as the *Task-Based Performance and Translanguaging Space* sections. The subsequent sections elaborate on task-based performance and translanguaging space.

Task-based Performances

Task-based performances are authentic, performance-based tools that allow teachers to monitor students' general

linguistic and language-specific performances (e.g., writing persuasive essays, comparing and contrasting the results of two experiments, building background knowledge, etc.). General linguistic performance refers to speakers' use of oral and written language to express complex thoughts (e.g., to explain, to compare and contrast), drawing on the full features of their linguist repertoires. Language-specific performance refers to speakers' exclusive use of features from a named language (e.g., Spanish, English) to perform classroom tasks. Maestra O's task-based performances are described below.

General Linguistic Performance:

- Students will orally compare/contrast the most important points & key details presented in two historical fiction texts about the encounter between Spanish explorers & Native Americans by jointly constructing a graphic organizer with the teacher and other peers.

Language-Specific:

- Estudiantes van a expresar su opinión y elaboran una estructura organizativa que enumere las razones que apoyan su opinión.
- Estudiantes van a usar palabras y frases de enlace (ejemplo: porque, por lo tanto, al fin) para conectar la opinión con las razones y ofrecen una declaración o sección final.

A translanguaging lesson design needs both general linguistic and language-specific performances to make content accessible and create spaces for her students' translanguaging *corrientes* to flow freely.

Translanguaging Space

Translanguaging space is a space for the act of translanguaging as well as a space created through translanguaging. The notion of *translanguaging space* embraces the concepts of creativity and criticality, exploring dimensions of multilingual practices (Wei, 2011). Maestra O decided to use the Teaching and Learning Cycle (Brisk, 2015) to outline what she wanted students to do with language, concepts, and ideas. This encourages students to use all the features of their language repertoires, including lexical (word), syntactic (grammar), and discourse (larger chunks of text that hang together as a unit) features, and gives students something on which to "hang" new linguistic features and use multilingual practices. Maestra O's translanguaging space includes the Teaching and Learning Cycle outlined below.

- Phase 1 *Deconstruction of Text*: Deconstruction of argumentative text of mentor text by modeling identification and annotation of point of view in Spanish and English text

- Phase 2 *Joint Construction*: Read collaboratively and complete graphic organizers with mentor texts: identify opinion and reason in Spanish and English
- Phase 3 *Individual Construction*: Read independently and answer evidence-based questions on point of view/write opinion three-paragraph essay on the point of view of a narrative in Spanish

The task-based performance was for students to individually construct a Spanish opinion essay explaining their opinion and supporting their opinion with evidence from the text. As part of the teaching and learning cycle, Maestra O administered a pretest to the students as a formative assessment of their ability to write a Spanish opinion essay. The prompt was, "Were the Indigenous and the Spaniards friends or enemies?" The amount and quality of Spanish writing in the pretest were limited. For example, one student wrote, "Mi opinion del encuentro es enemigos porque los españoles reclamaron sus tierras. They had a war and said mean things." In comparison to the post-test, in which this student wrote a three-paragraph opinion essay in Spanish, this same student was now able to write three detailed paragraphs in which she included supporting reasons and evidence from the text. For example, "Los españoles fueron crueles. Ellos hacían los Indígenas se enfermaron y sufrieron." (See Figure 1.2 for complete written text).

As part of the teaching and learning cycle, Maestra O analyzed student writing to discover that they had achieved the language-specific performance by writing a cohesive and coherent opinion about the encounter between Spanish explorers and Native Americans in Spanish. She mentions that by "planning for a general linguistic performance where students could orally compare and contrast the most important points and key details presented in texts in Spanish and English or bilingually my students were able to be more expressive and critical about the content in the text." (Interview, 07/12/20)

Borderlander Shifts

As a borderlander, Maestra O's bilingual philosophy and instruction have shifted. She focused more on teaching based on the students' language, their corriente, recognizing that the richness of their

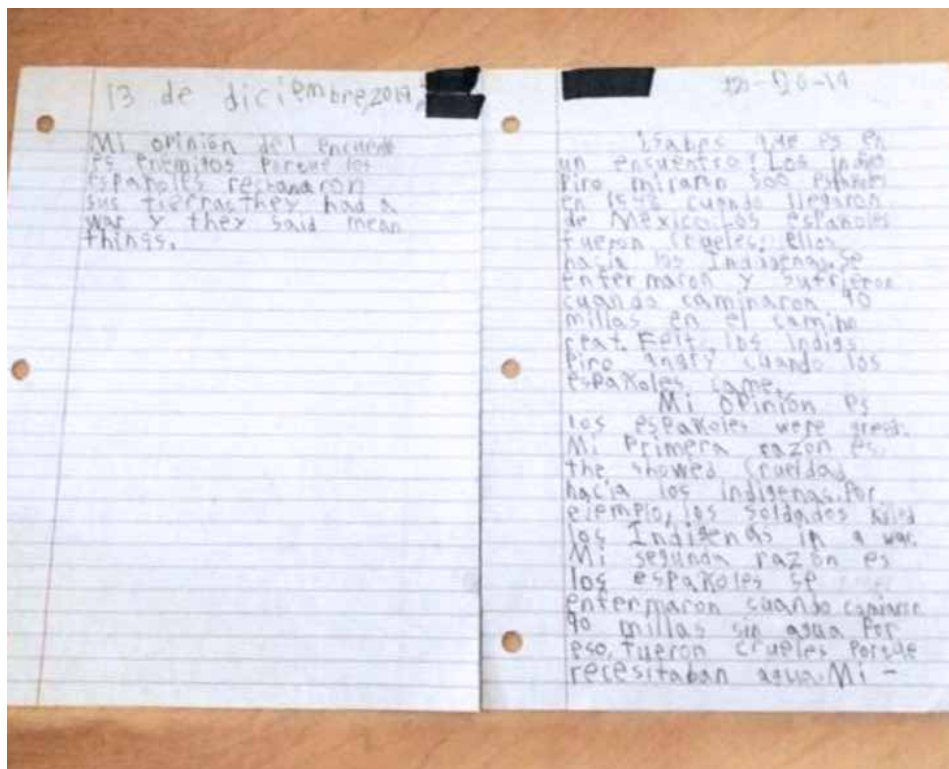


Figure 1.2. Student Pre/Post Writing Sample

bilingualism creates the curriculum and moves the learning current in a positive, engaging, and productive direction. By designing a curriculum that holds the target language as a priority, introduces text in the target language, and provides differentiation and planned times for translanguaging, Maestra O made content accessible and created spaces for her students' translanguaging corrientes to flow freely. As a result, her students could engage with text, discuss essential questions, and construct written essays in the target language.

As a Chicana borderlander, Maestra O straddled the Spanish and English linguistic borders conflicted about her DLBE classroom's language separation. Her cure was to teach without fronteras and recognize the importance of bringing both languages together to create a corriente that brings forth jointness in resolution. In her own words, "It is because language has flowed naturally throughout the unit that I was able to harness this natural energy to shaping proficient Spanish writers." (Interview, 07/12/20)

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Teaching in the Time of Pandemic: Beware of False Binaries and Deficit Perspectives



Kathy Escamilla, Ph.D.
University of Colorado–Boulder



"We know that distance learning doesn't work. Distance learning was a waste of time and resources especially for the most vulnerable of our children." (Francis S. Collins, Director National Institute for Health on Meet the Press, July 19, 2020)



"After 17 years of federal involvement and \$1.7 billion of federal funding, bilingual education has been a total failure. We have no evidence that the children whom we sought to help—that the children who deserve our help—have benefited." (William Bennett, U.S. Secretary of Education, 1985)

False Binaries and Deficit Perspectives

The reader is likely wondering why I chose to start this article with seemingly disconnected and disparate quotes separated by a 35-year time span. It seems that throughout the history of bilingual/dual language education, too often, our policymakers and others have chosen to argue the merits of our programs, our teachers, and our pedagogy using a binary discourse. They have applied this binary to the case of online learning that became ubiquitous in public schools when the pandemic of 2020 hit the US. In the case of bilingual education, William Bennett (Secretary of Education for Ronald Reagan) declared that bilingual education was a complete failure and should be abandoned in favor of English-only approaches adopting a dichotomous stance for which there was no empirical

research support and which characterized all efforts at bilingual education as a failure. More recently, Francis Collins, the Director of the National Institute for Health, dichotomized online learning as a failure and coupled this with a recommendation that schools needed to open in the fall¹ with teachers and children in face-to-face school settings, as this is the only way for children, particularly children of color, emerging bilingual learners and poor children, to learn.

Both of the above represent false dichotomies that are really not helpful in solving the grave and daunting challenges confronting bilingual and dual language programs (or any programs for emerging bilingual learners) in online learning situations. They represent the newest deficit perceptions about emerging bilingual learners² and their families, once again characterizing children and families

as "behind" academically and socially, as communities that cannot possibly be brought up to speed to help their children without brick and mortar schools, and that they are further "at-risk" at home, even if the home may be the safest environment for them and their teachers during this crisis.

In 1985 when William Bennett rebuked bilingual education programs as total failures, the research community began criticizing this dichotomous and false binary. Noted scholar Joshua Fishman (1972, 1997) argued that whether bilingual education was effective or not was the **wrong** (*emphasis mine*) question to ask. He documented the need to explore multiple questions about how bilingual education works, including for whom it is intended, in what contexts, under what conditions, and toward what educational goals? Thankfully, Fishman's argument for

more multifaceted and nuanced research influenced the research community to pursue the study of bilingual and dual language education from many perspectives with the result that, in 2020, we have a robust and varied research base that supports bilingual and dual Language education. While there is still much to do and learn, we can argue with conviction that bilingual and dual language programs are effective under the right conditions, in well-prepared and resourced schools, with the appropriate leadership and organization, and in schools with a shared goal (Gándara & Escamilla, 2016).

Perhaps, online learning for emerging bilingual learners could be similarly effective if we move beyond the current dichotomized characterization of it as a total catastrophe compared to in-school instruction. Instead of summarily rejecting online learning as an abject failure, perhaps we should be asking the same questions about online learning for our emerging bilingual learners that Joshua Fishman posed about bilingual education over a half-century ago. We need to ascertain (and quickly) the various methods we might use to make online learning more effective for emerging bilingual learners in bilingual and dual language settings, and we need to ask for whom this learning is effective, under what conditions, and for what purposes. We also need to ensure that our families, teachers, and communities have the requisite resources to implement online learning and have input into the programs their children are receiving.

We have created binary discourses about phenomena (both bilingual/dual language education and online learning) that cannot and should not be dichotomized. With regard to online learning and emerging bilingual learners, it is important to point out that we do not yet have solid research to support or reject it. However, going into the next school year, we have an opportunity to seriously explore how to make online learning viable for emerging bilingual learners, and we need to start with what we learned from Spring 2020. We cannot simply reject it as a “waste of time.” I respectfully ask critics of online learning (and there are many)—what was the alternative to this format when the pandemic hit and schools were closed in

March 2020? To force schools to stay open? To do nothing? That would have likely made things worse.

I am a lifelong fan of public schools and public school teachers. I am a product of public schools and universities, and like many of my colleagues and friends, I long for the time that our children can return to their schools, be with their friends, and be nurtured, challenged, and taught by our talented, passionate and committed teachers. However, conditions in our country are such that it may be many months until our children can safely return to school and what we do in these intervening months is critical to ensuring that we continue to connect with our students, our families, and our communities in any way we can to ensure that our children are safe, loved, and have opportunities to learn.

We should not be so arrogant to believe that children can only learn in a brick-and-mortar setting. In fact, those of us who have spent any amount of time in bilingual/dual language education know many have spent their careers criticizing what goes on in these schools regarding teaching and learning for emerging bilingual learners. As we move forward, we might heed the words of The International Society of the Learning Sciences in their recently released statement about teaching and learning: *“Statements that the resumption of physical schooling is necessary in order for students to learn is a mischaracterization of what we know about when and how meaningful learning occurs”* (ISLS, July 21, 2020).

To be sure, moving forward will require more sustainable solutions than the emergency pivot to remote learning this spring or the possibility of continued pivots between online, face-to-face, or hybrid learning situations that are not only possible but likely during the upcoming school year.

Online Learning for Dual Language/ Bilingual Programs: **¡Sí, se puede!**

The pandemic appears to be shattering the dreams and hopes of millions of teachers, parents, and children who had anticipated returning to in-school learning in the fall. School districts across the country have concluded that the safest route to formal schooling this fall will likely include some type of online learning, at least temporarily. Sadly, the national narratives and political animosity created around the perceived superiority of in-school learning vs. the abject failure of online learning that raged during May, June, and July have likely slowed the development of improved online instruction that is sorely needed as students across the US return to school.

As we have been inundated in the past few weeks with discussions, debates, dialogues, and diatribes about whether or not to send students to school, keep them home or do some of both, I found one article written by a teacher and published in *USA Today* particularly pertinent to perhaps questioning the false binary



of the benefits of in-school vs. online instruction (Ward 2020). Among other things, the author states the following:

- What will happen in the fall is not a choice between normal and virtual learning. If children return to school, there will be no group work, no partner work, and no singing. In-school learning will be the teacher at the front of the room, students with desks facing forward, and worksheets. This is not normal at all. The before-pandemic in-school classrooms will not be available to students in the fall.
- We should not assume that the greatest risk to children's mental health and well-being is staying at home, especially for children of color, poor children, and emerging bilingual children. In fact, when asked, surveys of parents of children of color and emerging bilingual learners have indicated that disproportionate numbers of families of color and emerging bilingual learners are opting for virtual learning.
- Emerging bilingual learners and low-income families have already been hard hit by the pandemic. Parents are front-line and essential workers, multiple generations live in one home, and these factors alone increase the risk of exposure to Covid19. Further risking their children's health by sending them to school will likely not make things better for children, nor will it make families feel safer.

All of the above makes a case focusing on how to improve and deepen virtual learning as we embark on a new school year. As we plan and prepare, we must pay special attention to the challenges and opportunities that virtual learning presents for emerging bilingual learners and their families. As we strive to get more proficient at online teaching and learning, we must carefully document our progress, engage in research, create learning opportunities that are designed especially for bilingual/dual language learners, and reject the pressure to match online learning for emerging bilingual learners to that of monolingual learners. What follows are three recommendations for schools and teachers as they prepare to educate emerging bilingual learners during this time of national crisis.



Recommendation #1: Start Slow, Take Stock, and Celebrate

It is safe to say the many of us who work closely with emerging bilingual learners and their families are familiar with the term the *digital divide* (Winslow, 2019). However, when the pandemic forced us to convert our classrooms to online learning, we were shocked to find out how deep the divide really was. The rapid conversion to online learning was difficult for all schools and teachers; however, it was particularly difficult for our teachers of emerging bilingual learners and poor children who were faced with teaching students who had no computers at home and no access to the internet. However, true to form, our bilingual/dual language teachers *no se dieron por vencidos* (they did not admit defeat). They went to work delivering chrome books, iPads, and computers to homes. They engaged our allies in the research and publishing communities to help them get bilingual learning apps, deliver e-books, e-learning materials, food, advice, and hope to hundreds of thousands of families, and they did it in a matter of days and weeks!

When school starts this year, I recommend that we start slow and take stock. Rather than wallowing in the digital divide's rhetoric that is deficit in orientation and a false binary, I suggest we start the year by assessing what we accomplished between March and May. How many more families have computers? How many families and children have learned

some basic computer skills and have engaged with us at least some of the time online? How many families got food and advice from teachers online who were bilingual and cross-culturally competent? Before we begin wringing our hands about how far we have to go, let's take stock of what was accomplished, and let's use that as a starting place for planning for the year ahead. Let's plan and work toward 100% participation in our virtual learning classrooms and give ourselves credit for what we accomplished. Don't make assumptions about what was or was not learned last spring. We don't yet have research in this area, and we should avoid creating new false binaries. There are thousands of computers in homes that previously had none, there are thousands of families and students learning together to navigate technology, and there are thousands of parents who have a renewed respect for the work of teachers and schools. Let's start by celebrating what did happen and use that knowledge to move forward. Most importantly, let's continue the work of making sure all of our families have the tools to do distance learning.

Recommendation #2: Honor and Comply with Student Language Rights

In May 2020, the Office for English Language Acquisition (OELA) reiterated that schools must continue to serve emerging bilingual students (i.e., English Learners) during the pandemic (US Department of Education, 2020).

Specifically, the department said that schools that have switched to remote learning cannot give up on language services for students learning English. This means that students receiving bilingual or dual language instruction should continue to be in these programs.

This particular recommendation is important because of its legal mandate. Unfortunately, when times get challenging in the US, the tendency has been for school districts to default on bilingual/dual language programs. The false binary here is that bilingual/dual language education is a “luxury,” where English-only instruction is imperative. During the pandemic, some of our districts have clearly placed the priority on developing online lessons in English and have left the development of online learning opportunities in Spanish, and even ELD lessons, to individual teachers and schools, if they have done it at all. Again, our bilingual/dual language teachers have done double the work (as they often do) to ensure that students continue to have opportunities to learn in dual language/bilingual settings.

