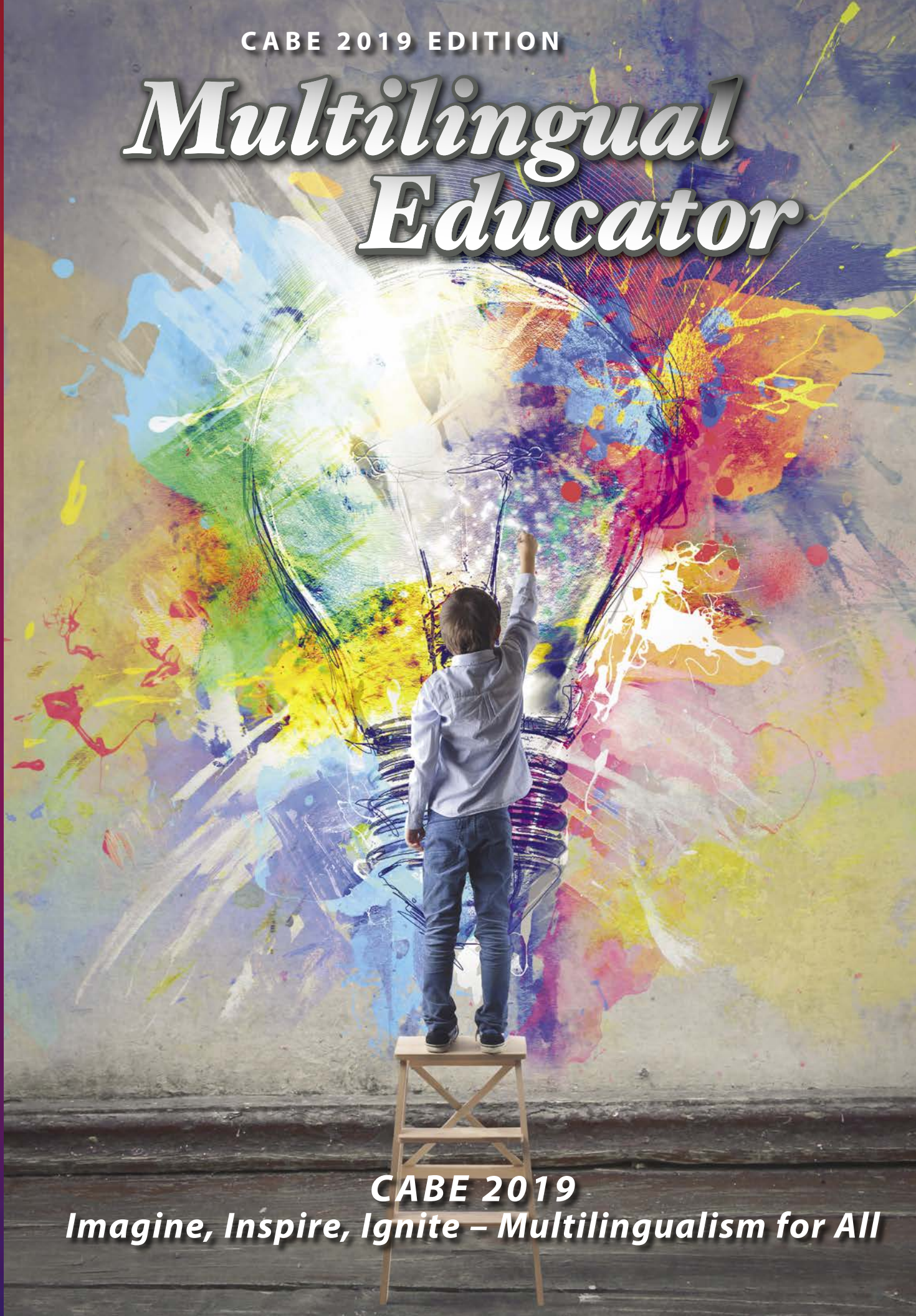


CABE 2019 EDITION

Multilingual Educator

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

MARCH 2019



CABE 2019

Imagine, Inspire, Ignite – Multilingualism for All

LETTER FROM THE EDITOR



Laurie Nesrala

Welcome to the 2019 edition of *Multilingual Educator*. The theme of CABE's 44th Annual Conference, "*Imagine, Inspire, Ignite – Multilingualism for All*," calls upon each of us to revisit why we entered and still remain in the exciting, yet challenging field of bilingual education. So, why did we? Well, many of us *imagined* the difference we might make in the classroom and we were *inspired* by the courageous acts of other educators and leaders, which *ignited* our own passion to move forward in service of *Multilingualism for All*.

Last year, we harvested some long-awaited fruits of decades of struggle and activism. We implemented Proposition 58 and the English Learner Roadmap, launched Global 2030, saw exponential growth of dual language programs in the state and across the nation, and greatly increased the number of students receiving the Seal of Biliteracy.

Juxtaposed against these celebrations, we witnessed (and some have personally experienced) natural disasters of historic proportions, growing global conflict and the resulting humanitarian crises, inequitable policies put into discriminatory action, and questionable rhetoric from some of our leaders—rhetoric that is divisive, xenophobic, nationalistic, anti-minority, and anti-immigrant—rhetoric that threatens to unravel years of progress hard-won through years of steadfast advocacy and relentless work.

I suspect that many of these leaders may underestimate our unwavering dedication to our cause, our indomitable will to attain educational equity, and our fiery passion for seeking social justice. We *imagine* a better future for our students and their families; we *inspire* each other to stay the course, to weather the storms and to never give up; and we continually *re-ignite* our own enthusiasm and pass it along to others.

We are of one mind when it comes to education, with a laser-like focus on our goal of *Multilingualism for All*. We are here and we are organized. We are backed by research and together we are powerful agents of change for our students, schools and communities. We, and those we serve, cannot and will not be minimized, stereotyped or ignored.

In this year's *Multilingual Educator*, the authors stimulate, challenge, and validate our educational ideologies and pedagogies with articles ranging from accountability to teacher preparation and professional learning, from Dual Language Immersion and English Learners with special needs to parent book clubs and cross-border partnerships, to name a few.

We hope this issue and CABE 2019 spur you on to *imagine* the possibilities, *inspire* you to try something new or view something from a new perspective, and *ignite* in you the spark and warm, lingering glow that comes from doing what you love and knowing it matters... for our students and their futures!

Laurie Nesrala, Editor



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MASKING THE FOCUS ON ENGLISH LEARNERS:

The Consequences of California's Accountability System Dashboard
Results on Year 4 Local Control and Accountability Plans (LCAPs)

AUTHORS: Magaly Lavadenz, Ph.D., Elvira Armas, Ed.D. and Sylvia Jáuregui Hodge

EXECUTIVE SUMMARY

This report, sponsored by Californians Together, examines the connection between California's two current accountability policy mechanisms—the Year 4 Local Control and Accountability Plan (LCAP) and the California Department of Education's (CDE) *Accountability Model* (Spring 2017 Dashboard). We found that the sample of 24 California school districts with high numbers and/or high percentages of English Learner students largely missed the mark in identifying research-based programs, actions and services for English Learners. The districts had an overall English Learner (English Learner Only – ELO + Reclassified Fluent English Proficient - RFEF), English Language Arts (ELA) Academic Performance Level of **Yellow** AND an ELO level of **Orange or Red** on the Spring 2017 Dashboard. Our focus on ELOs specifically was to examine whether the results of the state's new accountability system guided districts in identifying actions and services responsive to different types of ELs in their LCAPs. Our analyses led us to conclude the following:

KEY FINDINGS

California's current accountability system will diminish the urgency to address numerous educational needs of the ELO subgroup and thus further undermine the equity intent of the Local Control Funding Formula (LCFF).

- 92% (22 out of 24 LCAPs) had ratings of "weak" or "no evidence" in English Learner Student Outcomes and Academic Achievement.
- Over half of the districts had overall "weak" ratings in the following three areas: 1) English Language Development (n=13); 2) Professional Development (n=13); and 3) Programs and Course Access (n=12).
- No district (0 of the 24) had ratings of "good" or "exemplary" across all five focus areas.

Furthermore, analyses of the narrative sections of the LCAPs revealed the following:

- There were few examples of promising practices.
- Few examples were found that revealed asset-based approaches to English Learner education.
- Minimal mention of metrics and/or data analysis processes focused on diverse English Learner cohort outcomes.

CONCLUSIONS

Obscuring ELO results could have detrimental effects on districts' abilities to address LCAP goals, set growth targets, focus programs and services, and allocate supplemental and concentration funds for this targeted group of students. Accordingly, our past analyses have shown that the state's LCAP guidance and the LCAPs themselves have not sufficiently addressed the needs of ELs.^A

A. Olsen, L. Armas, E., & Lavadenz, M. (2016). *A review of year 2 LCAPs: A weak response to English Learners*. Long Beach, CA: Californians Together, Armas, E., Lavadenz, M., & Olsen, L. (2015). *Falling Short on the Promise of Increased or Improved Services for English Learners: A Report on Year One LCAPs*. Californians Together, CA.

KEY RECOMMENDATIONS

AT THE STATE LEVEL

- Discontinue the use of the aggregated EL subgroup in the Academic Indicator.
- Report ELO data separately from RFEP data in a revised indicator, so as not to mask the needs and successes of the current ELs and RFEPs so that gaps and challenges can be addressed.
- Require districts to complete the Year 4 (2017-2020) LCAPs based on the revised indicators on the Dashboards' Five by Five Placement Grid for continuous improvement.
- Develop a robust system and processes for EL technical assistance providers for identified districts and schools with personnel that have EL expertise and experience with EL programs, curriculum, and instruction.
- Embed the *English Learner Roadmap* into the System of Support process.
- Build the capacity of County Offices of Education by increasing both program and personnel resources with EL expertise who read, review and support the development of LCAPs and provide technical assistance.

AT THE COUNTY OFFICE OF EDUCATION LEVEL

- Increase and involve staff with expertise on ELs to conduct the LCAP reviews and serve as members of the System of Support teams.
- Develop a data analysis process and work with districts to dig deeper into their ELO data.
- Include the critical areas in this report as part of the technical assistance and review offered to the districts which would require enhancing *The LCAP Approval Manual* to address these issues.
- Develop and use tools aligned to the *English Learner Roadmap* and the LCFF priority areas when providing technical assistance to schools and districts.

AT THE DISTRICT LEVEL

- Revise and update Year 4 (2017-2020) LCAPs using evidence from a self-analysis based on the research-aligned English Learner rubrics in Appendix B to identify areas of improvement.
- Identify specific outcomes for the different profiles of ELs with metrics that are sensitive to their language and academic development.
- Provide professional development for all educators on the implications of implementation of the *English Learner Roadmap* to build understanding and expertise about the needs of ELs and research-based practices.
- Ensure that professional learning for teachers of ELs addresses integrated and designated ELD as well as differentiation from generic standards-based instruction.

Full study available at www.californianstogether.org



THE BILINGUAL TEACHER SHORTAGE: A VICIOUS CYCLE

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It is an exciting time for bilingual education in California due to changing political tides and recent research. Proposition 58, which passed in November 2016 with 73% voter approval, repealed the limitations placed on bilingual education by Proposition 227 in 1998. The English Learner Roadmap, adopted by the California Board of Education in July, 2017, recognizes both the importance of multilingual education and the assets that multilingual students and their families bring to schools. It requires schools to provide all students access to appropriate, challenging curriculum, including languages other than English. Additionally, Dual Language (DL) programs are extremely popular and have emerged as the most effective program for multilingual students' academic success (Lindholm-Leary & Hernández, 2011; Steele, et al., 2017; Valentino & Reardon, 2014). As a result, recruiting and preparing bilingual teachers has become a matter of social justice.

However, the political movement toward English-only education of the previous twenty years has resulted in bilingual teachers becoming "an endangered species" (Katz, 2004, p. 147). The current dearth of bilingual teachers could inhibit the opportunity for growth in

bilingual education programs. There are many Spanish speakers in the U.S. who could become bilingual teachers; how do we bring them into the bilingual teacher pipeline (Katz, 2004)? To begin to answer this question, we recently researched how Heritage Spanish-Speaking (HSS) pre-service teachers' beliefs about language influenced their choice to enter bilingual or English-only teacher preparation programs.

A Vicious Cycle

Guerrero and Guerrero (2008) labeled the bilingual teacher shortage a "vicious cycle." Without access to bilingual education, how can we develop bilingual teachers? The bilingual teacher shortage is a result of the way we "do school" in the U.S. The linguistic and cultural hegemony in schools limits access to home language development, resulting in home language loss and English dominance regardless of home language (Guerrero, 2003).

¹ For more information about this study, please see: Briceño, A., Rodríguez-Mojica, C., & Muñoz-Muñoz, E. (2018). From English learner to Spanish learner: Raciolinguistic beliefs that influence heritage Spanish speaking teacher candidates. *Language and Education*, 32(3), 212-226. DOI: 10.1080/09500782.2018.1429464

Furthermore, a perceived binary between academic and conversational language may be misleading (Alvarez, 2012; Aukerman, 2007; Valdés, Capitelli & Alvarez, 2011), causing speakers to question whether their language is “academic” enough (Guerrero, 2003; Musanti, 2014). Valdés (2001) argued that the “idealized, perfectly balanced bilingual is for the most part a mythical figure that rarely exists in real life” (p. 40). Instead, bilingualism (Valdés, 2001) and biliteracy (Hornberger & Link, 2012) exist on dynamic, shifting continua. Yet, bilinguals speaking non-prestige or stigmatized language varieties are often associated with lower socioeconomic status (Valdés, 2001).

The Study¹

We interviewed eleven HSS college graduates enrolled in teacher credential programs at three universities in California. At the time of this study, two of the universities offered a bilingual authorization pathway (BAP) and one of the universities had not yet started offering the BAP option. We drew HSS participants from both the bilingual and English-only teaching credential pathways. Five of the teacher candidates were in bilingual authorization programs and six were in English-only teaching credential programs; all were considering becoming bilingual teachers. Nine participants were born in the U.S. and two were born in Mexico. We interviewed each participant individually for 25 to 40 minutes and followed a constant comparative method (Charmaz, 2006) to analyze data. The audio files of each interview were coded by two researchers using software, recursively, in multiple phases.

Living—and Overcoming—the Vicious Cycle

Our study identified two obstacles to, and one primary reason for, HSS participants’ entry into bilingual teaching. First, many participants were unaware that teaching in a bilingual setting was an option. Second, the HSS participants were concerned about their academic Spanish after being told by schools, in various ways, to leave their Spanish at home. The HSS participants who were planning to become bilingual teachers shared a focus on equity and wanted future generations of Latinx children to have better schooling experiences than they did (Irizarry & Donaldson, 2012).

“No Me Acuerdo Haber Escuchado de Programas Bilingües.” (I Don’t Remember Having Heard about Bilingual Programs.)

Having attended school under Proposition 227, which strictly limited bilingual education options in California, most pre-service teachers were immersed in monolingual English schooling systems and were unaware that their linguistic assets were needed and wanted in bilingual education. Eight of the eleven pre-service teachers did not know they could

become bilingual teachers and consequently, initially entered monolingual teacher preparation programs. They often learned that they could acquire a bilingual authorization at the program orientation. For example, Maritza said, “It was just at orientation for the program that I knew it was an option.” Similarly, Angelina stated, “El programa ofrecía una extensión bilingüe, yo no me acuerdo haber escuchado de programas bilingües.” (“The program offered a bilingual authorization, I don’t remember having heard about bilingual programs.”) Echoing the first two participants, Clarisa mentioned, “Once I started at [university name], that’s when I found out that I could get a credential and at the same time get that bilingual certification.” Sara was prompted by a professor to consider becoming a bilingual teacher and said, “Honestly, had I not had [name] as a professor, I would have ended up as an English-only teacher.” Clearly, more information about pathways to becoming bilingual educators is needed in K-12, community college, and university settings.

“I didn’t get a chance to learn academic Spanish.”

As graduates of U.S. colleges, the participants felt confident in their academic English; however, most were concerned about their academic Spanish language skills. Speaking colloquial registers of Spanish at home that have been perceived as marking lower socioeconomic backgrounds, many participants took advanced Spanish classes to learn “academic Spanish,” but those classes invalidated their home language in favor of textbook language. For instance, Janet took Spanish classes in high school to learn what she understood as “appropriate Spanish or correct Spanish.” She stated, “The Spanish that I thought was Spanish growing up was totally incorrect and improper . . . and that’s where the self-esteem issues came. I started feeling like what I had learned was totally incorrect.” Like Janet, many participants came from lower SES backgrounds and were therefore concerned that their Spanish was not good enough to qualify them as teachers.

The HSS participants also worried about whether the particular variety of Spanish they spoke was the ‘right’ Spanish, and they expressed concern about using regional vocabulary that is not shared widely across Spanish-speaking countries. Maritza commented:

“I sometimes feel a little uncomfortable because I learned Spanish at home, and I didn’t get a chance to learn academic Spanish, or because my family’s Spanish is very regional. I’m very aware if whatever I’m saying might be a regional difference or if I’m teaching students the wrong word for something.”

There are many “Spanishes” spoken all over the world and within the U.S., yet Maritza expressed concern that her family’s Spanish

is not the 'right' Spanish. Rather than recognizing it as language variation, she used a binary measure of 'right' and 'wrong' and assumed that since she learned Spanish from her family and not in an academic setting, it must be wrong. Ironically, participants were unable to define 'standard Spanish,' yet they were concerned that their Spanish was not standard and was insufficient. When pressed, Joel vaguely referred to Spain's *Real Academia*. Angelina simply said, 'No sé que es el español estándar.' (I don't know what standard Spanish is.)

With the exception of one participant who attended a Dual Language program, the HSS participants unanimously referred to the start of school in the U.S. as the beginning of their Spanish language loss, reflecting Guerrero and Guerrero's (2008) vicious cycle of linguistic hegemony. Many HSS participants were classified as English Language Learners (ELLs) when they were in school. One noted the irony stating, 'Yo fui uno de esos English Language Learners, o antes se decía ESL (English as a Second Language) ... ahora soy un SL, Spanish Learner.' (I was one of those English Language Learners (ELLs), or, they used to say ESL (English as a Second Language), now I'm an SL, Spanish Learner.) Rather than developing HSS participants' first language, the English-only emphasis of U.S. schools led to home language loss and the perceived need for re-education in Spanish.

"Bilingual education is a push toward a more equitable education system."

The HSS participants who were considering becoming bilingual teachers were concerned with educational equity and viewed bilingual education as a form of advocacy and agency (Dubetz & de Jong, 2011). Griselda commented, "Bilingual education is a push toward a more equitable education system, and I think being part of that is a constant reminder of wanting equity in education." Griselda understood how developing a greater appreciation of bilingualism and participating in a school system that values multiple languages would be supportive of Latinx students and families. Similarly, when asked about his decision to become a bilingual teacher, José also considered equity for the Latinx community:


"That [decision] was partly equity-focused, because I know that a lot of students don't have English as a first language and a lot of those students are Spanish-speaking ... Bilingual classrooms help with that. And just having a teacher who understands their language would also help the student, and also the parents. The communication between the teacher and the parents is so important."

José identified the ability of both parents and teachers to better support students when the language barrier is removed.

The participants understood that bilingualism is an asset in very personal ways; they live bilingualism and recognize that it is a generally unacknowledged strength Latinx students bring to school. As Maritza said, "I would want to teach in a bilingual [setting] because, I'd be so aware of tipping the balance in another way for minority languages, even though it's not a minority (laughs)." Despite the large number of Spanish-speakers in the U.S., and particularly in California, Spanish still suffers from minority language treatment—it is undervalued due to its speakers' lack of political power in the U.S. The participants in this study perceived bilingual education, and their future role as bilingual teachers, as one lever to improve the educational opportunities for Latinx students.

