

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

MARCH 2022



CABE 2022 EDITION

Multilingual Educator

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GET UP!**

CABE 2022

STAND UP! GET UP! FOR BILITERACY AND MULTILINGUAL RIGHTS!





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2023 Multilingual Educator Call for Submissions



Would you like to see your article, narrative, poem, or artwork in the 2023 edition of Multilingual Educator?

To submit, go to <https://bit.ly/ME2023> or scan the QR code.



Deadline for Submissions: June 30, 2022

MESSAGE FROM CABE CEO...

Stand Up! Get Up! For Biliteracy and Multilingual Rights! A call to action? An affirmation? A rallying cry? All of the above? Absolutely! Our CABE 2022 theme propels and motivates us, sings to us, and lights the fire within each one of us to stand up and get up for our multilingual students.



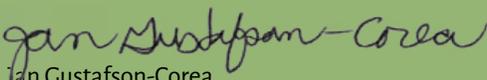
Jan Gustafson-Corea
CABE CEO

CABE has always been about standing up and advocating for the rights of our students, our educators, our parents and families, and our community. That was true back in the early 70s when CABE was formed, and it is still true today. Whether it was during the Los Angeles student walkouts of the 60s, the marches against Propositions 187, 209 and 227; standing up for our community's rights—bilingual rights, civil rights, racial rights, immigrant rights, family rights, women's rights, and health rights; walking in solidarity with Black Lives Matter; fighting *against* COVID-19 and advocating *for* vaccines and masks; and, speaking out against hate, discrimination, and division in our community and world.

Since we were founded, CABE has been at the forefront of standing up for our rights at the curricular, policy and legislative levels as well...whether it be around the issues of legislation to support English Learners, budget requests, multilingual curriculum development, biliteracy programs, frameworks, and standards. assessment, accountability, the EL Roadmap, the Seal of Biliteracy, Proposition 58, literacy/biliteracy/multiliteracy, early education, family and community engagement, or educational equity for all students. It is through standing together, speaking up, reaching out, being unified, and keeping a clear, common vision that we then see impact like that which is present in this year's Multilingual Educator.

Advocating and standing together has helped create the critical space in this year's Multilingual Educator for innovative content, deep dives into research, advocacy-oriented leadership, responses to racial and linguistic inequities, creating programs that truly make a difference, or simply taking time to write, draw, and create. This year's ME opens with a piece of free verse poetry by a colleague and friend of CABE, Dr. Zaida McCall Pérez, who sadly passed away in late 2021. Her words are poignant, though, as she grapples with and reminds us to stay current, to stay connected, and to find the humor and significance in today's world.

And that is exactly what our call and what our challenge is—to grow and evolve, to learn and to share, to dream and stay grounded...and by doing so, we gain the courage, the insight and the strength to keep standing up and getting up for our biliteracy and multilingual rights—and for all rights. Enjoy, be inspired, and let's stand and get up together!


Jan Gustafson-Corea
CABE CEO

MESSAGE FROM THE EDITOR:

Welcome to CABE 2022 and this edition of Multilingual Educator! The theme of CABE's 47th Annual Conference is "Stand Up! Get Up! For Biliteracy and Multilingual Rights!" How appropriate that we stand up for these rights in San Francisco, the home of many activists on whose shoulders we stand—icons such as Harvey Milk, the Lau Family, Clara Elizabeth Chan Lee, Fred Korematsu, Pat Parker, June Jordan, Kamala Harris, Norm Gold, Tillie Olsen, Eric Quezada, Joan-Marie Shelly, and others.



Laurie Nesrala-Miles
CABE Communications
Coordinator

This year, our communities have seen continued civil unrest and renewed struggles for the civil and language rights of immigrants, refugees, people of color, Native Americans, language minority groups, and many others. But along with the adversity and challenges, we've also witnessed the passion, bravery, persistence, and strength of our communities. As Bob Marley once said, "You never know how strong you are until being strong is your only choice." They say there is strength in numbers, so let's use our numbers here at CABE 2022 to stand up, exercise our freedom of speech, be heard and understood, and move forward collaboratively with intensity and intention to protect and advocate for the biliteracy and multilingual rights of our students and families.

This year brought formidable challenges for educators and families as students returned to classrooms. Last fall, CABE asked students, "What's it like to return to school after months of distance learning from home?" We received over 120 responses, ten of which are included in this issue. Their reflections are authentic, as well as insightful, amusing, and poignant. In this issue of Multilingual Educator, you will also find articles, poetry and personal narratives that address topics ranging from advocacy, social change, and student voice to distance learning, biliteracy, and students with special needs. Also included are articles that address multilingual learners and their teachers and families, as well as information about best practices, initiatives, and programs to serve them.

Paraphrasing the lyrics of that famous activist "Wailer," we extend this invitation to everyone at CABE 2022: *Let's get together and feel alright as we don't give up the fight and stand up for our rights!*

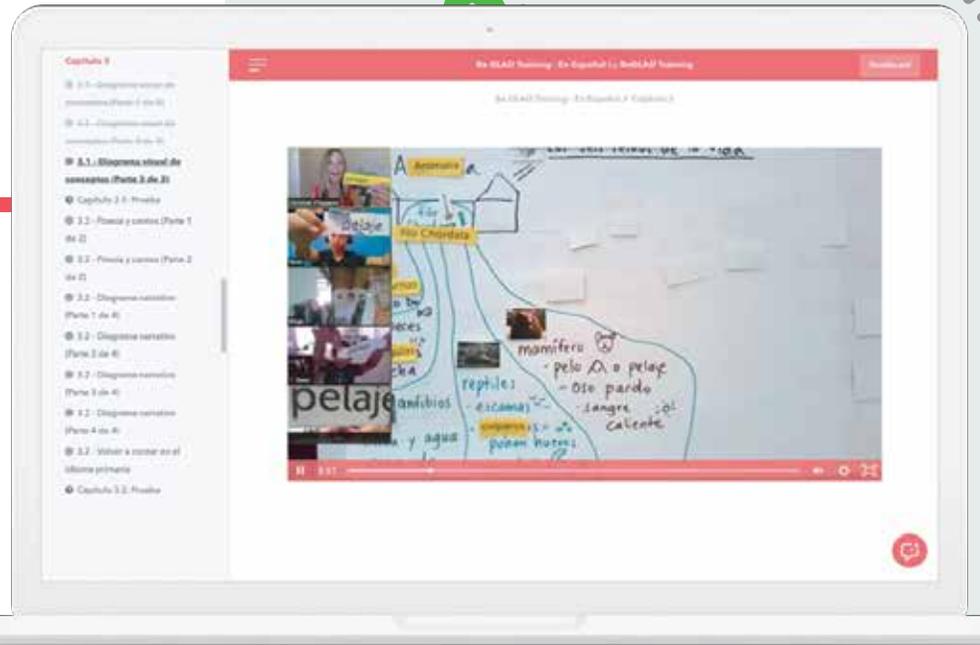
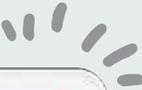


Laurie Nesrala-Miles

Multilingual Educator Editor and Communications Coordinator

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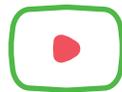
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our word for it.

I was so **excited** when I heard that it is now possible to get GLAD training **online**. The training was **fantastic**. The videos clearly explained all of the different strategies and there were lots of videos of the strategies being used with students. I can't wait to take all that I have learned into my classroom next school year!

Sara H. 1st Grade

The Be GLAD online course has been extremely **beneficial** to my teaching. Our instructor has been amazing and the Be GLAD staff is always responsive to our needs.

Luis C. MS Spanish

This training was **eye-opening** because it provided applicable techniques that were shown in real-time teaching.

Danielle B. 1st grade



This was one of **the best** trainings I have participated in. Seeing all the ways we can support our English Language Learners was great but something even better is that these strategies can be used with ALL learners.

Jennifer O. HS Special Ed.

I **enjoyed** my GLAD online training and I appreciate the fact that I can go at my own pace. I am very excited to use more of these strategies. We all love it!

Poloma A. 2nd Grade

Be GLAD strategies are **terrific** for all levels of K-12 instruction. Like most teachers, I try to be a life-long learner. I've been teaching for over 20 years and Be GLAD gave me new tools to better instruct my students.