I am hopeful that our programs, teachers, and field can resist the inevitable pressure that we will get that mistakenly purports that with limited time and resources, they need to put more emphasis on English. The deficit perception of emerging bilingual children will likely be resurrected in the form of a narrative that these children, as a result of the pandemic and limited resources, are very “far behind” academically, have likely lost English, and therefore our programs must emphasize English if we are to catch them up. Please note that at this point, all of this rhetoric is conjecture, since we do not yet have research to support this claim. However, if history serves, we know that well-intended people will likely lobby to dismantle or reduce bilingual/dual language program availability in online learning in order to focus on English language and content acquisition. This will be especially true if high stakes testing is reinstituted next spring. It is important to reiterate that more English teaching does not equal more English learning and that bilingual/dual language programs are effective in teaching English (Lindholm-Leary, 2005; Steele, Slater, Zamarro, Miller, Li, Burkhauser & Bacon, 2017).



We must resist this pressure, and teachers and others should know that we have both the power of a legal mandate and the research on the effectiveness of bilingual/dual language education on our side as we move forward.

Recommendation #3 – Let the Three Pillars Be Your Guide

Dual language educators have established three major pillars for their programs. These include 1) The development of bilingualism/biliteracy; 2) Grade level academic achievement in two languages; and 3) Equity and anti-bias education (Howard, Lindholm-Leary, Rogers, Olague, Medina, Kennedy, Sugarman, & Christain, 2018). These pillars are important and critical to the development of effective online instruction for emerging bilingual learners. If we are going to do bilingual/dual language education online, our programs must be guided by bilingual, biliterate, and culturally relevant pedagogy. As challenging as it may be, we must strive to maintain the integrity of our program implementation and language allocation plans and to program consistency across grade levels.

If the above is not challenging enough, we must place extra emphasis on the goal of equity and anti-bias education. The events of Summer 2020 have renewed the call for teaching, and online teaching provides opportunities for us not only to continue to improve our bilingual/dual language efforts but also to address the issues of culturally relevant and anti-racist teaching that have been a topic of interest in many programs, but not a priority. Now is the time!

Below is a partial list of multilingual/multicultural publishing companies with resources and books for anti-racist and culturally relevant teaching. A focus on anti-racist teaching and biliteracy development is complementary in our programs and will provide motivation and engagement for students.

Multilingual/Multicultural Publishing Companies

www.americanreadingathome.com

www.leeandlow.com

www.artepublicopress.com

www.cincopuntos.com

www.almaflorida.com

www.ethicoolbooks.com

www.floricantopress.com

www.librosschmibros.org

www.seitebooks.com

www.la-libreria.net

Moving Forward

The majority of large school districts planned to open the 2020-2021 school year remotely, at least, for the first nine weeks (Shapiro, McDonnall Nieto del Rio, Hubler, 2020). The others planned totally online and hybrid options. The majority of emerging bilingual learners in the US are in large urban school districts, making it even more imperative for us to do

effective online instruction. There is no doubt that online learning, while not what we had hoped to offer, will result in the teaching and learning of skills and technology that all students need as they prepare for a world where technology is necessary to prepare for careers and successfully navigate daily life. We must invest our time and energy in doing this well and couple it with a renewed commitment to implement with fidelity our bilingual/dual language programs to develop bilingualism/biliteracy, as well as anti-racist teaching methods. The times demand no less. As we move forward, let's move beyond false binaries of whether something "works" or not and instead, once again rise to the challenge of serving our children and families, as we always have! As Antonio Machado said, "Caminante, no hay camino, se hace camino al andar. Traveler, there is no path. The way is made as we go."

Notes

¹Editor's Note: This article was written during the months following the beginning of the pandemic in 2020; therefore, the reader should keep this mind when encountering references to time.

²The term, emerging bilingual learners, is used in this article to describe students who speak a home language other than English, are in US schools, and are in the dynamic process of developing bilingualism and biliteracy. This term is used in lieu of the more common and more deficit-oriented term, English Learner. (Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-González, Ruiz-Figueroa & Escamilla, 2014).

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Únase a nuestro equipo de Lenguaje Dual

El Distrito Escolar de Kent, al sur de Seattle, WA, está buscando personal de habla hispana altamente capacitada para brindar una instrucción equitativa y excelente para los estudiantes bilingües emergentes en nuestra comunidad diversa que representa más de 138 idiomas y culturas.

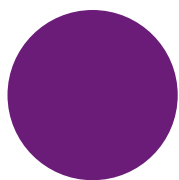
Algunas de las calificaciones que estamos buscando incluyen:

- Comprensión de los Principios Rectores del Centro de Lingüística Aplicada (CAL) para el marco de Educación del Lenguaje Dual.
- Compromiso continuo con la implementación de los tres pilares del programa de LD: bilingüismo y alfabetización, riguroso rendimiento académico en ambos idiomas, y competencia sociocultural a través de prácticas de enseñanza culturalmente relevantes.
- Comprensión completa de las mejores prácticas actuales basadas en la investigación en la enseñanza de los estudiantes bilingües emergentes, y la capacidad de abogar y ayudar a sus colegas en la comprensión e implementación de estas prácticas.
- Los candidatos secundarios deben poseer fluidez académica para enseñar una o más áreas de contenido en español: artes del lenguaje, ciencias, estudios sociales, matemáticas u otros.

Para obtener más información, visite nuestras ofertas de trabajo tituladas DL Teacher Pool en www.kent.k12.wa.us/Careers, o comuníquese con la Especialista de Instrucción del Programa de Lenguaje Dual **Lizeth Godsey** en lizeth.godsey@kent.k12.wa.us



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I FEEL COLORS...



Sandra Silberzweig
CABE 2019 Artist of the Year



Bárbara Flores, Ph.D.
Professor Emerita
California State University-San Bernardino

CABE is proud to preview the following excerpts from the soon-to-be-published book, *"I feel colors..."*, featuring the art of Sandra Silberzweig, with accompanying lyrical verses by Bárbara Flores. Sandra explains, "These images represent monolithic spiritual guardians that I imagine monitor the pulse of the planet. Listening with their eyes and watching with their hearts, they communicate colors through symbols and emotions that I interpret and paint."

Peacock Lovebirds Goddess

Love, Beauty, Rarity

Joyous colors and feathers form a nesting crown to celebrate the union of extinct birds.



"Looking into your eyes feels like the sky's clear blueness without saying a word and sensing your loving thoughts and feelings all at once."

Volcano Fire Goddess

Power, Passion, Intuition

The eyes reflect and know about the volatility of the color red. Flames of red can erupt either way.



"Feeling red used to be anger and now it sparks aliveness to live in the present, in the moment."

Talavera Virgin of Guadalupe Miracles

Hope, Prayer, Optimism

Believing today that tomorrow will be the day our invocation will be answered.



"Meeting you for the first time, I felt a bolt of white lightning strike my heart, soul, and being with love, hope, and possibility."

Throughout her extensive career, artist Sandra Silberzweig has delivered a vast and diverse collection of original works for patrons across the globe. Today growing numbers of educators have adopted the concepts and methodology of Sandra Silberzweig as an integral part of their art education programming. More recently, Sandra's artwork has served as the backdrop for a broad and inclusive array of social causes and cultural events throughout the country and the world. With evolving recognition, Sandra Silberzweig continues to give voice to the language of art and poetry through active offerings of creativity, education, and inspiration. Sandra's work was featured at CABE 2019 in Long Beach when she was honored as the 2019 CABE Artist of the Year. You can visit her website at sandra Silberzweig.com.

Dr. Bárbara Flores has been a Latina Scholar Activist since 1970 when she began her teaching career in Madera, California. She retired as a university professor in September 2019, ending a very successful 39-year career as a Literacy/Biliteracy professor. Besides being a scholar, professor, researcher, and professional developer, she is also a children's author, creator, and co-author of *Piñata and Más Piñata* (200 titles in Spanish and 200 in English) by Lee and Low Books, a New York publisher. She is now dedicating time to her other creative sides and was inspired by Sandra's beautiful images of strong women to compose these poetic lyrics. Bárbara has served CABE for many years in different capacities and is currently the President-Elect of the CABE Board of Directors.

CREATE MINDSETS



CREATE: CABE's Holistic Framework for Student Success in Distance, Hybrid, and Face-to-Face Monolingual and Multilingual Settings



Rubí Flores, M.A.
Director,
CABE Professional Learning Team



Anya Bobadilla, M.Ed.
Professional Learning Specialist,
CABE Professional Learning Team

In the pre-pandemic era, summer was a time for teachers to celebrate both the end of the school cycle and the beginning of the next one. Typically, educators spend their summers reflecting on the lessons learned from previous years, some reviewing and revising district-approved curriculum and others reviewing and revising their own. For the most part, teachers know what to teach and how to teach it, and they invest a lot of personal time in planning and preparing to deliver instruction.

Last April, the abrupt pivot to distance learning due to COVID-19 disrupted teachers' plans, comfort levels, and most importantly, their sense of self-efficacy. Teachers found themselves in the middle of a pandemic with no clear

plan or framework for what instruction should look like or which instructional practices to prioritize. As teachers entered summer with much uncertainty and with circumstances changing by the hour, they did what educators do best—they embarked on a quest to redesign their curriculum and instruction. And CABE was there to support them in meeting that challenge!

Since 1975, CABE's vision of *Biliteracy, Multicultural Competency, and Educational Equity for All* has guided its efforts to foresee and respond to the ever-changing needs of educators, parents, and students in what is, frequently, a tumultuous educational landscape. However, no one could have predicted the unprecedented challenges that educators, schools, and

families would face in 2020 and are still facing today. When the quarantine forced schools to transition to remote learning, CABE realized that teachers would need immediate support to ensure equitable access for all students and families.

In its quest to redefine professional learning during COVID-19, CABE's Professional Learning Team reflected on the instructional priorities that would best meet the socio-emotional, linguistic, and academic needs of all students. This reflection led to the identification of six essential elements—which we describe as *mindsets*—that make up CABE's new **CREATE Instructional Framework**. CREATE is a holistic framework that takes into consideration pedagogical practices that lead to a more just and intellectually

challenging educational experience for diverse student populations.

CREATE offers a set of six mindsets for engaging teachers as they plan for more inclusive and highly effective standards-based lessons and experiences. The CREATE Framework aims to elevate teacher agency and voice while developing transformative, student-centered curriculum and instruction, which, according to research, yields high levels of student achievement (Ada, et al., 2004). Educators can rely on these six mindsets, especially during times of uncertainty, to guide their instructional planning, regardless of their instructional context or setting.

The six CREATE Mindsets are shaped closely by CABE's vision of biliteracy, multicultural competency, and educational equity for all.

CREATE Mindset 1: Consistent Routines and Structures

The first mindset of the CREATE Framework calls for teachers to reflect on the clarity and consistency of their classroom management and instructional

plans. Predictable structures and routines allow for the contextualization of the academic and language expectations of the classroom, especially for emergent bilinguals and multilingual learners in any instructional setting. Instruction is more effective when there are predictable weekly schedules, familiar daily routines, and organized ways for accessing resources. During the first two weeks of school, teachers must make it a priority to model, explain and allow students to practice these structures and routines thoroughly. This is particularly important as instructional settings and contexts vary unpredictably from virtual to hybrid to face-to-face learning experiences.

CREATE Mindset 2: Relationships

The second mindset guides educators to consider the socio-emotional needs of all school community stakeholders and the importance of creating welcoming and safe learning and teaching environments. The pandemic has brought high levels of anxiety, stress, and uncertainty to communities, creating barriers to students authentically engaging in new learning. It is critical that teachers provide daily opportunities to address

the social and emotional development of their students and families, providing them with strategies to strengthen their socio-emotional and mental health and wellbeing. One strategy for addressing this need is creating a space at the beginning of each day for a community circle. During this time, teachers conduct community building exercises that are grade-appropriate and provide mini-lessons to develop positive socio-emotional skills. Teachers can also plan weekly family community circles where parents are invited to showcase their languages, cultures, and funds of knowledge.

CREATE Mindset 3: Equitable Teaching Practices

The third mindset invites educators to plan every lesson through the lens of educational equity. This mindset reminds teachers that differentiation is a powerful pedagogical tool for transforming the educational experiences of historically underserved students. Teachers need to intentionally tailor lessons to ensure students have access to highly rigorous and intellectually challenging learning experiences. Key strategies include differentiated sentence frames, visual



supports, realia, explicit modeling, “talk moves,” linguistic accommodations, culturally responsive modifications, etc. Teachers are called on to create spaces for differentiation, such as English Language Development, Spanish Language Development, and bridging spaces (in multilingual settings). Teachers must plan and implement these strategies carefully and intentionally to create an equitable learning environment for all students.

CREATE Mindset 4: Accountability

The fourth mindset supports educators in holding themselves accountable for student learning by continuing to set high expectations for ALL students, a task that can become even more challenging during a pandemic. In responding to this challenge, educators are learning (or relearning) how to utilize technology effectively to plan and deliver classroom lessons. While learning to integrate new tools and resources, it is important to clearly articulate lesson objectives while ensuring that the content remains relevant and the tasks continue to make meaning for students. As students put their learning into practice, educators must hold them accountable for that learning by checking for understanding throughout the lesson. Moreover, students benefit from receiving feedback about their learning virtually, either in small breakout rooms or individually. Students can apply this teacher feedback to their learning, thereby fostering accountability and high expectations for their own learning.

CREATE Mindset 5: Transformative Pedagogy

The fifth mindset proposes that educators bring transformative education to the forefront of their lessons. This means including previously excluded perspectives and experiences of groups that have been historically marginalized in educational settings. Transformative pedagogy addresses democratic and social justice issues by celebrating and including the voices, experiences, languages, and contributions of diverse populations, as well as those of the classroom and community. Dialogue and reflection are central to this educational endeavor—problem-solving tools such as dialogue when combined with social and self-reflection, foster critical consciousness. Students and educators can see their experiences situated in historical, cultural, and social contexts and recognize the possibilities for changing oppressive structures that affect them and others. Our ultimate goal as educators is for students to participate in societal democracy successfully. Transformative pedagogy engages students to become active advocates of democracy and social justice through a range of competencies and worldviews to understand and respond to human and social dilemmas.

CREATE Mindset 6: Engagement

The last CREATE mindset results once the first five mindsets are implemented. Engagement is evident when consistent

routines and structures are put into place, relationships are fostered, students’ diverse needs are met, high expectations are set for all, and diverse populations are celebrated and included. Student learning is directly correlated to student engagement. However, without student choice, interest, and voice, there is no engagement (Hattie, 2003). Educators must listen to students’ voices in order to make tasks purposeful, relevant, and intellectually challenging. Once student voice and choice is put into place, student curiosity and creativity can bloom as students invest in their own learning.

Each classroom and child is unique, and one thing that has become even more apparent since the pandemic is that there is no one-size-fits-all curriculum or a program that can guarantee an equitable learning experience for all students. Teacher reflection and intentionality are required to reach every child. The COVID-19 pandemic revealed the need to invest in developing pedagogical mindsets that protect a teacher’s sense of stability and self-efficacy. As educators approach the end of a once-in-a-lifetime teaching and learning experience, they must again reflect on instructional priorities and support systems for all stakeholders. CAFE invites all educators to CREATE opportunities for professional learning and practice that will authentically address the uniqueness of their school community.

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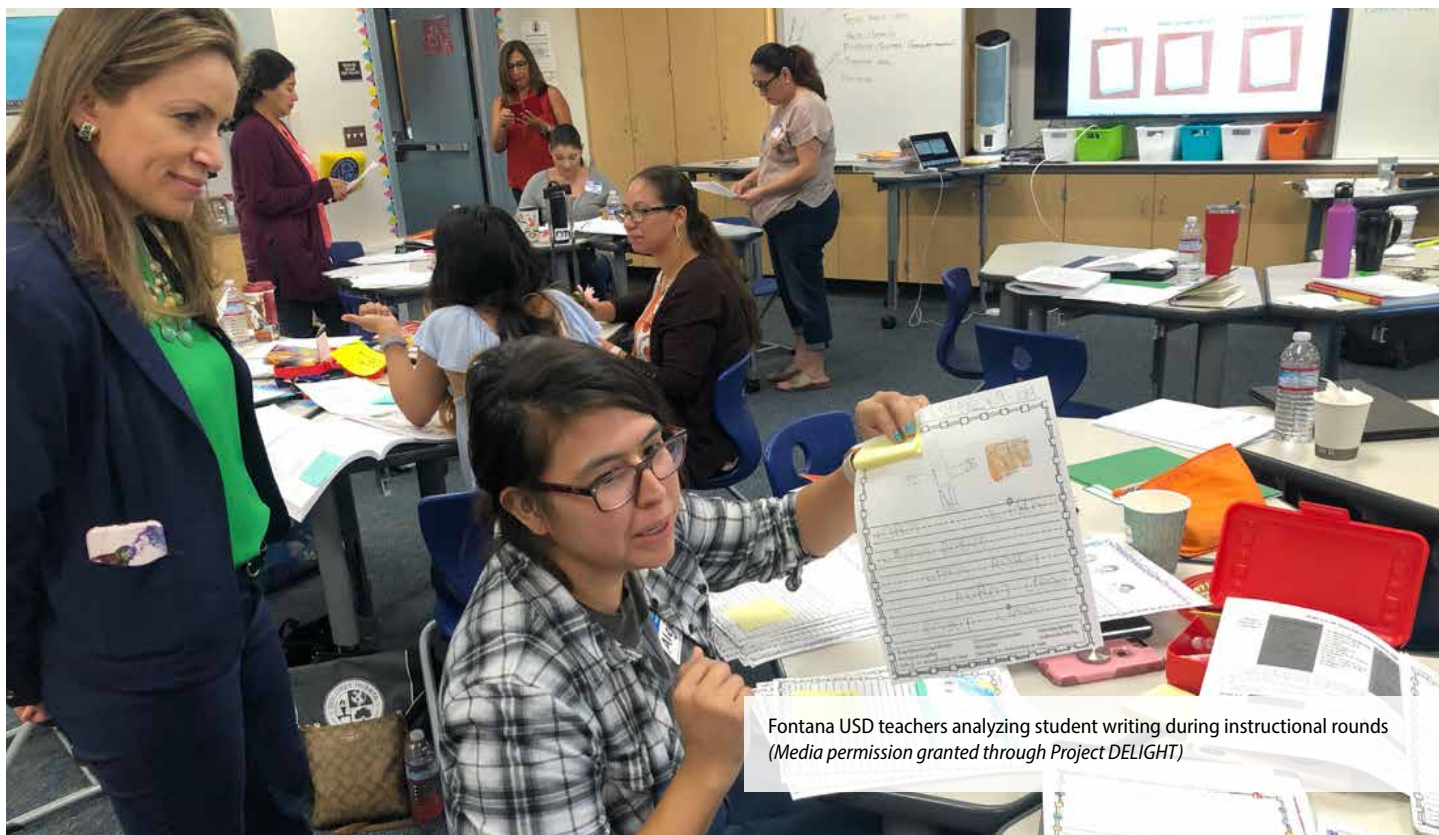
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Fontana USD teachers analyzing student writing during instructional rounds
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Instructional Rounds Within a Dual Language Immersion Context Supported by Project DELIGHT



Gloria Ramos González, Ph.D.