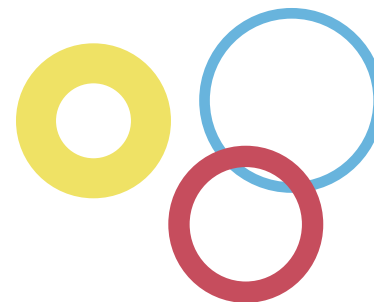
Moving Forward

In summary, a monolingual education system played a role in participants' questioning of their Spanish abilities, as their bilingualism was not viewed as an asset and was not developed in school. Instead, when many enrolled in advanced Spanish courses, their home language was, perhaps inadvertently, denigrated as "slang," "regional," or "totally incorrect," resulting in feelings of inadequacy that may negatively influence their decision to teach in a bilingual setting. Yet, the opportunity to ensure that future generations of Latinx students do not suffer what they did attracts them to the field of bilingual education.

Since schools serve linguistically and racially diverse students, it is imperative that they adopt policies and practices that validate HSS participants' home language and culture. TK-12 language classes, college coursework, and teacher preparation (not only bilingual but all teacher preparation) should address critical sociolinguistics concepts that explore the relationships between language, race and ethnicity in education. Similar concepts should also be embedded in administrator's preparation if they are to effectively lead bilingual schools and support bilingual teachers' implementation of theoretically grounded practice. Understanding that every speaker of a language speaks a variety of that language, and that language varieties are not inherently 'bad' or 'good,' could help heritage speakers view their home language as legitimate and potentially reduce the number of bilingual youth who steer away from the bilingual teaching profession due to concerns regarding their variety of Spanish. State and national policies that support and incentivize bilinguals to become teachers are needed (Hopkins, 2013; Musanti, 2014; Ocasio, 2014); our goal should be to develop a self-sustaining ecosystem of multilingual future educators who legitimize students' home language practices so that those students might consider becoming bilingual teachers in the future. 

Online version: <http://www.gocabe.org/index.php/communications/multilingual-educator/>

SEAL's Approach to Building Teacher Capacity to Support English Learners



by
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California's Window of Opportunity to Support English Learners

California schools are tasked with educating over 1.3 million English Learners (ELs), more than 20% of the state's K-12 population (California Department of Education [CDE], 2017). While research has shown a student's first language to be an asset in second language development and academic achievement (e.g., Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Lindholm-Leary 2016; NASEM, 2017; Steele, et al., 2017), until recently, California schools have been prevented from capitalizing on this research base. The passage of Proposition 227 in 1998 effectively barred bilingual education until the state passed Proposition 58 in 2016. Moreover, the No Child Left Behind (NCLB) Act's emphasis on standardized test scores to measure achievement gaps intensified the focus on English proficiency for ELs, and the expectation that ELs develop English proficiency as quickly as possible. While NCLB drew much needed attention to English Learners as a subgroup warranting special attention and monitoring, the law's heavy reliance on standardized tests was more successful in dismantling bilingual education (Lee & Wright, 2014; Menken, 2009) than it was at raising student achievement (Dee & Jacob, 2011). Both Proposition 227 and NCLB contributed to a subtractive schooling environment for ELs (Cummins, 1986; Valenzuela, 1999), which can be a contributing factor to students becoming Long-Term English Learners (LTELs) (Menken & Klein, 2010).

Thankfully, there is reason to believe that the tide is turning in favor of more responsive policies and more effective instructional practices for California's English Learners. In addition to the passage of Proposition 58, a new research-based policy called the English Learner Roadmap was adopted by the State Board of Education in 2017. This policy and the guidance documents that accompany it are designed to bring coherence to EL services and an additive approach to schooling for ELs. These policy shifts are long overdue and desperately needed to prepare ELs to meet the demands of the California's college- and career-ready standards and for future success.

It is within this context that the Sobrato Early Academic Language (SEAL) model is being implemented across 20 school districts. SEAL recognizes the critical role that teachers play in student learning and biliteracy development; as such, SEAL prioritizes teacher learning and coaching support. Moreover, SEAL understands that family engagement is critical to student success, and in the case of ELs, is instrumental in the development of a healthy cultural identity and of their home language. This article describes the SEAL model, its current reach in California, and its approach to building teacher capacity to provide ELs with a culturally and linguistically responsive education that prepares them for academic success.

The SEAL Model

Given the importance of early learning in closing achievement gaps and establishing a solid foundation for future learning (Barnett & Frede, 2010; Gomez, 2016), the SEAL model was initially designed to focus on grades Pre-K to grade 3, although in recent years SEAL's work has expanded into grades 4 and 5. The model is grounded in the following components:

- o Alignment of preschool and the K-3 systems around a shared vision of powerful language development as the foundation for academic success.
- o Simultaneous academic language and literacy (including bilingual options).
- o Language-rich environments and instruction with an emphasis on expressive and complex oral language development and enriched vocabulary.
- o Text-rich curriculum and environments that engage children with books and the printed word and lead to the appreciation and love of reading and writing.
- o Language development through engaging academic thematic units based on science and social studies standards and hands-on, inquiry-based learning.
- o An affirming learning environment that brings together teachers and parents to support strong language and literacy development at home and at school.

Because of its strong alignment with best practices for ELs, the SEAL model was identified in the National Academies of Sciences, Engineering and Medicine (NASEM) report as a promising approach (see NASEM, 2017, pp. 256-257).

The SEAL model began as a pilot in three schools in two school districts located in Northern California. All three

schools served large Latino and EL populations with high concentrations of students in poverty. An evaluation of the pilot concluded that SEAL students in all grade levels demonstrated significant growth on all measures of language, literacy, and mathematics, as well as cognitive and social development (Lindholm-Leary, 2015). These promising results led to a replication of the SEAL model in other districts. Currently, the SEAL model is being implemented in over 100 schools in 20 districts throughout northern, southern and central California.

The plans for SEAL replication were occurring in the midst of massive standards reform in California, specifically the Common Core State Standards and the new aligned English Language Development (ELD) Standards. Given SEAL's emphasis on providing ELs meaningful access to grade-level content, it became clear that SEAL could help teachers unpack and implement the new standards and the ELA/ELD Framework, which were largely based on the same emerging body of research on effective EL practices as SEAL. This remains a major focus of SEAL's work with teachers. The section that follows details the manner in which SEAL builds teacher capacity to create the kinds of learning environments that support deep and joyful learning for ELs.

Building Teacher Capacity to Effectively Support ELs

When the Every Student Succeeds Act (ESSA) replaced NCLB in 2015, states resumed control of student achievement and accountability. This enabled California to more fully implement a new paradigm for how schools should respond to their sizable EL populations. This paradigm shift was clearly articulated in the state's integrated English Language Arts/English Language Development (ELA/ELD) framework.

This framework not only integrates ELA, ELD, Social Studies and Science standards, ELD can no longer be taught as an isolated subject. In fact, the ELA/ELD framework articulates an approach to ELD instruction that specifically calls for the use of two different types of ELD instruction – Integrated ELD and Designated ELD – that must be coordinated and designed to ensure that each English Learner's academic and linguistic needs are fully met.

SEAL's work with schools is designed to ensure that ELs are developing high-level cognitive and academic skills, analytical thinking, and the language that goes with it. The shift from strict adherence to pre-packaged curricula with rigidly defined scope and sequence, into a more student-centered, creative and responsive mode requires teacher intentionality and responsiveness. This shift is exciting, but, especially for veterans of the NCLB era, it can also be daunting. To make this shift, teachers need professional development, planning time and coaching support. The SEAL professional development model supports teachers as they make this transition by combining the latest research on best practices for ELs with the research on professional development, incorporating six key characteristics of effective professional development programs: workshops, outside experts, ongoing delivery, follow-up support, activities in context, and content (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007).

The SEAL professional development series is comprised of approximately 25-35 days across two years. All teachers participate in seven two-day trainings and 8-10 days of collaborative planning. The teacher professional development series begins with a two-day Teacher Launch meant to establish a common understanding of the SEAL

Model, its research foundations, and implementation plan. The next six trainings are provided in an intentional sequence of six modules and cover topics such as: promoting oral language practice and academic language development; understanding California's ELD standards, ELA/ELD Framework, and the difference between Designated and Integrated ELD lessons; fostering collaboration and teamwork in the classroom; bringing the world into the classroom; creating shared research projects and literature studies; and, using formative and summative assessments in an appropriate manner for ELs. All modules include a designated ELD component and engage teachers in reading research together, learning strategies, classroom demonstrations, reflection and planning.

Many teachers also participate in Summer Bridge, a 10-day summer institute that involves team teaching in the morning and reflection and planning in the afternoon. The cross-grade-level co-teaching allows teachers to try new strategies and build articulation and alignment across grades while observing and supporting each other to build a shared understanding of SEAL's approach. The coach-led afternoon sessions allow for reading, research, inquiry and reflection. While teachers develop their own curricular materials during the regular school year, SEAL provides a fully developed thematic unit plan for Summer Bridge. This allows teachers to focus all of their energy on mastering strategies while they become increasingly responsive to the needs of their English Learners.

To promote sustainability of practice, to deepen impact, and to provide intentional instruction designed to enact the ELA/ELD Framework, SEAL teachers collaborate with grade-level colleagues across sites to plan and deliver content-based thematic units addressing Science

and/or Social Studies standards. SEAL thematic units, which typically last for six weeks in the classroom, are carefully crafted to integrate language development with content instruction.

The creation of the thematic units and their subsequent implementation is impossible without the skilled and strategic guidance of the SEAL coach/facilitator, an internal employee chosen by the district to be a key instructional leader. Research shows that coaches play a key role in the instructional leadership needed for comprehensive education reform efforts (Camburn, Rowan, & Taylor, 2003). Moreover, coupled with professional development for teachers, coaches can significantly improve instructional practices related to language and literacy development (Neuman & Cunningham, 2009; Poglinco & Bach, 2004). The coach/facilitator role was deemed a necessary component of the SEAL model to ensure the likelihood of changed instructional practices and improved student outcomes in the long term.


All professional development modules are attended by coach/facilitators because, while professional development modules and workshops are important venues for reading and discussing research and learning new strategies, they are not, by themselves, sufficient to support actual implementation in the classrooms. Teachers need guided collaborative planning time to consider how to incorporate the strategies into their instruction. And they need opportunities to see the practices modeled in their own classrooms, as well as constructive feedback from a knowledgeable and supportive coach. The SEAL Coach/facilitator works with all teachers, during grade-level collaborative planning time and on a case-by-case basis, to maximize the consistency and coherence of instruction and to encourage

collaborative and reflective practice.

After almost ten years of working in a variety of school settings and different geographic regions in California, the SEAL model has evolved to include a stronger emphasis on building the capacity of school and district administrators. Another recent change to the model has been grade levels served. Although the model was created with a focus on grades from Pre-K to grade 3, over the years several elementary school partners approached SEAL about expanding the model into the upper elementary grades. As a result, in the 2017-18 school year, SEAL launched a pilot to expand into grades 4-5 with two district partners. Preliminary results from the pilot were very promising, which led to grade 4-5 expansion efforts with four additional districts in 2018-19. This expansion rests on the core goal of SEAL which is to ensure that ELs can learn, thrive and lead in the 21st century.

Conclusion

The path to becoming a good teacher and meeting the needs of ELs and all types of students is not an easy one. The SEAL model, and the professional development teachers' experience through implementation is designed to be as joyful and enriching for teachers as it is for their students. See Figure 1 (online): T-Chart Developed by Teachers at the Culmination of their SEAL Training.

To improve the educational outcomes and experiences of ELs, there is much work that remains to be done. SEAL is committed to this effort for the long term and is cautiously optimistic that the EL Roadmap and Proposition 58 have created a new political climate that may provide a window of opportunity for California schools to be more responsive and inclusive of ELs and immigrant families. 

Online version: <http://www.gocabe.org/index.php/communications/multilingual-educator/>

A Comparative Paradigmatic Matrix of EL Policy, Ideology, Pedagogy, and Practices

by Barbara Flores, PH.D., Professor, CSU, San Bernardino and SBCUSD School Board Member
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Faced with new beginnings, possibilities, and challenges, our English Learners' education is at a turning point, specifically in our state of California, and in general, in the nation. The legacy of policy, pedagogy, and practices have been varied and basically disparate. The research, curriculum, instructional practices, and types of assessments have also been disparate and all over the spectrum. Given this range of variation, the following comparative matrix was developed to make visible the complexity of policies, ideologies, assumptions, theoretical frameworks governing the teaching and learning, the instructional practices, the curriculum, and the types of assessment. Two major categories were created to name and make visible the interrelationships and correspondences under the **Status Quo Model** and the evolving **Asset-based Model**.

The **Status Quo Model** that underpins all aspects of English Learners' historical educational experiences is basically grounded in a Deficit Ideology/"Subtractive Schooling" (Valenzuela, 1999) paradigm. In contrast, the emerging Integrated Content/Culturally Relevant research and pedagogy represents the Asset-based paradigm. Our beliefs, assumptions, and attitudes not only guide our perceptions about the phenomenon, but also direct our everyday schooling actions/activities, such as instructional practices, curriculum, and types of assessment used. Policies and theoretical frameworks also reflect our mindsets (beliefs and attitudes) regarding a "phenomenon," in this case, the schooling of English Learners. We also have laws and state policies that reflect both deficit ideology and asset-based ideology.

The following comparative matrix about the schooling of

English Learners is an attempt to visually depict the current **Deficit Status Quo Model** vs the emerging **Asset-Based Model**. This article will briefly discuss each category comparatively, as well as challenge us to "see" how the **Deficit Status Quo Model** leads us to continue organizing **FAILURE**, while the **Asset-based Model** will lead us to **HOPE and SUCCESS**.

TEACHER'S MINDSET/IDEOLOGY

A teacher's mindset, or rather, beliefs regarding language use, learning and culture underpin his/her perspectives related to how children are viewed in their everyday schooling. (Flores, Diaz & Tefft Cousin's (1991) found that teacher's deficit myths and "habitudes" (habitual unexamined attitudes) about Spanish-speaking students, poor students, students of color and special needs students, actually govern how they organize teaching and learning.

Lilia Bartolome (2013) states that not knowing or being aware of one's ideology poses the threat of the "miseducation" of children of color, children whose first language is not English, or basically children who are poor and whose culture is different from the mainstream. "This lack of ideological clarity, that is the inability to recognize the historical, economic and social conditions that mold our lives, might lead teachers to exhibit disrespect, unfair treatment, and 'miseducation' toward students that have been historically disenfranchised, ultimately causing harm to their intellectual pursuits and emotional well-being." (p.11). In other words, educators, especially teachers, need to name and interrogate their deficit views of language use, culture, and learning in order to be at a place to decide to transform them.

English Learner Comparative Paradigmatic Matrix Between the Deficit Status Quo Model and the Asset-based Model

Teacher's Mindset/Ideology	Deficit Ideology Subtractive Schooling	Asset-based Strength-based
Guiding Assumptions (Explicit/Implicit)	<ul style="list-style-type: none"> • "Students are not motivated." • "Parents do not care about education." • "Parents use school as a babysitter." • "Spanish or native language is seen as less important, or not as valuable as English." 	<ul style="list-style-type: none"> • Students bring funds of knowledge, social and cultural capital. • Parents are invested in their child's education. • Family and community are valued as partners in education. • Primary language is valued and maintained.
Theory of Teaching/ Learning/ ELD	<ul style="list-style-type: none"> • Banking Education • Segregated from mainstream • Lower expectations • Behaviorist 	<ul style="list-style-type: none"> • Sociocultural and Critical Pedagogy • Social interaction prized • Teaching to the potential • Vygotskian and Constructivist
Instructional Practices	<ul style="list-style-type: none"> • Worksheets • Copying vocabulary • System 44/Read 180/ English 3D • ELD disconnected in Wonders-both sets not given for bilingual classes • Remediation 	<ul style="list-style-type: none"> • GLAD (Guide Language Acquisition Design) • GATE Pedagogy • Project-/Problem-based Pedagogy • Developmental Literacy and Biliteracy • Mini Shared Reading with leveled K-3 predictable books in Spanish/English • Footsteps 2 Brilliance-Digital Biliteracy Platform • Engaged students in multiple genres of Fiction/ Non-fiction across content areas • Enrichment
Types of Assessments	<ul style="list-style-type: none"> • High stakes test • Multiple choice • Data not useful to drive instruction • No alignment to how taught in class • Teachers do not know how to interpret data 	<ul style="list-style-type: none"> • Ellevation Monitoring Tool (Growth Model) • Formative (DRA/EDL) • Observations • Linked to learning • Used to drive instruction

GUIDING ASSUMPTIONS. (Explicit/Implicit)

Some of the unexamined deficit assumptions guiding teachers' "miseducation" are embedded in the following statements made by teachers and administrators:

- "Students are not motivated."
- "Parents do not care about education."
- "Parents use school as a babysitter."
- "Spanish or the child's native language interferes with learning English."

Unexamined assumptions that are not made visible mask the connection, not only guiding our actions, but also absolve one from taking responsibility for participating in the construction of children's educational FAILURE. The question to raise is: Why do teachers believe these statements embedded with deficit assumptions?

Additionally, there are counter assumptions that negate the deficit views, as evidenced by the following statements:

- "Students bring funds of knowledge and social and cultural capital."
- "Parents are invested in their child's education."
- "Family and community are valued as partners in education"
- "Primary language is valued, maintained, and seen as an asset."

In contrast, these governing assumptions depict positivity and declare social, cultural and linguistic assets, while acknowledging parental support for their children, as well as the desire to be partners in their educational success.

The key here is that “assumptions” matter. And, teachers need to be, not only aware, but able to know which ones they hold and consider how these assumptions guide their everyday teaching.

THEORY OF TEACHING/LEARNING/ELD

Teachers organize their lessons based on how they have learned to teach, and their beliefs about the learner. In the U.S., until recently, the teaching of ELs has been based on deficit theories of teaching/learning. We categorize these theories under the ‘Status Quo’ model. Below, we list and discuss some of the ways of teaching that are based on a deficit ideology and explain how they are responsible for the failure of EL students. We argue that ‘failure’ pre-exists in the heart of lessons that are organized from the point of view of a ‘deficit ideology’ and explain how and why that is the case.

- Banking Education
- Segregated from mainstream
- Lower expectations
- Behaviorist

From our point of view, the major culprit in poor teaching/learning experiences afforded ELs is ‘banking education.’ The basis for this approach is that a body of important and critical knowledge already exists, ready-made, and all that teachers have to do is organize lessons that are nothing more than activities aimed at ‘depositing this knowledge in students. According to Paulo Freire (1970), “banking education... becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiques and makes deposits which the students patiently receive, memorize, and repeat.”

In contrast, the Asset-based Model focuses on the sociocultural and critical pedagogical theoretical models of teaching, learning and development. Vygotsky (1978) posited that knowledge is socially constructed through social interaction. It is through the engagement of authentic social interaction that knowledge and language develop and become internalized thought. Vygotsky (1978) also proposed that teachers need to build on students’ prior cultural knowledge and jointly organize lessons that teach to their potential. So the types of social interactions, as well as the types of content that teachers choose to organize in the teaching/learning social contexts matter. Thus, content drives the acquisition and development of language. (Flores, 2010)

In addition, we can unknowingly organize negative zones (Diaz & Flores, 1993) that render failure. For example, Diaz & Moll (1987) found that bilingual students who were in a dual language (Spanish/English) program were placed in reading groups on the basis of oral English in one class, and on reading ability in the other. Since the English language classroom teacher was monolingual, she could not directly assess the Spanish reading level of students. Thus, she placed them in low, middle and high

reading groups on the basis of their oral English proficiency. As a consequence, some students who were in the high groups in Spanish reading were placed in low groups on the basis of their English oral proficiency.

Thus, for high-level Spanish readers, when the English teacher placed them in a low reading group, it created a negative zone for students learning to read in English. All of the Spanish language reading skills of students were ignored, and not used to organize positive zones of development for learning to read in English. This ignores the results of research that show that learning to read in a second language works best when such lessons are based on the level of reading in the native language.

INSTRUCTIONAL PRACTICES

The Deficit Status Quo & Subtractive Schooling Model

Under the “Deficit Ideology and Subtractive Schooling Model,” instructional practices are used at the lowest level of expectation for ELs. For example, students are given “worksheets” to fill out ‘ad nauseam’, which follows the Behaviorist theory of learning by repetition. In addition, teachers and publishers believe that students have to know isolated “vocabulary” before they can begin to “read.” Thus, many programs such as Read 180, System 44, and English 3 D assume that since English Learners do not know English or how to read in English, learning vocabulary is the key.