Mark N. HS Math

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The World Around Me Is Moving So Much Faster Than Me...



by “GZ”
(aka Grandma Zaida,
aka Zaida McCall-Pérez, Ed.D.)



I used to try to keep up..
I'm not sure I can anymore.
In fact, I'm pretty sure I can't ...
Though I DO still try.
Nina entered middle school this year.
Her friends no longer have brothers and sisters...they have “siblings.”
When I ask who they are, I learn their new names...“gender non-binary” some are.
So, Krista is now “Rain” or is it “Rane”? Oh, dear.
And I learn another friend has a “non-binary sibling.”
“Oh, I see”, I say ...
And to fit this response into my mental framework, I ask, “What’s her sib’s “pronoun”?”
“Oh,” she says, “it is he, him, his” ...
I am momentarily satisfied that I understand, but I'm not sure I do.
But I'm a cool grandma (“GZ”) who is “woke” about “gender-neutral” stuff.
After all, when I was growing up, I was an ally to friends who “came out” as gay and lesbian.
And then I dare to utter the lurking question on my mind. “What is YOUR pronoun, Nina?” I ask.
“My pronouns are she, her, hers,” she says, from the backseat of my car.
“Oh, I say”, unprepared to offer any response at all, really.
“Nina, what if I don't want to have a pronoun?” I ask her. “I just want to be called by my name.”
Our short ride to her dance class is almost over, so quickly I add,
“Nina, do you think it's possible that I am too old to have a pronoun?”
She reflects quietly, the sensitive, bright child that she is, then says:
“It's okay, Grandma. But without a pronoun, I just won't be able to refer to you.”
I peek into my rearview mirror to see her unrevealing facial expression.
I dare to laugh; she laughs. We laugh. We seem to understand one another across generations.
And with that, we arrive at the dance studio.
She collects her make-shift dance bag converted from the “RBC” sack I gifted her at Xmas,
And her mango-coconut Boba drink, as the COVID screener-greeter meets her at my car.
“Thank you, bye Grandma, I love you”, she says as she gets out and waves goodbye.
I say, “Bye, I love you, too”, but she doesn't hear as she runs to the dance studio door.
I drive off hoping I am not “culture-canceled,” as a grandma too old to have a pronoun.

The world seems to be moving so much faster than me.



CABE is deeply saddened by the sudden passing of Dr. Zaida McCall-Perez on September 25, 2021. She was an educator, scholar, consultant, researcher, advocate, and international award-winning author in field of bilingual and English learner education. She also served as President of the California Association for Bilingual Teacher Education (CABTE), an affiliate of CABE. Shortly before her passing, Zaida submitted this poem to the Multilingual Educator. To honor her life and career, we've established the Zaida McCall-Pérez Scholarship Fund and donations may be made at <https://cabe-279770.square.site/> or by scanning the QR code above.





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Community



Stories from the CABE Community

CABE services reach thousands of educators, parents, and families across the state and beyond. This article includes stories from the first-person perspectives of CABE team leaders that provide anecdotes illustrating the impact that CABE is having on students, families, teachers, and administrators. To be part of this work and for more information, contact us at info@gocabe.org or go to www.gocabe.org.

A Story about Student Impact:

When DLI Instruction Works

by Araceli Chávez,
CABE Director of Parent and Family Engagement

As parents, you often wonder if enrolling your children in a dual language program is the right decision and if your children are actually learning and becoming fully bilingual. For me, my son was that validation that I had made the right choice.

Oscar turned 15 in 2017, and we celebrated his birthday by throwing him a party. He had been enrolled in dual language instruction since kindergarten, and he had continued to participate in the dual language academy offered at his junior high and high school. This academy was primarily supported by the collaboration between Anaheim Union High School District and CABE's professional development team. This was the first dual language academy in Orange County for a secondary district. I had proudly promoted this program in my community.

My son decided to open his gifts towards the end of the night. He sat enthusiastically on the couch and began to read his birthday cards aloud. He came across a card

from a co-worker of mine and read her message aloud in Spanish with very eloquent words. Knowing my friend didn't write in Spanish, I was confused, so I asked to see the card. To my amazement, the card was written in English, and Oscar had just done a sight translation on the spot, and his Spanish interpretation of her message was spot-on! I couldn't believe what I had just witnessed. Oscar's ten-plus years of dual language instruction were working, and he was well on his way to becoming fully bilingual! Most importantly, he was very proud of his culture and roots, and he proudly shared with people that he was a dual language academy student at Anaheim High School!



A Story about Family Impact:

When Persistence and a Neighbor Make Connections Possible

by Toni Hernández, Lead Coach and Mentor,
CABE Parent and Family Engagement

The past two years have taught us all so much and have challenged us to stretch out of our comfort zones to learn new ways in which to connect with one another. During this challenging time for families and schools, I have worked closely with parents and school staff in districts throughout the state. Experiencing how Project 2 INSPIRE Leadership classes became a possibility through the transition to virtual statewide connections is a reality I had never imagined.

One story that stood out to me was the experience of a participant whose perseverance and commitment to continue attending a parent leadership class prevailed.

He was a grandparent who had not missed a single in-person leadership class and wanted to continue attending when he was informed that the sessions were transitioning to an online format. Before graduating from this 12-session series, he described his challenge: His school had generously handed out i-Pads to many families to help them stay connected. Not having the skills or knowledge to operate this new device, he reached out repeatedly to office staff and family members for assistance. Each time he was told to connect to the internet and was assured that the resources to guide him could be found on the school's website. The problem was that he didn't know how to connect to the internet using the iPad, nor did he understand how to navigate to the website. Finally, a caring neighbor, who was a nurse, reached out to ask if she could help. Despite her busy schedule as an essential worker at a very demanding time, she took the time to assist this desperate grandparent who just wanted to continue participating in family engagement activities virtually.

I was very inspired by this story which brought to my attention the importance of not only providing resources to help families in our communities but also how critical it is that individuals have the skills necessary to access these resources. In our parent leadership classes, we started a campaign that asked each person to reach out to 2 or 3 others to teach them anything they could to help them connect virtually. I invite you to also join this campaign of empathy and equity by never taking for granted that others have all they need to connect online. We must ensure that our families can access the resources that schools invest in to support the success of our students. By working together in a compassionate way, communities can make this a reality.



A Story About Teacher Impact:

When Professional Learning Includes an "Aha!" Moment

by Rubí Flores, CABE Director of Professional Learning Services

If you ask teachers what they love most about their profession, most will provide the same answer. Yes, you guessed it. I'm talking about that moment when students get it! Those are the moments that remind us why we teach. Through my work with CABE, I witness many of those marvelous "Aha!" moments through my collaboration with educators. One of those unforget-

table moments happened when I was invited to model an ELD lesson in a dual language classroom. We set out to address the challenge of supporting newcomer students to produce language in an upper elementary grade level. During planning, we included a variety of differentiated language scaffolds that aligned with the goals we established.

The next day, I arrived a few minutes early, set up the room, and started the lesson just as we planned. As I finished the whole group portion of the lesson, I prioritized the small group of newcomer students. I asked them a question in English and a student from an advanced group jumped in and said, "They don't speak English." Then, one of the students from the newcomer group looked at me and said "No entendí lo que dijo". I realized then that I needed to modify my strategy. I invited a group of students who were more advanced in their English proficiency to join our group. I explained that they would help their peers understand and use the language we were practicing. We started by identifying cognates, and together, we clarified new and complex words. Finally, we had the advanced group model the language and provide feedback to their peers. At the end of the lesson, all students produced language, but most importantly, they established a community of learners.

I can still remember the excitement in the room during our debrief. We all knew the lesson didn't go as planned, but then again, it never does! We discussed more ways to promote community and leverage the native language, which became a critical goal. We all experienced that wonderful "Aha!" moment ourselves! Language teachers experience many challenges; however, this experience reminds me of the power of true collegial collaboration and the impact that our shared learning can have on the children that we serve. We learn better when we do it together!