Project DELIGHT Professional Development Consultant
California Association for Bilingual Education



María Villa Márquez, M.A.

Director of Parent and Family Engagement
California Association for Bilingual Education

National statistics show that the largest-growing student populations in US schools today are students with diverse backgrounds, including English Learners (ELs) (Abedi, 2003). These students are an important part of the social fabric of our nation. Hence, it is critical to research and implement instructional practices that enhance their educational attainment in US schools. Their success in school is contingent upon acquiring academic language proficiency, which is closely tied to attaining high academic achievement (DiCerbo, P., Anstrom, K., Baker, L. & Rivera, 2014).

Dual language immersion (DLI) programs are one way to address academic language and EL academic achievement. Research shows that DLI programs provide an enriching language and literacy context, which results in improved academic achievement

for ELs (Collier & Thomas 2007; Cloud, Genesee & Hamayan 2009; Hakuta, Butler & Witt 2000; Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D., 2018). This is why the USDOE's Office of English Language Acquisition (OELA) has funded grants to ensure quality implementation of DLI across the nation. The California Association for Bilingual Education (CABE) received one of these National Professional Development grants, entitled the Dual Language Education Leadership Initiative Guided High-Quality Training (Project DELIGHT). This grant services the Fontana and Rialto Unified School Districts and their DLI programs.

Project DELIGHT, funded from 2017-2022, was designed to develop district and site leadership teams that support improved EL instruction and create excellent DLI programs. One of Project



DELIGHT's outcomes is to increase EL's English and Spanish language development through in-service teacher professional development. These sessions focus on aspects of dual language immersion instruction using evidence-based strategies. The first two years of the grant frontloaded more than nine modules encompassing topics such as *Dual Immersion Foundations, Leadership, Program Staffing and Recruitment, Curriculum and Best Practices, Student Monitoring, Cross-Linguistic Transfer, Academic Spanish Development, and DLI Reflection Systems*. Starting in year three of the grant, the focus shifted to supporting teachers and students in writing development.

Writing is one of the most complex forms of language output and an area many teachers feel ill-prepared to teach (Brindle, Graham, and Harris, 2016). However, the National Commission on Writing states writing is one of the most powerful predictors of academic success (Magrath, C. P., Ackerman, A., Branch, T., Clinton Bristow, J., Shade, L., & Elliott, J., 2003). In order to address this area of need, the DELIGHT grant provides opportunities for teachers to develop a repertoire of strategies to tailor writing instruction for English Learners within a DLI school. The grant funds effective professional development practices by delivering content through modules, then provides ongoing support to implement the content into daily classroom instruction using a collective teacher efficacy approach (Guskey, 2000; Guskey, 2016).

Therefore, rather than providing isolated writing modules and leaving the

implementation to each individual teacher, the DELIGHT team developed a system for program growth through instructional rounds (City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L., 2009). Instructional rounds are a disciplined way for educators in English and Spanish DLI programs to collaborate to improve instruction. The instructional rounds (IR) practice was adapted and combines three common elements of improvement: classroom observation, an improvement strategy, and a network of educators (City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L., 2009).

The IR process was introduced during the third year of the grant to accompany the writing modules. The focus aligned to the Common Core writing standards as well as DELIGHT's goals of developing a community of writers through the writing process, explicit vocabulary instruction, and self-regulation strategies (Brindle, M., Graham. S. and Harris, K., 2016). The purpose was to assist teachers in implementing the module content into daily classroom practice, improving their pedagogical skills, and empowering them to take ownership of their professional learning. Moreover, the IR process aimed to systemically implement and differentiate writing strategies for students across both English and Spanish. This helped teachers focus on a common goal and developed a culture of collective teacher efficacy. Using this teacher professional development model is an impactful way to improve student

achievement (Hattie, J., 2012; Donohoo, J., Hattie, J., & Eells, R., 2018).

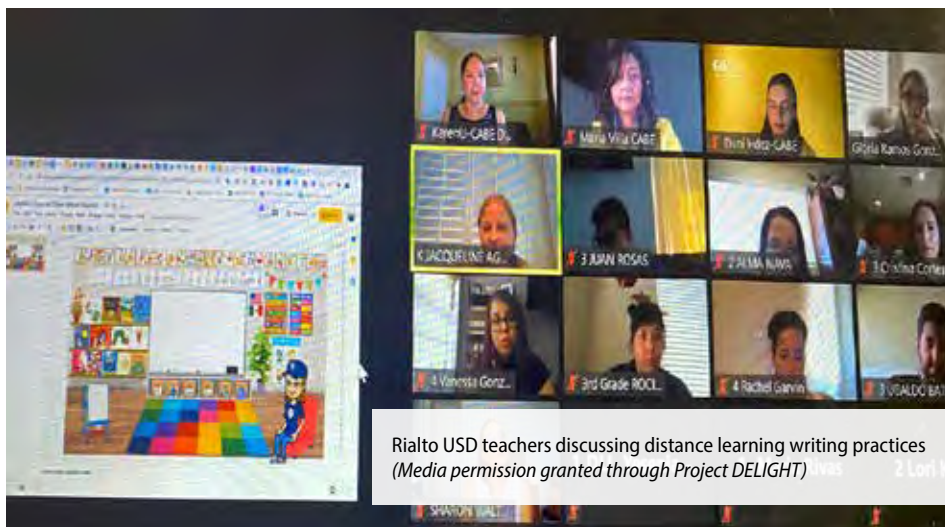
After attending writing modules, teachers were invited to analyze their students' writing strengths and discuss ways to address areas of need. This analysis contributed to the development of writing expectations and resulted in a document delineating criteria for three areas of focus: writing process, explicit vocabulary, and self-regulation strategies. (See Figure 1.)

The teacher team used this "look for" document during walkthroughs to help focus the observation by clarifying writing expectations during the instructional block. Each participant was informed that the walkthroughs focused on developing collective teacher efficacy in writing (Hattie, J., 2012) and was not evaluative.

Next, teachers formed instructional rounds teams. In one district, the staff was divided into vertical teams with representatives from each grade level. In another school district, Teachers on Special Assignment (TOSAs) formed the core IR team because of insufficient substitutes to release the classroom teachers to do the rounds. Hence, the IR teams led the instructional rounds, debriefed with school staff, and supported staff in implementing the writing practices. While the IR intent was to involve every teacher to be a part of an IR team at least once during the year, each district adhered to this goal as best as possible within their setting.

Figure 1. Instructional Rounds Focus Areas

School: _____ IR: 2 3 4 Date: _____ Reviewer: _____						
Writing Areas		Rm1	Rm2	Rm3	Rm4	Rm5
Writing Process						
How are instructional strategies matched to content and students' writing needs?						
1. Evidence of alignment with learning target (based on standards)						
2. Evidence of teacher using a repertoire of strategies to meet varied student writing needs						
3. Evidence of teacher observing and conferring with students to give them feedback						
4. Evidence students are provided clear success criteria						
5. Evidence students are given opportunities to adapt writing based on feedback						
Explicit Vocabulary Instruction						
What evidence is present of explicit vocabulary instruction through writing?						
1. Evidence of student work with enhanced vocabulary using graphic organizers in pre-writing						
2. Explicit transition/signal words according to genre/task are accessible to students						
Self-Regulation						
What evidence is present of students self-regulating their progression towards the success criteria?						
1. Students articulate success criteria (i.e.: explicit writing features, class anchor chart with goals or personal goals in conference notes or writing folder)						
2. Students evaluate progress toward success criteria (i.e.: checklists, specific feedback written on work or rubric scores)						
3. Students have access and opportunities to utilize exemplars and anchor papers						
4. Evidence of students engaging in self and peer revising and editing						
Notes:						



There were three components to the instructional round day. The first part of the day allowed teacher teams to review and further refine the “look for” descriptors to ensure each participant was clear about their role and the expectations of the walkthrough. After reviewing the writing descriptors and clarifying each indicator on the “look for” document, the team visited classrooms.

The second part of the IR process involved doing a school walkthrough while referencing the writing criteria “look for” sheet. Because it was not possible to observe an actual writing lesson in every classroom during the walkthrough, the IR team was instructed to look for writing evidence on the classroom walls, student desks, and bookshelves, in addition to observing instruction. Once the IR team stepped out of the classroom, they tallied how often they saw evidence of the criteria on the “look for” sheet. Classroom door numbers and teacher names were omitted from the document in order to focus on overall school trends, not on evaluating or identifying specific classrooms or teachers.

The last part of the IR was the debrief. During this time, teachers discussed their observations and tallied the evidence aligned to the writing criteria. Then the team examined data for school-wide trends. After a discussion, the team came to a consensus on feedback and possible next steps. Often, the team members generated writing resources and lesson ideas and were asked to disseminate them to their grade level members.

One of the benefits of this approach is in the discussion among teachers

before, during, and at the end of each walkthrough. The process encourages self-reflection and problem-solving skills. In addition, it develops the group’s knowledge and allows them to collectively reflect on the type of feedback needed to help teachers and students. This collective teacher efficacy and distributive leadership model significantly impacted student achievement (Hattie, J., 2012).

Administrators and teachers across participating school sites reported positive impacts through instructional shifts. The data collected stated that teachers benefit from the collaboration time and opportunity to observe peers. This was supported by the classroom walkthrough data collected by the DELIGHT team from all participating sites. One example of an instructional shift was seeing more writing exemplars posted with clear success criteria for students to reference. There was also more evidence of self-regulation

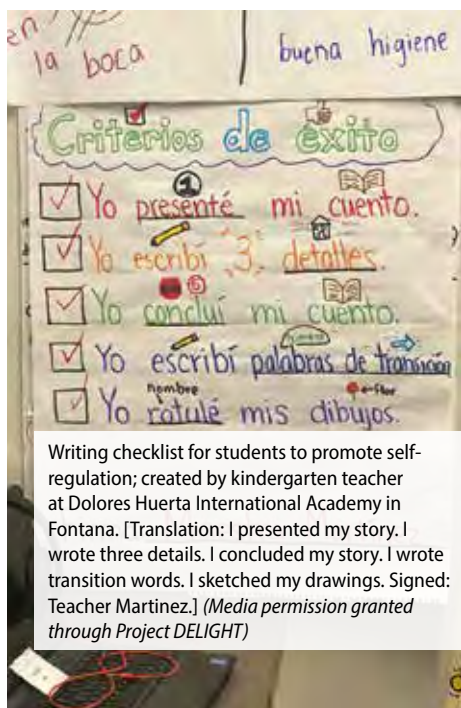


strategies, such as writing checklists with peer feedback and conferencing notes.

Like many school initiatives, there are also challenges that surface. Some limitations included the lack of substitutes available so teachers could attend modules. Another constraint was competing initiatives that impeded teachers from attending sessions. Despite these drawbacks, districts made arrangements to support teacher learning. One example was adapting IRs by conducting classroom visits after school and analyzing implementation through class wall charts, visuals, and students’ writing folders.

Another impediment involved school closures due to COVID. The interrupted school schedule prompted the last instructional round to go online. During this online IR, teachers shared technology resources and examined ways to continue using the writing tools they had created for in-person instruction. The session ended with school teams documenting their writing goals and delineating the next steps for distance learning for the upcoming year. Despite these changes to the professional development content and delivery, participants reported growth in their professional knowledge.

The DELIGHT team continues to adapt to the current demands of online instruction by developing new approaches to working with districts. For example, the IR process will continue to have an online structure where teachers share a video clip of themselves teaching writing lessons aligned to the writing



Writing checklist for students to promote self-regulation; created by kindergarten teacher at Dolores Huerta International Academy in Fontana. [Translation: I presented my story. I wrote three details. I concluded my story. I wrote transition words. I sketched my drawings. Signed: Teacher Martinez.] (Media permission granted through Project DELIGHT)

“look for” sheet. Then, teams will discuss student work produced from the lesson and formulate the next steps to meet their students’ diverse needs. The goal is to outline distance learning writing practices explicitly addressing the needs of language learners and to provide students with feedback on how to grow in their writing development.

Furthermore, the grant is developing leadership teams that sustain high-quality educational programming for their DLI schools. As a result, a network of teams was created to put teachers at the forefront of their professional learning. These teams help support and contribute a repertoire of writing strategies in order to create a more cohesive writing program. They will also help document and monitor writing progress throughout the school year.

Distributive leadership has been one of the unique features of this grant’s program implementation. Rather than having a prescriptive, top-down intervention, this grant endorses honoring each participant and school setting’s individuality. This is evident during each session when participants are asked to provide feedback about the delivery of information. Teachers are also given the opportunity

to provide input on creating each writing plan. School leaders are given technical support on an array of tools they can select to monitor their students’ progress. Thus, teams develop ownership and a culture where peers hold one another accountable, individually and collectively (Hattie, J., 2012). Ultimately, these practices contribute to developing reflective teachers and leaders who strive for excellence in their programs even after the grant ends.

Moreover, in an era of education plagued with so many competing initiatives, it is challenging to focus on one core area of practice. Another unique feature of the DELIGHT grant is that it fosters teacher collegiality by creating teacher-led teams with a common focus. Having a specific target helps teachers deepen their understanding of why a problem of practice persists and allows them to address it systemically (City, E. A., et al., 2009). Hence, teachers “dig deep” to build a shared understanding of effective teaching, making it easier to monitor progress in that area.

In closing, Project DELIGHT’s comprehensive support contributes to the field by providing teachers professional development focused on improving EL instruction and strengthening their DLI programs through collective teacher learning (Hattie, J., 2012). This has already resulted in developing better accountability practices as seen by the development of district and site leadership teams who meet regularly to plan, monitor student growth, and foment a culture of collaboration. In addition, this grant initiative has already effectively delivered over nineteen professional development modules and twenty instructional rounds, promoting best practices across the two school districts. These efforts help provide clarity around writing expectations using evidence-based strategies. Hence, DELIGHT helps create strong, solid, and sustainable DLI programs addressing some of the most challenging teaching and learning areas for diverse students, and developing systems to help teachers. Ultimately students thrive in school and beyond.

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Kathryn I. Henderson, Ph.D.
University of Texas-San Antonio



Erika Ortega, M.A.
University of Texas-San Antonio



Deborah Palmer, Ph.D.
University of Colorado-Boulder

“I’m Kind of a Rebel Here”: Documenting the Greatest Challenges of Bilingual Teachers During a Pandemic

What are your greatest challenges right now? This was one of the questions that Erika, a doctoral student and Spanish/English dual language bilingual educator in San Antonio, TX, posed to three colleagues (Lorena, Laura, and Juan) last May (2020) as they were finishing out the school year unexpectedly online. She posed this same question again in August when teachers were faced with the uncertainty of fall, with no end in sight for the pandemic. Then she had follow-up conversations again in September when they were launching their classrooms into an abyss of unknowns, in a unique hybrid format that demanded that they somehow be in two places at once: on their screens and masked-up in their classrooms, teaching some children in person, while others learned from home.

What struck us most when we looked together at their collective responses was not what was different now (although there certainly was plenty), but what was NOT different. In other words, the kind of extra work that *bilingual* teachers—in Texas, California, and everywhere—are

doing in the face of a global pandemic, and the accompanying unprecedented move to online learning is merely a deepening of the heroic and extraordinary work that bilingual teachers always do on behalf of students and families: advocacy, access, and equity.

Our purpose in this article is twofold: first, to *acknowledge, document, and honor* crucial ways bilingual teachers have always engaged and are continuing to step-up for bilingual families and communities as everyone—and especially Latinx and immigrant families—face tremendous challenges amidst COVID-19. And second, to propose ways we can hold onto the lessons we learned during this challenging time.

Bilingual teachers have always been bridges between families with limited formal schooling experiences and the often-alienating structures of formal US schooling systems (Bartlett & García, 2011). However, now formal schooling structures include an unprecedented number of technology tools for online and

hybrid teaching and learning. At the start of the pandemic, this meant troubleshooting access to computers and *“quién tenía internet y quién no tenía internet* (Lorena) [who had internet and who did not have internet]” as well as having to learn and teach online “cold turkey (Laura).” During this survival mode period, the bilingual teachers described doing whatever they could to support their families—Laura explained, “I get on the phone, and I helped them, and we tried to go step by step.” This looked different for everyone—simultaneously navigating their hardships amidst the pandemic—as Lorena aptly reflected, *“Podemos tener todas las mejores intenciones. Sin embargo, los maestros están limitados con los recursos que tienen a mano* [We can have all the best intentions. Nonetheless, teachers are limited by the resources they have on hand].”