Unfortunately, by focusing on single sets of vocabulary by highlighting “strengthening vocabulary,” they lower the threshold of what constitutes proficient reading. It begins the teaching of reading with study roots, meaning and word parts out of the context of use. Proficient reading is NOT recognizing words out of the context of their use. System 44 targets struggling readers and likewise focuses on learning the parts of words first, e.g. word blending, word lists, analyzing word parts, and finally filling in blanks in a short written piece with words.

In addition, English 3D Part A/B targets Long Term English Learners grades 4-5, Part A/B grades 6-8 and Part C grades 9-12. Actually 3D focuses the majority of time on vocabulary as evidenced by the following routine:

The above examples are based on unexamined assumptions about how oral/written language is learned in the context of reading and writing, especially for English Learners. The “reading and writing” process has been reduced to “learning vocabulary,” organizing a negative zone/failure by using “remediation” as a starting point, i.e., teaching vocabulary in isolation.

By only focusing on the syntactic system (words, in this case), we are not organizing the “learning of reading” as an interactive proficient process (the potential) that includes learning all the

cueing systems (pragmatic, semantic, syntactic, graphophonic, and orthographic) in the context of their use.

THE ASSET-BASED MODEL

In contrast, the Asset-based Model proposes pedagogy (teaching/learning) that is highly interactive in socio-educational contexts that challenge learners to achieve their potential through deliberately mediated structures, processes, and routines. Reading and writing processes include engagement at the potential with the teacher mediating/scaffolding through the children's zone of proximal development. Its content is also culturally relevant, highly scientific, and content rich. English Learners are exposed to a plethora of literary genres and nonfiction, preferably culturally relevant ones.

GLAD (Guided Language Acquisition Design) is just one of the many content-based pedagogies that are used to promote language acquisition and development for English Learners that is specifically driven by content.

The model enhances teachers' design and delivery of standards-based instruction through an integrated approach with the intent of building language proficiency and academic comprehension. The Orange County Department of Education's Project GLAD® classrooms promote an environment that respects and honors each child's voice, personal life experience, and beliefs, and values their culture." (Retrieved 9/9/18 from <http://www.OCDE.us/ProjectGLAD/Pages/default.aspx>)

Likewise, Project-based and/or Problem-based pedagogy is consistent with Critical Pedagogy that centers on problem-posing curriculum that addresses real life issues, challenges, and interests that the students want to explore and study. Krajcik and Blumenfeld (2006) state that "In project-based learning, students engage in real, meaningful problems that are important to them and that are similar to what scientists, mathematicians, writers, and historians do. A project-based classroom allows students to investigate questions, propose hypotheses and explanations, discuss their ideas, challenge the ideas of others, and try out new ideas." (p. 318)

In addition, GATE (Gifted and Talented Education) strategies of Depth and Complexity developed by Dr. Sandra Kaplan provide teachers with tools to organize the teaching and learning of scientific knowledge and concepts across the disciplines at a higher level of cognition. She describes "Depth as language of the discipline, big idea, essential details, rules, patterns, trends, unanswered questions, and ethics, and Complexity as change over time, multiple points of view, across the disciplines. She says these 11 tools/icons are analogous to what scientists/experts across different fields come to know." (Retrieved on 9/8/18 <https://www.romoland.net/cms/lib/CA01902709/Centricity/Domain/21/Kaplan-Depth-and-Complexity-1y4xdgk.pdf>)

From a sociocultural perspective, Depth and Complexity provide tools for the teacher to organize teaching to the potential, i.e., at an expert level of understanding. Clearly, the teacher will have to organize mediated structures using the icons of Depth and Complexity to deliberately guide the students to these expert levels of thinking and language use. According to Flores (2010), "Mediated structures are visual representations depicting the depth and complexity of scientific concepts, aspects, and detailed relationships. In other words, they visually show the learner how all the parts are connected to the whole and visually depict the potential" (p.92).

Developmental Literacy and Biliteracy has been a challenge and a promise for the last 40 years. In the 70s, 80s and 90s there was a boom in "how children come to know" written and oral language in both L1 and L2. Ferreiro & Teberosky (1979), Y. Goodman (1990), Goodman, Goodman & Flores (1979), Diaz & Moll (1987), Flores (1990), Moll, Saez & Dworin (2001), Diaz & Flores (2001), etc.

Ferreiro & Teberosky's (1982) research was not only groundbreaking, but revolutionary. Their constructivist research documented how children epistemologically evolve in their conceptual interpretations of written language in writing and reading. Flores (1990) and Diaz and Flores (2001) showed how children evolve in their conceptual interpretation in the social context of interactive dialogue journal writing in the classroom. The pedagogy drastically shifted how teachers viewed the development, learning, and teaching of literacy and biliteracy.

In the social context of beginning reading, Flores (2008) created a strategy called Mini Shared Reading that provided a much needed bridge between Big Book Shared Reading and Guided Reading. Many students could not move seamlessly between the two. Therefore, using Vygotsky's sociocultural theory of teaching/learning and Goodman's sociopsycholinguistic theory of the reading process (1996), Mini Shared Reading was created to engage the children in the proficient act of reading using leveled, predictable Spanish/English books two levels above their instructional level to teach them at their potential, not their developmental level.

Additionally, other enrichment, social and interactive engagements include Reading Books Aloud, listening to Audio Books, songs and rhymes, Independent Reading, and using Footsteps 2 Brilliance-an Early Interactive Biliteracy (Spanish/English) Digital platform. "Footsteps2Brilliance® is the breakthrough early learning solution that helps all children become proficient readers by 3rd grade." (Retrieved on 9/11/18 <http://www.footsteps2brilliance.com/>) The use of this app is so amazing because children can simultaneously listen, view and read books, songs, or rhymes in either Spanish or English. They can also write books; practice writing their letters; play with

words; play games; and it also tracks reading proficiency growth with embedded assessment tools.

TYPES OF ASSESSMENTS

Assessment in the Deficit Status Quo Model is only administered as a standardized high-stakes test based mostly on answering multiple choice questions, word problems, and writing prompts. The data is not useful to drive instruction because it doesn't arrive until the Fall of the following school year.

Furthermore, the following critique by Cizek (2005) demonstrates the futility of high-stakes testing: "Contrary to what many policy makers and advocates would state or imply, the current generation of high-stakes tests are incapable of delivering on the promise of providing high-quality information that teachers can use for individualizing instruction for any particular student" (p. 47)

In contrast, the asset-based paradigm advocates the use of formative assessments like the DRA/EDL for tracking the growth of students' beginning reading proficiency progress. Reading Recovery research documents the efficacy and efficiency of using Running Records with slight modifications. Likewise, the new ELlevation monitoring tool for English Learners (Retrieved from 9/11/18 <https://ellevationeducation.com/our-story>) is very useful "through their educator-centered design process, they have created a three-pronged approach ("data at your fingertips," "fostering collaboration," and "improved instruction") to provide the most comprehensive ELL tool possible in tracking growth in English Learners listening, speaking, reading and writing development in English Language Development."

Formative assessments inform teachers and help to drive the instruction for students. The data is easily accessible and discernible, as well as helpful. The data tells teachers what skills and knowledge need to be taught in order for the individual student to master the next level. In this way, formative assessments are useful and necessary, if we are to build success for every student.

CLOSING

We are now at a pivotal juncture in the teaching of our English Learners. Historically, we were saddled with not only draconian policies and laws, e.g., Proposition 227 and English-only mandates, but also with Federal Guidelines that labeled English Learners as "Limited English Proficient," and "linguistically and culturally deficient."

With the passage of Prop 58 in California, "... public schools [have] more control over dual language acquisition programs.

Proposition 58 effectively repeals the English-only requirement of Proposition 227 — the initiative approved by voters in 1998 that requires English Learners to be taught in English immersion classrooms. Under the new law, students can learn English through multiple programs outside of English immersion classes." (Retrieved on 9/11/18 <https://edsources.org/2017/a-new-era-for-bilingual-education-explaining-californias-proposition-58/574852>) This law basically declares that learning in one's mother tongue is a legitimate choice. In fact, the law is named the California Multilingual Education Act.

Another powerful document is the EL Roadmap (2018) <https://www.cde.ca.gov/sp/el/rm/> published by the California State Department of Education. The following quote captures the essence of the guidelines:

"Four principles support the vision and provide the foundation of the CA EL Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, and twenty-first century education for the state's English learners. Underlying this systemic application of the principles is the foundational understanding that simultaneously developing English learners' linguistic and academic capacities is a SHARED responsibility of ALL educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.3 million English learners who attend our schools. The principles address the following themes:

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

These principles, and the elements delineated for each, are research- and values-based, and build upon California's academic content and ELD standards, the California ELA/ELD Framework, the Blueprint for Great Schools 1.0 and 2.0, and other state policy and guidance documents."

Our journey ahead is bright, promising, and challenging. We now have the laws, the policy, ideology, pedagogy, practices, and assessments aligned to an Asset-based Paradigm. And, now we also need the designated revenue for ELs from the legislature and an accountability system to track the progress. With this new positive momentum, we believe that it is our collective duty as educators to provide the Will, the Courage, the Knowledge, the Work Ethic, Authentic Caring, and Heart to educate our English Learners and Bilingual Learners and lead them to SUCCESS!

¡Sí, Se Puede!

Online version: <http://www.gocabe.org/index.php/communications/multilingual-educator/>

Adventures in Middle School: Growing a Whole School Dual Immersion Community

by Erin Bostic Mason
Norton Science and Language Academy

A Fairy Tale begins...

Once upon a time a group of about 200 five-, six-, and seven-year olds embarked on a journey at a new public charter school, called the Norton Science and Language Academy, (originally the Norton Space and Aeronautics Academy). As they grew-up, they blazed the path to middle school graduation. Their families, teachers, administrators and community leaders dreamed of a whole-school K-12 Dual Immersion education for under-served students in the socio-economically, -culturally and -linguistically diverse community of San Bernardino, California. In fact, with the promise of learning English, Spanish and Chinese, as well as a special focus on science, the dream was so captivating that it attracted students and families from all over the land, spanning across the Inland Empire and the High Desert regions. Teachers and staff travelled from near and far to join this brigade of Dual Immersion torch-bearers, who were committed to building the first whole-school K-12 Dual Immersion campus in the region.

However, as any fairy tale reader (or Dual Immersion supporter) can attest, these brave educators and families would face many challenges that tested their resolve, teamwork and creativity. They embarked on a journey that would require courage, innovation, and stamina at every turn. Although the tale of this school community continues to evolve, there are many lessons already


learned through the challenges and triumphs that they have encountered in the quest for K-12 Dual Immersion education for all. The journey of creating the middle school has been especially eye-opening and worthy of reflection. This tale is the story of their adventures and some of the lessons learned along the way...

How does being a whole-school program impact middle school?

Many Roles, One Theme

If you have helped envision and initially implement a Dual Immersion program, you may find yourself relating to the fairy tale analogy. On the one hand, Dual Immersion is 100% research-based, proven, and attainable. At the same time, it often feels like it requires a bit of magic to make it come to life. Our belief in the vision of multilingualism, multiculturalism and academic success for all, creates that magic, that is to say the systemic energy to persevere. It empowers us with the flexibility and stamina that long-term implementation requires from all parts of a system.

The 2017-18 school year marked the tenth anniversary of our school and provided an opportune moment to reflect. Today, we are a transitional kinder through eight grade school of about 800 students with approximately 2% Asian,



2% Multi-Racial, 8% African-American, 9% White, and 79% Hispanic/Latino. Located in San Bernardino, California. The school has consistently been home to approximately 75% students with socio-economic disadvantages, 35% English Learners and 6% students with disabilities. In fact, we host both resource specialist and special day class programs for students with special needs.

Throughout this first decade, I have lived this school community's journey, as a coach, a parent and a teacher. Through each of these roles, I have consistently witnessed how the decision to pursue a whole-school design fundamentally impacts the way staff work together, the students' educational experiences, and the student's expectations for the larger world they help shape each day and will reshape throughout their lives. In the end, it has given us the amazing opportunity to create an innovative, flexible middle school dual immersion program within our TK-8 community.

Impact on Staff

Some of the aspects of a whole-school environment may be quickly visible, such as the impact on staff. Whole-school programs offer a unique opportunity for support and teamwork. Without having to balance the needs of monolingual and multilingual programs, stakeholders can harness all energy towards solving common challenges such as curriculum, assessments, communication, facilities, and scheduling within the parameters of a common vision of biliteracy, academic success, and multicultural proficiency for all. The whole school environment facilitates a unified sense of identity around the vision. It quickly becomes self-perpetuating in the sense that dual immersion is intrinsic to the identity of the school community. It is front and center to any new administrators, board members, authorizing agencies, staff, families and students. The school is less vulnerable, although not immune, to debates over the value of monolingual versus multilingual education.

Impact on Students

However, the most powerful impact is directly on the students. Many students in our whole-school dual immersion program grow-up thinking all students in all schools have access to these programs. They cannot imagine schooling any other way. Their lives at school are so consistently multilingual and multicultural for so many years, that they understand all students can learn languages and build multicultural proficiency, even when they see or hear contrary ideas at home or in the community. In many ways, they take their multilingual abilities and environment for granted in the best possible way. They accept multilingualism and multiculturalism as the norm instead of the exception. Dual Immersion is not an exclusive


program for any particular subset of the population, such as only students identified as gifted and talented, only those in general education and not special education, only Latino and Caucasian students, only middle class students, or any other demographic group. It is open to any student who enrolls in kinder or first grade. By middle school, continuing elementary school students, target language speakers and recent arrivals from target language countries are all open to participate no matter their ethnicity, special needs, socio-economic level or interests. It is a program FOR ALL and the students live that everyday.

Furthermore, it impacts their expectations for society beyond school. They hold a high expectation for society to continue with this level of pluralism and hold their communities accountable for improved race relations, socio-economic relations, and linguistic policy and practices. They are not naive, in that most have witnessed or experienced a variety of forms of discrimination in life including racism, linguistic profiling, economic marginalization and other societal forces. However, learning languages is as normal as breathing for these students. They leave school knowing that a peaceful, multilingual, multiculturally proficient society is possible and requires on going reflection and perseverance from community members.

Appealing to Students

Students also have a stronger voice in deciding their own future in middle school and logistics play a major role in determining their options. To be truly inclusive of all students, dual immersion education needs to offer the complete secondary school experience in the eyes of the students. Socially and emotionally, students in middle school are at a pivotal juncture in developing their ideas about who they are, their talents, and which paths to pursue. At the same time, the logistics of middle school scheduling (classes, transportation, sports, etc) have a tremendous impact on the choices available to them.

A whole-school program ensures that students do not have to choose between being a dual language student and any other identities that they may want to explore or develop. For example, in many middle schools, the master schedule pits dual immersion against ELD, intervention/academic support, athletics, arts, music or leadership programs. Since Dual Immersion secondary programs offer 2-3 periods in the target language, many schools offer one of the dual immersion classes as the student's elective, as a zero and/or a seventh period. This has implications for pick-up and drop-off times for families, the student's participation in athletics and clubs, etc. As we have grown, reflected and reinvented our middle



school, we have made it our objective to provide the broadest middle school experience possible so that they do not have to limit their own budding identities or any typical opportunities during their multilingual, multicultural journey.

Reinventing Our Middle School Experience

Initially, we succeeded in getting our middle school up and running as part of our TK-8 dual immersion school, with a fairly traditional approach to the middle school daily schedules and teacher collaboration. This was no small accomplishment, considering the small student cohorts, construction of facilities, and hiring of staff that was required. It included a six-period day, a zero period and seventh period for some, and different prep times for each teacher.

After the first two years, we reflected on our systems and decided to redesign many of our approaches. Taking into account the needs of students, families, and teachers at the time, we created a list of elements to include in our middle school. We agreed that our middle school needed:

- common start and end times for school in grades 1-8, meaning no zero or seventh periods,
- time for differentiated instruction,
- student-selected electives for all,
- common breaks for staff and students,
- collaboration and common prep time for teachers,
- integrated subject matter that matched the Common Core's interconnected approach to learning,
- optional after school clubs based on students' interests,
- fewer teachers for students to get to know,
- fewer students for teachers to get to know,
- common yearly scope and sequence that made the links across subject matter clear to teachers, students and families,
- common templates for syllabi,
- common grading and weighting policies across all courses
- focus on grading classwork and not homework,
- maximized class time for assignments and a focus on health and well-being at home
- common classroom management strategies

We took the daily schedule and redesigned it from start to finish. Time that had been lost each day due to transitions time between each of the six periods, was reconfigured into a nutrition break in the morning, as well as, daily start and end times that matched elementary grades. Zero, sixth, and seventh periods were eliminated. We wanted teachers in our blocks to have the flexibility to conduct, for example, a science experiment one day that would last longer than the traditional 45 minute period, and a follow-up integrated writing

assignment the next day. Likewise, when it was time to focus more heavily on language arts, we wanted our students to have time to perform a play or meet in small groups for Spanish or English language development and not be interrupted by a bell after 45 minutes.

As a result, we redesigned the middle school daily schedule to include 5 periods:

- approx. 90-minute period for integrated Spanish language arts and social science taught by a multiple subject teacher,
- approx. 90-minute period for integrated English language arts and science taught by a multiple-subject teacher,
- approx. 45-minute math period taught by a single-subject teacher,
- approx. 45-minute physical education period taught by a single-subject teacher,
- approx. 35-minute elective taught by classified staff,
- 15-minute nutrition break and 30-minute lunch.

Student-choice electives for all students have been a key element in appealing to students and retaining them. Collaboration time and prep periods have been essential in supporting and retaining teachers. By connecting these two needs, we found a joint solution. We placed classified staff in elective teaching positions and freed our certificated teaching staff to have a common collaboration and prep time daily for almost 45 minutes. This enabled us to have time to build common classroom management practices, grading policies, scope and sequence, and a team identity. We placed the elective right after the first instructional block and placed the nutrition break adjacent. This enabled students to get a boost in engagement in an area that interested them and then a break outside for the bathroom, a snack and socializing with peers. Teachers then have about 45 minutes a day to work together.

In the end, we had to get the middle school up and running for a year or two before we could reinvent it. This is not the end of our reflection or refinement. Our adventures will continue in middle school and beyond. In the end, we all require commitment, flexibility and stamina to make our fairytale a reality and last us through the challenges we face in our dual immersion adventures. The research and the relationships we all create through our collaboration are the greatest tools we have to empower us and rejuvenate us in this on-going adventure of secondary school dual immersion education. Thus, may we remember the source of our fairytales' magic, that vision of multilingual, multicultural, and academic proficiency for all our students. ☞

MOVING BEYOND ENGLISH LEARNERS

by
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In 2016, a White House press announcement “Supporting Dual Language Learners in Early Learning Settings”¹ uplifted the spirits of advocates for the rights of students who are acquiring English in school—immigrants, refugees and children from all over the world learning language, content and culture within U.S. schools. Those of us who saw the positive message make its way across varied social media formats, forwarded by numerous respected educators, felt its potential promise. It was another candlelight to keep our activist flames lit.

The hope stemmed from the potential of finally moving beyond the term “English Learners.”

How we label our students reveals much about how we perceive our children and youth. I have had enough decades in my career as an educator to witness firsthand the movement away from “limited English proficient” towards “English Learners,” albeit it’s an early Californian versus federal embrace. Since inception we argued about how belittling the original term had been. Would we describe a student as “limited science proficient” or “limited arts

proficient” in our schools? Our concern was casting judgment on the capacity of learners by such labeling that should have been immediately recognized as a pejorative, especially when the student was defined as “non-English proficient,” even if that child or youth spoke multiple other languages.

Recently educators have expressed wider interest in adopting the term “dual language learner.” Such nuances reveal a progressive stance in education stemming especially from preschool advocates. Their voices, more than most educators, recognize the critical importance of affirming human development. In perceiving students as capable of everything powerful that makes us educationally brilliant, they adopted a positive stance that affirms the language(s) inherited at home from families as foundational for the multilingualism all students can achieve. Those of us in K-12 and university instruction have much to learn about adopting words that communicate our beliefs and principles.