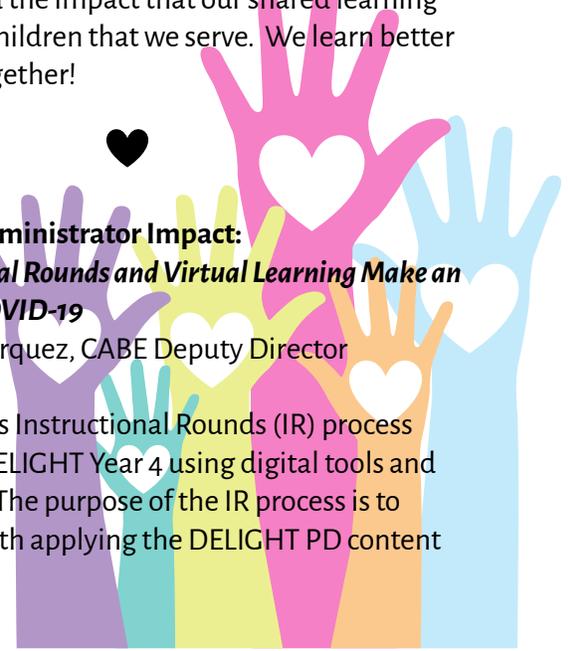


A Story about Administrator Impact:

When Instructional Rounds and Virtual Learning Make an Impact During COVID-19

by María Villa Márquez, CABE Deputy Director

Project DELIGHT's Instructional Rounds (IR) process continued into DELIGHT Year 4 using digital tools and Zoom meetings. The purpose of the IR process is to assist teachers with applying the DELIGHT PD content



into their classroom practices and increasing their pedagogical knowledge of the writing process. This year the process was facilitated by the DELIGHT team using Zoom meetings.

The IR process focuses on a set of reflective questions, which delineates writing expectations for teachers and students and provides more cohesion in writing practices across the Dual Language Immersion (DLI) schools. The writing expectations were created with teacher feedback and were refined at the start of the school year at each school site to meet the demands of online teaching and digital writing tools. The expectations are referred to as “look fors” and apply to both the sheltered English and Spanish DLI programs. The IR process continued to be aligned to the common core writing standards, as well as the school-defined “look fors.” These indicators continue to build on Project DELIGHT’s goals of developing a community of writers through the writing process, explicit vocabulary instruction, and self-regulation strategies.

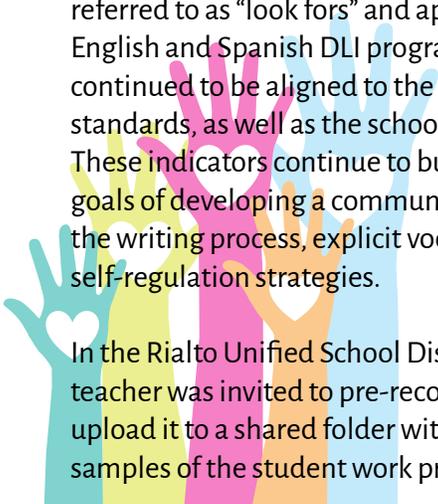
In the Rialto Unified School District, each SEI and DLI teacher was invited to pre-record a writing lesson and upload it to a shared folder with at least three writing samples of the student work produced as a result of the

lesson. During the IR, the grade-level teams shared their videos, discussed reflective questions aligned to the writing objectives and “look fors,” and then provided each other feedback for next steps. Highlights from the grade-level discussions were shared as vertical teams. Positive instructional shifts continued to be reported from administrators and teachers across all participating school sites. This was evidenced by more virtual classrooms using writing checklists with criteria or rubrics for students to reference online.

One site administrator shared with me a reflection of and gratitude for the CABE DELIGHT Team’s support during this difficult time...

“The transition from in-person to distance learning and a digital collaboration platform has been challenging. However, partnering with CABE and experiencing their innovative collaboration and development platforms has shown me how to continue to be an effective leader through digital platforms. Thank you, CABE Project DELIGHT and Dr. González, for passionately engaging in the development of our teachers. This has and will continue to allow us to provide effective and engaging experiences for the continued development of our community.”

—Dr. Raymond Delgado, Principal, JP Kelley Elementary



LAS VOCES DE LOS ESTUDIANTES AL REGRESAR A CLASE

El otoño pasado, CABE preguntó a los estudiantes, “¿Cómo se siente volver a la escuela después de meses de aprendizaje a distancia desde casa?”

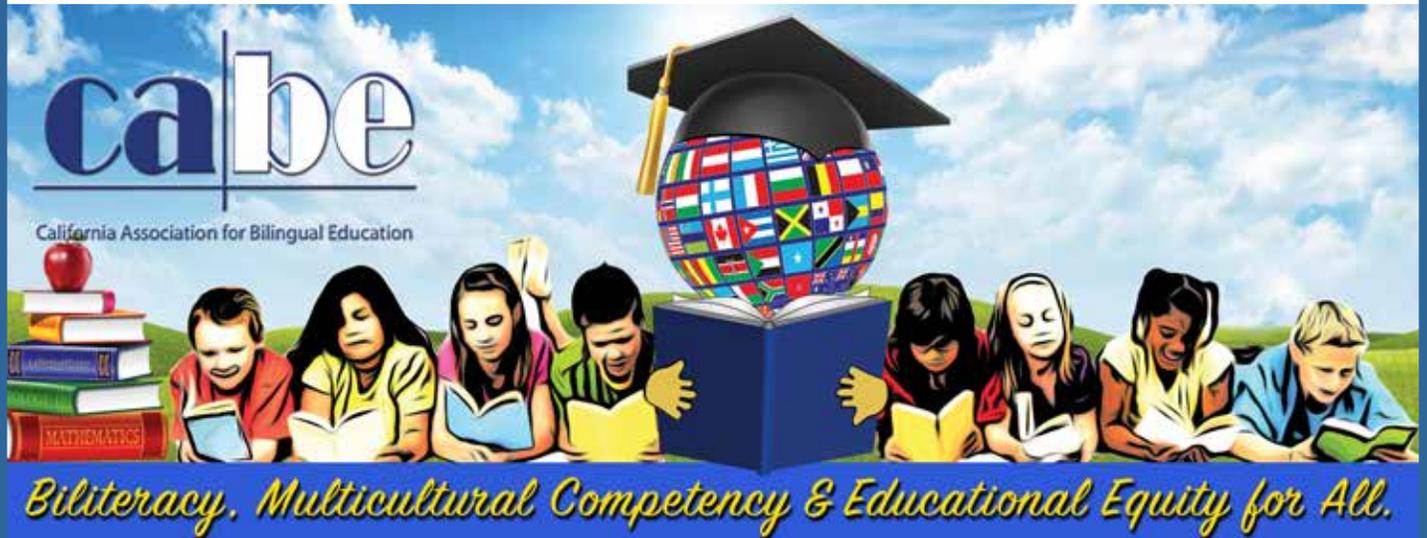
**Nichole Nieves,
Grade 6, Garretson Elementary, Corona-Norco Unified School District**

Para mí, es emocionante regresar a la escuela después de tanto tiempo, y disfrutar la compañía de mi maestra y compañeros. Me encanta aprender en mi clase. Ahora puedo hacer preguntas, pedir ayuda y ellos están dispuestos a ayudarme. Siento el cariño de ellos y las clases se hacen más entretenidas. Algunos amigos son divertidos y me siento feliz a pesar de todavía continuar con las medidas de seguridad del COVID-19.

Hay muchas cosas que cambiaron. Veo a amigos más sociables que antes y más preocupados el uno por el otro. Definitivamente, prefiero una clase presencial que a distancia. Me gusta correr, saltar, jugar, reírme y disfrutar de mi escuela. El aprendizaje en casa no es tan bueno porque estoy sola y me siento distante, alejada del resto; no me sentía tan contenta como hoy. Todos los días me preparo para ir a mi escuela. Como ella ninguna, es mi segundo hogar y soy muy afortunada de estar en la escuela.

The English translation is available in the appendix of the online version: <https://www.gocabe.org/communications/multilingual-educator/>.

The **California Association for Bilingual Education (CABE)** is one of the premier nonprofit educational organizations in the state and nation serving the needs of biliteracy and English Learner students, their families, and the educators who serve them!