With the start of the 2020-2021 school year, the teachers described feeling more confident that their families had access to hardware and the internet. Their district had stepped up to provide hotspots and loan computers. However, for Erika and her



colleagues, the beginning of the 2020-2021 school year—usually spent establishing routines in the classroom—became “Tech 101 for Families,” explicitly teaching and individually supporting families to use the technology tools they needed to support their children’s daily schooling. Juan described how “*El Día de Meet the Teacher* [Meet the Teacher Day]” became “*Cómo usar Google Classroom* [How to use Google Classroom].” He explained:

“Otro reto es que los padres o las personas que ayudan a los estudiantes no están familiarizados con la tecnología que estamos usando. Incluso he tenido como tres padres que me dicen que ellos no saben nada de computadoras y que es muy estresante y que no saben cómo [Another challenge is that the parents or the people who are helping the students are not familiar with the technology we are using. I’ve had around three parents who tell me that they don’t know anything about a computer and that it is very stressful and they don’t know how to do it].”

Bilingual teachers are helping families troubleshoot: How do we log in? How do we upload a child’s work to the website? How do we find the links for our virtual meetings? How can we get all the apps installed?

Of course, families across the spectrum struggle with these new technologies—but the bilingual teachers all agreed that it has been a particular challenge (and burden) for migrant families, families of limited means, rural families, and families whose home language is not English. On this last point, in particular, all the apps, all the instructions, even all the how-to videos about these apps are in English. Erika explained that she and her colleagues learned to use Screencastify to create tech support themselves whenever needed—in Spanish. In sum, bilingual teachers have yet another “new hat” or role: serving as IT in Spanish.

Bilingual teachers have always had to produce their own curricular materials in Spanish; it is just one of the ways that the hegemony of English in the US drives us to have to work harder in the bilingual classroom (Amanti, 2019). But now, in online forums and the massive rush to produce all-new online curricular materials to meet students’ learning needs in brand new media, these inequities are exacerbated. When school districts purchase English-based online materials for K-12 students, they are not always locating Spanish equivalents. There is little available online for Spanish language arts in general, let alone, for example, for mathematics online *in Spanish*.

While Teachers-Pay-Teachers (a popular website for sharing of teacher-produced curricular materials) offers a wide range of materials for teaching English phonics online—and much of it for free, Spanish materials are either unavailable or carry a cost. So many bilingual teachers have had to dip into their own pockets or organize fundraising efforts through sites such as Go Fund Me in order to have the materials they need, as Juan described:

“Pues, por ejemplo, hay una madre de familia que me pidió trabajo escrito en español y yo no tenía tanto trabajo escrito. Entonces lo que he estado haciendo es comprar en el internet de Teachers-Pay-Teachers cosas en español escritas, para que ellos lo hagan en casa [Well, for example, there is a mom in one family who asked me for work written in Spanish and I didn’t have very much written work. So what I have been doing is buying on the internet from Teachers-Pay-Teachers things that are written in Spanish, so that they can do them at home].”

In truth, it has not been just in the area of the teaching materials in which bilingual education teachers have been marginalized. Erika had to fight to get an online schedule that would allow her to teach bilingually. Whereas general education classes in her school could have one online teaching block, the bilingual teachers needed Designated English Language Arts and Spanish Language Arts times. “I’m kind of a rebel here,” Erika confessed as she described her relentless advocacy to get her bilingual students a schedule and the materials they need and deserve.

Bilingual teachers have always been champions for their students, but now they are veritable heroes.

Bilingual teachers have always offered a humanizing pedagogy for bilingual and immigrant families. Relationships and connections have always been at the heart of classrooms that engage children's home languages for their learning (García, Johnson, & Seltzer, 2017). But now, bilingual teachers need to make extra efforts to reach out to their students and families, to adapt to parents' work schedules or locate resources for families in crisis, to serve as a counselor for children who are experiencing trauma, and listen to and comfort families experiencing new and unprecedented challenges. This work started with the onset of the pandemic with the challenge of connecting—literally and figuratively—as Lorena described:

“La conexión diaria es importante; sin embargo, no se logra si los papás no están. Así que siento que sí definitivamente la preparación por parte de nosotros es importante. Tenemos que acomodar y ajustar la instrucción. [*The daily connection is important; however, we can't achieve it if the parents aren't there. So I definitely feel that preparation on our behalf is important. We have to accommodate and adjust instruction.*]

All of the teachers call parents to make sure they are doing okay, particularly if their child is absent. They know the unique issues many of their bilingual families face. Erika explained that if a parent is in a bind, deciding whether to help their child with school or go to work and pay the rent, she needs to be understanding and compassionate: “flexibility is key.” As Juan described:

“He tenido otros padres que, también eso es otro reto, que están delirando con problemas personales, tienen ansiedad, tienen pesadillas, no pueden dormir y eso les afecta al estudiante porque no le pueden ayudar. [*I have had parents that, and this is another challenge, that are delirious with personal problems, they have anxiety, they have nightmares, they can't sleep and this also affects the student because they can't help.*]

Erika discussed how her school district was investing in new resources for students' social-emotional learning. She found the



resources and techniques for breathing and yoga useful but reflected, “Parents need this too! And, where is this for the teachers? [They assume that, as a teacher,] you have no feelings, you're a robot.”

Bilingual teachers have always been champions for their students, but now they are veritable heroes. The COVID-19 pandemic has taken bilingual education—and public education in general—into an entirely new and unprecedented time. Amidst this new and shifting reality of online bilingual instruction, the role of the teacher has not changed: teachers are at the heart of navigating this uncharted terrain. This article documented the ways bilingual teachers continue la lucha [the struggle] for their students through advocacy, access, and equity.

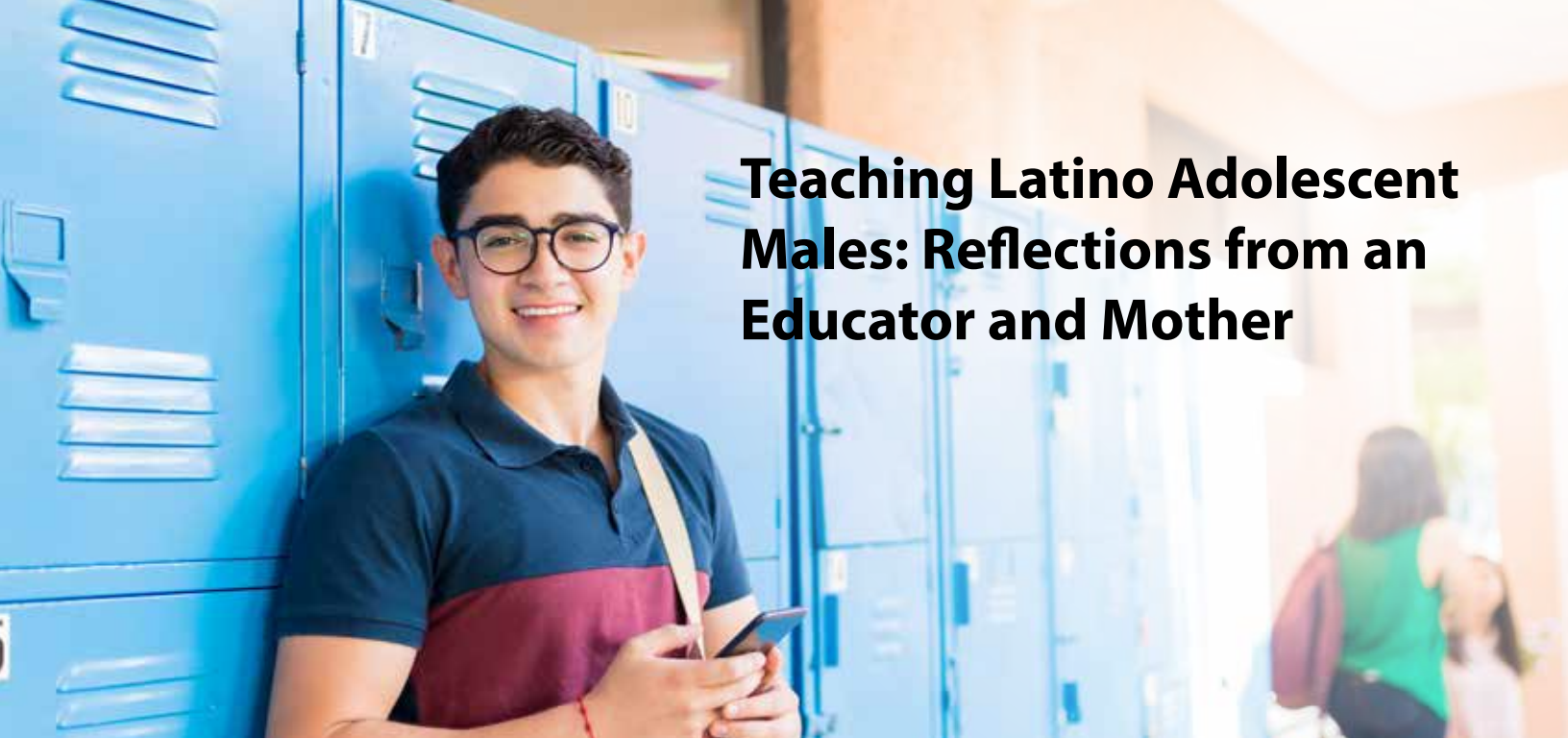
Sometimes the most difficult and challenging situations can be the ones we learn from the most. While none of the teachers that Erika spoke with would choose to have to carry their students and families through a pandemic, they all agreed that it has been a space of

learning—for them, for their students, and for the families they work with—and that it has created opportunities for forward movement, which they do not want to disappear after the crisis ends. How can we make sure to continue to learn from these experiences? In the future, Erika and her colleagues plan to continue to engage intimately, directly, and continuously with families in humanizing and purposeful ways. They hope to find ways to continue to use the technology tools they and their families have worked so hard to learn in order to bring school learning more fully into the lives of bilingual families and to bring families' lives more fully into the bilingual classroom. They hope the broader community of bilingual educators will continue to build and share curricular materials that can engage bilingual students and families. Despite the undeniable challenges and tragedies and our exhaustion, we also choose to look at this time as an opportunity and a movement. It is time for bilingual teachers' voices to be heard and for the educational system to be challenged. There is no going backward.

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Teaching Latino Adolescent Males: Reflections from an Educator and Mother



Reyna García Ramos, Ph.D.

Pepperdine University

Faculty Advisor, CABE Pepperdine Chapter #03

To be at home as my youngest son became a senior in high school was a decision that did not take long for me to make. I had applied for a sabbatical the year before that was granted the following year. Supporting my son as he stressed over another SAT exam, applied to college, competed as a senior on the high school swim team, and celebrated many accomplishments was an experience that I did not want to miss.

The year was set for me to create lasting memories with my son. I looked for ways to plug myself into his interest and activities. At first, he said it was 'weird' that I was home all the time, but soon all our inhibitions fell away, and we set off to make it an unforgettable year.

A natural connection was the opportunity to be part of his second year of faith formation for adolescent youth through our parish. The program is always looking for volunteers to teach, and since I wanted to be part of this experience with my son, I signed up as a volunteer. I was called to be an instructor of sixteen 9th and 10th grade young men across various high schools in the city.

The educator in me came out: prepare for the academic year, create lesson plans for each week with robust learning objectives and engaging summaries, have plenty of discussions, provide creative writing opportunities, and connect the curriculum to the core content from high school; and most importantly, get to know my students on the very first day of class!

However, I soon learned that the young men assigned to my class had very different ideas about being in an evening class after a full day at school. Many were tired when they arrived and some of the students came directly from sports practice or other extracurricular activities. Others were lucky to have had a snack or dinner before they arrived, but most had not eaten since lunch at school. No matter how engaging my lessons were, no matter how much planning had gone into my lessons, the young men in my class did not want to be in another school-like setting. Most challenging was that the students were not comfortable with each other since they came from different high schools. I needed to build a community of learners with trust relationships!

Having worked in elementary and secondary classrooms, I knew I needed to change things fast. As a mother of two young men educated through the public school system, I know what it is like to teach boys in schools, personally and professionally. Boys are different, especially during adolescence, when they experience rapid physical and cognitive changes, and science confirms that the adolescent brain is not fully developed until adulthood (Papalia & Martorell, 2015).

Culturally, Latino adolescent males vary in their backgrounds, family structures, home languages, the number of male role models in their lives, and many other variables that shape their cultural identity and outlook on school. But most importantly, due to their family immigration history, some adolescent youths do not have any connections to their parents' home country or even speak Spanish (Lopez, Gonzalez-Barrera, & Lopez, 2017). The students in my class had family ties to México, El Salvador, Guatemala, Puerto Rico, Texas, and Nevada.

As I worked on gaining the trust of my students, I came to three conclusions



about teaching adolescent men of color, all based on research and years of experience.

Get to Know Your Students To Build a Community of Trusting Peers

Parker Palmer says, “We should teach a sense of connectedness and community.” (Palmer, 2016). Educators cannot underscore the fact that once you connect with a student, you have a person who sees you as a partner in their educational journey and not as just another name on their 9th grade schedule. Tom Hierck (2017) states that after many years of teaching and working with teachers, he has come to several conclusions regarding the importance of positive teacher and student relationships. He says that students that feel connected to their teachers “display higher levels of participation, comfort, enjoyment, and acceptance by their peers, demonstrate higher levels of social competency, and exhibit fewer inappropriate behaviors. I have yet to see a student who feels connected (to at least one adult) disappoint” (Hierck, 2017).

When I first met my students, I told them, “I am new to the program and new to this school. There are rules for the program, but how about we come up with rules that will guide our time in this classroom?” My students agreed, and we created a list of 5 rules specific to our classroom that we

posted every time we met. This allowed the young men in my class to review the guiding principles of how to keep each other safe and expectations for acceptable behavior.

It is also important, no matter what subject you teach, that you set some time aside at the beginning of class to debrief with students, whether it is first period, after lunch, or after school, and if not every day, then pick a day of the week. I provided Post-it® Notes for students to write on because they are colorful, and they give just enough space to write on since they come in a variety of sizes. In the beginning, I provided a writing prompt: “How has your day been? Why?” This provided the parameters and purpose for the exercise. After the students were done writing, I mixed them up and placed them on the whiteboard. One by one, each student would pick another student’s Post-it and read it to the class. When doing this activity, be prepared to receive a myriad of responses, some benign, others more challenging that require the collective voices of the group to find a solution, as in the following response from one student, “*Hard, had a full day of school, worked after school, now here, hungry.*” The prompts always allowed us to have real discussions, and in this case, the opportunity to create a solution. My students requested snacks right before our class, which, fortunately, I was able to provide. Students, especially adolescent males, want to be heard and

want others to understand their situations. In Latino culture, we are becoming better at allowing all our children to be heard, especially our young men.

Give Adolescent Males Plenty of Space to Maneuver Around the Classroom

If boys develop physical and cognitive attributes unique to males, we should modify our classrooms to meet male students’ needs, especially adolescent males. Our classrooms have changed very little in the past two decades, especially in under-resourced communities. “The ‘grammar’ of high schooling has stayed fairly static,” says Jonathan Zimmerman, a historian at the University of Pennsylvania. “Kids take seven or eight subjects, the major subjects have stayed fairly static, [students] move from room to room, schools begin around 7 or 8 and end around 3.” (Barnum, 2017). However, boys need to move around, and lessons should include experiential and kinesthetic learning (Gurian & Stevens, 2004). Be sure to give breaks, as long seat times challenge everyone. Imagine our students! Male students in adolescence need to be allowed to move and practice self-discipline in their movement. “This strategy is especially useful when male students are reading or writing—when they tend to twitch, tap their feet, stand up, or pace. They are often learning better than if they were to sit still, but teachers are often not trained in innovating toward more movement in classrooms” (Gurian & Stevens, 2010).

Evening class with my students began with some sort of debrief. An opportunity for me to figure out students’ moods and what was on their minds as we transitioned into the curriculum. Often, this took on some kind of physical experience: meditation, music, movement, standing, or sharing. Students that were willing to share openly could take a seat when they had contributed an experience about their day. When you have a trusting environment, students will share what is bothering them to get those concerns out and move on to the learning. We took many breaks, walked around campus, and connected the observations to the curriculum. During our time together, there was much movement throughout



the evening: moving chairs towards the south wall to see the projection screen, pushing them back to face the front for class lectures, and arranging desks and chairs into pods for group discussions. If we accept that there are kinesthetic learners, we need to understand that our classrooms are not structured to support physical and active learning. We should make accommodations in our classrooms to allow more space and movement so that adolescent males can maneuver around the classroom safely (Brualdi, 1996; Chen, 2019).

Know Their Interests and Connect the Lessons to Their Lives and Community

Finally, in a world where everything is rapidly changing, we need to slow down to get to know our students' interests and the communities they come from. We can use that background knowledge to build connections to the curriculum and our students, as the research on funds of knowledge demonstrates (González, Moll, & Amanti, 2005). It is especially critical for adolescent high schoolers as they experience changes and concerns about their well-being and the future. Validating their name, language, and community can make a difference in whether a student will respond or resist

you as a teacher. Learning about students' backgrounds is one of the first lessons we help preservice teachers understand in our teacher preparation program. There are many ways to do this genuinely and professionally. Several suggestions to manage this for teachers that feel uncomfortable with this type of exercise advise, "Although you do not want to pry for information, the more you can find out about where your students come from, the better you will understand their strengths, needs, and real-life circumstances. One way to find out is to get to know their families – whether at school, in their home, or in the community." (Colorín Colorado, 2016).