Take note, for example, of the P3 (Prenatal through 3rd Grade) Initiative in urban regions across California,

now coalescing a number of social agencies, expressing similar attention to bilingualism.² Early childhood education advocates well recognize the many strengths parents bestow upon their children, the rich capacities families entrust us to grow when they drop their kids off in our schools, such as the languages they bring.

True, language is but one important goal in our schools, but it is a vital one highly influential of academic, social, cultural capital. More importantly, how language learning is supported and native languages are grown become hallmarks to sustaining mental health and the human inheritance which enable children and youth to thrive. For too long, we have missed the leverage that learning through multiple languages would bring to our language learners. We already know all too well about its merits, from research on the benefits of multilingualism, that to do less would be a disservice to the cognitive abilities we wish every learner to acquire. Our words, referring to our intent, matter.

Reconsideration of the classification label will reflect our ultimate goals that must similarly change in harmony

with our values. Indeed, for many years educators of our youngest students have been utilizing the term “Emergent Bilingual.” They, too, referred to “Dual Language Learners.” Among some of my colleagues in school districts and universities, we have expanded to “Multilingual Learners” because in K-12 education we already have tri-lingual schools in our communities. The time has come to revise our lexicon.

In much the same way as we evolved away from “LEP (Limited English Proficient)” to “ELL (English Language Learner)” to “EL (English Learner),” we must encourage one another to embrace new terms and flip the usual conversation on its head towards multilingualism rather than simply English mastery. Already I have heard many teacher candidates at San Diego State University utilize progressive labels, proving it is doable and already underway. Consequently, I am determined to follow the evolution and promote the paradigm shift.

In addition, the entire concept of how students are measured, rated and labeled needs revamping. Last year, an epiphany arose when I became a member of the statewide content review of the new English Language Proficiency Assessment of California (ELPAC), which replaces the California English Language Development Test (CELDT). The ELPAC, based on the state ELD standards and other content standards, is designed to rate students along a scale, such as “Emergent,” “Expanding,” “Bridging” or “Reclassified” (no longer an “English Learner”). I realized that if ultimately only English counts, then the entire focus of the measurement of ELs should be rethought. Although the California Spanish Assessment is coming, when will we have measures for linguistic

proficiency and oracy in other native languages considered for school and district accountability?

Imagine then, rather than pursuing a goal to “reclassify” ELs via a monolingualistic focus of the revised state EL test, California, instead, began to focus on measuring both 1st, 2nd, or even 3rd language proficiencies, to evaluate how bilingual a student has become. We would then redefine the accompanying scale as “Emergent Bilingual” “Expanding Bilingual” and finally “Nearly Bilingual” and reclassify as “Fully Bilingual.” We might eventually have tests similar to ELPAC for other California world languages in Spanish, Vietnamese, Mandarin, Tagalog, etc.

Such attention on measurement of bilingualism would transform the assessment system absolutely. Examining multilingualism would highly influence the next iteration of the language arts/language development standards that would, therefore, be co-developed for all essential languages, instead of what happened this last time (a translanguaging adaptation post-English production), because the premise should be that each language has its own path and challenges.

Increasingly, we must rethink our premises. We should consider what we measure, what we teach and how it all aligns towards emerging multilingualism. Now is the time to latch on to the terminology and energy of preschool and other educators who have focused on identifying our students as “Emergent Bilinguals,” etc., because it reframes the argument by recognizing what students bring and all the paths that can follow. Naming students as “Dual Language Learners” is rational and sound in its assumption that children are fully capable of being who they

were raised to be and more, as they are exposed to multiple ways of speaking and interacting with the world. We see that already in mixed-heritage families that bequeath multiple ancestries upon their children, including language.

Meanwhile in the K-12 world, legislators still promote a premise of converting students new to English into monolinguals, even if sometimes subconsciously, because the entire reclassification question can be summed up as “how quickly can they be taught English,” instead of asking how bilingual they have become. Our measures reveal this inequity.

It is high time that our agenda for advocacy for language learning broaden from birth to Doctoral graduate. We end up closer to our goal of promoting multilingualism when we rethink what we teach (standards, foundational human development, etc.), what we measure (language development assessments, academic tests, human development markers) and what we report (“bilinguality” or “multilinguality” rather than “reclassification” progress). Naming the world for progressive goals requires that we attend to the words that intend to describe students by our end goals. ³ ☞

[1] <https://www.ed.gov/news/press-releases/fact-sheet-supporting-dual-language-learners-early-learning-settings>

[2] <http://sdedsynergy.org/p3sd-2/p3sd-conference/>

[3] Darder, A. (2015). *Freire and Education*. New York: Routledge.



Summer Study Abroad in Spain for Dual Language Teachers: What We Learned About Teaching Spanish.

Fourteen dual language teachers integrate into Spanish life, language, and culture over the course of a two-week stay at the University of Valladolid (UVa), Spain to broaden their didactic knowledge of the Spanish language in La Formación de Profesores de Español Como Lengua Extranjera under the leadership of California State University San Marcos faculty, Dr. Ana Hernández, and coordinator, Lourdes Shahamiri. Classes ran Monday-Friday, with intensive methodology lessons by Valladolid faculty, followed by cultural activities and field trips.

The Splendor of Castilla and León

More than 60% of Spain's heritage sites are in this region: 112 historic sites, 400 museums, 500 castles, and 12 cathedrals with the largest concentration of Romanesque art in the world. This is the birthplace of

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the Castillian language and classical literature such as El Cantar del Mio Cid, Don Quixote, and Don Juan Tenorio, amongst its many famous writers. Furthermore, the Duero River is home to the famous viticulture region known as the Ribera del Duero with more than 400 bodegas, where monks began wine making over 2,000 years ago. At center stage is Valladolid, which once served as the capital of the Castillian court of Queen Isabella I and King Ferdinand II. Founded in the 13th century, UVa is one of the oldest and largest universities in Spain. On the Miguel Delibes Campus is El Centro de Idiomas, which provided the learning setting for our teachers.

Living and Learning with Families

The varied range of experiences provided a unique understanding of family traditions in ways that highlighted the similarities and diversity across language and culture. Teachers selected



Universidad de Valladolid, Spain



Plaza Mayor, Valladolid, Spain



DL teachers at the Museo Nacional de Escultura, Valladolid

homestay accommodations to easily match host families. Accommodations were near the university with three home-cooked meals a day and weekly laundry services. Eliseo Higinio, 3rd grade DL teacher commented,

My host, Ma Julie, was very attentive, caring, and made sure to explain common terms, phrases and activities. These phrases served as building blocks in our phraseology course. During our lunch and dinner conversations Ma Julie, made sure to clarify any misconceptions to avoid misunderstandings. I was thankful for her wisdom.

Gastronomía española

Mornings started with café con leche y pan tostado or tortilla española. After classes, we enjoyed la comida between 2:30-4:00 pm with un primero y segundo plato that ranged from gazpacho, ensaladas, pasta o verduras with a pairing of fish, meat or poultry. Foods are cooked in their natural flavors with olive oil and salt, basically no spices. Tapas o pinchos are typically enjoyed at outdoor cafes or bars with dinner starting around 9:00 pm. Desserts finish la comida o cena with an assortment of coffees - corto, largo, manchado, cappuccino and our favorite "el bombón" - a sweetly crafted espresso with condensed milk and cream. Although families provided meals daily, teachers could opt to dine out or venture on a day trip.

Formación de profesores de español

After classes, teachers participated in guided tours to museums, homes of famous writers (Cervantes, Zorrilla), taller de flamenco and guided excursions to Santillana del Mar, Santander and Castillo de Peñafiel. Santillana is a medieval village with its cobblestone streets and picturesque buildings and family palaces. Santander is off the Cantabria Coast with sandy beaches leading to the Magdalena Palace and spectacular peninsula. Castillo Peñafiel, built in 1013, is home to the Museo Provincial del Vino.

Cursos de español

Fraseología y enseñanza del español taught us the importance of idiomatic expressions, their historical/religious contexts, and their linguistic variations. It reaffirmed the beauty of Spanish and the wide acceptance of its language variety amongst world speakers, particularly Latinos. How often do you use idiomatic expressions when you speak Spanish? This is part of the language development for native and second language speakers. Phrases such as, "estar en la nubes, en un dos por tres, ser uña y carne, poner el grito en el cielo, estoy hasta el tope" are part of our day-to-day colloquialisms that unite all varieties of Spanish, whether you live in Spain, Latin America or the United States. Third grade DL teacher, Anayeli Sánchez, commented,

Before this course, I had not considered the phraseology aspect of language, as it determines mastery of a language by the learner's ability to use the regional phrases. I think this is a piece that is often missed in our classrooms. Professors mentioned the large amount of time that should be spent on structuring scenarios for students to practice oral language, before reading and writing. My biggest takeaway was the need for oral language.

These forms of communicative competence add color, spice and purpose to our daily use of language and distinguish high levels of proficiency among speakers. Surprisingly, these features of language are bound by syntax, registers, functions, and cultural spaces. They signify the linguistic discourse of speakers as effective indicators of precise and resourceful

communication tied to cultural knowledge. Every culture and country has their own distinct phraseology with historical and religious connotations, local customs, and lifestyles.

La corrección de errores en el aula de español presented theory and strategies of error correction, basically knowing “when, why, how, where and what” to correct in oral and written communication as students learn Spanish. We classified errors students tend to produce, and distinguished the difference between interlanguage and fossilized errors in oral/written expression. These strategies seem useful in teaching English Language Development and in noting our own errors and linguistic competence as native Spanish speakers. For example, when should you interrupt/not interrupt your students to recast an utterance? Which errors are more/less important to correct in an essay? What are the advantages and disadvantages of the error correction techniques? As Dayana Ramírez Maravilla, Kindergarten DL teacher explains,

Aprendí que se debe establecer una forma de corregir errores en la que el alumno y el profesor estén de acuerdo, y puedan comprender con facilidad. Podemos ayudarle al alumno ver los errores como un crecimiento, no como una deficiencia. Estableciendo una manera consistente de corregir errores es algo sumamente importante para el alumno, como para el profesor.

El español coloquial provided foundations for oral language development using conversational situations, oral protocols and non-verbal communication in formal/informal contexts. The course highlighted the attributes in oral communication, registers and varieties of Spanish in colloquial contexts, purpose, and spaces of discourse. María Paredes, 5th grade DL teacher stated,

Creo que al incorporar frases del español coloquial podría crear más interés con los estudiantes. Debemos crear espacios donde su propia cultura, raíces, países y conocimientos tengan un lugar especial. Por esta razón, mi plan es de investigar más de dónde vienen mis alumnos y que compartan su idioma coloquial.



Culmination at the Palacio de Santa Cruz

Connotación, denotación y emoción: ¿Qué significan las palabras? analyzed student motivation to learn a language in communicative and academic situations that are either real situations or fictitious in nature (texts, literature). We explored how students determine their own level of linguistic competence and achievement, as they may limit or excel their acquisition based on personal investments. According to Daffne Villalobos, 3rd grade DL teacher,

Professor Pérez argued that teachers tend to give students a list of vocabulary words with pictures to memorize, but in reality none of those words will be ever used by students. He recommended to ‘stop and think’ about the type of vocabulary we are teaching and whether it will play a significant impact on the daily lives of the students... I am now more motivated than ever to create activities in which students can comprehend more significantly the meaning of words and their usage.

Uso de normas en español provided the parameters to identify the different dialectical varieties and characteristics of Spanish learned in Spain and Latin America and how that distinguishes the linguistic modalities, language status and phonological and morphological changes with each generation and modern use of language. Wendy Zendejas, 5th grade DL teacher discussed,

After dissecting the nuances of the Spanish in phonemic transformations known as “el seseo” o “yeísmo” which is the norm in many of our contexts, I wanted to know - What variation of Spanish should we teach? And I realized that the answer is found in our students’ contexts and purpose for learning.

El desarrollo de las cuatro destrezas en el aula de español: estrategias y recursos focused on communicative language strategies and the didactic sequences of speaking, listening, reading and writing, including the typologies of text and discourse in written and oral expression.

Contacto de lenguajes en el contexto del español en los Estados Unidos explored code-switching, mock Spanish, and the use of Spanglish within the sociocultural and sociopolitical functions of its speakers, using music, lyrics and videos to analyze the intent and use of the language, contexts, and communities.

We also enriched our experiences through the perspectives of our classmates from Spain, Russia, China, Italy, Canada, Mexico, India, Cuba and the USA, who teach Spanish to varied cultures, contexts, grade levels, and *modismos en su salsa*. We concluded our courses with a ceremony at UVA's Palacio de Santa Cruz. Teacher received certificates with the university seal. Instructors, host families, administrators, and the press attended the function. After the course ended, teachers continued their personal travels through Spain or other international cities as Paris, London, Lisbon, Rome or Casablanca! That is a beauty of already being in Europe.

Significance of the Study Abroad Program

Teachers learned useful techniques to teach Spanish through communicative approaches. Understanding error correction strategies, universal uses and norms of the language, the richness of Spanish variations, and the use of Spanish in the US provided teachers with the academic and communicative tools to develop high levels of language instruction with their students. The homestay accommodations provided opportunities to learn about Spain's society and culture from family traditions, histories and diversity. The cultural visits enhanced their understanding of Spain's history and the important status of Spanish varieties across global communities.

During our stay, we did not feel belittled or undervalued for our Latino heritage, dialects or Spanglish, we were welcomed and respected for our varied experiences, cultures and linguistic identities in all aspects of our courses and travels throughout Spain, more so than in our own country. There was an immense appreciation for immigrants and the diversity of languages and cultures, as if we were united through our human experiences – more similar than different, a lens for admiration through a just and true understanding of our multiple and complex identities – *un verdadero mosaico cultural*. DL Maestra Zendejas added,

With all the complexities that seemed to plague the teaching of Spanish, one thing rang true; Spanish is alive, thriving and serving as a unifying thread for people. New generations of students enter our dual immersion classrooms and exit as bilingual citizens. These bilingual citizens will have the capacity to build the connections that

have the power to shift paradigms, debunk stereotypes and win hearts all over the Spanish speaking world.

Grounded in the School of Education and CSUSM's Mission/Vision Statements is the belief that higher education exists to serve the educational needs of the local, regional, and global communities by transforming education and inspiring reflective teaching and learning. Liliana De La Portilla, 3rd grade DL teacher stated,

I came back to the states happy and eager to share my experiences with my team and students. Participating in this program was one of my best decisions! A combination of learning inside and outside the classroom really enhanced my vision as a dual teacher about culture, language, customs and respect. I am highly recommending the program to my colleagues. ☺

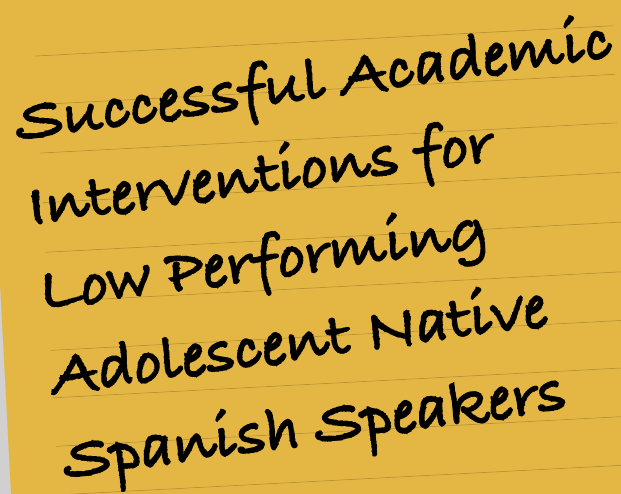


Ceremony at the gardens of the Palacio de Santa Cruz

We invite you to join us next year!

Register for Summer 2019

Teachers and teacher candidates interested in attending the July 15-26, 2019 *Formación de profesores de español* at the University of Valladolid, Spain, please register through the Office of Global Education at California State University San Marcos (CSUSM) at https://www.csusm.edu/global/studyabroad/spanish_for_teachers_valladolid.html. Total cost \$1875 (classes, homestay with meals, guided field trips, cultural activities, airport pick-up), not included is your airfare or personal expenses. Applications due by March 29 and final payment by April 26, 2019. You can also earn 3 units from CSUSM during your study abroad for an additional minimal charge through the Office of Extended Learning. For more information, contact Dr. Ana Hernández, Associate Professor of Multilingual and Multicultural Education at ahernand@csusm.edu.



Successful Academic Interventions for Low Performing Adolescent Native Spanish Speakers

by Cynthia Geary, Ph.D.

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Objectives

Adolescent Native Spanish Speakers (NSS) gained academically from classroom interventions that maximized their Spanish language fluency while supporting them in their English language acquisition. This article details how the explicit classroom instruction of cognates coupled with a Curriculum-Based Assessment (CBA) for accountability cultivated meaning-based language acquisition in Spanish and English. The Cognate Awareness Test (CAT) was given as a pre/post intervention. Implementation of the interventions was conducted in the NSS students' native language—rather than in English—in Spanish language classrooms. The absence of classroom intervention research for adolescent NSSs creates a void of reliable information, which this study aimed to lessen. In Los Angeles County in 2008-09 one third of English Language Learners (ELLs) were receiving English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) with Primary Language (L1) Support (California Department of Education, 2009). In California high schools there are typically two tracks of Spanish language instruction, both distinct from the ELD track. One track of classes is for Non-Native Speakers (NNS), or students whose primary language is not Spanish, and they possess varying degrees of proficiency in English literacy. Another track of classes is for Native Spanish Speakers (NSS), or students whose primary language is Spanish and possess a working knowledge of oral Spanish, in addition to varying degrees of competency in English reading, writing, and speaking.

Within a typical Spanish language classroom of 35 to 40 students, there exists a normal curve of abilities. There are typically a percentage of students that have some mastery of English grammar and perform better academically in general. There is another percentage that have a very limited understanding of English grammatical structures. Within this latter group some Spanish language students acquire the grammatical understanding through exposure and memorization, while other students fail to understand or acquire the grammar all together. This gap in understanding of the basic structures of English and Spanish grammar acts as a roadblock to language acquisition and literacy in both languages and destines the student to low performance throughout their high school career (Genesee, Lindholm-Leary, Saunders, Christian, 2005). Researchers agree that approximately every nine seconds a student decides to permanently leave high school prior to graduation (Hickman, Bartholomew & Mathwig, 2008). The reasons behind this decision are typically categorized into four groups: 1) educational performance, 2) behavior, 3) families and 4) background (Rumberger & Lim, 2008). This study aimed to build biliteracy through cognate instruction thereby preventing NSS students feeling that their only option is dropping out. An evidence-based academic intervention and progress monitoring methods common to special education were generalized to the general education classroom.

The academic intervention concentrated on cognate instruction. Cognates have been shown to increase literacy skills in older elementary age children. Research has shown

that children can use cognates as a learning strategy (Bravo, Hiebert, & Pearson, 2005; Carlo et al., 2004; Nagy et al., 1992; Proctor & Mo, 2009). In these studies, children learned about cognates via direct instruction (Proctor & Mo, 2009) or by learning to look for similarities (Bravo et al., 2005). Following interventions of this style, children demonstrated post-test increases in their vocabulary scores (Carlo et al., 2004; Proctor & Mo, 2009) and were able to apply this knowledge to lessons and in reading comprehension (Bravo et al.). This study found anecdotally that cognate instruction in adolescents yielded similar generalized results.

This study had one objective. It was evaluated by the accompanying pre/post and progress monitoring measurements. The first objective was to equip secondary native Spanish teachers/students with one academic/cognate strategy to increase vocabulary acquisition for secondary NSSs. This was measured by the pre/post comparisons of the CAT and the progress monitoring CBA. Three levels of significant data resulted, confirming the academic growth based on the interventions. First, the pre/post-test comparisons were significant, especially when acknowledging the absence of intervention for two of a four-week protocol. Secondly, the increase in completion of in-class assignments was significant, as well as the resulting positive impact on grades, especially when considering the scarcity of submitted work typical of this population. Thirdly, the increased student/teacher accountability of completion of in-class assignments was significant, as well as the instructional pacing derived from consistent CBA graphing of completion of in class assignments.