CABE PROGRAMS AND SERVICES

CABE offers programs and services to address the evolving needs of biliteracy and English Learner students at local, state, national, and global levels. Turn to CABE for your program and policy needs during distance, hybrid and in-person learning. We are here for you!

- Annual and Regional Conferences
- Professional Development Services for Biliteracy and English Learner Programs
- Dual Language Immersion Toolkits, Training, and Coaching (Pre K-12)
- Parent and Family Engagement and Leadership Seminars and Resources
- US Department of Education National Professional Development Grant
- EL Roadmap Implementation Immigrant Rights and Safe Haven Schools
- Multilingual California Project/EWIG Grant
- Bilingual Teacher Pathway Support
- Seal of Biliteracy—High School and University
- Translation and Interpretation Services
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Networking for Effective Advocacy and Social Change: A Model Approach by Latina Lawyers



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The natural inclination to gravitate towards those with whom you share a unique leadership experience aptly describes the early bond between the first, second, and third female presidents of the Hispanic National Bar Association (HNBA). That bond, which started in 1991, was formalized in 2008 with the creation of the HNBA's Latina Commission ("Commission") and codified in HNBA bylaws that made all past female HNBA Presidents lifelong members; a feat accomplished during the tenure of a Latina President.

1. Assess the extent of gender equity in the leadership of the professional organization(s) within the profession itself; formulate and implement a plan to resolve the inequities.

The HNBA was established in 1972 to, notably, promote the appointment of Latinos to the federal bench and the United States Supreme Court. Like most organizations, the HNBA's leadership was dominated by men until 1982, when Ambassador Mari Carmen Aponte challenged the status quo and, as a Puerto Rican, was elected by a predominantly male and Mexican American membership. Nearly a decade passed before the second female and first Mexican American woman, Dolores Atencio, was elected President (1991-92). The gap between the second and third female President was shortened through intentional mentoring, and

California Association for Bilingual Education's General Counsel, Mary T. Hernández, served as President from 1994-95. Four years later, a significant milestone was achieved when two Latinas led the organization in consecutive years: Lillian Apodaca (1998-99) and Alice Velasquez (1999-2000). Unfortunately, another eight years passed before Ramona Romero became the 6th Latina President. Collectively, we knew proactivity was essential.

That we, as Latinas, stepped into leadership roles was not an act of sheer vanity or ego but rather was necessitated by external factors. These factors included foremost that, up to 2009, we knew anecdotally there were few Latina lawyers. Gender discrimination preventing women from practicing law in the country had a profoundly adverse impact on Latinas, further delaying our entry into the profession. In 1873, women officially were *outlawed* from the practice of law by the U.S. Supreme Court's decision in *Bradwell v. Illinois*. "By 1920, when all women were given the right to vote, all states permitted women to the bar."² Despite the slow but steady progress made by women entering the legal profession, especially since 1960 when 3.5% of law students were women, it continues to be male-dominated. Of the 1.33 million lawyers in the U.S. in 2020, women constitute nearly 38% of all lawyers or

400,000. In sharp contrast, there are approximately 26,600 Latina attorneys, representing only 2% of all lawyers. (Combined, Latinos and Latinas constitute 5% of all lawyers in the country.) To compound matters, the growth of lawyers has stagnated over the past six years, with 1.33 million remaining the same as in 2015.

By the year 1980, fewer than 2,000 Latinas had become lawyers³. Waiting for a critical mass of Latina lawyers to assume leadership within the HNBA simply was not feasible.

2. Create a Commission, Section or Committee specifically designed to address the gender inequities in the organization's leadership structure and within the profession.

In 2008, Ramona Romero succeeded in creating the HNBA's Latina Commission, whose mission was to identify and address obstacles facing Latina lawyers, as well as to formalize a national support network. Ramona convinced the Board of Directors to appoint not only the former but all future female presidents as life-long members of the Commission and to codify these appointments in the HNBA Bylaws. Thus, the *Nena connection*⁴ was formalized. During her tenure, Romero strategically utilized the former Presidents as her unofficial shadow kitchen cabinet and outright, by appointing Atencio as the Commission's first Co-Chair. Ramona left the Commission's agenda to Atencio but requested a "study" of the status of Latina lawyers since none existed.

During its inaugural two years, the Commission completed two national studies on the status of Latina lawyers (expanded discussion below); developed a logo depicting the experience of Latina lawyers—a flower blossoming through cement, depicting the experience of Latina lawyers to succeed by breaking through the intersectional barriers of gender, race, and ethnicity—and established the *Primeras Abogadas Award* and annual luncheon program, copying from the Inaugural 1993 luncheon. As the 1993 HNBA Convention Chair, Hernández asked Atencio to create a program honoring the nation's first Latina lawyers, to which Atencio unwittingly agreed. Fresh off her HNBA presidency, Atencio relied upon the HNBA's national network to identify 21 of the earliest known Latina lawyers. She presented a slide show at the 1993 Inaugural Latina Luncheon that, in 1994, was developed into a 50-minute documentary entitled *Las Primeras*. In 2008, the

Commission revived the *Las Primeras* research to further identify the earliest Latina lawyers. The research was limited and incomplete by the end of Atencio's tenure due to the volunteer status of the Commissioners and the wide-ranging research required.

3. Conduct a Study on the status of Latinas in your respective field/profession, publish and disseminate the Study results and adopt an Action Plan to address inequities documented.

The Ned

Few and Far Between: The Status of Latina Lawyers in the United States (2009) was the first of two national studies undertaken and completed by the Commission, followed by the second, *La Voz de la Abogada Latina: Challenges and Rewards in Serving the Public Interest* (2010).⁵ The need for both Studies was described in the 2009 Study foreword.

"...the legal profession needs to better understand and address the barriers Latinas face, including the impact of gender, ethnicity, and race on success and advancement in the legal profession ... Latina lawyers remain grossly understudied. While numerous studies have examined the issues and barriers women encounter in the legal profession—women attorneys of color in general, and Black women attorneys specifically—very little research has been conducted on the unique gender, ethnic and racial issues and barriers Latina lawyers experience. Moreover, there are no data with detailed information about Latina/o subgroups based on country of national origin. With only limited demographic and statistical data and information on Latina lawyers available, a critical information void exists. Additional information—both quantitative and qualitative—is sorely needed to better understand the factors affecting the underrepresentation of Latina lawyers across the legal profession. Armed with this information, the profession can begin to address those factors directly."⁶

The studies envisioned by the Commission Co-Chairs (both familiar with other national studies) would cost literally thousands of dollars. The Commission had no funding. "What the Latina Commission lacked in funding, however, was overcome through fortitude, a supportive HNBA leadership, and a network of very resourceful Latinas."⁷

The Commission was fortunate to enlist the volunteer research talent of two researchers who framed the research parameters that included a mixed-method transformative design in two distinct phases and a sequential exploratory strategy to give priority to the experiences and perceptions of the understudied Latina lawyer population. Fifteen focus groups were held across the U.S. in cities from California to New York to ensure geographic and ethnic diversity, followed by a national survey administered by St. John's University Law School, which was also conducted and approved by the Institutional Review Board. In total, over 600 Latina lawyers participated in both Studies.

Critical Findings

For the first time, the Latina Commission was able to quantify the number of full-time Latina lawyers employed in the U.S. at 13,000 in 2008.

- Half the Studies' participants were Mexican American; the majority were born in the U.S., with half identifying as second-generation and 33% as third-generation American.
- 84% reported English as their primary language; 60% reported being bilingual in English and Spanish.
- Over half the Studies' participants were married or in committed relationships, with no children at home. Of those with children, the vast majority had two or fewer children.

Latina lawyers are underrepresented across all sectors in the legal profession.

- Many experience isolation in the workplace and encounter not a glass but a multi-layered concrete ceiling—gender, ethnicity, and race—that acts as a triple threat to success. Barriers include overt sexism, the dual role of career and motherhood (accentuated by Latino cultural expectations), tokenism, being viewed as a foreigner, and pressure to conform to the dominant culture.

Latina lawyers earn less than other majority and minority groups.