Showing your students that you genuinely care is an essential component of becoming a teacher (Noddings, 2005). Students know when teachers and adults in their lives authentically care about them and their well-being. This explains why a student will act out in one classroom but behave differently in another one. When our male adolescent students come to class, one minute they are fine, and then the next minute, they are not. Most students try not to stand out, but knowing how to act becomes more difficult when their bodies and brains are changing. In our class, I used many of their sports interests, usually soccer, in our curriculum. Questions like "How do you build teamwork?" or "What happens

when a team member is not responsible?" were opportunities for me to demonstrate I knew about their interests and their lives and I connected that knowledge to their learning.

Conclusion

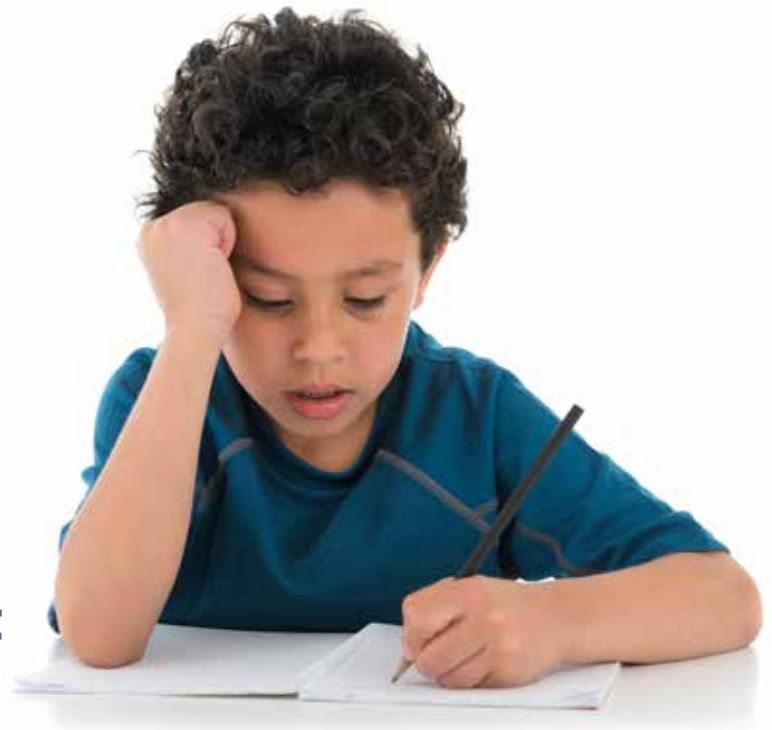
Although I could not finish the academic year with my students since our state mandated stay-at-home orders due to the COVID-19 pandemic, I was able to build a community of first-year students who I hope will return to the program the following year. All my adolescent Latino male students knew each other's first names and their interests by the last class session. I recognize that working in an after-school environment is not the same as teaching in a self-contained classroom in a school. Still, the suggestions of creating a culture of respect where students trust each other, providing space for students to maneuver, and showing them we know and care about them will help all teachers prepare to teach adolescent males.

My son and I had many discussions about how to improve the program, and I listened attentively to his suggestions on how to connect with adolescent males in high school. He always tells me I work "too much," yet as he transitions into college this year, he said he is thinking about a career as a high school teacher. It was indeed the best sabbatical experience ever!

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How Teachers Unknowingly Organize Failure for Children of Color by Creating Zones of Negative Development



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

Professors Emeriti
California State University-San Bernardino

Introduction

Since the late 1960s, we have been engaged in efforts to improve the performance of poor children of color in U.S. classrooms (see Title I, Title III, Title V, and Title VII Federal Legislation; Flores, Tefft Cousin & Díaz, 1991; Flores, 2005; Valenzuela, 1999). We have focused on the different ways teachers organize classroom lessons for these students because that is where their failure or success takes place. As Vygotskians, we rely on Vygotsky's (1978) theoretical framework to analyze and explain how teachers organize instruction for their students (Díaz & Flores, 1995). In the past, we have used several of the elemental concepts of his theory, such as the zone of proximal development (ZOPD), the law of cultural development, and the concepts of *obuchenie* (teaching-learning) and *vospitanie* (upbringing).

In this paper, we introduce the concept of a "negative zone of proximal development" (NZOPD) and expand the concept of the zone of proximal development (ZOPD) to discuss how both ZOPDs and NZOPDs are created within classrooms by teachers and their students. We argue that, unlike ZOPDs, NZOPDs can lead to the academic failure of bilingual Latino students.

Background

In schools, the ZOPD is explained as a teacher-initiated process by which their learners acquire and internalize new knowledge presented in classroom lessons. Vygotsky defined ZOPD as "...the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers." (Vygotsky, 1978, p. 86). Said more straightforwardly, the ZOPD is where a teacher and student participate together in lessons (teaching/learning social contexts) that will advance the student's knowledge and development. Critical to the purpose of organizing a positive ZOPD is that it has a goal that includes the child's 1) *actual level of development (knowledge)* and is 2) organized to move him/her to their *full potential of knowledge acquisition and cognitive development* (c.f., Moll, 1990; & Cole, 1985). If a lesson is organized to accomplish that goal, then teachers are organizing positive ZOPDs. If they do not

have such goals, then it is likely that the lesson is NZOPD. Below we will describe how a negative ZOPD (NZOPD) might also be organized within the same classroom.

An Example of Naming an NZOPD and Creating a Positive ZOPD

In a previous paper (Díaz & Flores, 2001), we showed that most teachers could organize ZOPDs that move the student from one level of knowledge to another. However, we did not expand extensively on how the outcome of the collaborative work done in the ZOPD led to genuine growth at the highest level of the student's potential. In that paper, we monitored the activities of a teacher who was considered one of the best in the school district because at least 75% of his kindergarten students achieved success in reaching the curricular goals set by the California state and district's 'scope and sequence' for kindergartners at that point in time. All of the students were Spanish-dominant children in a bilingual program where they were ultimately expected to become proficient in Spanish and English.

One of the district's end-of-the-year goals for kindergartens was to know, recite, and write all the letters and sounds of the alphabet in Spanish and count and write the numbers from one to twenty. Unknowingly, by following the 'scope and sequence,' the teacher was actually organizing a negative zone (NZOPD).

The district had hired Dr. Flores to help the primary teachers teach the children in this school become biliterate based on new theoretical research and pedagogical knowledge in psychogenesis (Ferreiro & Teberosky, 1979, 1982; sociopsycholinguistics (Goodman, K., 1983 & 1996; Y. Goodman, 1980 & 1990), and sociocultural studies (Vygotsky, 1978; Díaz, Moll & Mehan, 1986) regarding the teaching, learning, and development of literacy/biliteracy.

In her previous work in the Phoenix area, Dr. Flores had worked with teachers to develop ways in which students in kindergarten and first grade could learn to read and write alphabetically in either Spanish or English by using interactive dialogue journals, a pedagogical tool for organizing, facilitating, and deliberately mediating the teaching/learning of literacy/biliteracy to the maximal potential.

When she showed this teacher the Arizona bilingual teachers' outcomes, he was incredulous, but he grudgingly agreed to try using interactive dialogue journals in his classroom. This required a complete re-organization of his classroom layout and schedule that included responding to every student daily. It is important to note that it often takes reorganization at all levels to go from classroom structures whose organization leads to the construction of negative zones (NZOPD) to one that takes students to their optimal potential, a genuinely positive ZOPD. More importantly, teachers must also be open to new ways of thinking about their students' actual literacy ability, prior knowledge, and developmental literacy journeys in L1 and L2.

How Interactive Dialogue Journals Work as a Positive ZOPD

In Table 1, we list the elements necessary for the creation of the interactive dialogue

journal to organize a system where the student and teacher interact with each other and create a socially interactive "lesson/social interaction" where both oral and written language are used and where both teacher and student respect each other's literacy knowledge. The student writes in his or her way, which may range from using scribbles or strings of letters to represent meaning (child's actual developmental level), and the teacher responds using written language (with oral mediation) at the adult's written level, the potential. This is the alphabetic level that is the ultimate goal for all students. In the interactive dialogue journal, each must read what s/he has written to the other because the teacher does not understand the scribbles or the string of letters representing the meaning of what the student has written in his/her journal. Likewise, the student cannot read the teacher's written language. Therefore, s/he uses oral language to share as s/he writes an authentic response in front of the student as s/he watches. As a literacy development tool, the interactive dialogue journal creates a positive zone (ZOPD) because it allows the child to use his/her developmental level of written language in social interaction with the teacher. In turn, the teacher models the use of written language to communicate at the potential by deliberately guiding and mediating the student learning to read and write as the teacher makes visible how oral and written language are connected.

Important Insights About the Teacher's Role in Creating ZOPDs or NZOPDs

In the classroom, it is the teacher's responsibility to organize positive ZOPDs for the students that deliberately facilitate the appropriation by students of knowledge and tools that fully develop their potential (the adult use of the alphabetic system). However, if the ZOPD is not at a level aimed at developing the student's full potential, then it is likely that all that time, effort, and resources will be wasted in an NZOPD.

Most educational ZOPDs organized by teachers have, at the very least, good intentions and goals that are aimed at helping students address their educational needs and to grow in knowledge and cognitive development. However, for children of color, those ZOPDs have to be analyzed to determine if they support students' work from their actual level of development and lead to the development of their optimal potential.

It is important to note that the translation of 'obuchenia' as teaching-learning creates a critical shift from thinking that teaching is only a teacher-led process to a view that teaching-learning is a joint activity in which the role of each participant (e.g., teacher and student) contributes to the creation of knowledge in classroom "lessons," such as interactive dialogue journals. Each

Table 1

How Interactive Dialogue Journals Work

Subjects: Students & Teachers

Psychological Tools: Interactive Dialogue Journals, Oral & Written Language

Goal: Daily Writing, Reading, and Drawing at the Potential, leading to full literacy for students.

Rules: Students and teacher engage each other utilizing the journal using oral and written language.

Directions:

- The student chooses his/her own topic to write about, draws a picture to go with it, and then writes about the topic in his/her own way. Reads what s/he has written to the teacher. The teacher listens to the child read the entry.
- The teacher then responds in writing to the child, and orally reads his/her written text syllabically as s/he writes it with the child watching.
- The teacher re-reads his/her written entry in a natural flow while sweeping his/her finger underneath the text.

From Díaz and Flores, "Literacy Development of Bilingual Students" (1999)



participant must actively and equally respect each other's contribution, each according to their abilities.

Daniel Yee's kindergarten teacher was organizing ZOPDs for his students, but the ZOPDs he organized were created only so that his students could acquire the ability to recite and write their ABCs and to count and write the numbers from one to twenty by the end of the school year. As we said above, the teacher was successful because 75% of his students reached the district goal. However, based on Vygotsky's definition of the ZOPD, classroom ZOPDs should be organized so that student's actual level of development is recognized by the teacher, who then organizes lessons using social interactions that develop the student's cognitive development and knowledge to his/her full and optimal potential with respect to the acquisition of literacy knowledge and skills.

Daniel Yee—A Case Study of a Kindergartner's Literacy Journey in L1

Daniel Yee is a kindergartner who is in Mr. Hernandez's classroom. Mr. Hernandez reorganized his classroom to include interactive dialogue journals in his children's daily routine. The following two journal entry samples show the beginning and end of Daniel's literacy journey during his kindergarten school year (monthly samples were collected all year long). (Díaz & Flores, 2001)

Notice that Daniel draws a picture of a mouse outside of his house (see Figure 1). He writes what appears to be his name and the alphabet letters that he knows. When the teacher asks him to read his string of letters (DANHEE), he reads, "Tenemos un ratón en mi casa." [We have a mouse in our house.] Then, the teacher points to other letters written on the page and asks him in Spanish, "What do these letters say?" He says, "Nada! Solamente quería escribir las letras que sé." ["Nothing. I just wanted to write the letters I know!"]

Figure 1. Daniel Yee's first interactive dialogue journal entry in September



Initially, the students told the teacher they did not know how to write. The teacher explained that they did, but they had to write "their way" and then read it to the teacher because he could not read it. Likewise, the teacher would read his written language as he wrote back with each child watching because he knew they could not read his written language yet. According to Ferreiro & Teberosky (1979; 1982), Daniel is using a presyllabic writing system (his actual level of literacy development) that uses a string of letters to represent his meaning. By knowing this theoretical knowledge, the teacher can now name each child's developmental level every day and observe how each one develops across time to the alphabetic level, the potential.

His teacher then writes, "Yo tenía un ratón en mi casa, pero lo maté con una trampa." [I had a mouse in my house, but I killed it with a trap.]. As the teacher wrote his response and Daniel watched, he wrote it in a syllabic cadence with his oral speech matching each syllable written. Then, he reread the sentence in a natural flow sweeping his finger under the text. These social interactions are essential. Vygotsky says that "knowledge is socially constructed through social interactions [and language used therein]."



Figure 2. Daniel Yee's final interactive dialogue journal entry at the end of kindergarten.

At the end of the year, Daniel's journal entry (Figure 2.) shows that he has reached the potential by not only using the adult's way of writing standard Spanish, but also by using capitalization, spacing of words, and punctuation appropriately! He writes, "Yo fui afuera a pasearme en mi bicicleta." [I went outside to ride my bicycle.] His teacher responded, "Yo quiero arreglar mi bicicleta porque quiero pasear a mi niño." [I want to fix my bicycle because I want to take my son for a ride.] By this point, neither Daniel nor the teacher have to read their written language aloud; indeed, it is hard to tell the writings apart. Daniel has internalized/appropriated the "potential," the alphabetic writing system, and can read and write Spanish proficiently in this socio-educational context.

Theoretical Knowledge Underlying the Pedagogical Practice

As we noted above, we use Vygotsky's theoretical framework to guide our research and its pedagogy in teaching/learning and sociopsychogenesis to name the children's developmental levels. Some of the key tenets of Vygotsky's theory begin with the genetic law of cultural development. This law states that "The very mechanism underlying higher mental functions is a copy from SOCIAL INTERACTIONS: All higher mental functions are INTERNALIZED social relationships;

their whole nature is social. (Vygotsky, 1978). In other words, knowledge is socially constructed through social interactions.

This means that social relationships are key to individuals' intellectual, personal, and cognitive development. The role of parents, peers, and teachers is vital to individual development. It is not just that the child learns from others in social contexts and during social exchange, but rather that the actual means of social interaction (language, gesture, etc.) are appropriated (internalized and transformed) by the individual to form the intramental tools for thinking, problem-solving, remembering, and so on (Wertsch, 1985).

Classroom interactions such as dialogue (oral and written) between teacher/student and student/student are also first social and then internalized by the students. The movement from the social plane of functioning to the individual internal plane (thinking/thoughts) of functioning requires active engagement by children in social interaction with peers and supportive adults (i.e., teachers). In social interactions, the child uses speech, gesture, and other language pragmatics to regulate joint attention, identify and label objects, classify, elaborate experiences, and offer explanations. It is the socially situated use of language that enables the child later to recapture, reflect on, and

transform experience (Vygotsky, 1978 & 1986; Wertsch, 1985) **because language becomes thought.**

Teachers as Sociocultural Mediators

For Vygotsky, education (schooling) is necessary to achieve the highest level of cognitive and personal development. We called teachers **Sociocultural Mediators** (Díaz & Flores, 2001) in the classroom because they create/organize classroom "lessons" that should be positive zones of development (ZOPDs) for student learning. That is why the teacher plays such a critical role in the lives of children. As sociocultural mediators in the classroom, teachers determine the value of "lesson" outcomes because s/he organizes the actions and curricular activities in the classroom. S/he can organize lessons to create a positive zone to help students reach their optimal potentials (Positive ZOPD) or, alternately, organize lessons that place students at risk by wasting time in low-order lessons (Negative ZOPDs) that may lead to failure.

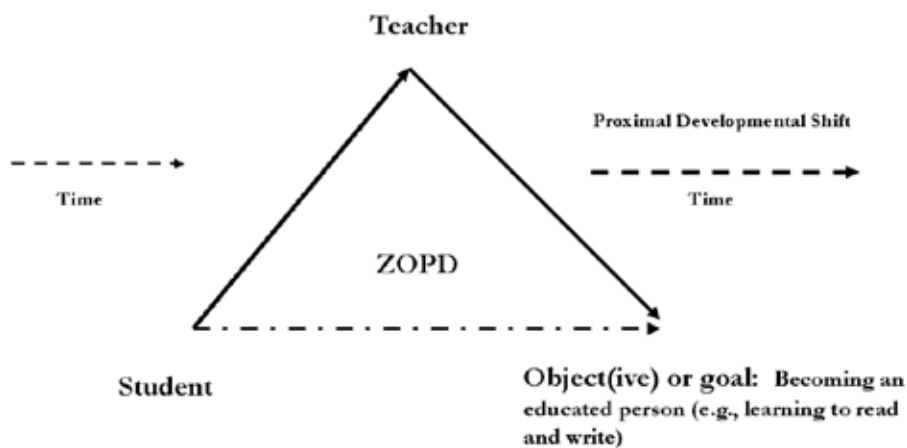
Explanation and Role of Mediational Tools

In Figure 3 below, we depict the functioning of a ZOPD by using a Vygotskian Triangle. Vygotsky (1978) considered that human learning and cognitive development are mediated by cultural tools. These tools can be physical, such as a pick and shovel to transform barren land into fertile earth. Humans, however, use internalized, powerful, psychological tools to expand their knowledge and develop cognitively (Vygotsky, 1986). He identified language as one of the most powerful tools because children internalize the language used in sociocultural contexts. **Psychological tools** are the symbolic cultural artifacts—signs, symbols, texts, formulae, and most fundamentally, language—that enable us to master **psychological** functions like memory, perception, and attention in ways appropriate to our cultures (Kozulin, 2001).