Theoretical Framework

Within a typical Spanish classroom, a common curve of abilities exists. Typically a percentage of students have some mastery of English grammar and perform better academically in general. Another percentage of students have a very limited understanding of English grammatical structures. Within this latter group some Spanish language students acquire the grammatical understanding through exposure and memorization, while other students struggle to understand and acquire the grammar all together. This absence of understanding of the basic structures of English and Spanish grammar acts as a roadblock to language acquisition and literacy in both languages and destines the student to struggle academically throughout their high school career (Genesee, Lindholm-Leary, Saunders, Christian (2005). In LA County the adjusted derived dropout rate for Hispanic 9-12 graders was 24.7% in the 2007-08 school year (California Department of Education, 2009). This represents a quantifiable number of Spanish speaking youth who are on the cusp of contributing to a biltiterate society, but instead

elect to exit high school, with only entry level and minimum wage employment available. Wagner (2000) reported that low achievement in literacy is correlated with high rates of poverty and unemployment.

However, properly trained NSS teachers could breathe new academic capacity into low performing NSS students thereby cultivating biliteracy and preventing dropping out. With this in mind, the academic intervention was designed to capacitate NSS teachers/students to maximize the pivotal role of the NSS classroom in two important ways: first, by providing strategies to counter low academic performance, and secondly to optimize a culturally and linguistically best possible environment for interventions. Unique characteristics of these interventions were: 1) the interventions were implemented in Spanish, whereas the majority of secondary interventions are carried out in English, 2) the generalization of special education data-driven methods to the general education classroom, 3) the professional development of NSS teachers with methods to evaluate, and capacitate low performing NSSs achievement, whereas teacher preparation programs for Spanish teachers are primarily content-driven. The NSS student participants were selected from the Spanish Teacher Participant classrooms and were students: who scored in the lowest quartile on the standardized tests, who were receiving below a C in their Spanish class, and who displayed off-task behavior in the classroom.

Strategy instruction addresses low performance by directly using an approach advocated by Licht (1983). Licht argued for a new definition of “ability” - an “incremental” view of ability. Licht contended that what makes you smart is not some unchangeable entity such as intelligence, but rather “an accumulation of knowledge and skills that can be increased through effort” (p. 487).

By acquiring academic/cognates strategies, secondary teachers/students open themselves to gaining valuable learning tools, with which to increase literacy and completion of in-class assignments. The academic intervention centered on cognates as a significant conduit to biliteracy. While English may share very few cognates with a language like Chinese, 30-40% of all words in English have a related word in Spanish. For Spanish speaking ELLs, cognates are an obvious bridge to the English language (Colorado, 2007). According to Genesee et al. successful English L1 readers and writers “deploy a variety of effective bilingual strategies such as L1-L2 cognates, judicious translation, use of prior knowledge developed in the L1” (as cited in Jiménez, Garcia & Pearson (1996). However, Genesee, et al, also point out that “low performing ELLs view reading and writing as separate abilities and ...do not view the connections between L1 and L2 literacy” (p. 372). At the age of 14, although a strong

Spanish oral language exists, the majority of NSS adolescents have yet to receive explicit language instruction in Spanish. Their spoken language may contain cognates, but they are untrained and unaccustomed to using this capacity as a literary resource.

Methods

The study was conducted in two parts: a two-day professional development seminar for Teacher Participants and a four-week classroom intervention protocol. The professional development instruction trained NSS teachers in research-based academic interventions and their measurements: Curriculum-based Assessment and the Cognitive Awareness Test. The study was conducted in two public school districts, at four school sites. The NSS student participants were selected from the Spanish Teacher Participant classrooms and were students: who scored in the lowest quartile on the standardized tests, who were receiving below a C in their Spanish class, and who displayed off-task behavior in the classroom. Teacher participants totaled nine. Student participants totaled ninety.

The results were analyzed for their statistical information. The CAT was analyzed for statistically significant results using the t-test. The CBA was analyzed for the percentage of in-class assignment items that were completed based on the capitacion from instruction.

Measurements

1. Cognate Awareness Test (CAT) (Appendix A in online version): The CAT measured students' awareness of Spanish cognates as a source of information for inferring the meanings of unknown English words. It was made up of a set of multiple-choice items, where participants selected one out of four definitions for each cognate.

A reliability of .75 was obtained for the pilot version through a Rasch analysis. A reliability of .70 was obtained for the revised version through a Rasch analysis (August et al, 2001). It was scored dichotomously: the correct answer is scored as "1," while the remaining (incorrect) choices are scored as "0." The maximum score was 56 and the minimum score was 0 (August, et al., 2001).

The CAT provided a pre/post comparison of the cognate intervention and was correlated to the improved academic outcome of cognate comprehension with use of CBA progress monitoring.

2. Curriculum-based Assessment (CBA) (Appendix B in online version): The CBA was a progress monitoring


instrument. The CBA recorded the participant's number of answered items on in-class assignments during the academic/cognate intervention. The number of items completed on in-class assignments was represented in a CBA bar graph, three times a week.

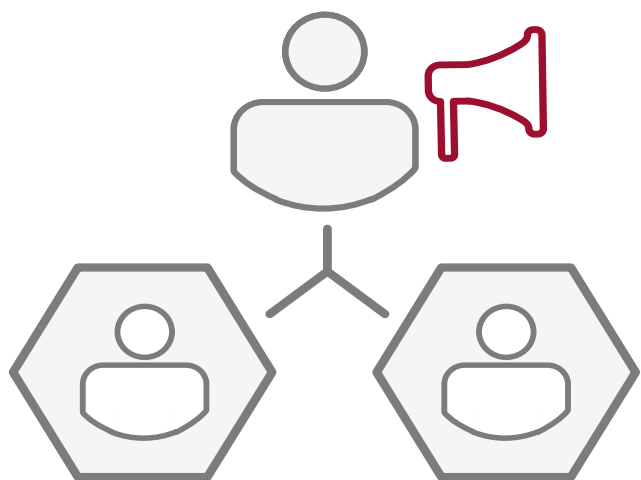
The CBA was completed in class during independent work time. For the first CBA data collection the participants completed the CBA and bar graph together with their NSS teacher participant. On the second, third, fifth and sixth CBA data collection, the student participant completed the graph. The number of items completed on in-class assignments became the numerical value of the bar graph.

Results

Academic/cognate intervention quantitative data included pre/post paired-samples, t-test comparisons for the CAT ($t(84) = -.627, p > .05$.) and CBA results. Although students learned a wide range of cognates that served them in their quest for bilingualism, the CAT results were not significant. However, the in-class cognate assignments resulted in CBA data analysis where 30% of student participants completed 80-100% of in-class assignments five of six protocol days. This accountability contributed to an increase in grades for a portion students for each classroom.

Scholarly Significance

The study results contribute to the instructional literature regarding adolescent NSS students and successful interventions to increase academic achievement. Previously, little research regarding successful interventions with adolescent NSS students existed, making the research design and significant results of this study timely. One teacher anecdotally placed new value on cognate instruction at all levels of Spanish instruction, commenting that "I will continue to use [cognate] instruction for all (Spanish Heritage, Native speakers, and AP Spanish Language, and Spanish Learners (non-heritage)." This was confirmed by new understandings of the importance of cognate instruction "...I never realized how important [cognates] were." The teacher participant's responses highlighted the importance of amplified instruction in cognates for students as a valuable literacy tool in English and Spanish. At a time when success for all students is of utmost importance, the academic cognate intervention provides an evidence-based strategy where biliteracy is strengthened in a optimal learning environment. 



STARTING ADVOCACY MOVEMENTS IN YOUR OWN BACKYARD - A CALL TO ACTION

by
Marlene Batista, Ed.D., *Oxnard School District*
María M. Hernández, Ed.D., *Rio School District*

As educators we often view advocacy as something that large organizations like California Association for Bilingual Education (CABE), Californians Together, or California Teachers Association (CTA) do by sending their lobbyists to Sacramento or Washington, D.C. to advocate for policy related to education. What we do not consider is that advocacy can begin with us in our own backyard! Last year, this became evident to us when a group of Ventura County educators attended a four-day English Learner (EL) Advocacy Institute developed by Californians Together (a statewide EL advocacy coalition) in collaboration with CABE. The purpose of this retreat was to bring together educators from across California in an effort to grow the number of well-informed, skilled and courageous advocates to sustain the movement for educational equity and excellence for ELs. The institute was based on a project of Californians Together, the English Learner Leadership and Legacy Institute (ELLLI). After an inspiring extended weekend of historical background, activities and compelling stories from some of our most revered EL advocates, a group of participants from Ventura County couldn't imagine stopping at just one weekend and thus the 805 EL Advocates group was born. We named ourselves 805 after our local area code.

What do you get when you join a group of educators highly passionate about a particular subject? Advocates, that's what! All that was needed was to be given the opportunity to realize that we were all fighting for the same cause. As we departed the four-day retreat, we were too excited and motivated to not continue this important work and planned a follow-up meeting at a local restaurant the following month where we could discuss what we could do to continue our advocacy work in our county. After much discussion, it was decided that EL parent involvement was an area we all wanted to work on

and plans to host a countywide EL Parent Conference began. In our conversations, we also realized that we wanted to be more inclusive of other districts in our area that did not have representation at the retreat, so our "bring a friend" ritual began, and before we knew it we had added 2-3 additional districts to our cohort. Through the collaborative work of all our 805 EL Advocates we organized an amazing event open to all EL parents in Ventura County called "Saber es Poder" that we plan to continue in the coming years.

So, what have we learned from this past year's experience? That advocacy is simply a coming together of like-minded people to make things happen. We've learned that our excitement and momentum can fuel others into our cause quite easily. Some of our new members caught our excitement and applied to attend the 2018 EL Advocacy Institute, and they have brought new enthusiasm and new friends into our 805 group. Now that we have one big event under our belt, we are looking at what new things we want to take on this year. Going out to talk to our local state representatives about important issues related to English Learners is at the top of our list. It's much easier to talk to your local legislative representative when you have a friend or two to go with you, right?

The key to advocacy is not to wait for someone else to do it for you, but rather to look at ways that you can do your part locally by starting or aligning yourself with a grass-roots movement. We each have a strong voice and compelling stories that need to be heard, if we are to make changes to educational policies for our English Learners in our local districts, and in our state and federal government. We have to consider that we may be the only voice for our students and their families—and if we don't speak up for them, who will? 🗣️

Online version: <http://www.gocabe.org/index.php/communications/multilingual-educator/>

THE LIVING DOCUMENT OF INTENTIONALITY:

CRITICALLY TRANSFORMING ACCESS AND EQUITY FOR ENGLISH LEARNERS WITH SPECIAL NEEDS



By
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California State University, San Marcos

The reality is that most educators teach or will teach in classrooms with increasing numbers of English Learners (ELs) with special needs. In 2015, ELs with special needs represented 10% of the nation's K-12 student population (U.S. Department of Education, 2015). Moreover, this number has critical educational implications in states with larger percentages. In 2015, California was the state with the highest number of ELs with special needs accounting for 31% of students between the ages of 3-21 (Butterfield, 2017; U.S. Government Open Data, 2012). These numbers represent a high and growing population who face many challenges. Albeit not the only group, it is this population that confronts society with two differences; a difference in language and a difference in learning ability (Baca & Cervantes, 1998). These challenges are exacerbated in a society where, for instance, monolingualism and communicative output are valued over the bilingual assets and the receptive processing abilities of many ELs with special needs (Hornberger, 2004).

From a sociopolitical standpoint, the relationship between issues of power, social control, and educational programming, whether apparent through physical structures or intangible ideologies, stem from a judgement on difference, and are ultimately factors contributing to how ineffectively ELs with special needs continue to be served in schools (Maydosz & Maydosz, 2013). In large part, this creates a deeply rooted challenge in programming equitable education for ELs with special needs in that schools are entangled in historical notions of difference and socially constructed ideologies that manifest themselves in formal education.

THE IEP AS A LIVING DOCUMENT OF IDEOLOGY

Berger, Rosenholtz, and Zelditch (1980) corroborate that social inequalities are transferred from the larger context to any situation. When students have characteristics that are not valued by the members in any given context, such as discriminatory ideologies that hold ELs with special needs incapable of making valuable contributions, their educational experiences become limited. Because ideologies are ubiquitous in education, it is hypothesized that manifestations of such are embedded throughout. One artifact infused with ideology is the Individualized Education Plan (IEP).

IEPs are significant documents in stipulating the education of ELs with special needs and legally required by Individuals with Disabilities Education Act (IDEA PL94-142) and the California Education Code Section 56001 (e) and 56345 (a) for qualifying students. In a general sense, they encompass collaborative written statements that describe various educational components (Office of Special Education and Rehabilitative Services, 2006), including concepts of access, respect for diversity, and the inclusion of ability and linguistic levels of students (California Commission on Teacher Credentialing [CTC]; California Education Code). Unfortunately, diversity is often undermined in IEPs through imbalances of language status, objectives that resonate the spirit of assimilation, present levels of performance (PLPs) that are not inclusive of student funds of knowledge, and overall practices that are not responsive to differences. Language, complex as it may be, is part of the special education evaluation process of ELs with special needs and it is essential that the information

gathered be considered during the development and implementation of IEPs. Much of it is dependent on the team's knowledge about second language instruction and acquisition and the ability to thoroughly examine core goals free of social, economic, cultural, ability, and linguistic discrimination. Not surprisingly, IEPs become situations that can limit the educational experience (Pinto, 1960, as cited in Freire, 1970). In contrast, when educators are ideologically conscious, these documents become opportunities to honor the linguistic wealth of ELs with special needs.

LEARNINGS FROM THE STUDY

In the study, Dual Language Learners with Special Needs: Planning for efficacious classroom implementation of language goals (Archev, 2017), I critically examined the implementation of IEP language goals in four 50/50 and seven 90/10 dual language classrooms. Participants in the study included eleven in-service teachers and their respective ELs with special needs in dual language programs across southern California. During the early parts of the data collection, when teachers were asked to select IEP language goals, some teachers stated that they did not have access or did not know where to find their students' IEPs. The findings resulted in a statistically significant difference between groups with IEP knowledge and no IEP knowledge. Teachers with IEP knowledge had ELs with special needs attaining language goals at higher rates than ELs with special needs who had teachers with no knowledge of their IEPs. This, however, does not mean that teachers who had knowledge of the IEP goals were implementing the goals with fidelity. It simply suggests that to

some extent knowing and having access to the IEP was probably more conducive to the daily implementation of the goals in the classroom. Not surprisingly, research states that when IEPs are implemented in the classroom, students have increased opportunities to meet their goals (Rotter, 2014).

CULTURALLY INTELLIGENT PEDAGOGICAL PRACTICES OF CRITICALLY CONSCIOUS TEACHERS

Challenging the multiplicity of factors that handicap certain groups of students entails critiquing institutional arrangements that maintain and perpetuate social and educational injustices in well-intentioned educators and their respective classrooms. The interrelatedness of teacher controllable actions, such as *ideology, pedagogy, access, and equity* (IPAE) (Alfaro & Hernandez, 2016) was also examined and found that teachers' abilities to implement the IPAE framework (see Table 1 on page 31) led to greater student success, specifically significant to their students' language goal attainment. From this, we learned that methods need to be coupled with sound theoretical frameworks of second language learning in ways that (a) communicate high expectations, (b) authentically include diverse student populations, (c) reshape the curricula or delivery model, and (d) position the educator as a master learner or facilitator of knowledge, not a keeper of knowledge. In a partial exploration of what works, it is important to look at instructional components that can be arranged for academic performance and for social justice. Moreover, spaces of instruction, demonstration, and engagement should allow the use of students' entire linguistic repertoires and

teachers should ensure that all students in the classroom have equitable group membership. This finding is in line with the literature on instructional methods as predictors of student outcome. Teachers optimize student success when they "integrate scientifically documented practices that put student needs first and call for strong student involvement in every facet of classroom instruction" (Moeller, 2005, p. 79). Given this, educators of ELs with special needs have an opportunity to generate educational planning from a stance of accessibility and equity by incorporating culturally intelligent pedagogical practices.

THE STUDENTS WE SHARE

The shared responsibility themes that emerged from the study were significant factors contributing to student success. Collaboration has consistently been a critical variable of inclusion; inclusion of the IEPs into the classroom and inclusion of ELs with special needs as integral parts of the learning environment (National Center on Educational Restructuring and Inclusion, 1995). More importantly, beyond a school's initiative to partake in collaborative practices, is the leadership's vision (ideology) on collaboration and inclusion (Hasazi, Johnston, Liggett, & Shattman, 1994). For collaboration between educators to be successful, school leadership must clearly articulate the mission of inclusion and lead all other educators towards this active involvement. This means that roles need to be redefined and educators need to stop working in isolated ways.

MOVING FORWARD

Based on the findings of this study, what is offered below are foundational

tenets and reflective questions for teachers to better assess their roles in IEP goal development and implementation.

Tenet 1: Embrace a sense of responsibility for ELs with special needs.

- Who and/or what informs my thinking about inclusion and equity?
- What kind of changes do I need to make to authentically integrate the IEPs of my students into my instruction?
- Who can support me in making those practical changes?

Tenet 2: Design an implementation plan that explicitly delineates the goals, objectives, strategies, and criteria for success needed to carry out instruction.

- Do I create regular and repeated instructional activities that incorporate my students' IEPs goals?
- How do I co-construct knowledge while still teaching the codes of power?
- Do I build on my students' diverse ability and linguistic strengths?

Tenet 3: Set high expectations and provide instructional support.

- How am I creating tasks that are contextually embedded and cognitively demanding?
- Am I strategically creating universal access for all students (e.g. allowing students to show what they know using their entire linguistic repertoires)?
- Do I support my high expectations with appropriate cognitive and linguistic scaffolds?

Tenet 4: Transform instructional spaces into ones that equalize ability and language statuses.

- Do I set up natural learning opportunities that do not fragment

instruction or marginalize students?

- How do I allow students to be in control of their learning through choice?
- What messages do I send to my students (e.g. through curriculum, assessments) about the value of ability and language statuses?

IMPLICATIONS

Implications for these findings can lead to a better understanding of the significance of IEPs in the educational experiences of ELs with special needs, and most specifically for those involved in dual language programs.

- School site leadership must clearly articulate the mission of inclusion and lead all educators towards active involvement in that process. School leadership needs to also embrace a stance of collaboration; one in which roles are redefined and bring educators into spaces of dialogue and shared student responsibility.
- Teachers need to know the epistemic power and experiences they possess and use those to become important agents of change. This can significantly and positively contribute to the teaching modes they adopt, making informed decisions, and being critical and analytical in their reflections and abilities.
- Parents also have a critical role in the educational trajectories of their children. Implications revolve around advocacy. Parents need to get to know their children's strengths and challenges, learn about their rights and their responsibilities about keeping informed, speaking up about any injustices or disservices, and teaming up with other educational stakeholders to achieve common goals.

- Additional implications may help conceptualize the possible preparation and restructuring of teacher credentialing programs. It is far too often that teachers emerge from education programs with an uncritical examination of pedagogical approaches that conflict with the realities of their students (Sharma, 2007; Ochoa, Brandon, & Cadiero-Kaplan, 2014; Tyler & Smith, 2000). Without critical consciousness, teachers can erroneously ignore the dimensions of an efficacious education by perpetuating assimilation approaches, deficit thinking, and perspectives of meritocracy.

FINAL NOTES


It is important to understand that ELs with special needs have a language right to participate in dual language programs and that by no evidence at all has it been demonstrated that these programs negatively impact language development or attainment. ELs with special needs do, however, need to be supported and given ample opportunities to be successful. As educators enter diverse classrooms and enact their knowledge, skills, and dispositions (Department of Dual Language and English Learner Education, 2015), these guiding questions may yield more promising educational experiences for ELs with special needs. Ultimately, it is important that educators explore their positions in the world more deeply and more critically because, in the end, we all make choices about the kind of educators we want to be and the impact on the lives of students we want to make. 