Critical success factors reported included family support, mentoring, strong work ethic, perseverance, and the presence of strong Latina role models that consisted of primarily mothers or other female

family members who encouraged them to pursue an education.

4. Create and implement programs intended to address the inequities revealed in the Study.

Since 2009, the Commission has developed impressive programming to address the inequities and obstacles identified in the 2009 and 2010 Studies, including:

- Annual Latina Leadership Academy, Annual Latina Executive Leadership Program—professional development and leadership training programs. Specifically developed for Latina lawyers, the curricula draw from the Commission's research to address areas identified as key to shattering glass ceilings and securing the advancement and success of Latina lawyers. The Commission also developed an *Academy-in-the-Box* to sponsor Regional Leadership Academies with local HNBA affiliates, workplace affinity groups, or local communities of Latina legal leaders.
- *Pearls of Wisdom* panel presentations held across the nation of accomplished Latina lawyers for Latina high school and law school students to expose them to the legal profession and opportunities.
- *Girls & Boys Club and Girl Scouts of America* programming designed to expose Latina youth to the legal profession.
- Participation in HNBA's Annual Legislative Day, focusing on issues of gender discrimination, advancement of Latinas in the public sector, and relevant issues impacting the broader Latina community with U.S. elected and appointed officials.
- Continued involvement in research projects, such as American Bar Association (ABA) studies; and support of *Las Primeras* and *Luminarias de la Ley* research, including printing Atencio's two publications documenting historical highlights of Latina lawyers (2013 & 2014).
- Creation of the *Aponte Award* that recognizes younger Latina lawyers for achieving a significant and first-time milestone; differentiated from *Las Primeras Award* that honors Latinas who have practiced for at least 30 years.

Starting Fall 2020 through the present, a unique collaborative effort between the HNBA, including President Elia Díaz-Yaeger, and ALLP leaders Atencio and Hernández was created to promote Latinx candidates, including Latinas, into PAS⁸ positions. A Subcommittee consisting of other former HNBA

presidents and leaders focused on United States Attorneys, PAS, and other significant federal positions. The Subcommittee has worked with *Leonas*, a national network of Latina influencers, to promote Latina lawyers for high-level federal management jobs.

5. Document the legacy of Latinas who paved the way, i.e., write our own history, through research and public recognition ... for posterity and benefit of our Latina youth.

One of the Studies' findings, though eye-opening, was not surprising. Fifty percent of Study participants reported serendipitously falling into the legal profession. This finding triggered the realization that there were no educational programs, history classes, or books about the history of Latina lawyers (i.e., Latina role models were missing from the history pages), or systemic recruitment efforts to educate, expose and recruit Latinas to the legal profession. Some of the programs created by the Commission, such as *Pearls of Wisdom*, were intended to address this dearth of programming.

To capture the history of Latina lawyers, a comprehensive research approach and affiliation with an ABA-accredited law school were imperative. In 2015, Atencio continued her research started under the HNBA Commission banner at the University of Denver to create *Luminarias de la Ley | Luminaries of the Law*—a national history project to identify and document the accomplishments of the first Latina law graduates and lawyers over a 100-year period, circa 1880-1980. The *Luminarias Exhibits*—in physical and digital formats—were created and showcased across the country for the benefit of Latina lawyers and aspiring lawyers.

Conclusion

During the recession, the legal profession suffered a significant decline in law school enrollment. By 2019, the decline stopped at 2015 levels with a noticeable change in the enrollment of law students of color. White students still comprised the majority of law students at 62%. Latino law students represented 12.7% of the total, doubling in 20 years from 1999 to 2019.⁹ “While the numbers of white men and white women in law school have converged, the gender divide among nonwhite students has tilted toward women. Nearly twice as many Black women as Black men study law, and **roughly 58% of Hispanic and Asian-American law students are now women.**”¹⁰ [Emphasis added.] Stated otherwise, the “majority status” of women in law schools today is directly attributable to the increase of women law students of color.

This year, the Latina Commission celebrated 13 years of programming and success through generational leadership and the *Nena* link. Together, we founded a sisterhood, identified/created role models, formed amazing friendships and bonds, helped to professionally develop our younger generation of Latina lawyers, and embraced our students. Through the Commission, we share a passion for social change and equity.

In these 13 years, the number of Latina lawyers has doubled from 13,000 to 26,600. Whether or to what extent, if any, the proactivity of the Latina Commission is responsible for this increase is difficult to quantify. At the very least, the Commission bears some credit. As the recognized national leader of Latina lawyers, clearly, the Commission continues to shoulder the responsibility to expose, educate and recruit Latinas to the legal profession. ✍

Footnotes and references are available in the appendix of the online version: <https://www.gocabe.org/index.php/communications/multilingual-educator/>

BACK-TO-SCHOOL STUDENT VOICES

Last fall, CAFE asked students, “What’s it like to get back to school after months of distance learning from home?”

Octavio Joaquin Moreno

Grade 8, Parkview Elementary, Mountainview School District

My life in school has been a great experience for me. I’ve had my ups and downs, but going into virtual learning was something different. I believe that virtual learning was fine, but there were so many things I missed out on, including field trips, projects, collaborative assignments, and much more. I’m very grateful that I’m back to school in person. I get to see my friends, do projects, learn more effectively, and get challenges on my assignments. That is how I feel about going back to school and how virtual learning has affected me.

Lengthening the Language Line | From High School to Higher Education: University Global Seal of Biliteracy



Cristina Alfaro, Ph.D., *San Diego State University*
Reka Barton, M.A., *San Diego State University*
Alma Castro, Ed.D., *California Association for Bilingual Education*



“As a First-Generation Latina college student—Spanish heritage speaker, for the first time in my life—my bilingual and biliteracy skills (Spanish/English) are formally recognized in academia.”
(UGSoB recipient, 2021).

Introduction and Background

The United States has experienced an outpouring in Dual Language (DL) education programs over the last decade, and California’s Proposition 58 has provided school districts increased flexibility in the types of language program models offered in schools. In 1998, California approved Proposition 227, which banned bilingual education and required students to learn English only. After the passage of Proposition 227, grass-roots efforts led by a coalition of civil rights leaders, teachers, and education advocates (Californians Together) resulted in policy change with Assembly Bill 815.

These efforts established the State Seal of Biliteracy (SSB) in California in 2011 (Heineke & Davin, 2020) with the purpose, as documented in the literature, to prepare students with the skills necessary for the twenty-first century. The SSB, designed by language advocates, teachers, administrators, and state policymakers, not only encourages linguistically diverse students to learn English and maintain their home language but also promotes access for English speakers to develop

proficiency in another language. Further, the SSB recognizes an additional language as an asset for the state, nation, and world—and validates biliteracy and bilingualism as an important twenty-first-century skill for the global economy and for universities to recognize and give academic credit (California Department of Education State Seal of Biliteracy webpage). The SSB recognition also aims to elevate multilingualism and provide employers and universities with a method for recognizing and valuing a candidate’s bilingual, bicultural, and biliteracy skills. Furthermore, it promotes the unveiling and celebration of students’ self-identity and linguistic and cultural assets.

Linguistic and Cultural Multicompetence

Affirming and honoring students’ linguistic and cultural diversity is imperative for advancing educational outcomes with a multilingual and global vision while students are encouraged to expand their primary language, develop proficiency in other languages, and draw on their linguistic wealth to make connections to new learning and to a multilingual society.

Language policies in the United States, however, have always been a manifestation of ideologies rather than educational debates (Alfaro, 2018). For example, regardless of whether language policies are assimilationist or pluralist, the ideologies, sociohistorical factors, and sociopolitical context behind education policies determine the educational quality, experiences, access, and opportunities imparted to linguistic minoritized students. These factors ultimately impact language learning in PreK-20 education, which, in turn, shape the self-identity, lives, and futures of students and their families.

As we look towards the future, SSB initiatives and more progressive language policy shifts favoring multilingual education and recognizing student linguistic wealth in higher education are building positive momentum. In 2020-21, for example, 72,593 SSBs were awarded in California. Altogether since its inception, from 2012 to 2021, a total of 404,428 high school seniors earned the SSB in California (CDE State Seal of Biliteracy webpage). This data affirms growth not only in valuing student linguistic capital but also in recognizing the hard work of families, educators, and community members who promote heritage language learning and maintenance (Castro, 2020). The collective wisdom of those who engineered the establishment of language education policy continues to guide us as we extend language learning at the university level.