The Vygotskian triangle below demonstrates how the ZOPD functions within school classrooms, such as that of Daniel Yee. At the top of the triangle is the teacher, who, as a **sociocultural mediator**, serves as the organizer of the ZOPD. At the left corner is the student who is the student (learner) going to school to

Figure 3

Teacher as Sociocultural Mediator



Based on Díaz & Hernandez, Aarhus, Denmark, 1998

Figure 3. Teacher as Sociocultural Mediator

become an 'educated person,' one who can read, write, solve mathematical problems, critically think, etc. That goal is depicted on the right-hand side of the triangle.

The 'time' arrows show that this process takes place across time. The student progresses through the school grades where s/he acquires the tools needed to be a successful, educated individual today. However, we hold that for many Latino students and students of color schools fail them because of the nature of the "lessons" (ZOPDs or NZOPDs) organized by the teacher as **sociocultural mediator**.

The teacher is at the apex of the triangle because s/he is the **mediational tool** that organizes and presents the curriculum that will be used to help the student become an educated, literate/biliterate person. Before children go to school, parents are the mediators. When the children enter schools, teachers act in **loco parentis** and continue their development (e.g., *obuchenie* and *vospitanie*). The teacher, as a **sociocultural mediator**, can be seen as a 'tool' for teaching. As such, they have a great responsibility. They must possess cultural knowledge about how children at different ages learn, develop, and appropriate knowledge from the curriculum for their grade level. Teachers should have state-of-the-art theoretical and pedagogical knowledge about literacy/biliteracy development for children in their grade with respect to teaching reading and writing.

In some cases, they may need to know more than is required by state common core standards or district scope and sequence standards. Equally important, teachers must be absolutely committed to treating each of their students equitably and providing equal opportunities to access the curriculum. This may not be as easy as it seems because sometimes there are many other obstacles, both personal and bureaucratic, to overcome in order to create a positive ZOPD.

Personal Obstacles that Create NZOPDs—"Habitudes"

In a previous article, we pointed out labels and *habitudes*, a neologism coined by Flores (1982) to name 'habitually unexamined attitudes' that teachers may have about Latino, African American, and poor students (Flores, Tefft-Cousin & Díaz, 1991). Such *habitudes* and labels are also embedded in curriculum, legislation, policies, and society. In that article, we critiqued the label 'at risk' because it perpetuated the language and cultural deficit myth applied to bilingual and students of color.

Historically, language and culture have been identified as the "reason" for the poor academic performance of bilingual students and students of color (Flores, 2005; Valencia, 1997). Poverty is another label that has been given as the reason for school failure. If teachers believe these negative *habitudes* when they

label children of color who are poor or bilingual or English Learners, then that belief strongly affects how and what they teach. These negative *habitudes* are what teachers often use as an excuse for not teaching minority children to their full potential. "They do not know English, so they will not be able to do the work." "Their parents do not really value school or motivate their children to do well." "They are very poor and lack experiences."

Given that teachers are at the apex of the Vygotsky triangle as the critical sociocultural mediator of children's learning, these negative *habitudes* are very likely to be why teachers focus only on lower-order skills like phonics only or just teaching isolated vocabulary words. Consequently, teachers then have very low expectations for them. Thus, they organize teaching-learning "lessons" that fail to address the actual potential of students who are bilingual, English Learners, poor, special needs, and African American and thus fail to teach them to their full potential.

How Interactive Dialogue Journals Act as a Tool for Creating Positive ZOPDs

Habitudes may also be embedded in state standards and school district policies. For example, federal bilingual programs were/are considered 'compensatory education' for the language and cultural deficits of children who are not English speakers. The Daniel Yee vignette¹ showed two different approaches to teaching literacy. Before introducing interactive dialogue journals, the goal of the lessons was guided by the perspective that one of the ways of 'learning to read' begins is by 'learning the alphabet' in kindergarten. In no way does this say we should not teach the alphabet because it is essential to learning to read and write. However, that goal, as set by the district "scope and sequence" requirements at that time, was lower than they might have been as determined by research (Y. Goodman, 1980 & 1990; Ferreiro & Teberosky, 1979 & 1984; Flores, 1984, 1988, 1990, 1995; and Díaz & Flores, 2001). Thus, we concluded that those lessons created a "negative zone of proximal development" (NZOPD) because all lessons were created to address a goal that was far below the children's potential with respect to literacy development, as evidenced by the

Daniel Yee case study. His case study exemplifies hundreds of thousands of children's literacy journeys in Spanish and English.

The introduction of interactive dialogue journals made a significant improvement in children's development as writers/readers. Daniel Yee's progress was impressive, going from first using strings of letters at the beginning of the school year to represent meaning and, then across the school year, writing complete sentences with appropriate punctuation and capitalization in Spanish by the end of kindergarten. (Figures 2 & 3 here) This accomplishment reflects important theoretical changes in literacy/biliteracy development and the age at which children can begin to engage in reading/writing development, and a Vygotskian understanding of the teaching-learning process.

The daily use of interactive dialogue journal creates a positive zone of proximal development (ZOPD) because it teaches to the child's full potential at that point in his literacy development. As noted by his journal samples, Daniel Yee moved from his presyllabic level of understanding about literacy (using random letters from the alphabet) to his full potential of using written language alphabetically as a tool to communicate by the end of kindergarten.

The Importance of Teachers' Theoretical and Pedagogical Knowledge

Teachers have spent copious copious amounts of time learning their profession. Depending on the grade level that they teach, teachers must acquire in-depth knowledge, not only about the subject matter they will teach, but also how the learner "comes to know" through the teaching/learning process. We are completely certain that teachers do not deliberately set out to create "negative zones of development" (NZOPD). But the fact that they unknowingly do, just as Daniel Yee's teacher did, gives us a chance to discuss how NZOPDs



in classrooms can be prevented or at the very least reduced. It is important to note that teachers do not organize NZOPDs out of malicious or deliberate intent.

First, stated simply, you can't teach what you don't know. Second, teachers must not only learn subject matter; they must also learn how to teach it to their students at the potential, and learn how the students "come to know." And third, teachers must be willing to try out new ways of teaching and use new knowledge in their classrooms.

Daniel Yee and his teacher help us to see how that might happen. It took some courage and trust to be willing to try out interactive dialogue journals, especially since it would require a complete physical reorganization of his class, adjustment to the daily schedule, and take more of his time to work with individual students than he had before the introduction of interactive dialogue journals. It was not easy, but he was willing to try it for the sake of his students. Daniel Yee is the exemplar for the effectiveness of interactive dialogue journals. So, by having the courage to take risks and try new things in the classroom, teachers might have a big payoff for their students.

Summary of Important Revelations

Research on the educational impact of interactive dialogue journals, which were strongly grounded in the theoretical views of Y. Goodman (1980; 1990), Vygotsky (1978), Ferriero & Teberosky (1979; 1982), Flores (1988; 1990; 2007; 2009) and Díaz & Flores (2001) have shown that children at kindergarten age are able to use the knowledge of literacy (the alphabetic system) that they have acquired in their cultural and familial settings in classroom lessons. This prior knowledge gives them a sufficient base about alphabetic text to be able to learn how to write/read by the end of kindergarten.

The major point that we are making in this article is that it is certainly the case that all teachers can organize classroom lessons, e.g., ZOPDs, to teach students to reach district goals. However, we used the brief vignette from our study to demonstrate that it is not just important to organize positive ZOPDs in the classroom; they must also address the students' *actual* and *potential level of development*. So, the question that teachers need to ask themselves is, "Does this lesson have a

goal that starts at the students' actual level of knowledge, and does it organize lessons that create positive ZOPDs, so that my students advance their level of knowledge to their developmental potential?" If the lesson does not, then the lesson is highly likely to be a NZOPD.

Daniel Yee's teacher organized good lessons. However, they were not organized so that his students could reach their highest potential with respect to learning how to read and write. The lessons' goals were too low for students' actual level of development (e.g., their actual knowledge of using the alphabet to write and read). Teaching at the students' developmental level only keeps them there. For that reason, we considered his classroom lessons to be negative ZOPDs, which can ultimately lead to educational failure for poor students and students of color.

We have relied on Vygotskian theory, particularly his concept of the zone of proximal development (ZOPD), to help analyze classroom activities and their contribution to students' cognitive and personal development. Additionally, we value the ways in which his view of **how language used** in socio-educational contexts **leads to** its **internalization to become thought**. As can be seen, the interactive dialogue journal came from immense theoretical and practical knowledge plus creative genius. As my philosophy professor used to say, 'It's not nothing.'



Notes

¹It is important to note that this vignette is meant to be an example of how negative zones are organized due to socio-historical events. The example described here is based on work done thirty-five years ago and based on the California State Scope and Sequence at that time. Importantly, it in no way assigns responsibility to the teacher because, like every teacher, he was teaching to the scope and sequence and doing it very well. Thankfully we have advanced far beyond those 'standards.'

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Recomendaciones para una equidad educativa en las Californias: Migrantes, inmigrantes y otros transnacionales



Javier Jiménez, Ph.D.
Benemérita Escuela Normal
Urbana Federal Fronteriza



Jorge Cuevas-Antillón, M.A.
San Diego State University

El contexto de los inmigrantes californianos

Los estudiantes recién llegados altamente afectados por la pandemia de COVID-19 viven en dos Californias (Barrios & López López, 2019). A pesar de las actuales crisis económicas y sanitarias que afectan al mundo, o a menudo debido a ese sufrimiento, las familias cruzan diariamente las fronteras internacionales en gran número. Aunque California ha servido históricamente como un destino principal para las personas de otros países que buscan oportunidades, su estado hermano, Baja California, es igualmente un lugar de elección para los inmigrantes internacionales. No obstante, los educadores de los Estados Unidos, con demasiada frecuencia, no se dan cuenta de que México también recibe de manera similar a los refugiados de todo el mundo. De hecho, en las escuelas de Baja California hay muchos angloparlantes

nativos nacidos en California y criados en los Estados Unidos que ahora se cuentan entre las decenas de miles de transnacionales que viven en México.

Actualmente, en todo el mundo, las escuelas de los países más desarrollados están experimentando un aumento de estudiantes transnacionales; llegan en busca de asilo, de viabilidad económica e incluso, de supervivencia básica de las guerras, los trastornos políticos o las catástrofes que se derivan progresivamente del cambio climático. En consecuencia, la comprensión de la identidad y las intensas necesidades de los estudiantes transnacionales es vital para los educadores de ambos lados de la frontera de California. Los directivos y maestros de escuelas y distritos pueden referirse a estos estudiantes con otros descriptores, como "inmigrantes", "recién llegados" y "migrantes". En la investigación sobre educación, "estudiante

migrante internacional" es el término más común que se utiliza para identificar a los estudiantes transnacionales que se desplazan entre países. Cada nomenclatura relaciona la importancia de mantener una perspectiva global/histórica/multilingüe/multicultural. Más allá de las meras etiquetas, los educadores de ambas Californias deben reconocer el contexto más amplio de los estudiantes transnacionales para atender mejor sus necesidades.

A lo largo de su historia, México siempre ha sido un país forjado por la unión de grupos locales e internacionales. A medida que los Estados Unidos se volvió más hostil a los viajeros fronterizos, los inmigrantes en México ahora también incluyen a los que originalmente esperaban ser recibidos por los Estados Unidos. Entre los más de 52,000 estudiantes de otros países, las escuelas de las regiones de Tijuana,



Mexicali y Tecate tienen recién llegados de diversos lugares como Haití, Siria y los países del Triángulo del Norte (El Salvador, Guatemala y Honduras). Si bien es cierto que algunos de esos transnacionales tenían aspiraciones de asilo en los Estados Unidos, también lo es que muchos terminaron quedándose en México, incluidos los que tenían la ventaja de ser hispanohablantes, como los inmigrantes recientes de Venezuela. No obstante, sólo una pequeña fracción de los transnacionales de Baja California tiene las ventajas del español, mientras que otro número limitado habla principalmente otros idiomas, como el francés haitiano. El mayor porcentaje de transnacionales de México habla inglés y procede de los Estados Unidos.

Entre los inmigrantes transnacionales en Baja California se encuentran los estudiantes de Latinx que dominan el inglés y que han llegado a México debido a la deportación de sus familiares, refugiándose de COVID19 o simplemente en la continua búsqueda de un lugar asequible para sobrevivir en comparación con la vida en los Estados Unidos (Reyes, 2019). En la actualidad, alrededor del 98% de la población estudiantil extranjera en Baja California procede de los Estados Unidos.²

Según el Programa Binacional de Educación Migrante, durante el año escolar 2019-2020, 49,760 de los estudiantes matriculados desde el preescolar hasta la secundaria en el estado de Baja California son transnacionales nacidos en los Estados Unidos. Además,

como la economía de los Estados Unidos sigue deteriorándose, las autoridades educativas esperan que muchos miles más de estudiantes de los Estados Unidos ingresen en escuelas de Mexicali, Tecate, Tijuana y otras ciudades fronterizas. Aunque algunos tienen diversos grados de español en que basarse, muchos de estos estudiantes californianos han sido escolarizados predominantemente en inglés, por lo que experimentan dificultades en las escuelas mexicanas.

Diversidad lingüística californiana en las escuelas

Pese a contar con una población internacional con diversos idiomas, México sólo ofrece el inglés como segundo idioma en las pocas escuelas primarias en las que se ofrece cualquier otro idioma. En realidad, Baja California acaba de empezar a experimentar con la educación bilingüe en las escuelas públicas. En esos establecimientos escolares el inglés tiende a enseñarse como segundo idioma, en lugar de utilizarse para la enseñanza de temas académicos. Además, rara vez los docentes mexicanos tienen los medios para enseñar español como curso de desarrollo del lenguaje de los estudiantes o mitigar la instrucción de las materias para los estudiantes de español como segunda lengua. Aún así, en los últimos años, los líderes educativos de Baja California se han asociado con sus homólogos de California, incluidos los de CABE (La Asociación de California para la Educación Bilingüe) para ofrecer oportunidades de aprendizaje profesional a los profesores de estudiantes de español,

como los institutos de verano que ofrecen GLAD® en español (CABE, 2017).

Según la Constitución Política de los Estados Unidos Mexicanos, el español no es el único idioma del país a pesar de su predominio ya que también se reconocen oficialmente 68 lenguas indígenas. Sin embargo, el español sigue siendo el idioma de instrucción de la mayor parte del programa de estudios de México. El Sistema Educativo ha comenzado a incluir algunas lenguas originarias en sus textos, pero el verdadero problema que limita el multilingüismo en las escuelas mexicanas, es el hecho de que la mayoría de los candidatos a maestros sólo hablan español. Además, la educación de los maestros en Baja California carece por lo general de suficientes cursos que preparen a los docentes para una didáctica que genere ambientes interculturales y plurilingües.

Al mismo tiempo, California sólo ha experimentado últimamente un resurgimiento de la educación multilingüe. A pesar de algunas actualizaciones de las políticas públicas y del modesto apoyo financiero en algunas comunidades, la educación bilingüe sigue siendo poco frecuente en todo el Estado. Ciertamente, la demanda y el interés son mayores que los que actualmente puede apoyar el sistema de escuelas públicas, con desafíos todavía más apremiantes para los idiomas más allá del español. Independientemente de la existencia de innumerables comunidades en California que de manera cotidiana sirven como centros para refugiados y portales para inmigrantes, los programas escolares que ofrecen educación multilingüe en español, tagalo, urdu, árabe y otros idiomas del mundo—incluyendo las lenguas indígenas de México y América Central—son poco frecuentes.

Como ejemplo de la falta de infraestructura generalizada para la educación multilingüe, California sólo tiene alrededor de 500 escuelas (duallanguageschools.org) que ofrecen algún tipo de educación bilingüe de entre más de 10,000 escuelas del Estado (California Department of Education, 2020). Aunque algunas entidades educativas locales pueden tener sus propios listados de escuelas bilingües, como la Oficina de Educación del

Condado de San Diego (SDCOE, 2020), el Departamento de Educación de California no mantiene estadísticas sobre el número de estudiantes atendiendo programas multilingües como parte de sus estadísticas educativas. Por extrapolación, ciertamente sólo un porcentaje muy pequeño de los 1.2 millones de estudiantes de inglés están inscritos en un programa multilingüe, a pesar de que el estado tiene más de un millón de estudiantes nativos de habla hispana (CDE Data Reporting Office).

Necesidades educativas de los estudiantes transnacionales de California

En el sistema educativo mexicano no existe un término específico para los estudiantes recién llegados que no hablan español. Tampoco existe ninguna organización especial que apoye el aprendizaje del español en las escuelas públicas. Por consiguiente, los estudiantes transnacionales que no hablan español atraviesan muchas situaciones difíciles, como procesos administrativos insensibles, confusión durante la adaptación a un entorno escolar desconocido, el aprendizaje de un nuevo idioma y el enfrentamiento al choque cultural. Además, los maestros carecen de la capacitación suficiente para atender a una población transnacional con identidades y necesidades culturales diversas.