TABLE 1 <i>Successful Teacher Articulations of the IPAE Framework (Ideology, Pedagogy, Access, and Equity)</i>		
Pedagogical Perspectives	Access for All	Equitable Spaces
<ul style="list-style-type: none"> • use two languages to transact with texts written in both languages. • create spaces of high motivation and low anxiety. • create tasks that involved opportunities for meaningful dialogue. • integrate multilayered/multicomponent best practices and/or evidenced-based practices (EBPs). 	<ul style="list-style-type: none"> • create tasks that are contextually embedded and cognitively demanding. • provide scaffolds appropriate to student’s cognitive and linguistic levels. • allow students to show what they know using their entire linguistic repertoires. • maximize inclusion settings with typically-developing peers and native-English speakers. 	<ul style="list-style-type: none"> • implement tasks in a cohesive manner. • have participation structures that do not subordinate non-dominant groups. • have opportunities for students to initiate/collaborate in discussions. • allow for students to be in-control of their learning through choice. • interact with instruction, material, and physical resources that are comparable with those provided for other students.

Alfaro and Hernández, 2016

FOSTERING CONFIANZA

by Amalia Hernández, Ed.D.
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The most critical relationship a parent has within the school system is that with the classroom teacher. The relationship between parents and teachers needs to be one based on *confianza* – a mutual relationship that is built between parents and school professionals based on trust, respect, and positive affirmation (Dyrness, 2007). This is especially true when a parent is from a different cultural or linguistic background than that of the teacher. The current study, in particular, examined the experiences of Latino Spanish-speaking parents within the public school system. When Latino parents' culture, language, and beliefs, especially in the process of obtaining special education services for their children, are not valued and acknowledged, it often leads to mistrust and lack of confidence in school professionals.

Teachers are critical gatekeepers

to obtaining additional services and supports for students. The literature indicates that Latino/a parents are often ignored as legitimate stakeholders in their children's education and have little say in the decision for or against special education services. Educators tend not to seek family input when making school placement decisions, use overly complicated technical jargon in English, and schedule meetings during school hours at times when not all parents are available (Kalyanpur, et al., 2000). Parent voices tend not to be valued, and are often silenced, when making decisions about eligibility and service delivery for students with special needs. This imbalance of power results in parents becoming passive recipients of information rather than collaborating partners, which denies them the ability to appropriately advocate for their children (Olivos et al., 2010).

By building relationships that develop *confianza*, we would be creating an educational environment that promotes respect for the parents, their culture, and the resources they contribute to the education of their children. This study inquired: What are Spanish-speaking Latino/a parents' perspectives regarding their experiences obtaining special education services for their children?

Conceptual Underpinnings

Within the literature, Latino critical race theory emphasizes the unique roles that assimilation, language, and counter-storytelling play for Latino/a families. Majoritarian stories exist about the lack of academic achievement of Latino/a students and the shortage of familial resources available for them to be successful (Fernandez, 2002; Solórzano & Yosso, 2002); not the systemic issues that impede their success (Heller, 1996).

Often Latino/a families, especially recently immigrated families, receive “contradictory messages about the value of their home languages” (Worthy & Rodríguez-Galindo, 2006, p. 581). Whether a family chooses to speak Spanish or English, “bilingualism and biculturalism are a source of empowerment” for Latino/a families (Valdes, 1998, p. 15). Utilizing counter-storytelling creates a shared cultural identity and challenges dominant narratives about Latino/a families (Yosso, 2005).

Methodology

This study utilized a qualitative research method designed to explore the experiences and perspectives of 31 Spanish-speaking Latino/a parents of students enrolled in a literacy enrichment program in Los Angeles, California (pseudonyms are used to protect the participants’ confidentiality). Nine focus group interviews and seven follow-up individual interviews were conducted with parents. All interviews were conducted in Spanish, as it was the primary language of the participants. Topics discussed included the parents’ experiences within schools in general, their experiences in the special education eligibility process, and their experiences collaborating with school professionals. The focus groups utilized a semi-structured interview model that consisted of open-ended questions intended to invite parents to tell their own stories and interact among each other (Stewart & Shamdasani, 2015). As this project was situated within the lens of Latino critical race theory, utilizing counter-storytelling as a research method was important. Storytelling as a qualitative method provides the opportunity for participants to discuss issues that are racialized, gendered, and classed because the communities that are affected by the educational system are racialized, gendered, and classed communities (Solórzano & Yosso, 2002, p. 31).

Discussion of Results

When parents attempted to obtain special education services, they were either met with teachers who advocated for their children to get supports or those who did nothing or worse, worked against them. Parents’ access to services and supports were highly dependent, they felt, on the level of confianza the school professionals exhibited. For parents seeking special education services, oftentimes advocacy by their children’s teacher was instrumental in obtaining services. However, some parents in the study reported systematic roadblocks to obtaining services and supports.

Positive experiences obtaining services. Overwhelmingly, parents who tried to get services/supports for their children reported that their child’s teacher was instrumental in obtaining those services. Chamai spent almost two years waiting to get special education supports for her son

through an Individualized Education Plan (IEP); however, his kindergarten teacher ensured that he had access to speech therapy prior to the IEP by advocating for him to be enrolled in a speech intervention class. When Lucy had concerns regarding her son’s pronunciation, she consulted with the teacher, who screened her son, followed up with Lucy, and accompanied her to the office to make a formal request for speech and language services.

When Kimberly’s son, who was diagnosed with autism, was in kindergarten, the school only offered speech services, but Kimberly believed he needed more (i.e., resource services, occupational therapy, etc.). After the IEP meeting, Kimberly talked with her son’s teacher. Kimberly stated,

Y me dijo ella, “Pues usted puede llamar al distrito, es su derecho, averiguar o hablar con alguien más.” Entonces yo hablé al distrito, hice una cita, y la que hizo el due process fui yo.

And she told me, “Well, you can call the district, it’s your right, and speak with someone else.” So, then I called the district, made an appointment, and the one who filed due process was me.

Through the advice of the classroom teacher, Kimberly advocated for the supports she felt were needed for her son. Whether the parents were just starting to question if their children needed extra supports or if they had been struggling to get supports for years, having the teachers advocate for the students, validated the parents’ concerns and initiated the process for obtaining services.

The parents reported that teachers that were advocates for their children possessed corazón (heart). For example, Ely described her son’s previous teacher as going above and beyond for his students.

Él es muy, muy buen maestro. Mi niño no caminaba y él me ayudó, él era el que puchaba para las terapias, él era el que me decía cómo yo tenía que hacer, pelear con todo. Ah, y él siempre me mandaba una nota, “Hoy [su hijo], guau, movió un dedo.” Algo tan tal vez insignificante, pero para mí es mucho y él lo entendía, you know. A pesar de que no tiene ningún familiar con una necesidad especial, pero entiende lo que uno siente.

He is a very, very good teacher. My child did not walk, and he helped me, he was the one who pushed for therapies, he was the one that told me what I had to do, how I had to fight for everything. Oh, and he always sent me a note, “Today [your son], wow, he moved a finger.” Something, perhaps, so insignificant, but for me, it’s everything, and he understood that even though he never had a family member with special needs, he understood how one feels.

Based on parents' experiences, classroom teachers appeared to be the gatekeepers for obtaining additional services and supports. When a teacher was supportive and responsive to the parents, the children tended to receive services.

Negative experiences obtaining services. Parents in the study who had negative experiences trying to obtain more services and supports for their children, overwhelmingly reported the need to defend themselves against systematic roadblocks that were in place to keep them from obtaining the supports they felt were needed for their children. Often parents were told that their child was fine or that the school staff would take a wait-and-see approach, even if the parents continued to express concerns.

Candy shared, *"desde pequeño, como mamá, yo le detectaba que a él le faltaba y yo le preguntaba a los maestros y ellos decían, 'No, él está bien' (As a mother, ever since my son was little, I could tell that something was wrong, and I would ask the teachers, and they would say, 'No, he's fine').* The parents emphasized that their role as mothers qualified them to detect difficulties in their children that would impact them academically. Instead of respecting the parents' authority in understanding their children's needs, the school personnel did not assess the children's current level of functioning nor did they offer any additional services or supports to the families.

Coupled with being informed that their children were fine, parents were also told that the school would take a wait-and-see approach. Often the parents were told *"que tal vez estaba tarde y necesitaba tiempo"* (that maybe he was delayed and needed time) like Sofia or that *"todavía era demasiado temprano para que lo detectaran"* (it was still too early to be detected) as Lucy was told. According to Reynolds and Shaywitz (2009), adopting a wait-and-see approach becomes a "wait-to-fail" or "watch-them-fail" model because by the time the students are given supports in the schools, they are "substantially behind academically or have developed obvious emotional and behavioral disorders that could have been prevented" (p. 141-142). Most parents in the study were told that they needed to wait until their children were at least in second grade to get evaluated for services. For Ángel, waiting until second grade was unacceptable. She stated:

Le digo, "Esta vez sí voy a estar escuchando para que ellos me escuchen y me ayuden, porque sí mi niño necesita ayuda, ellos tienen el deber de ayudarnos. No que es para el segundo grado, no. Él tiene el problema y ellos tienen que dar ayuda en cuanto tú lo necesites, no cuando ellos quieren." Y eso siempre pienso yo.

I said, "This time, I am going to be heard so that they listen to me and help me, because of course my son needs help, they have a duty to help us. None of this waiting until second grade, no. He has a problem and they have to help as soon as you need it, not when they want to. And that's always what I've thought."

Out of the ten parents in this study who initially reported they requested additional supports or services, only one had received services after two years.

Implications and Recommendations for Practice

This study illuminates the need for educators to become more culturally sensitive and inclusive in their daily practice with culturally and linguistically diverse parents and families. Educators need to develop stronger, more collaborative relationships with parents. Teachers often assumed the role of gatekeeper to special education services. More often than not, parents in the study reported that if their child's classroom teacher was supportive and in agreement with the parents' concerns, the process to obtain special education services and supports was easier.

Almost unanimously, parents in the study believed that educators needed to establish *confianza* and collaboration in their interactions with Latino/a students and their families. Kummerer (2012) offered a framework for educators working with Latino/a families that includes establishing a trusting relationship, identifying parents as experts of their children, developing a mutually constructed view of the child's needs, accommodating parents' schedules and support role, using parent-implemented interventions and allowing for variation, expanding on the family's existing activities, facilitating home language use, encouraging questions, assessing parents' understanding, and promoting parent interactions and advocacy. While this framework exists, it is often not utilized within the daily practice of educators in schools.

To have *corazón* means to have love, care, concern, and compassion for the students and families that we serve as educators. This cannot be explicitly taught, but it is learned over time by engaging in dialogue with families to deepen our understanding of the historical, political, social, and cultural context in which they live. We must continue to strive to develop *confianza*—viewing culturally and linguistically diverse families as fully capable and equal partners in the education of their children. ✎

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by Claudia Flores
Palmdale School District

I was only 14 and I did not understand how this new experience would reshape life as I knew it. I was to live 2,700 miles away from my immediate family in Guatemala City, see them once a year for a few weeks, and then return to the United States. I was to live in a new country, with a new language, with a new family. Without a doubt, this has been the most challenging part of my life. At that time, I thought I was the only one, but now I know there are many of us who have more than one family. When I stepped into a new high school with about 2,300 students, my backpack was empty, but my heart was filled with dreams. I had heard from everyone that achieving the American Dream would be a matter of perseverance, diligence and hard work. I knew my family had taught me well and I knew that I could achieve it. Little did I know that the road to fulfill the American Dream would be filled with many obstacles, tears and learning experiences.

Everyone says that high school is a challenging place, but as a newcomer student, high school is even more challenging. On my first day of high school, a teacher told me that I would go home and cry to my mother. He said that I would ask her to not

go back to school and to go back home because I wasn't going to learn anything because I did not speak English. He did not know that my mother was too far away to have a conversation with, or to even get a comforting hug from. I cried that day, but I did not cry because I was afraid of the new challenge, I cried because I never thought that someone would put a label on me just because I did not speak English. I had always scored high in every subject, I knew that I could learn, I knew that I was not stupid. I just didn't speak English! On that day, I told myself that I would work my hardest to prove to this teacher that I was not going to give up, nor that my inability to speak the language made me inadequate to learn.

As an English Learner in high school, I faced many obstacles. I was bounced around from class to class because no one could decide which class was the most appropriate for someone who did not speak English. I remember that I spent a couple of days in Basic Math where I learned vocabulary using pictures. I wondered why I was in that class, when in my country I was already learning basic graphing and functions. I felt incompetent, I felt silent, without a voice, without English.

I knew numbers were written the same way in both languages. I knew operation signs were the same. I always scored well in Math, but yet, I had to stay there. To be honest, I did not understand everything that was going on around me, but I know my aunt convinced one teacher to assess my math abilities, and I guess I did well because I was transferred to the equivalent to Algebra. My aunt would say, "Él que es perico, donde quiera es verde." ("A parrot is green wherever you go.") She often said this as a way to encourage me to persevere and not give up. I truly appreciated those words. Once I had been transferred to another Math class, I had to convince that new teacher that the fact that I couldn't talk to her didn't mean I wasn't paying attention, nor that I wasn't capable of learning. It was a struggle, but I think we both learned. At the end of the semester, I earned an A! It seemed that I had to prove myself to every other teacher. I did not understand it fully, but it happened more often than not.

After a year, I had already proven myself to many teachers. They knew I was capable of learning and doing well regardless of the fact that my name had "LEP" next to it. One particular day, we received our science quizzes back. After seeing I had an A and someone next to me had a B, I vividly remember this student saying: "Wow, I didn't know Latinos were smart." This statement shook my world. It was time to prove myself to my classmates. After this incident, I had a study buddy, who always wanted to study with me. Of course, I made sure I always scored higher. I wondered if others thought the same way, too. Even when I was accepted to University of California in Los Angeles (UCLA), one classmate offered me an explanation of why I had been accepted: "You were accepted to UCLA because you are a girl and you are Hispanic. They need their quotas. You are a result of Affirmative Action. You are not smarter than me." I turned around and left. I kind of doubted myself, but then I wondered if reclassifying within 3 years, taking AP honor classes, participating in various extracurricular activities and keeping a 4.0+ GPA had also convinced UCLA to give me a chance. High school is definitely challenging, but with the correct guidance and support, it molded me to be ready to meet more challenges.

As school was becoming a little easier, I also had a lot of support from multiple people. I lived in South Central LA

and our house was not huge, but we made it a home. All of us had something to do, and all of us helped around, even during the weekend-cleaning jobs my family would get. I lived with my grandparents, my aunt and her family, and my other aunt and her family. I knew my life was different because I didn't live with my mom. I thought everyone lived with their parents and siblings. Sometimes I went into the upstairs bathroom and cried, thinking that my family was 2,700 miles away. I fantasized about the next time I visited, but then I hated thinking about our farewells. I often wondered if seeking the American Dream was meant for me. I always had that hole in my heart. I knew my parents and siblings were very far away, but at the same time, mi familia was everywhere I turned. I have a lot of cousins and, my grandma and my aunt became my other moms, and my grandpa was my other dad. I always had someone who gave me a piece of advice and encouraged me to continue doing well. I was fortunate that after six years, I was able to live with my family again. Everyone I have met has made an impact in my life. I am blessed to have made special connections with more family.

As a consequence of this experience, I redefined my American Dream and made a decision to work in the education field. I decided I wanted to be an educator to help support others like me. I wanted to become an agent of change. After 22 years in this country, I renew my commitment every year to make a difference in the lives of many like me. I have been in the Palmdale School District for 13 years, working with many English Learners and their parents. I was a substitute, then I became a teacher for 6th, 4th and 3rd grade (Dual Immersion). Now, I am an English Learner Instructional District Coach. I work with wonderful teachers who want to prepare our younger students in Elementary School to succeed in Junior High and beyond. I want to educate adults on campuses about the need to teach language to English Learners, and the need to teach everyone to higher degrees. I love to see teachers scaffolding learning, so students have access to content knowledge. I get excited speaking about how teaching students about language structures facilitates learning. I want to be the reason why many students do not feel that teachers look down on them because they are English Learners.

- Familia. ¡Sí, se pudo! 🇺🇸



You Are Not Alone:

Parent Book Clubs for Latino parents are another key to successful family and community engagement

by Olivia Michel Gallardo, Ed.D.
California State University, East Bay

Optimizing Parent Involvement in Schools

Three years ago, I witnessed a phenomenal event that is now evolving into a major drive to optimize parent involvement in schools. We started one morning in a slightly used and stuffy library room that had run its course at California State University, East Bay. The musty book smell lingered in the air. Rustic wooden seats and large tables filled the room where parents held a distinct radiance in their eyes and mannerisms. These parents were ready to take on the role of advocates for change. They were going to participate in Project 2INSPIRE.

The California Association for Bilingual Education (CABE) sent their Project 2INSPIRE team to provide this training; parents were eager to participate. CABE was looking to expand the growing need of coaches in the schools in the Northern California area. Coaches are also known as Parent Specialists and their goal is to develop parent leadership skills, help parents occupy leadership roles and ensure their collaborative efforts flourish in the school community.

After participating in Project 2INSPIRE, at CSU, East Bay, the parents continued to meet and were eager to continue learning. They brainstormed different questions they had and how they could help other parents who, just like them, came to this country with dreams of making a better life for their children. They continued to ask questions and continued to meet on a weekly basis to get answers.

These discussions moved them to say, "Let's write an article! We can even write a pamphlet or booklet describing the hardships we went through." These small bits of nonfiction, personal accounts soon transformed into a "nuts and bolts, you-can-do-it book" approach. I was not yet a believer at this time. It was hard enough to get parents to meetings at school and now the parents were planning to write a book on topics such as discipline, nutrition, reading, preparing your children for college, and finance, among others.

Dr. Lettie Ramírez, Professor and Executive Director of the Sophomore Transition Enrichment Program (STEP) at California State University, East Bay, moved the vision forward and she helped them become their own editors. Week after week they met. They read their work, they cut and pasted, and they accepted constructive criticism. As weeks went by and the group began to know more about each other, they learned, not only how they came to this country, but also the roles they had in their homeland or their parents' homeland. Among the group were a former university professor, several teachers, university graduates and artists. The knowledge base in that room raised the academic level of the other parents who did



not go beyond high school in this country. They all had in common that their English was not as strong as their Spanish, which posed an obstacle to progressing in the U.S. higher education system. They also had

in common that they wanted to make a difference in their homes, schools and communities. With that, *No Estás Solo* was born (2016). The collection of messages had the personal relevance parents could connect with. Contributions were embedded with information about families that were so similar to lives of families they knew and were themselves. It was written using experiences they could understand. *No Estás Solo* sent a hopeful message to other parents who felt equity and respect were missing in their school encounters.

Wldoknowski & Ginsberg (1995) identify the feeling that parents were expressing as "connectedness." They explain that a positive attitude is more than giving parents information. It involves building communities.

***No Estás Solo* does not invent anything new. It grows from parents' needs and shared values.**

Dr. Ramírez began envisioning the need for other areas of study parents could use as the book continued evolving. It grew to 51 chapters from students, alumni, university professors and additional parents with diverse backgrounds who added their experiences.

No Estás Solo is now also in English as *You Are Not Alone* (2017). It is a book for parents, written by parents in their language. All over the United States parents speak Spanish and English in the home, some exclusively speak one of the two languages while others speak a mixture

of both. Regardless of the primary language, after the first lesson parents adopt an attitude of oneness. They connect. They want to succeed and they challenge themselves.

Birth of the Parent Book Club

Once the book came out, it needed curriculum that would include parent conversations, develop inclusion, motivate parents to read, and build cognition. The next step was getting books into the hands of parents, which created the need to form parent book clubs. Jonathan Ruíz from Velázquez Press started with a small group of parents at his daughter's school. They talked, shared and Jonathan guided the conversation with questions that came up. I began with the support of a group of CAFE's Project 2INSPIRE parents in Palm Springs.