Currently, the questions that remain are: what can Institutions of Higher Education (IHEs) further do to acknowledge and give value to the SSB? And more importantly, what pathways are being created and can be created to continue expanding language learning opportunities for students once they graduate from high school and enter the university?

The University Global Seal of Biliteracy: Lengthening the Language Line

This article documents the journey and critical reflections of one Hispanic-Serving Institution (HSI) Transborder University while launching a systematic pathway for university students to lengthen their language learning by working towards obtaining a University Global Seal of Biliteracy (UGSoB).

San Diego State University (SDSU) International Affairs, in partnership with the Multilingual California

Project (MCAP), developed and implemented the UGSoB to affirm students' linguistic and cultural assets as outlined in the California English Learner Roadmap (<https://www.cde.ca.gov/sp/el/rm/>). The guiding vision for the initiative was to enrich language learning opportunities for university students and for them to become what Valdés (2020) coined “linguistically multicompetent.”

San Diego State University's UGSoB is a digital badge that SDSU students can earn through participating in a cultural and linguistic immersion experience and demonstrating working proficiency in the following four domains: reading, writing, listening, and speaking in a language other than English. Proficiency is validated through standardized testing using the ACTFL proficiency scale.

Together, the State Seal of Biliteracy (SSB) and the SDSU UGSoB initiatives incentivize and lengthen language learning through a high level of recognition at both the high school and university levels. For example, in order to value and honor students' linguistic wealth in the CaliBaja region, SDSU launched its inaugural UGSoB in Spanish in spring 2021 to create a process that can be disseminated throughout the California State University (CSU) system, as well as other universities. The first cohort of 14 students received their UGSoB digital badges in May 2021, during the first semester it was offered. (<https://www.sdsu.edu/internationalaffairs/globalseal>). These recipients included seven students from the International Business program and seven from the Fowler College of Business—thirteen of which identified as Latinx. (https://newscenter.sdsu.edu/sdsu_newscenter/news_story.aspx?sid=78368). Subsequently, the SDSU UGSoB has gained interest not only within SDSU but also throughout the CSU system.

The Inaugural University Global Seal of Biliteracy: A Case Study

At SDSU, the goal of earning the UGSoB was ultimately not only about language proficiency but also about demonstrating holistic bilingualism/biliteracy and the interconnectedness between language(s) and culture(s) while becoming linguistically multicompetent. Students who meet this global requirement must engage in a linguistic and cultural immersion to amplify their linguistic and cultural

ideological consciousness (Alfaro, 2018), which may include a study abroad or a local experience within the region as long as it is connected to critical global projects and learning outcomes.

In an attempt to create a sustainable and longitudinal program around the UGSoB, we embedded a research component into the pilot of this project. We wanted to learn from students' and institutional affiliates' experiences during the UGSoB inaugural year and to garner honest and authentic feedback to help grow and strengthen the program for years to come.

Research and Findings

During the first year of this initiative, focus groups were conducted with students and key institutional partners to discuss the value and process of the program implementation (Glaser, 1965). Eight recipients were interviewed, including an additional student interested in retaking the exam. In addition, three institutional program partners were also interviewed. These partners were faculty members within the participating programs and the instructor of the language support seminars.

Preliminary findings from interviews that aimed to capture students' perspectives about the program and the process revealed the following findings.

Building Confidence: Language learning should not cease after high school

Interviews confirmed that the linguistic and cultural wealth of high school students should continue to hold value in IHEs and as students enter various career paths. Participants suggested that their prior high school exposure to language proficiency testing gave them the confidence to seize opportunities that value and celebrate their native language identity into the university level and the desire to continue their language studies:

“Because I’ve taken a previous multiliteracy test in high school,” one participant shared, “I know what they expected” (UGSoB recipient, 2021). In short, having the biliteracy line lengthened from high school to university increases motivation, readiness, confidence, and success, as one student expressed: “I want to say [the language exam] was easier because I felt confident of what was going to be on [the test]” (UGSoB recipient, 2021).

Likewise, educators have the opportunity and responsibility to build students' confidence by informing them that in today's global economy, professionals who are linguistically multicompetent—individuals who can communicate and interact with intercultural competence—will be in greater demand (Estrada, Lavadenz, Paynter, & Ruiz, 2018; Callahan & Gándara, 2014; Valdés, 2020).

A Newfound Multifaceted Language Perspective

Interviews with UGSoB participants also revealed that the program allowed students to discover their language as multifaceted. Not only were they able to express themselves through their bilingual testimonios, but they also communicated that the process of receiving their UGSoB expanded their perspectives on both the personal and the professional benefits of the UGSoB. One participant, for example, “wanted to see if [passing the exam] was something I could do,” both inspired by the idea that demonstrating advanced proficiency would ultimately be a pathway to achieve multiple aspirations: “So [my motivation is] kind of a little bit of both—business and personal” (UGSoB recipient, 2021). The student's recognition that language has multifaceted dimensions was a key driver to inspire students to set a goal and meet it.

Newfound Perspective on Building Credibility through Multilingual Competence

Another recurring theme throughout the focus group interviews was connected to the newfound belief that an UGSoB designation will contribute to greater personal credibility when applying for career opportunities, as expressed by the following comment:

“...in regards to getting that little piece of paper that actually says, you [are proficient] in that level, kind of helps with credibility.” (Focus Group 1, pg. 2)

The majority of students expressed that obtaining the UGSoB allowed them to embrace their bilingualism and the belief that better bilingual proficiency would provide greater professional credibility. Participants also expressed that the UGSoB is a powerful tool that recognizes linguistically diverse students capable of dominating more than one language, not only in personal and educational settings but also in professional ones.

UGSoB Impact on Latinx Students

Focus group interviews revealed that Latinx students saw that the recognition of their bilingualism and biliteracy enhanced their appreciation for their cultural and personal experiences. In addition, Latinx participants stated that although receiving the UGSoB had not altered their sense of identity nor their appreciation for being connected to their families, cultures, and countries through Spanish—the UGSoB gave them personal reassurance and a sense of confidence in their Spanish comprehension and speaking abilities.

This feedback is valuable as SDSU strives to be a model for the successful and sustainable implementation of the UGSoB across other HSIs throughout the nation.

Future Considerations

As we continue to build and strengthen pathways and partnerships for the State Seal of Biliteracy to grow and expand into the University Global Seal of Biliteracy at the IHE level, there are some critical questions to consider. We pose the following questions as we continue to labor together in the work of education, language, access, equity, agency, and advocacy:

- What does a UGSoB look like at the university level while promoting access, equity, rigor, prestige, and accountability as we expand in and outside of SDSU, California, and to the world?
- How do we successfully implement, sustain, support, and document this work through a resource guide that can be made available for other IHEs and other languages?
- How can IHEs work closely with school districts to grant students credit for the SSB and create a seamless transition from high school to the university?
- How can IHEs work towards granting an official UGSoB on students' university transcripts and diplomas?

This work, research, and continued critical inquiries will pave the way for the documentation of best practices that will lead to an IHE-UGSoB guide. Such a guide is needed to help develop and implement university policy that supports and values the linguistic wealth students bring to our universities. Moreover, it is incumbent on those of us who continue

to advocate for systemic pathways to organize ourselves and to collectively and collaboratively meet the growing demands and current challenges in preparing linguistically multicompetent global leaders at our respective universities.

We need to look at ways to collaborate and share resources among states and university systems. The time has come to vigorously address the restrictive language policies and dominant ideologies that have caused harm to our educational system. We must find ways to continually and strategically create university pathways for students to expand their linguistic multicompetence to meet rigorous global 21st century standards (Alfaro, 2021).