Por otra parte, el programa de estudios que se imparte en México a nivel federal tiende a excluir o descuidar a las poblaciones minoritarias con otros idiomas distintos del español, con algunas excepciones ocasionales en el caso de varias lenguas indígenas. Aunque México estableció ciertas políticas públicas e iniciativas nacionales que contribuyen a la inclusión de los niños migrantes e inmigrantes en la escuela, los recursos son insuficientes para reforzar el objetivo de evitar la deserción escolar.

Tradicionalmente, los estudiantes transnacionales nunca han sido una prioridad para la escolarización debido a la suposición errónea de que pueden o deben superar cualquier circunstancia por sí mismos. Simultáneamente, California todavía carece de suficiente apoyo y financiación apropiada para ayudar a las escuelas con grandes proporciones de

inmigrantes desfavorecidos. De hecho, en el estado han surgido políticas públicas que limitan la educación multilingüe. Si bien las familias tienen ahora derechos protegidos para solicitar programas bilingües, los distritos escolares luchan con la demanda de educación bilingüe sin apoyo financiero adicional. Como resultado, las comunidades posiblemente tengan que elegir entre un programa de enriquecimiento del idioma u otras iniciativas de mejora de la escuela que tenga fondos disponibles, como la ciencia o la tecnología, incluso si esas oportunidades deben ofrecerse de forma multilingüe. Al igual que en Baja California, los directivos también encuentran límites cuando buscan maestros bilingües, especialmente si necesitan un educador bilingüe certificado en ciencias, matemáticas o educación especial. En consecuencia, varias políticas públicas y subvenciones estatales recientemente han intentado abordar la escasez de maestros bilingües, que se ha visto exacerbada por decenios de política educativa monolingüe.

Recomendaciones para apoyar a los estudiantes transnacionales de California

Dada la preponderancia de estudiantes transnacionales en muchas comunidades de ambas Californias, los directivos y maestros de las escuelas pueden, no obstante, apoyar a sus estudiantes inmigrantes, migrantes y refugiados de varias maneras:

1. Garantizar los derechos educativos de los estudiantes inmigrantes

Los docentes de cada una de las Californias deben conocer y respetar a los estudiantes inmigrantes a partir de reconocer sus necesidades transnacionales únicas, reafirmar su derecho a una educación pública, ayudar en los procesos administrativos para su inscripción en la escuela y por añadidura, aplicar protocolos de atención. Los directivos, administradores y maestros de Baja California pueden contar con el sitio web laws (Cámara de Diputados del H. Congreso de la Unión, 2020) de México, que protege a los estudiantes contra la discriminación por motivos de origen étnico o nacional. Además, Baja laws (Colegio de la Frontera Norte, 2014) obliga a las escuelas a promover una cultura de respeto a la no discriminación, la inclusión, la interculturalidad, el principio de la personalidad y el acceso a una vida libre de violencia (Cámara de Diputados del H. Congreso de la Unión, 2019). Asimismo, los Estados Unidos tienen leyes federales que defienden a todos los estudiantes, incluidas las transnacionales, de las desigualdades y garantizan el acceso a la enseñanza pública. California tiene mandatos estatales y leyes educativas que defienden a los estudiantes de las injusticias derivadas de su condición de inmigrantes (California Department of Justice, 2018). Los maestros de ambos lados de la frontera californiana pueden estar seguros de que sus estudiantes merecen ser admitidos, acogidos y recibir una escolarización de calidad en virtud de la ley.



2. Fortalecer las oportunidades de aprendizaje multilingüe y multicultural

La promoción y creación de oportunidades de aprendizaje multilingüe y multicultural es una responsabilidad crítica compartida binacionalmente. Los educadores pueden sumarse a organizaciones y/o asociaciones de sus comunidades que ayudan a los estudiantes transnacionales. Por ejemplo, en Mexicali, Baja California, la asociación sin fines de lucro "Impulso a niños en frontera" proporciona apoyo y oportunidades a los estudiantes inmigrantes para reforzar la educación bilingüe basada en su identidad cultural y derechos humanos, mediante programas de tutoría y lecciones optativas que promueven su desarrollo socioemocional y educativo. En el condado de San Diego, California, tanto CABE como los voluntarios de la Beca Bea Gonzales otorga ayuda financiera a los estudiantes que obtienen el Sello de Bilingüidad. En ambos lados de las Californias, los docentes también pueden ofrecerse como voluntarios o ayudar a organizaciones sin fines de lucro dedicadas a familias transnacionales,

como la organización binacional "Border Kindness", o crear grupos de apoyo similares en sus comunidades locales.

3. Establecer programas escolares bilingües-transnacionales en cada una de las Californias

Aunque el Programa de Educación Migrante de California y el Programa Binacional de Educación Migrante (PROBEM) han apoyado durante décadas la escolaridad de estos estudiantes en ambos lados de la frontera, cada una de las Californias se beneficiaría de la creación de sus propias escuelas de aprendizaje bilingüe en línea, creadas particularmente para estudiantes transnacionales.

Ambos estados podrían establecer sus propias escuelas en línea de manera sincrónica y asincrónica donde el currículo sea validado por cada uno de ellos. Esas oportunidades, creadas con los sistemas escolares de los dos estados mediante la cooperación binacional y acuerdos para compartir y revisar el programa de estudios del otro, permitirían a los

estudiantes transnacionales tener continuidad y coherencia cuando necesite volver a cruzar las fronteras. Mientras tanto, los maestros, directivos y administradores de ambos estados podrían promover el reconocimiento de los logros de aprendizaje de los estudiantes en el país anterior como extraordinarios y dignos de elogio.

Las propuestas anteriores facultan a los maestros para marcar la diferencia a nivel local e internacional. En lugar de esperar que otros establezcan políticas de inmigración progresistas, las escuelas y los sistemas escolares locales pueden ofrecer en cualquier momento el tipo de refugio escolar y la asistencia que los estudiantes inmigrantes merecen a través de sus propios compromisos con los estudiantes transnacionales. Acoger y abrazar a los estudiantes mediante decisiones cotidianas de apoyo, rutinas escolares y un seguimiento oportuno siempre contribuyen positivamente al éxito de estos estudiantes.

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Recommendations for Equitably Educating Californian Migrants, Immigrants and Other Transnational Language Learners



Javier Jiménez, Ph.D.
Benemérita Escuela Normal
Urbana Federal Fronteriza



Jorge Cuevas-Antillón, M.A.
San Diego State University

THE CONTEXT OF CALIFORNIAN IMMIGRANTS

Newcomer students highly affected by the COVID-19 pandemic live in two Californias (Barrios & López López, 2019). Despite the current economic and health crises affecting the world, or often because of such suffering, families continue to cross international borders in large numbers. Although California has historically served as a prime destination for people from other countries seeking opportunities, its sister state Baja California similarly remains a choice location for global immigrants. Nonetheless, educators in the United States far too often do not realize that Mexico also similarly receives refugees from all over the world. In fact, Baja California schools include many US-born California-raised native English speakers now counted among the tens of thousands of transnationals living within Mexico.

Worldwide, schools in further developed countries are currently experiencing an increase in transnational students. They arrive seeking asylum, economic viability, and even basic survival from wars, political upheaval, or catastrophes progressively stemming from climate change. Accordingly, understanding transnational students' identity and intense needs is vital for educators on both sides of the California border. School/district administrators and teachers might refer to these students by other descriptors, such as "immigrants," "newcomers," and "migrants." In education research, "international migrant student" is the more common term used to identify transnational students who move between countries. Each nomenclature relates the importance of maintaining a global/historical/multilingual/multicultural perspective. Beyond mere labels, educators from both Californias must recognize the

greater context of transnational students to address their needs better.

Throughout its history, Mexico has always been a country forged by the union of local and international groups. As the United States grew more hostile to border travelers, immigrants into Mexico now also include those who expected to be welcomed by the US. Among the over 52,000+ students from other countries, schools in the Tijuana, Mexicali, and Tecate regions have newcomers from diverse places such as Haiti, Syria, and the Northern Triangle countries (El Salvador, Guatemala, and Honduras). While some of those transnationals had aspirations for asylum in the United States, many ended up staying in Mexico, including those with the advantage of being Spanish speakers, such as recent immigrants from Venezuela. Still, only a small fraction of Baja California's



transnationals have the advantages of Spanish while another limited number primarily speak other world languages, such as Haitian French. By far, the largest percentage of transnationals in Mexico speak English and come from the United States.

Transnational immigrants into Baja California include English-dominant Latinx students who have arrived in Mexico due to the deportation of family members, sheltering from COVID-19, or simply seeking to find an affordable place to survive, compared to life in the United States. At present, about 98% of the foreign student population in Baja California are from the United States (Reyes, 2019). As reported by the Binational Migrant Education Program during the 2019-2020 school year, 49,760 students enrolled from preschool to middle school in the state of Baja California are US-born transnationals. Moreover, as the US economy continues to deteriorate, educational officials are expecting many thousands of more students from the United States to enter schools in Mexicali, Tecate, Tijuana, and other border cities. Although some have varying degrees of Spanish to rely upon, many of these Californian students have been educated predominantly in English and consequently experience challenges in Mexican schools.

Californian Linguistic Diversity in Schools

Despite having an international population with diverse languages,

Mexico only provides English as a Second Language instruction in the few primary schools where another language is offered. In truth, Baja California has only just recently begun to experiment with bilingual education in public schools. In these school settings, English tends to be taught as a second language rather than being used for teaching academic topics. Moreover, rarely do Mexican educators have the means to teach Spanish as a student language development course or mitigate subject area instruction for Spanish Learners. Still, over the past few years, educational leaders from Baja California have been partnering with California counterparts, including those in the California Association for Bilingual Education (CABE), to offer professional learning opportunities for teachers of Spanish learners, such as summer institutes offering Guided Language Acquisition Design (GLAD®) en español (CABE, 2017).

According to the Mexican Constitution, Spanish is not the country's sole language despite its predominance, as 68 indigenous languages are officially recognized. Yet, Spanish remains the language of instruction for most of Mexico's curriculum. The federal education system has begun including some indigenous languages in its texts. Still, the real challenge limiting multilingualism in Mexican schools is the fact that most teacher candidates only speak Spanish. Moreover, teacher education in Baja California generally lacks sufficient coursework preparing educators for multilingual instruction and pedagogy.

Concurrently, California has only lately experienced a resurgence of multilingual education. Despite some policy updates and modest funding support in some communities, dual language education is still rare across the state. Indeed, the demand and interest are greater than what can currently be supported by the public school system, with even more pressing challenges for languages beyond Spanish. Regardless of the existence of countless California communities that continue to serve as hubs for refugees and portals for immigrants, school programs that provide multilingual education in Spanish, Tagalog, Urdu, Arabic, and other world languages—including the indigenous languages of Mexico and Central America—are rare.

As an example of the lack of widespread infrastructure for multilingual education, California has only about 500 schools (duallanguageschools.org) offering some form of dual language education out of over 10,000 schools in the state (California Department of Education, 2020). Although a few local educational entities may have their own listings of dual language schools, such as the San Diego County Office of Education (SDCOE, 2020), the California Department of Education does not maintain statistics on the number of students served by multilingual programs as part of its educational statistics. By extrapolation, certainly only a very small percentage of the 1.2 million English Learners are enrolled in multilingual programs, despite the state having over a million native Spanish-speaking students (CDE Data Reporting Office).

Educational Needs of Californian Transnational Students

In the Mexican primary education system, no specific term exists for newcomers who do not speak Spanish. Nor does any special organization support Spanish language learning within public schools. Consequently, transnational students who do not speak Spanish go through many challenging situations such as insensitive administrative processes, confusion during the adaptation to an unfamiliar school environment, learning a new language, and confronting culture shock. In addition, teachers lack sufficient

training to attend to a transnational population with diverse cultural identities and needs. Furthermore, the Mexican federally-provided curriculum tends to exclude or neglect minority populations with other languages other than Spanish, with a few occasional exceptions for some indigenous languages. Although Mexico established some national policies and initiatives that contribute to the inclusion of migrant and immigrant children in the school, resources are insufficient to reinforce the goal of avoiding student dropouts. Traditionally transnational students have never been a priority for schooling because of the mistaken assumption that they can or should overcome any circumstance by themselves.

Simultaneously, California still lacks sufficient support and appropriate funding for aiding schools with large proportions of disadvantaged immigrants. In fact, the State has lately emerged from policies limiting multilingual education. While families now do have protected rights to request bilingual programs, school districts struggle nonetheless with the demand for dual language education without additional financial support. As a result, communities may have to choose between a language enrichment program or other school improvement initiatives that have available funding, such as science or technology, even if those opportunities should be offered multilingually. As in Baja, California administrators also encounter limits when seeking bilingual teachers, especially if needing a bilingual educator certified for science, mathematics, or special education. Consequently, several state policies and grants have only recently attempted to address the shortage of bilingual teachers, exacerbated by decades of monolingual educational policy.

Recommendations to Support California Transnational Students

Given the preponderance of transnational students in many communities across both Californias, school administrators and teachers can nevertheless support their immigrant, migrant, and refugee students in several ways:

1. Ensure the education rights of immigrant students

Educators in each of the Californias should know and respect immigrant students by recognizing their unique transnational needs, reaffirming their right to public education, assisting their school matriculation, and implementing protocols of caring. Administrators and teachers in Baja California can count on Mexico's laws (Cámara de Diputados del H. Congreso de la Unión, 2020), which protect students against discrimination due to ethnic or national origin. Furthermore, Baja laws (Colegio de la Frontera Norte, 2014) oblige schools to promote a culture of respect, non-discrimination, inclusion, interculturality, the principle of personhood, and access to a life free of violence (Cámara de Diputados del H. Congreso de la Unión, 2019). Similarly, the US has federal laws defending all students, including transnationals, from inequities and guaranteeing access to public schooling. In addition, California has state mandates and educational laws defending students from injustices stemming from their immigration status (California Department of Justice, 2018). Educators on both sides of California's border can rest assured their students merit admittance, welcoming, and quality schooling under the law.

2. Strengthen multilingual-multicultural learning opportunities

Promoting and creating multilingual-multicultural learning opportunities is a critical responsibility shared binationally.

Educators may wish to join advocacy groups in their communities that aid transnational students. For example, in Mexicali, Baja California, the non-profit association "Impulso a niños en frontera" provides support and opportunities to immigrant students to reinforce bilingual education based on their cultural identity and rights through tutoring programs and elective lessons that promote their emotional development. In San Diego County, California, both the local chapter of CAFE and also the Bea Gonzales Scholarship volunteers award financial assistance to students earning the Seal of Biliteracy. On both sides of the Californias, educators can also volunteer or assist nonprofits dedicated to transnational families, such as the binational "Border Kindness Bondad Frontera" organization, or create similar support groups in their local communities.

3. Establish bilingual-transnational school programs in each of the Californias

Although the California Migrant Education program and Programa Binacional de Educación Migrante (PROBEM) have for decades validated student coursework as they travel between countries, each of the Californias would benefit from the creation of their own online bilingual learning schools founded particularly for transnational students. Both states could establish their own synchronous and asynchronous online schooling that is pre-authorized by each to count as coursework towards grades K-12. Such opportunities, built with the school systems of the two



states through binational cooperation and agreements to share and review each other's curriculum, would enable transnational students continuity and coherence when they need to once more cross borders. In the meantime, teachers and administrators from both states could promote the recognition of students learning accomplishments in the previous country as an asset, celebrating the students' achievements as extraordinary and worthy of accolades.

The proposals above empower educators to make a difference locally and internationally. Rather than expecting others to establish progressive immigration policies, local schools and school systems can at any time offer the kind of school refuge and assistance immigrant students deserve through their own commitments to transnational students. Welcoming and embracing students by supportive daily decisions, school routines, and continued advocacy always make a positive contribution to transnational student success.

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Teaching for Equity in Two-Way Dual Language Education: The Hidden Curriculum Behind What We Teach and How We Teach



Deborah K. Palmer, Ph.D.
University of Colorado–Boulder

As multilingual educators, we are constantly bombarded by choices about the curriculum. On any given day, how do we decide what knowledge counts as important? How do we make our students aware of important knowledge? What underlying beliefs shape our decisions? As educators who care about social justice, we work hard to make both what we teach and how we teach fair and just for all students. This article will focus, in particular, on linguistically minoritized students in two-way dual language bilingual education (TWBE).

Critical Consciousness at the Core

Often in TWBE, we boast that the curriculum is “the same” grade-level curriculum as in other schools, merely delivered in the target language. Our intention is to assert that the curriculum is not remedial in any way, that it is the same rigorous, grade-level material that students are receiving in other high-quality schools—a valid and worthwhile assertion.

Yet, the **goals** and the **population** of a TWBE program are specific and

quite often different from a monolingual English program in the same context. To ensure equity, the curriculum needs to reflect these differences. More than just providing the mainstream curriculum in two (or more) languages, a TWBE program must center its curriculum upon the voices and knowledge of the members of its own community, particularly the often-marginalized members, whose experiences will not necessarily be reflected in the mainstream curriculum. In addition, TWBE must directly confront and call into question what Apple (1990) described as the “hidden curriculum,” the ways the dominant society obliquely governs our selection of materials and media and determines incidental moments, relationships, routines, and sanctioned language practices in our classrooms. Because equity is a core goal for TWBE classrooms, we must explicitly teach critical awareness of oppression and center historically marginalized stories and voices in terms of both the content and delivery of knowledge. In other words, we need to develop critical consciousness (Cervantes-Soon et al., 2017).