As part of the work in parent and family engagement, a group of 30-plus parents in Palm Springs participated in and graduated from Project 2INSPIRE's Expert Level in 2016. This group was now ready to test the Spanish version of *No Estás Solo/You Are Not Alone*.

Classes started in the fall of 2016 and parent attendance increased overnight. One week 15 parents attended and by the next week, the group doubled to 30. In the end, we graduated 30 parents who gave themselves the name, Las Inspiradoras/The Inspired Ones. Since that beginning, other schools and parents continue asking for more parent book clubs.

The idea of the Parent Book Club is now expanding and continues its success in other schools with other parents. A curriculum guide is now part of the training kit that the publisher of *No Estás Solo/You Are Not Alone*, Velázquez Press, is developing. The goal is to give parents a training manual to move the parent book club forward into as many schools as possible. However, this is not as easy as it sounds. More people, such as directors, principals, resource support and other staff members, need to learn about the benefits of this book and encourage parent engagement and leadership in their schools. This is one of the strengths of Project 2INSPIRE: It brings parents together!



Project 2Inspire was developed under the leadership of Dr. María Quezada and CAFE's Parent and Family Engagement Team. The *No Estás Solo/You Are Not Alone* book was inspired by the idea that as parents gain confidence and knowledge, their level of involvement expands to meaningful engagement.

Thanks to Velazquez Press and CAFE, who took a chance on this idea, parents across the United States have an opportunity to make a difference and get involved by increasing their intellectual and social capital as well,

as they engage in the book club. *No Estás Solo/You Are Not Alone* is an optimal resource to help Latino parents share the feeling of connectedness, support others, as they move into positions of influence and honor their children's successes, as they move into their own areas of leadership.

Most recently, *No Estás Solo* won the International Latino Book Awards award for Best Parent Book (2018). ☺



The RICH Strategy, Reformatting Information into Communication at a High Level: A Way to Ensure Quality Communication Among Students

by
Ligia Martínez
Dixon High School

The number of Spanish speakers in the United States has increased precipitously in recent decades due to the arrival of new immigrants from Latin America. A record 37.6 million individuals, ages 5 and older, speak Spanish at home, according to a 2011 American Community Survey by the Pew Research Center. Moreover, in the state of California alone, the Hispanic/Latino population is the largest demographic group in the state, according to the 2015 Census Bureau. As a response to this demographic shift, the number of Spanish courses designed for heritage speakers at the high school level is expanding. Yet teachers at the secondary level are confronted with pretexts from students who assert, "I speak tons of Spanish at home. I don't know why I don't like to speak Spanish at school." Though expressed in a myriad of ways, this quote embodies the feelings shared by many heritage learners of Spanish in the high school setting and exemplifies the challenge faced by teachers of "native" students.

For instructors, it is a demanding task to keep class participants on the target language for extended periods of time, while using academic vocabulary. Given this challenge, it is imperative to underscore certain emotionally charged factors which hinder Spanish language expression among learners.

Why is it so taxing to keep heritage speakers on the target language for extended periods of time, while simultaneously using academic vocabulary? One reason is that many speakers feel that they already "know" the language; thus, why should they "produce" it? These students have heard Spanish voicings since birth. In many cases, it is the only language spoken at home. Students understand the spoken language. Therefore, all that is required—in their mindset—is to listen, comprehend and then respond in English. Fundamentally, since many "native" students of Spanish believe they are proficient in their first language, there is little motivation to produce oral discourse.

Another reason is that sometimes learners are embarrassed to speak Spanish. English is stressed in all of their core classes. It is the language which is socially acceptable at the high school level. For many, English represents their “comfort zone language.” On the contrary, Spanish denotes the language associated with a sense of uneasiness and anxiety about not knowing the correct vocabulary for academic terms. Some young adults avoid their first language because, even though most of what is spoken is comprehensible, they lack the confidence to express themselves as it relates to topics such as history, literature, culture, the environment or other related topics. Using academic language to express perspectives related to core subjects in high school is intimidating for students who use Spanish mainly to communicate particulars about daily routines.

Despite the obstacles faced by native speakers of Spanish in high school courses, oral proficiency is a vital component of language development, across the learning continuum. Moreover, given that listening and speaking are the precursors to reading and writing, it stands to reason that, if properly supported, reading comprehension may improve in tandem with oral proficiency. Taking that reasoning further, the more vocabulary students know, the better their reading and comprehension skills will become. Similarly, extended opportunities to refine oral skills could lead to writing at a higher level, with appropriate scaffolding. Therefore, if increased language comprehension and writing skills can result from strengthening oral language competency, what strategy can ensure rich conversations that incorporate academic vocabulary?

The RICH strategy, Reformatting Information into Communication at a High level, is one way to ensure quality communication among students. With the RICH strategy, a language classroom becomes a buzz of “on topic” chatter which, in turn, positively impacts reading and writing skills.

The premise is simple. First, authentic texts on a variety of subjects are found in the sections for extended reading in contemporary Spanish textbooks. Besides texts, excellent samples of real-world passages abound on the internet. Given an excerpt from a text, the instructor reformats the material and creates a guide for a conversation to be spoken by students in pairs. The information from the reading is placed

alternatively in two columns; one for Student A and one for Student B. Directives are added along with sentence frames, interjections, connecting phrases and specific vocabulary in order to ensure a free flowing, logical conversation. Thus, instead of limiting the use of words for reading purposes, students use the guide and corresponding information to converse. In essence, learners utilize the writings to produce oral discourse. A short sample is presented in Figure 1 (see the online version of this article), which includes an informational text before it is broken down into the columns. The italicized words are the directives to the students. The conversation guide is a parameter students follow; they have the freedom to express themselves as they wish, as long as they comply with the directives and include the vital information. It is not meant to be a script to be memorized.

Once the guide is prepared and students have opportunities to read it, the instructor models a conversation with a student while implementing the guide. With student engagement, the teacher practices the activity while emphasizing the importance of attentive listening. Students then role play with the guide in hand and exchange roles once completed. Learners participate expressing both parts of the conversation while taking into consideration the directives and listening to key vocabulary. This activity is incorporated in 7-10-minute segments in the class and repeated two or three times a week, depending on the length of the guide.

The first few times the conversation is practiced, students need to read their lines. With multiple reviews, eventually learners are able to simply glance at their role while expressing themselves. It is imperative to point out to the students that they are not required to say their part, word for word; it is not a script. They should adapt the guide to their needs, as long as the critical information is not omitted. With time and practice, eventually participants are able to glance at directives and perhaps key words while they engage in an informative conversation.

After reading and then practicing their roles about three times—depending on the complexity—students learn key vocabulary and use the terms without coaxing. The span of time required for practice depends upon the length of the guide and the difficulty of the vocabulary.

As students participate in classroom activities in groups, language serves as a tool for cognitive growth. Numerous investigations support the fact that vocabulary learning, in particular, takes place during collaborative activities when learners are mediating meaning, as opposed to individual work. A number of these studies are thoroughly described by C. Cecilia Tocaimaza-Hatch in "Mediated Vocabulary in Native Speaker-Learner Interactions During an Oral Portfolio Activity," *Foreign Language Annals*, 2016. One of these studies investigates vocabulary learning by comparing individual work as opposed to tasks which are completed in collaboration with other pupils. In this analysis, students learning Korean are divided into two groups. One group completes vocabulary learning with a partner, while other students work individually. In post-test assessments, students who work collaboratively outperform those who complete the task alone, in knowledge of target word meaning and function. The conclusion reached is that through questioning, suggesting solutions and coming to a consensus, learners in the groups expand their lexical knowledge.

In a similar manner, the RICH approach requires students to spend time discussing word meaning in pairs before using the vocabulary in context. This task occurs during the first phase when students simply read through the guide and attempt to understand. During this introductory phase, with scaffolds and instructor guidance, students strive toward depth of knowledge in relation to the new terms. It is essential to stress that students' familiarity with the new vocabulary should go beyond the basic meanings; it should include culturally related elements, as well as pragmatic uses. Subsequently, as the students role play while using the new terminologies, they are encouraged to adapt the guide and employ the information in a manner that works for them, without feeling constrained to follow the guide as a "script." The last phase is when, after practicing and exchanging roles several times, students are able to simply glance at their guide and participate in an informed, casual conversation. The result of the three-step process is a collaborative activity leading to vocabulary acquisition and oral production.

Lastly, the RICH strategy may be used to help learners establish schemata related to vocabulary, before they are expected to read lengthy, demanding

passages. In other words, it is a great tool to use as a pre-reading activity. Instructors may use a short article where words are presented thematically and reformat this text into a guide for a conversation so that students have an opportunity to converse while using the challenging terminology before they are required to break down a complicated text about a specific field of study. Vocabulary size has been found to strongly correlate with reading comprehension, as reported in "Chinese L2 Learners' Depth of Vocabulary Knowledge and Its role in Reading Comprehension," by Dongbo Zhang and Xuexue Yang, *Foreign Language Annals*, 2016. Consequently, the amount of words students know correlates to their comprehension of a text. Likewise, depth of knowledge related to vocabulary words is essential to understanding a text. As stated in the study by Zhang and Yang, students should discuss connotations associated with words, as well as their pragmatic uses; in other words, discussions should go beyond the basic meaning of targeted vocabulary words. If language instructors accept this premise, it stands to reason that once students have prior knowledge of subject-specific vocabulary, they will more easily comprehend a reading. Therefore, when used as a pre-reading activity, the RICH strategy lends itself to expediting the reading comprehension process, particularly when considering complex reading tasks.

Ultimately, the RICH strategy has the potential to transform a Spanish course for heritage speakers because it embraces one of the most enjoyable activities for high school students: talking with peers during instructional time. The RICH tool engages learners in conversations rich in scholarly vocabulary. Students listen to each other and produce exchanges which enhance their depth of knowledge. While the creation of the RICH conversation guides initially requires preparation, if practiced effectively, eventually students volunteer to create their guides because they look forward to interacting with their classmates. When students are actively participating in conversations, the responsibility for learning is transferred from the teacher to the students. The instructor becomes a facilitator who monitors a student-friendly approach to learning high-level vocabulary. If properly supported, the value of advancing oral language development is that it will result in improved reading comprehension, in tandem with writing skills. The RICH strategy is a means to that end. ☞

The Newcomer Phenomenon Facing Baja

INTRODUCTION

The number of students in the educational system in Baja California, Mexico has increased exponentially since the inauguration of the U.S. President in January of 2017. This administration has triggered the deportation and voluntary return of many Mexican families with their U.S. born children. Salient statistics have been gathered by El Programa Binacional de Educación Migrante (PROBEM) [Binational Program of Migrant Education] del Sistema Educativo Estatal de Baja California [Baja California State Educational System]. In a 2017 report, Yara Amparo López, the Baja California Coordinator of PROBEM, stated that in the 2015-2016 school year, 53,867 U.S.-born students were registered in the educational system of the state of Baja California. This is equal to 7.2% of the student population in the Basic Education Program—preschool to secondary. PROBEM identifies these students as Transnational Migrant Students (TMS). (In the U.S. and California, these students are identified as immigrant or newcomer students).

PROBEM places the transnational migrant students in four different groups, based on students' educational history and birthplace.

1. **Revalidations:** TMS who were born and studied for one or more years in the U.S. and continued their education in Mexico.
2. **Transnational Students:** TMS born in Mexico studied in Mexico and continued their education in the United States.
3. **Students born in Mexico and continued their studies in the United States:** TMS who have a double nationality and who

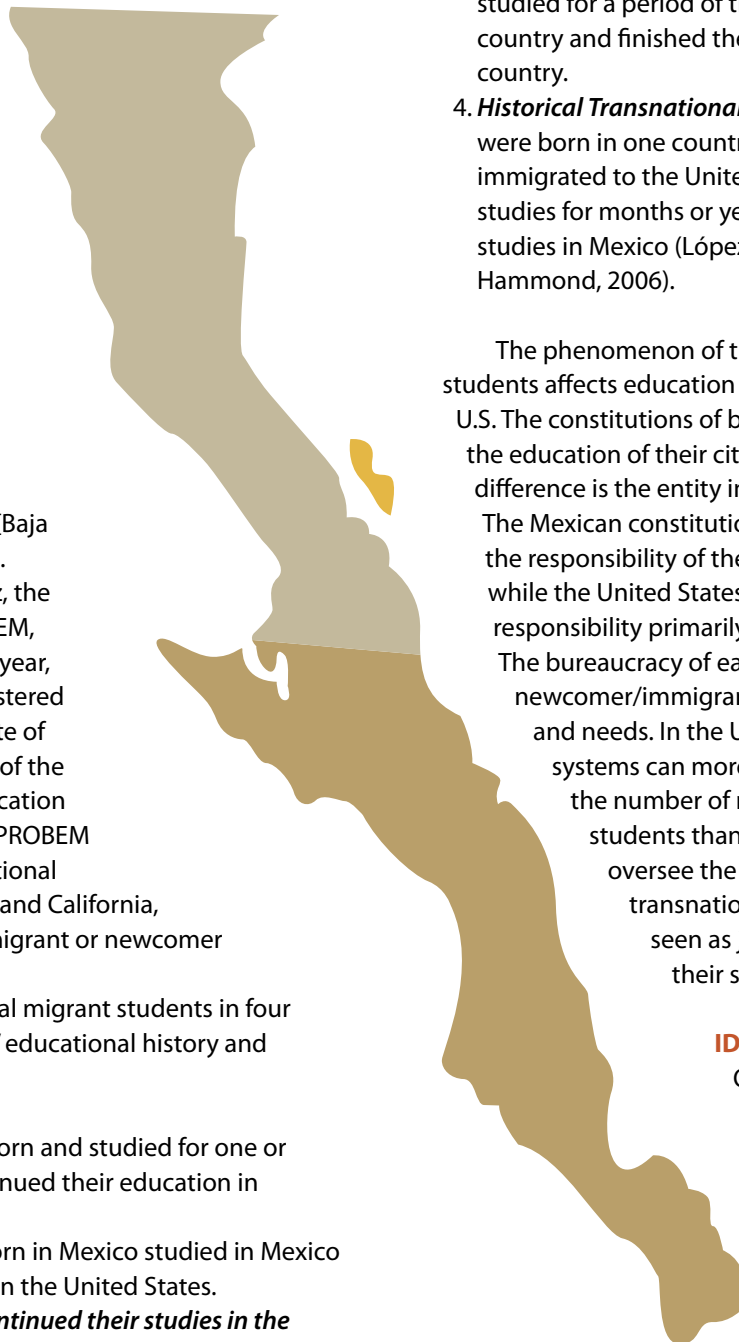
studied for a period of time (i.e. six months) in one country and finished their school year in another country.

4. **Historical Transnational Students:** TMS who were born in one country, studied there, then immigrated to the United States continuing their studies for months or years and then finished their studies in Mexico (López, Y.A., 2017; from Zuñiga & Hammond, 2006).

The phenomenon of transnational migrant students affects education both in Mexico and in the U.S. The constitutions of both countries mandate the education of their citizens; however, a distinct difference is the entity in charge of education. The Mexican constitution places education under the responsibility of the federal government, while the United States constitution gives the responsibility primarily to the state governments. The bureaucracy of each system addresses TMS/newcomer/immigrant students' identification and needs. In the U.S., state educational systems can more closely and easily monitor the number of newcomer/immigrant students than Mexico, because it must oversee the whole country and transnational migrant students are seen as just another group in their system.

IDENTIFICATION ISSUES

One of the most important issues for both countries is the process of identification of transnational migrant/immigrant students. Early identification can help educators



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more effectively support these students. The United States has experienced an influx of immigrant students for many decades. Each state's system of education has developed an identification process for newcomers that informs services to support newcomers with English language acquisition and academic development. As an example, California's English Learner population for 2015-2016 school year was 22.1% (CDE, 2015-2016) and California's education system requires that districts and schools specifically address the needs of English Learner students. California, like other states in the U.S., identifies immigrant students through a language survey and state and local assessments regarding their listening, speaking, reading and writing abilities and academic growth. Immigrant students' adaptation to the United States system is supported by prompt identification as English learners, which provides educators with the knowledge of students' levels of English proficiency and their language and academic needs. Some students are also able to benefit from bilingual education programs such as dual language immersion and developmental bilingual programs where students become academically proficient and successful in both English and another target language, such as Spanish. These programs show the strongest growth and success for immigrant/newcomer students.

The process of identification of transnational migrant students in Mexico is also standardized. Typically, transnational migrant students are identified based on proper filling of the registration form and uploading it onto the student system. When students complete the initial registration form for school in Mexico (*el registro de alumnos provenientes del extranjero*), the education system enters the newcomer students' information into the state student data system. Each state office addresses transnational migrant students differently. In Mexico, the

limited identification system of transnational migrant students results in educators having very limited knowledge of the students' language levels in their classes. There is no language assessment system to determine the transnational migrant students' knowledge of Spanish. Thus, teachers do not have even a basic knowledge of the levels of Spanish and academic proficiency of the newcomers. While most teachers try to identify students to determine who are the newcomers, all of this makes it very difficult for teachers to address the students' language and academic needs. This lack of identification



and assessment provides a dilemma for educators on how to best provide support to transnational migrant students to acquire Spanish and help them to be successful in their education. Due to this approach, transnational migrant students find themselves in an environment where they are dealing with their identity between two nations and the regional contexts. Many students

express, "*No somos de aquí, ni somos de allá. . .*" (We are not from here, nor we are from there).

PROFESSIONAL DEVELOPMENT

In Mexico PROBEM is the office in charge of providing professional development and training in each Mexican state. To address the needs of transnational migrant students in Baja California, PROBEM has trained educators to conduct a variety of programs to support newcomers, such as "Grupos de Apoyo" (Support Groups) with students from the Universidad Autónoma de Baja California and other local universities, who are doing their professional practices in pedagogy and counseling. The Grupos de Apoyo provide transnational migrant students with an overview of the educational system the students are entering.

On the border between California and San Diego, PROBEM,

as an entity of the state of Baja California, has constantly provided educators with many different trainings, called “Diplomados,” and professional development sessions covering topics, such as identifying transnational migrant students and learning about their academic experiences, knowledge, and Spanish language proficiency. Many educators make assumptions about students based on the color of their skin, assuming they were born in Mexico, that they speak Spanish fluently and that they have been educated in the Mexican educational system, which is a wrong assumption on their part. These misunderstandings and misassumptions about students’ language and academic backgrounds also occur with immigrant students in California.

In a series of trainings in Baja California, educators were introduced to how many students come from the United States and their experiences and feelings as transnational migrant students in their classes and in the new country. An elementary student shared this thought:

“En donde vivía, sí podía salir, pero tenía que cuidarme. Las calles estaban solas y no podía caminar por allí, eran muy grandes y no había tienditas cerca. Teníamos que ir como hasta Wal-Mart para comprar un solo dulce”

(Where I lived, I was able to go out, but I had to be careful. The streets were empty with few other people and I could not walk there because they were too big, and there were no small stores close by. We had to go all the way to Wal-Mart just to buy a candy) [López, Y.A., 2017].

The trainings began with the entire presentation done in English; all the activity instructions and expected outcomes were presented in English. During the course of the activity, some of the educators got up and wanted to leave the training. To prevent the attendees from leaving, PROBEM’s supervisor stood at the exit to prevent them from leaving and explained the purpose of the activity. Some of the comments we received were: *“Yo no me registré para este taller.”* (I did not register for this workshop.), *“No entiendo lo que me dice.”* (I do not understand what you saying.), *¿Cómo este taller me va ayudar para enseñar a mis estudiantes?* (How will this workshop help me to teach my students?). The activity lasted for 15 to 20 minutes and then switched to Spanish to debrief the activity by sharing how they felt at the beginning of the all-English presentation and by connecting to how transnational migrant students feel in their classes when they do not understand the language of instruction. Some comments were: *“Me sentí tonta.”* (I felt dumb.), *“Yo entendí muy, muy poco.”* (I understood very, very little.) *“No pude escribir lo que me pidió, porque no entendí lo que quería que escribiera.”* (I was not able to write what you wanted because I did not understand what you wanted me to write.)