Discussion

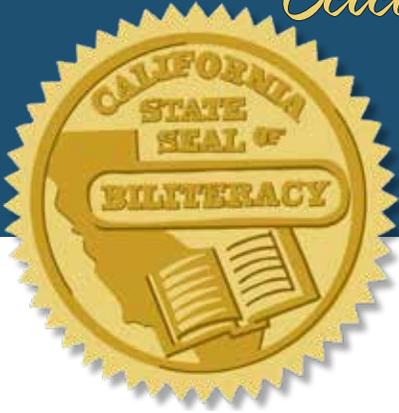
Though we are optimistic about the future, it is well documented in the literature that much work still remains to be done—in order to break down the barriers to access, equity, and inclusion for linguistically diverse students, especially students of color. For example, research shows that while speaking another language should be seen as an asset, students of color who speak a language other than English are not equally recognized as white, bilingual students (Heineke & Davin, 2020a).

Furthermore, students in focus groups claimed they felt more comfortable speaking another language, primarily with their peers. These interactions should not only be valued, but also encouraged institutionally as well (Puig-Mayenco et al., 2018). Hispanic-Serving Institutions, in particular, have the opportunity to lead in this area by incentivizing the value of the Spanish language across educational settings. Therefore, IHEs must prioritize the development of pathways for students to be recognized for their linguistic multicompetence. The UGSoB is, therefore, just one way for IHEs to do this while equalizing the linguistic playing field and by equitably advocating for dual or multilingual language learners and speakers. It is critical that our collective work continues and grows to include all students in service of nurturing and developing multilingual global learners and leaders who will impact the world in greater ways. ☞

References are available in the appendix of the online version: <https://www.gocabe.org/index.php/communications/multilingual-educator/>

Celebrating the 10TH Anniversary of the

STATE SEAL OF BILITERACY!



by **Alma Castro, Ed.D.**
*California Association for
Bilingual Education*

We're celebrating the 10th anniversary of the California State Seal of Biliteracy! In 2011, the California legislature signed AB815 into policy which means that high school students meeting the eligibility requirements can receive a seal affixed to their diploma to recognize and honor their bilingual and biliterate talents.

The State Seal of Biliteracy (SSB) was launched during the 2011-2012 school year and in 2012, 10,685 high school seniors were recognized and received the seal of biliteracy as biliterate students having proficiency in two or more languages.

The SSB has grown, and its impact has been seen across the state. We now have over 1,112 schools participating in this recognition. During the 2020-21 school year, there were 72,593 State Seal of biliteracy recipients. Since its inception, 404,428 high school seniors statewide have received this honorary recognition.

The SSB honors students' cultural and linguistic talents as an asset and a resource for learning content. For students, this recognition is also shared with their family by honoring their

family's heritage language. Students that possess linguistic capital continue strong ties with family and the community and students express pride in inheriting bilingual skills that are advantageous for their participation as global scholars in a twenty-first century market.

Considerations-Recommendations for Implementing the SSB:

- Establishment of a committee tasked to organize and equitably promote the SSB
- Social media outreach
- Leveraging communication at the district level
- Community outreach
- Recruitment, include voices of prior year recipients
- Training, PD for all staff, administrators & counselors to promote the SSB
- Budget investments
- Embedding an evaluation process to measure effectiveness
- Identifying who at the school will lead the SSB program (key person and job duties)

CDE Seal of Biliteracy Resources

- For information on implementing or expanding the Seal of Biliteracy efforts in your district, click the link or scan the QR code to visit the SSB website:
<https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>
 - Updated Guidance for Awarding the State Seal of Biliteracy for 2021–22 is available at this website. See the letter (8/4/21) under the tab, "Procedures, Requirements, and Forms" for the latest updates.
 - The CDE State Seal of Biliteracy Frequently Asked Questions webpage has also been updated to include questions addressing the new guidance for 2022 graduates.
- If you have questions about the State Seal of Biliteracy, please contact:
Gina Garcia-Smith
Education Programs Consultant
Multilingual Support Division, CDE
916-319- 0265 or SEAL@cde.ca.gov.





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Conversations with My Canvas



Sandra Silberzweig

*Visual artist and creator of the Silbersenze™ method
CABE Artist of the Year 2019 and 2022*

Hello! My name is Sandra Silberzweig, and I'm a Synesthete.

A synesthete is a person who has an involuntary neurological condition called synesthesia. For most of my life, I unwittingly experienced this disorder and the anxiety it caused me. I would like to share my personal narrative about growing up in the sixties and how synesthesia affected the social and emotional aspects of my development.

My early education was a bewildering experience as I tried to adapt to a well-intended but non-inclusive school system. Until I became much older, I struggled with an ambivalent attitude that devastated my self-esteem. Today, I am a confident and creative person who embraces the challenges and triumphs of living life as a synesthete. I now consider synesthesia to be an extraordinary superpower! I use it as my magical wand, waving and sprinkling that special ingredient all over my creative ventures!

What is Real Original Art

My early art classes in the late sixties endorsed an educational

curriculum that focused on a “one-size-fits-all” westernized format. Unfortunately, it lacked the benefit of imagination, the heroines of inspiration, the flavors of diversity, and the assurance of inclusion. We were taught the traditional basics of art and introduced to the old white male painters who dominated the art scene. Learning about these classic artistic principles and elements has served me well throughout the years, but I believe my inner artist wild child wasn't sufficiently nurtured. Any attempt to convey my concerns verbally or to express my creativity openly were not appreciated. Options were not a possibility back then. Art was considered an easy “A” subject, and all you had to do to make the adults happy was create a comparable drawing of the artist's original painting.

No Imagination or Enthusiasm Required

So, what happens when your hand has an unruly mind of its own, betraying your attempts at compliance and defying instructions with every impulsive splat you spill onto the canvas? Well, that was a

young and fearlessly creative me. I was referred to as the “square peg in a round hole” and the un-budding artist. Repeatedly, I was told to focus on mastering my art skills and was reminded of my escapades by the lower grade circled on the report card. Eventually, I complied somewhat but always felt artistically stifled and bored.

It Just Doesn't Make Sense.

That's what I concluded growing up, I believed that everybody thought and felt the same way I did, but no one wanted to admit they had weird thoughts or strange experiences.

Now I know the difference and the reason why I struggled with anxiety-related issues. I sensed that something else was wrong, but the medical community at the time didn't know much about synesthesia, mention it, or consider it to be a viable diagnosis. So, I began conducting my own research, looking through books and blogs until my curious condition had a name! I was drawn into the magical world of synesthesia, and for the first time ever, all the nonsense I experienced

finally made sense! Only recently did I discover that I was struggling with over six types of synesthesia varying in intensities and combinations. Some of these episodes were physically intrusive, producing realistic sensations that are felt on your skin. They can feel like a spider crawling down your back, a bumpy car ride, or the wind blowing in your face.

The Language of Emotions

I didn't know how to use my outer voice to explain these happenings to the adults, and certainly not to my friends for fear of judgment. When I was a little older and tried to verbally convey the essence of these synesthesia episodes, I saw myself acting out a bizarre performance that featured erratic hand gestures, accompanied by a dialect of unintelligible babbles. I was frustrated, feeling that all the words and body language in the universe couldn't possibly convey the gist of what I was seeing and feeling. That's when I realized that speech alone wasn't effective in expressing my emotions. I was determined to find a new way to "speak" my own diverse language. As I learned to trust my inner voice, the canvas became a spokesperson for all the emotional turmoil I was experiencing. "We" were able to engage in a safe and mutual conversation without the burden of words. The canvas and I became great friends, and I continued to explore my thoughts and feelings through colorful paints and bold markings.

The United State of Senses

As we learn to navigate our world, the stimuli we experience are just meant to activate one sense at a time. Instead, a synesthete can perceive their world with several

senses firing off at once. Synesthesia disrupts the logical connections in the sensory system. For example, a synesthete hears music but also experiences an additional sensory stimulation. Some may experience the taste of apple pie or the smell of coffee. A few might see in their mind's eye a rainbow of colors while listening to the music. Some may be skeptical, unsure if they imagined the scenario, or just think it's a type of memory.

Synesthesia is an intuitive phenomenon that you are born with and still remains a complex and mysterious disorder. There isn't a definite diagnosis or cure, and it can mimic or overlap other medical conditions, which can further confuse the individual. Synesthesia isn't visible or contagious. It doesn't discriminate against who is affected, and it remains your companion for life. You can't control the essence of a synesthesia episode or have the same experience as another synesthete. Fully understanding this condition in its entirety is just beyond our realm of comprehension. Ultimately, one will end up asking more questions than receiving the answers they desire.