There are many **problematic policies, structures, and practices** that run *counter* to our efforts to engage with critical

consciousness and undermine TWBE program equity and effectiveness. For instance:

- **Top-down curricular mandates**, in which administrators require rigid adherence to textbooks or externally supplied lesson plans tied to accountability requirements. Even if available in non-English languages, these mandates try to impose identical materials and assessments onto wildly different communities of learners (and expect similar results).
- **Strict language separation policies** that expect teachers and bilingual students to isolate program languages. These policies usually value standard, monolingual language practices above hybrid/vernacular language practices—so bilinguals have to narrow their communication unnaturally.

As educators in TWBE programs, we must push back against these and other structural inequities in making every decision, in designing and delivering every lesson, and in every engagement or interaction. To that end, the following recommendations are offered:

1. Critically-oriented, culturally sustaining (Paris & Alim, 2017) bilingual content that reflects the histories and experiences of marginalized communities in your school.
2. Pedagogies of inclusion, such as structuring for the participation of all and valuing contributions of minoritized voices (Palmer, 2009).
3. Deliberate language use, which encourages full engagement in both program languages, separately and together, including bilingual and translanguaging engagements, with an emphasis on valuing students' everyday language practices as tools for knowledge construction at all times (Palmer & Martínez, 2013; Sánchez et al., 2017).

The remainder of this article will address each of these recommendations in more depth.

1. The Knowledge We Should Value and Center in a TWBE Curriculum: Critically Oriented, Culturally Sustaining Bilingual Content

TWBE programs need academically rigorous and challenging transformative curricular materials that draw on culturally relevant and critical multicultural children's literature and diverse narratives of history. Even very young children are aware of the race, class, and status differences among members of their classrooms, but when educators explicitly teach students to honor and appreciate the linguistic and cultural resources of their peers, positive outcomes have been documented (Kibler et al., 2014; Lindholm-Leary, 2016). By selecting curricular materials that explicitly de-center dominant perspectives, TWBE programs actively acknowledge and counter the histories of oppression that have led to large discrepancies in power and privilege, between, for example, speakers of Spanish and speakers of English in the US, Black and White students, and middle class and poor students. If equity is a goal, this explicit acknowledgment must be part of the mission of a TWBE program that enrolls children from all these diverse backgrounds into the same classrooms.

Imagine a space in which the stories that live and breathe in the community served by a school are allowed into the classroom, in which the experiences of parents

and community members comprise the curriculum. If all children's stories and experiences are valued and contribute to the school's curriculum, then all children within that school will see themselves in the sanctioned knowledge of the school.

Unfortunately, in many districts, particularly in schools with large numbers of EL-identified students and schools with large numbers of students of color, teachers are mandated to use particular published mainstream curricular materials. But teachers and students need to be personally invested in the ideas with which they engage. This comes most easily when we design or modify the curriculum to suit our contexts. When we teach in TWBE programs, we inevitably find ourselves inventing, creating, and adapting curricula. Let us embrace this work as an opportunity to develop critical, anti-racist, culturally sustaining lessons within larger scopes and sequences that are developmentally appropriate, rigorous, and meet the school's overall goals.

2. Delivering the TWBE Curriculum: Pedagogies of Inclusion

Beyond the materials and ideas that we select to receive focus in lessons, the participation structures we set up in the classroom make up a critical and often "hidden" (Apple, 1990) part of the curriculum. *How* we teach imparts lessons just as much as *what* we teach: children may emerge from classroom experiences believing they possess knowledge worth

sharing, they may come away with the impression that their voice is not as important as others' voices, or they may end up believing they cannot even talk appropriately for the classroom.

One element of *pedagogies of inclusion* is awareness of participation structures. At the root of TWBE is the assumption that learning happens with engagement: when students talk about ideas and listen to others, they co-construct new knowledge; when students talk and listen to new language practices, they acquire them. Teachers need to think carefully about turn-taking patterns in their classrooms: how do they ensure all students' voices are heard in the classroom? Open-ended whole class discussions tend to favor participation by those who feel most comfortable in formal schooling spaces, usually members of the dominant (English speaking, middle class, white) community. Explicitly structuring a conversation with, for example, a "talking stick" and providing clear instructions for roles or turn-taking will scaffold children to learn to share the floor.

Designing equitable group work is another aspect of pedagogies of inclusion. Across the board, TWBE literature calls for children to work together in groups to facilitate language and content learning and active engagement (Howard et al., 2018). However, merely putting children into groups does not guarantee equitable participation and engagement. Group work is complex (Cohen, 1994), and children need to be taught the skills to engage and





learn together in pairs or groups. It takes constant and deliberate work.

3. Delivering the TWBE Curriculum: Intentional Language Engagement

TWBE programs demand rich and sheltered opportunities for bilingual language engagement throughout the curriculum. This brings to the surface challenges on several levels as we *consider what languages and language practices should be included in the sanctioned languages of the classroom and how they should be arranged.*

Let us first consider the two (or more) named program languages, as conventionally defined: standard English, standard Spanish, standard Mandarin, etc. Given the presence of students who are learners of both (or all) program languages, teachers in TWBE are constantly aware of the language demands in all of their lessons. With such awareness comes a risk that we will succumb to simplification in our instructional practices—either of language or content—in order to accommodate children from one or the other language background. This is not a balanced risk – it is a particular risk when we are instructing in a minoritized language for several reasons.

First, it is the nature of language dominance that children who are the speakers of dominant languages assume they are entitled to understand what is said. In the US, we constantly struggle against the dominance of English, such that instruction in any other language is marked, noticed, and subject to questioning by members of the dominant community – even in the context of a TWBE program (Nuñez & Palmer, 2017).

English-dominant speakers in TWBE programs tend to push back against minority language instruction, and teachers continuously struggle to maintain a space for non-English languages (Palmer, 2009).

Second, because of historic linguistic marginalization and the impacts of our own schooling, even bilingual certified teachers are often stronger in the dominant language or insecure about their bilingual competencies, making it easier for teachers to choose to teach in and through English (Ek et al., 2013). Third, more attractive materials are usually available in the dominant language. All of these forces are set up against a TWBE program's goal of centering and honoring the "target" or non-English language.

Now, if we move beyond just thinking about the two standard registers, beyond the dichotomy of the "dominant" and "minority" language, we arrive at another layer of complexity. Teachers may be quite strong in both standard registers of a program's target languages, but may not be familiar with or respectful of the local varieties or hybrid language practices of students and their families (Briceño, 2018; Martínez et al., 2015). Such *monoglossic* ideologies, or ideologies of linguistic purism related to standard registers, can be detrimental for students whose home languages reflect hybridity or variation. In fact, many TWBE programs continue to isolate program languages (e.g., English and Spanish) throughout the entire program, adhering rigidly to a separation of languages that implies exclusive focus upon standard registers. Such rigidity can have the unintended consequence of undermining bilingual students' bilingual identities and devaluing their everyday hybrid language practices. Plus, students have less opportunity to develop

metalinguistic awareness, which is crucial for bilingual practices, such as translation, interpretation, and operating across language communities (Dorner et al., 2007).

How can TWBE educators resolve—or at least straddle—this obvious tension between the responsibility to develop students' skills in standard registers of both English and Spanish (especially Spanish); and the need to honor bilingualism and bilingual students' home vernacular language practices and develop metalinguistic skills?

There is no easy answer, but I do have some ideas. I propose an intentional plan for language use that matches the language backgrounds and needs of the program's population. Although we tend to define our TWBE programs through blanket percentages, such as "50/50" or "90/10", there is no one recipe that suits all students or all programs; at best, these percentages merely serve to unify a community around their commitments to each of their program languages. There is no magic in these numbers. I am also suspicious of one-size-fits-all program models and top-down, large-scale implementation plans—especially if they do not invest deeply in teachers' professional preparation. There is *never* an easy recipe; there is *always* a need for professional and community engagement, ongoing investment, and critical consciousness.

But we do have evidence about what types of programmatic structures have worked with certain populations. For instance, we know that English-dominant students in TWBE schools learn more Spanish when they have more time in school focused on Spanish (Lindholm-Leary, 2001). From this same study, and several others, we also know that Spanish-dominant students perform just as well in English when they learn in a program that provides a majority of their instruction *in Spanish*, as long as they are also provided excellent instruction in English (Lindholm-Leary, 2001; Rolstad et al., 2005).

Furthermore, we have increasing evidence that simultaneous bilingual students (who are more and more the population we serve in TWBE and other bilingual programs) thrive in their academic and linguistic development in a program of paired literacy (Escamilla et al., 2014)

or *translanguaging pedagogies* (García et al., 2016; Sánchez et al., 2017). By “translanguaging pedagogies,” I mean a structured, planned, and intentional use of two languages in the same space and often at the same time, with the explicit pedagogical intention of developing students’ biliteracy and academic skills. Unfortunately, some have misunderstood the term to mean “a sort of linguistic free-for-all” (Fred Genesee, personal communication, November 2018). I quite agree with critics that in the English-dominant context of the United States, Spanish would not likely thrive in a “free-for-all” with English-dominant speakers present.

Instead, I am describing a clearly structured language allocation plan that includes time for focused instruction in each of the standard registers of a program’s target languages *and* time for *bilingual* engagement, with activities such as translation/interpretation, bilingual discussions, or engagement with bilingual texts. During bilingual time, teachers may explicitly ask students to draw on a text in one language and develop a response in another or to draw on resources across both (or all) their languages to collaboratively produce a written or

oral report (which could be bilingual or monolingual, depending upon the intended audience) (Celic & Seltzer, 2011). In other words, along with designating specific instructional periods or topics to have a “Spanish focus” and “English focus,” schools might explicitly designate a “translanguaging” or “bilingual focus” time during the school day. And even during “Spanish focus” and “English focus” times, while we may ultimately expect students to produce work that reflects a mastery of language and content objectives in standard registers, we need to allow them to *access their full linguistic repertoires* as they do the challenging cognitive work along the way.

Without sacrificing students’ opportunities to learn and practice standard language registers in both program languages, TWBE schools can and should engage children’s developing bilingual skills and encourage them to access *all* their language skills to learn. This supports positive bilingual identity development for ALL students. However, given the lower status of vernacular and hybrid language practices, this opportunity to think, talk, and work with one’s full linguistic repertoire is most important for those who come from families and communities in

which non-standard, non-middle-class language practices are the norm—in other words, for the students *that bilingual programs were initially developed to serve*.

Fundamentally, we all need to be clear that whether or not particular language practices are part of a standard register of any particular named language, a child’s language practices are expressions of their culture, identity, and cognitive strength, and are therefore intelligent and creative and quite adequate to sustain academic thinking and support learning (Palmer & Martínez, 2013).

Conclusion

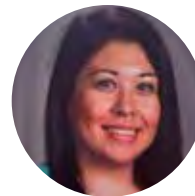
Questions revolving around the knowledge we value in TWBE, the structures we select for distributing this knowledge to and with students, and the language practices we honor in this process are crucial if we care about equity and justice. TWBE presents us with a unique and amazing opportunity: to bring communities together under the banner of building a more equitable, multilingual, multicultural world and to teach our children to lead the way into a better future. In order to realize this vision, we must put critical consciousness at the core.

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Myths and Facts about Children with (Dis)abilities in Bilingual Education



Xochitl Archey, Ph.D.
California State University-San Marcos

Uncovering Opportunities by Dispelling the Myths

Three years ago, while conducting research on children with (dis)abilities in bilingual programs, I heard comments such as “we’re an inclusive school, so our teachers don’t have access to their students’ IEPs” and “we don’t accept referrals for special education until they [English Learners] become more proficient in English—around 3rd grade” (Archey, 2017). Today, despite the research and practical knowledge, these misconceptions continue to seep into our bilingual spaces. Most drastically, these myths unfold views that play a fundamental role in who gets to participate in bilingual programming. The statements that follow recap commonly held bilingual myths about children with (dis)abilities alongside research dispelling such myths.

Myth: Exposure to more than one language “overloads” the language learning capabilities of children with (dis)abilities.

Fact: Research has consistently disproven any differences in the language learning capabilities (e.g., vocabulary, grammatical morphology) between bilingual children with (dis)abilities versus monolingual children with (dis)abilities (Brice & Brice, 2009; Kay-Raining Bird et al., 2005; Paradis et al., 2003; Petersen, Marinova-Todd, & Mirenda, 2012; Robillard et al., 2014). Meaning, children with (dis)abilities have similar struggles, generally speaking, whether they are exposed to more than one language or not. This has been shown across (dis)ability categories (e.g., autism spectrum disorder (ASD), specific language impairment (SLI), intellectual disabilities (ID), and across languages (e.g., Chinese/English, French/English, Spanish/English).

Opportunity: Bilingual teachers can contribute greatly to dispelling this myth through careful tracking of their bilingual students with (dis)abilities’ language learning milestones/growth and the subsequent dissemination of those findings with parents and the education community-at-large (e.g., other teachers, at conferences, etc.). Similarly, parents of bilingual children with (dis)abilities should be encouraged to continue supporting their children in their home language(s).



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Myth: Bilingual programs are not advisable for children with (dis)abilities.

Fact: Particularly as it pertains to participating in a bilingual program, current research has not found differences in academic performance between children with (dis)abilities in bilingual programs versus monolingual programs (Genesee & Lindholm-Leary, 2013; Myers, 2009; Reetzke et al., 2015; Ware, Lye, & Kyffin, 2015). On the contrary, the literature suggests that supporting the bilingualism of children with (dis)abilities facilitates language and social development. For English Learners (ELs) with (dis)abilities, this is especially important for several reasons. It supports their cultural and linguistic identities and strengthens access to socioemotional/behavioral resources in a language that is supported at home.

Opportunity: Bilingual school sites should take steps towards the active recruitment of ELs with (dis)abilities, actively recruiting and supporting them in their linguistic journeys. Equally important is supporting the ELs with (dis)abilities already in bilingual schools by revisiting the structural components of a program (e.g., how students are tracked, if/where/how bilingual special education services are provided).

Myth: English Learners should have a strong grasp of English before a referral for special education services is made.

Fact: Studies on the use of scientifically researched-based interventions do not support the “waiting it out” approach before referring. Rather, the research encourages early intervention that immediately and systematically provides supports and instructional strategies (Esparza Brown & Doolittle, 2008; Fuchs, Mock, Morgan, & Young, 2003). Furthermore, early intervention can reduce/lessen some of the most adverse effects on language learning experienced by children with (dis)abilities (Hunt, 2020). Many of the contentions against early intervention “arise from spotty screening” (Hunt, 2020) in terms of assessing potential (dis)abilities in the context of ELs’ bilingualism.

Opportunity: Considering how (dis)ability affects language should be continually kept at the forefront of referrals, interventions, and evaluations. Likewise, databases that track the language proficiencies of English Learners with (dis)abilities through state tests, per se, also need to be more robust in including data on this dual-identified group of students.



Myth: Switching between languages is a sign of neuro-confusion and a potential (dis)ability.

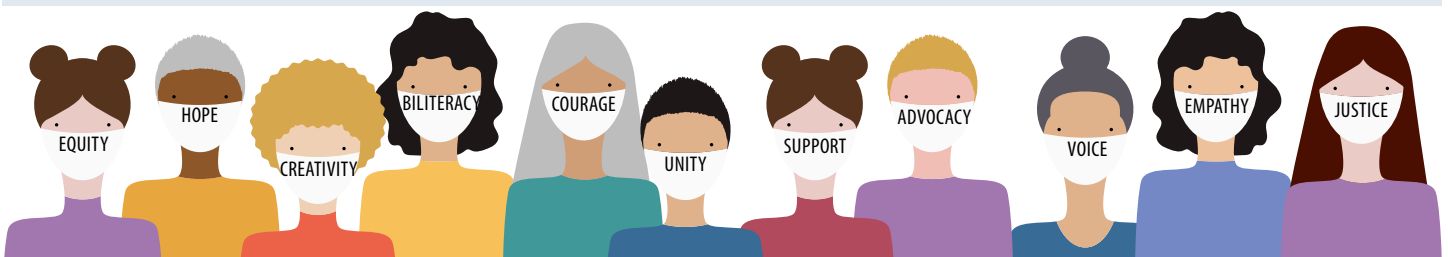
Fact: The ability to access multiple languages is a communication strategy especially important for children who may have a (dis)ability that adversely impacts language because it grants them access to their entire linguistic system. Not only do ELs maintain grammatical integrity when they switch between languages (Genesee et al., 2004), but beyond the early years, ELs that translanguage often partake in this linguistic behavior as a form of identity (Kasula, 2016; Otheguy, García, & Reid, 2018).

Opportunity: Bilingual programs have an opportunity to reflect on the socio-politically conditioned structures that enact deficit views on language separation. We are reminded that "the very concept of discrete languages is probably a European cultural artifact fostered by procedures such as literacy and standardization" (p. 635) (Romaine, 2000, as cited in Otheguy, García, & Reid, 2018).

Unfortunately, these and many other myths are still held with regard to the participation of children with (dis)abilities in bilingual education. Nonetheless, we default to the research and the opportunities we can create by not just allowing children with (dis)abilities into our bilingual spaces, but by reframing the ways in which our classrooms account for the intersectionality of language and (dis)ability.

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