Some of the topics addressed in trainings included: comparing educational systems; reading and writing standards,


and how the standards are taught to develop these skills in English and Spanish; and addressing the differences and similarities of oral language, including the pronunciation of vowels and consonants.

Other trainings were specifically related to the newly adopted and to-be-fully-implemented educational reform (standards) in Mexico, and to TMS instruction, as students are evaluated on a normed federal test. The test provides individual schools with a progress report, which schools use to see how instruction has supported student academic growth. During these trainings, attendees were also made aware of the federal education evaluation experience in the U.S., where states receiving federal funding have to show continual improvement in student academic growth in their individual schools; and how, if progress is not shown, schools can be sanctioned.

BINATIONAL INITIATIVES

PROBEM in Baja California is constantly moving forward, creating relationships with educational entities in the United States. Some of the goals developed during the border pedagogy activities were related to having ongoing communication between educators from both sides of the border. Presently, one such relationship with the California Association for Bilingual Education (CABE) has accomplished some of these goals over the last three years through training on the Guided Language Acquisition Design® (GLAD®) approach. This binational project is training educators from the border region of Mexico and California, who will become GLAD® certified as they go through the training in English and Spanish in groups of thirty teachers, all of whom will be communicating digitally during the project.

In another example of relationship building, the Secretary of Education of Baja California and the State Educational System are collaborating with the California State Department of Education, CSU San Diego, UC San Diego and CABE on developing the steps for creating a binational certification for bilingual teachers where PROBEM, the Universidad Pedagógica Nacional and the Normal de Maestros (School for Teacher Preparation) will be addressing the similarities and differences between programs, in order to better prepare future bilingual teachers.

Together, educators in the “Cali-Baja” border region of Baja California and California have taken the important step to collaborate for the benefit of transnational migrant/immigrant students. This has been an historic partnership to provide quality education to all students on both sides of the border, in order to ensure that they have the tools to be successful in their education and in their lives. We continue to work for a future where educators will have a strong and deep understanding of their transnational students, and where the education systems on both sides of the border continue to work collaboratively to serve the students that we share. 

Online version: <http://www.gocabe.org/index.php/communications/multilingual-educator/>

ONE EARTH, ONE KIND

By Ariana Hernández

Teacher, Holbrook Language Academy, Mt. Diablo USD

As I soar above, stare down below

Speckles, dots, of city lights glow

I only see a whole, an ongoing piece of land

Designed for the freedom of humanity

But divided by man

We are all human, a single living race

We don't own the land, mother nature loaned us this space

Everyone should fly to see my realization

You see no borders, no segregation

Or maybe, they should not try

They might just end up putting boundaries to my sky

My Journey: From a Chinese student to a Chinese teacher

by
Jing Ren
Sacramento Unified School District

When I talk with my friends, they are always interested in my journey to become a Chinese teacher. I graduated from a university in China, majoring in Chinese Linguistics and Literature; after that, I worked as a Mandarin Chinese teacher in Thailand, China, and the U.S. for ten years. My students have ranged from pre-K to college level. I worked at a public high school, and a middle and elementary school. I hold a single subject and multiple subject credential and am working towards my administrative credential now.

I am writing this bilingual poem, in Chinese and English, to thank my family, mentors, colleagues and friends for their support. It expresses who I am.

当我还是一个小女孩儿的时候，
我总是仰望蓝色的天空；
我多么期望闪耀的星星告诉我
明天会怎么样？
可是没有答案，
“生活就像一盒巧克力，
你永远不知道明天会得到什么。”

后来，
我去了不同的地方，
见到了不同的人，
学到了不同的文化。
这些太神奇了！
每天都是不一样的，
难道不酷吗？

有些人的确不喜欢这样；
他们喜欢大家在一起时的稳定感和安全感。
然而，
我不是那样的女孩。

我喜欢爬树，
因为我可以看得更远；
我喜欢潜水，
因为我可以看得更深；
我喜欢结识新的朋友，
因为我可以通过分享扩大视野；
我喜欢拥抱新的文化，
因为我可以学到不同的语言，不同的技能，不同的观点。。。

我想要按照我想要的生活去生活；
不然，就会为按照我所生活地去想。

My Journey: English Translation

When I was a little girl,
I always looked at the blue sky;
I wonder the twinkling stars could tell me
What would be like tomorrow?
While there was no answer,
Just like "life is like a box of chocolates.
You never know what you're gonna get."

Later on,
I went to different places,
I met different people,
I learned different cultures.
These are amazing!
Every day is different,
Isn't that cool?

Some people really do not like these;
They felt stable and safe being together in one place.
While,
I am not that kind of girl.

I like climbing up the tree
Because I can see further;
I like diving into the sea
Because I can see deeper;
I like meeting new friends
Because I can broaden the views by sharing.
I like embracing new culture
Because I can learn different languages, different skills, different
perspectives...

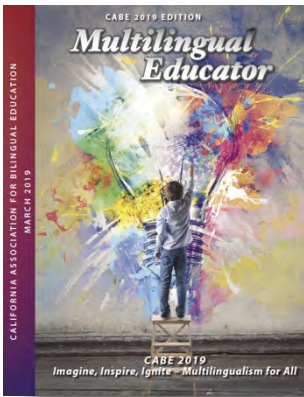
I would like to live the way I wanted;
to think and follow the way I lived.

CABE 2020

San Francisco

April 8-11, 2020





Article References and Supplemental Information

pp. 32-34

Fostering Confianza

By Amalia Hernández, Ed.D.

Monterey Institute for English Learners, California State University Monterey Bay

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pp. 20-23

Summer Study Abroad in Spain for Dual Language Teachers: What we learned about teaching Spanish?

By Ana Hernández, Ed.D.

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Academic Affairs/Academic Programs, California State University San Marcos



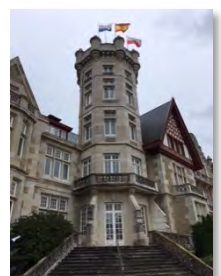
Maria Paredes and Wendy Zendejas meet host family.



Centro de Idiomas:
Clase de usos y normas del



Host parents have table
ready for *la comida*.



Magdalena Palace,
Santander, Spain



Carolyn Desmond learns
to play las castañuelas
with Prof. Pérez,
clase de flamenco.



Eliseo Higinio,
3rd grade DL teacher,
receives his certificate.



Recent bilingual teacher graduates,
Daffne Villalobos and
Anayeli Sanchez, visit the
medieval town of Santillana del Mar



Excursion to Santander,
Cantabria Coast, Spain

pp. 28-31

The Living Document of Intentionality: Critically Transforming Access and Equity for English Learners with Special Needs

By Xochitl Archey, Ph.D.

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pp. 44-46

The Newcomer Phenomenon Facing Baja

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Lecturer at Universidad Autónoma de Baja California (UABC)

Pictures and Graph for Paper The Newcomer Phenomenon Facing Baja

Inscripción de alumnos identificados como Extranjeros por Nacimiento. Estadística INICIAL (Ciclo Escolar 2015 – 2016) [López, Y.A., 2017]

Municipio	Nivel	Total Alumnos Extranjeros	Alumnos esc. Publicas y Privadas	Total de Centros de Trabajo en la Ciudad	Centros Educativos con alumnos identificados	Total ISEP	Total SEBS	Total Particulares
Baja California	Preescolar	8,271	4,100	1,437	1,155	535	221	399
			4,171					
	Primaria	33,504	22,574	1,666	1,511,	789	408	314
			10,930					
	Secundaria	12,092	8,505	667	511	126	212	173
			3,587					
TOTALES		53,867						



Contribuir en la formación integral de los alumnos que han tenido experiencias educativas en Estados Unidos y otros países y que por diversas circunstancias han llegado a nuestro país (López, Y.A., 2017)



Los alumnos migrantes transnacionales enfrentan: **“No son de aquí y no son de allá”**

La formación de identidades en dos naciones y múltiples contextos regionales (López, Y. A., 2017)

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<http://www.educacionbc.edu.mx/publicaciones/estadisticas/2016/Matr%C3%ADcula%20en%20el%20Estado/index.htm>

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pp. 27-31

Starting Advocacy Movements in Your Own Backyard—Call to Action

By Marlene Batista, Ed.D, Oxnard School District

María M. Hernández, Rio School District



805 EL Advocates From Left to Right: Dr. Deborah Martinez, Dr. Ana DeGenna, Guadalupe Reyes Castillo, Gina Ramirez, Jennifer Weir, Dr. Marlene Batista, Charice Guerra, Angela Randolph, Dr. Maria M. Hernandez, Connie Cervera, Hilda Gomez, and Martha Hernandez

We even created
our own logo!



pp. 4-6

The Bilingual Teacher Shortage: A Vicious Cycle

By Allison Briceño, Ed.D, San José State University

Eduardo Muñoz-Muñoz, Ph.D., San José State University

Claudia Rodríguez-Mojica, Ph.D., Santa Clara University

Footnote on page 5 (it is also on page 2 of the manuscript):

¹ For more information about this study, please see: Briceño, A., Rodríguez-Mojica, C., & Muñoz-Muñoz, E. (2018). From English learner to Spanish learner: Raciolinguistic beliefs that influence heritage Spanish speaking teacher candidates. *Language and Education*, 32(3), 212-226. DOI: 10.1080/09500782.2018.1429464

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pp. 38-40

You Are Not Alone: Parent Book Clubs for Latino parents are another key to successful family and community engagement

By Olivia Michel Gallardo, Ed.D., California State University, East Bay



pp. 24-27

Successful Academic Interventions for Low Performing Adolescent Native Spanish Speakers

By Cynthia Geary, Ph.D., California State Polytechnic University, Pomona

Appendix A

Cognate Awareness Test (CAT)

PART ID: WAT_03_AnsSh

Page 1 Of 10

Participant ID _____

Date: _____

Word Association Exercise

Practice:

Honor	Furious	labor
Explore	Mad	Talk
prepare	happy	measure
respect	tired	clean
start	lonely	work

Participant ID: _____

Begin the exercise.

Accompany	tattered	matrimonial
go forward	hidden	wedding
go to	lonely	accident
go with	neat	dispute
go away	torn	suggestion

4. allot	5. initiate	6. frenzied
give birth	clean	perfect
Give in	Balance	cool
Give thanks	Begin	Musical
Give out	gain	wild

literature	Undermine	obligated
apples	make king	having to do something
Books	Make low	Wanting to do something
Cars	Make alive	Waiting to do something
chairs	make weak	asking to do something

Participant ID: _____

adorn	drowsy	hoist
forbid	sleepy	bat
Decorate	Chilly	Lift
Evacuate	Curly	Burn
distract	jolly	harm

13. modern	14. jocose	15. trustworthy
tall	mean	curious
Dirty	Alive	Busy
New	Narrow	Honest
round	funny	negative

16. tranquil	17. strife	18. poet
calm	plane	player
Worried	Choice	Writer
Skeptical	King	Driver
sad	fight	buyer

Participant ID: _____
 Part ID: WAT_03_AnsSh 4 of 10
 Participant ID: _____

19. discard	20. detain	21. pun
throw away	move	double trouble
Move away	Stop	Double door
Take away	Press	Double meaning
Send away	lift	double duty

22. augment	23. drought	24. production
make easy	no wind	eat something
Make large	No risk	Cut something
Make mad	No worry	Make something
Make sad	No rain	See something

Part ID: WAT_03_AnsSh 5 of 10
 Participant ID: _____

Part ID: WAT_03_AnsSh 6 of 10
 Participant ID: _____

Continue exercise.

25. converse	26. jest	27. haul
Speak with someone	Defend	Pull
Fight with someone	Bend	Grow
Include someone	Joke	Lie
Leave out someone	observe	pick

28. construction	29. gritty	30. malevolent
hit	rough	brave
Push	Wooden	Hard
Wash	Thick	Mean
build	lonely	popular

31.maladroit	32. profundity	33. brittle
wrinkled	wrong	illegal
Awkward	Deep	Antique
Swollen	Square	Daring
compact	pretty	fragile

Participant ID: _____
Part ID: WAT_03_AnsSh 7 of 10
Participant ID: _____

34. snug	35. epoch	36. idea
heavy	period in history	a smell
Wide	Person in history	A sound
Tight	Student in history	A taste
tough	symbol in history	a thought

Part ID: WAT_03_AnsSh 8 of 10
Participant ID: _____

Continue exercise.

37. castigate	38. feasibility	39. anterior
bathe	different	short
Punish	Possible	Inside
Caress	Important	Hard
support	national	front

40. pensive	41. odious	42. wily
is building	hate	nervous
Is beginning	Smell	Untrue
Is thinking	Scold	Painful
Is following	paint	dumb

42. simple	44. curative	45. clutch
old	decorate	hold tight
Long	Bleed	Hold up
Easy	Unify	Hold close
late	heal	hold out

Participant ID: _____
Part ID: WAT_03_AnsSh 9 of 10
Participant ID: _____

46. imitate	47. pallid	48. rehearse
challenge someone	very little color	fight
Copy someone	Very little taste	Break
Guide someone	Very little sound	Carry
Push someone	Very little weight	practice

Participant ID: _____

Continue exercise.

49. leery	50. impede	51. permit
no trust	Make progress	Disturb
No money	Stop progress	Allow
No focus	Wish for progress	Sweep
No fun	Wait for progress	arrange
52. fiend	53. valor	54. edifice
nice person	grateful	building
Strict person	Doubtful	Committee
Evil person	Flexible	Island
Famous person	brave	congress

55. flee	56. terminus
argue	group
Learn	City
Escape	End
score	train

Participant ID: _____

Appendix B Curriculum Based Assessment (CBA)

CBA Graph - Academic/Cognates

Instructions: Please complete the graph below daily when your independent work time has come to an end.

# of items completed / # of items in total (Ex. 6 completed/20 total items)	55-60					
	51-55					
	46-50					
	40-45					
	31-40					
	21-30					
	16-20					
	11-15					
	5-10					
	0-5					
		Monday Protocol Day 6	Tuesday	Wednesday Protocol Day 8	Thursday	Friday Protocol Day 10
% Completed						
Days of the Week #2						

First, count the number of completed items on the assignment that the teacher assigned to you for in-class work time. Then, identify the correct day of the week on the x axis and the corresponding number of completed items on the y axis. Pencil or color in the number of bars of completed items for that day of the week.

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The RICH Strategy, Reformatting Information into Communication at a High Level: A Way to Ensure Quality Communication Among Students

By Ligia Martínez, Dixon High School

Figure 1. Informational Text:

Tulum es considerado por muchos una de las mejores y más hermosas playas de México. En este sitio se conjuga historia, cultura y la espectacular naturaleza. Ya sea que vayas a visitar su zona arqueológica o pasar un día en su agradable playa con agua cálida de color turquesa, es un destino que te recompensará con su encanto y belleza. También cuenta con alojamiento ecológico, convirtiéndose en uno de los mejores recintos, si lo que buscas es paz y tranquilidad en un lugar idílico.

Estudiante A	Estudiante B
Salude a su compañero/a	Responda con un saludo apropiado.
<p>Muéstrele a su compañero/a un corte de revista sobre Tulum. Sugíerale que lo visite. Añada la siguiente información: Tulum es considerado por muchos una de las mejores y más hermosas playas de México.</p>	<p>Reaccione con entusiasmo y dígame que usted está de acuerdo. Luego, amplíe la conversación con lo siguiente: En este sitio se conjuga historia, cultura y la espectacular naturaleza.</p>
<p>Comuníquese que usted se alegra que él/ella esté de acuerdo. Expanda la conversación con: Ya sea que vayas a visitar su zona arqueológica o pasar un día en su agradable playa con agua cálida de color turquesa, es un destino que te recompensará con su encanto y belleza.</p>	<p>Muestre que usted está muy de acuerdo con ese comentario. Luego, expanda la conversación con: También cuenta con alojamiento ecológico, convirtiéndose en uno de los mejores recintos, si lo que buscas es paz y tranquilidad en un lugar idílico.</p>
<p>Dígale que en vista que él/ella conoce las bellezas y ventajas de visitar a Tulum, usted cree que es una buena idea que lo considere cuando haga sus próximos planes para sus vacaciones.</p>	<p>Asegúrele que tiene razón y que usted lo hará. Dele las gracias por la sugerencia. Por último, despídase y deséele que disfrute el resto de su día.</p>

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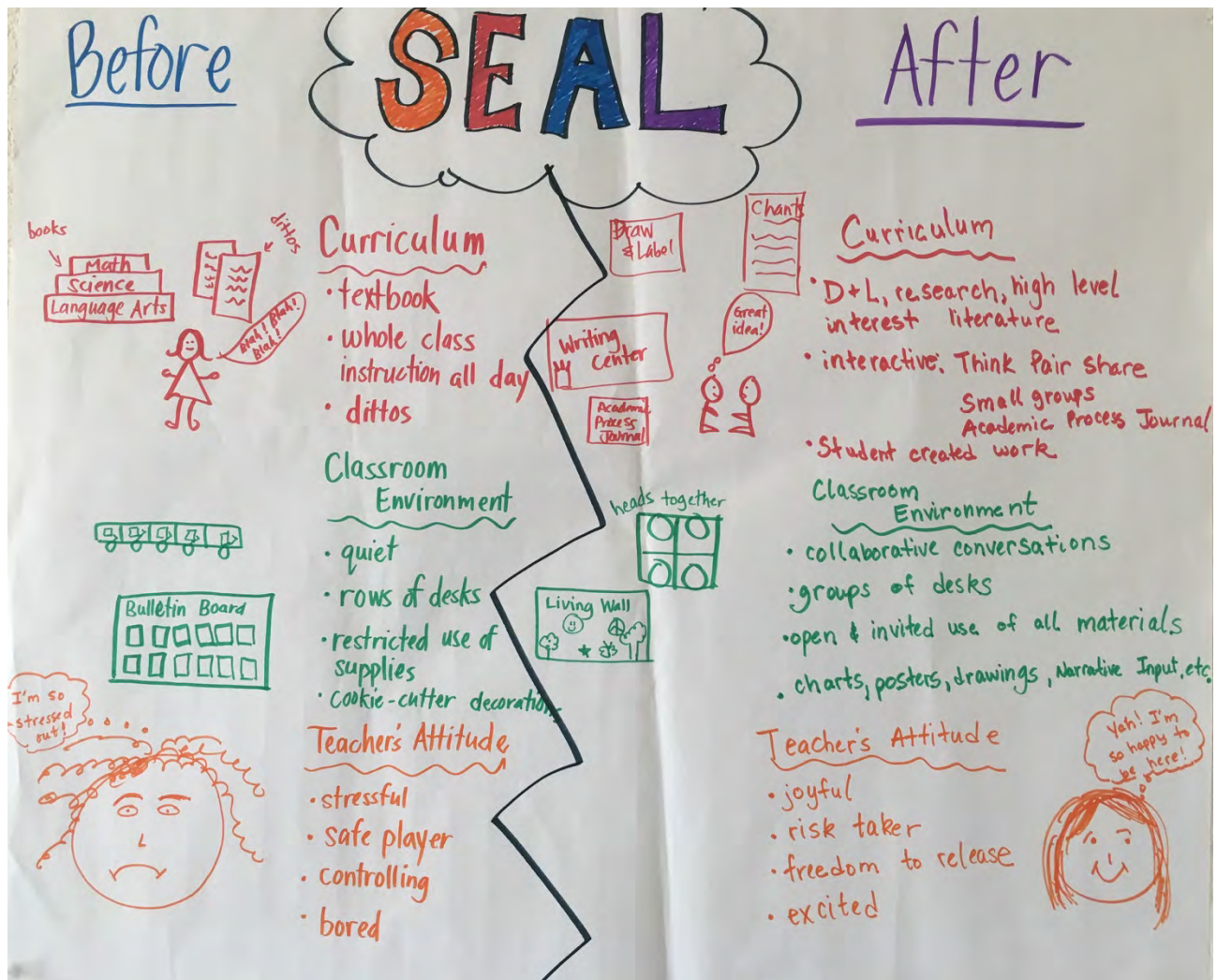
SEAL's Approach to Building Teacher Capacity to Support English Learners

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My Journey: From Chinese Student to a Chinese Teacher

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Ren and her students in China.