The Wild and Wacky World of a Synesthete

For most people, hearing a bird sing is nothing more than that. It's just a birdsong, plain and simple. For a synesthete like myself, a simple bird song can potentially trigger an avalanche of unpredictable sensory responses. For example, hearing a bird sing might cause a synesthete to experience the actual scent of smelling a flower, tasting the flavor of strawberries, seeing an elephant in their mind's eye, or feel the texture of touching the bumpy ripples

on a shell. Not all synesthetes are that intense. Some might hear a bird sing and feel sleepy, not aware of that subtle connection.

For example, some synesthetes—including me—might feel that certain numbers, shapes, or colors are unpleasant. They may say something like, "I don't want to draw orange squares because they are angry and pointy, or my phone number feels too heavy because of all the number eights in it." They may not realize that they could be experiencing a type of synesthesia. Those who are aware of their emotions and thoughts might surmise that they have a quirky personality and are perfectly fine with their unique perceptions.

Another type of synesthesia I experience is associated with naturally attaching distinct genders and/or personalities to objects, letters, days, and numbers. For example, "Letter A" is a purple-colored lady who is friendly and talkative; "Number 7" is a neon yellow guy who wears a hat, and "Thursday" is a young girl who is always thirsty.

To intensify my sensory confusion further, I also feel an additional layer of physical sensations followed by obscure sounds and tastes. I believe this is how my mind is rapidly processing all the muddled and overwhelming information that occurs during a synesthesia episode. I tell myself to stay mindful and try to document what I perceive is happening. However, when I try to recall these occurrences, my thoughts have escaped me, and the episode is almost over. It all happens in a matter of seconds, and what I can salvage and remember is reduced to a memory of a fading daydream.

A Sampling of the Silbersenze Method™

When we learned about the ancient Egyptian Hieroglyphics in school, I was inspired to design my own language, emphasizing symbols and icons rather than words. But, of course, Egyptians were not the only culture to practice transmitting information through drawings, but it made me realize that other options of communication existed!

Eventually, I developed a secret coded system of symbolic patterns that represented how I perceived the world. Thus, whatever I experienced and how I responded to that stimulus was integrated into a series of diverse detailed designs.

My Own Glyphics

My own glyphics help me express what I feel, allowing the artwork to do the talking. I was able to paint in private and further cultivate my enigmatic language of Glyphics. These decorations were comprised of shapes, colors, numbers, letters, doodles, and lines, which culminated into a multitude of intensities and sizes. These motifs also embodied nonsensical words, cryptic insights, abstract thoughts, and physical sensations as one detailed design or many.

I would record the information I was sensing, then, through my Silbersenze Method, translate the data into meaningful concepts represented by personalized bright and bold graphics. I would continue to formulate this diverse language, adding info to my ever-evolving reference chart. Then, when I wanted to “speak” to my canvas, I could easily refer to the cryptograph and incorporate these symbols into my emerging painting.

As the conversation with my canvas intensified, so would the detailing and design patterns throughout the painting. If I wanted to “discuss” how I was feeling after a sensory overloaded episode, then three or four designs in a row might represent a “secret symbolic sentence.” The more I was able to express myself, the better I felt.

Me and My Inner Artist

I have learned to embrace another way of sensing the world around me. The thoughts and feelings I experience are revealed to me when I exercise mindful practices. I become aware of my emotions and mentally connect to my intuitive inner artist. This is when the magic happens, I trust my visceral self to lead the way, and I am abundantly rewarded with the wisdom I seek. All the answers I desire just seem to wondrously “pop into my head!” and I am assured that my visions are always valid.

Art Saves Lives!

It was only through a creative outlet like art that I was able to express the unpredictable, confusing, and sometimes disturbing abstract thoughts, physical sensations, and hallucinations that I experienced due to my particular type of synesthesia. When these episodes occurred, I was overwhelmed; some washed over me like a wave, and I felt like I was drowning. It can force anyone to question their reality and mental health stability. Art became a safe and private therapeutic tool for me to gain insight, relieve stress, remain unexposed, and rejuvenate my frazzled spirit.

A Note from the Author

Thank you kindly for all your Support!

Silberzweig's artistic style reflects her lifelong struggle with various types of synesthesia. Ironically, this condition became the catalyst of her creativity, allowing the viewer a unique glimpse into her labyrinthine world of complex visions and colorful dream-like images.

Presently, Silberzweig's artwork has inspired between 500 and 2,500 young and old creative participants each week! Over the past five years, the numbers have been steadily growing, and these images are posted in over 20 diverse languages in almost every major city, region, country, and state across the globe! To date, over 500,000+ Silberzweig inspired artwork images have been enthusiastically produced worldwide!

Please visit her website for more information about the artist Sandra Silberzweig and the Silbersenze Method:
www.sandrasilberzweig.com.

“You don't need to have synesthesia to experience the Silbersenze Method™.”

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My Name, My Identity: Uplifting Student Voice Through Name Stories



Yee Wan, Ed.D.

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Ma Bernadette Salgarino, Ed.D.

Santa Clara County Office of Education

California is the home of over one million multilingual learners (also known as English learners or emergent bilinguals) who represent over 70 languages spoken in transitional kindergarten to 12th grade (CDE, 2021). The diversity in schools is one of California's most substantial assets, where students bring rich languages, cultures, and traditions to the school community. However, with this diversity comes the responsibility to ensure that each student feels respected and included.

Learning about each other's names in the school community is a crucial first step for everyone to have a sense of belonging and to feel respected (CDE, 2020). To foster learning environments that value students' linguistic and cultural diversity, the Santa Clara County Office of Education (SCCOE) launched the **My Name, My Identity (MNMID)** Initiative in 2016. In partnership with the National Association for Bilingual Education, the MNMID initiative promotes awareness of valuing students' cultures and languages by learning students' names, proper pronunciations, and their name stories. MNMID is an illustrative example of Principle One: Assets-Oriented and Needs Responsive Schools in the California English Learner Roadmap (CDE, 2018).

Learning about each other's names is an equitable and inclusive practice, which helps to create a sense of belonging for our students. The SCCOE is highly committed to supporting educators to:

- create an inclusive and respectful school community with a social, emotional, and cultural lens;
- build the foundation for students to feel connected, thus motivating them to engage and attend school; and

- uplift student voice through sharing stories and celebrating diversity.

Recognizing the power in name stories, the SCCOE developed the **My Name, My Identity: Creating an Inclusive and Respectful School and Community Educator Toolkit** (SCCOE, 2021). This toolkit provides activities and resources for educators from early childhood to 12th grade to help create inclusive classroom environments through learning about the stories behind students' and others' names as a way to build relationships and community.

The WHY

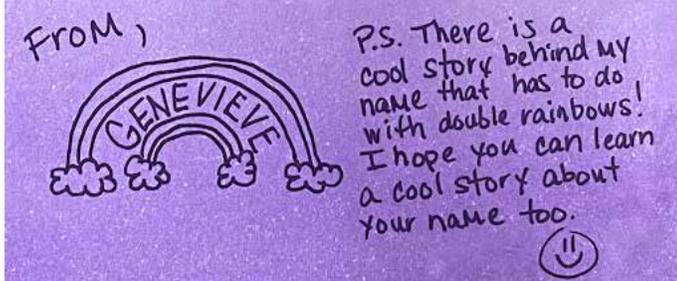
Students thrive in a place where they build relationships with each other and feel that they belong. "A student is not going to care how much we know until they know how much we care," said Jennifer Kuras, Director of Professional Development, Palm Beach County School District (CASEL, 2018). Unfortunately, many Students of Color and students whose cultures have not been part of the mainstream have encountered cultural disrespect within their K-12 education regarding their names (Kohli & Solorzano, 2012). To counter this, a foundational step to show students that we care is to pronounce their names correctly.

A person's name is one of the first gifts they receive from the family. A name distinguishes one person from another. When a name is given, a name their parents, families, or caregivers have chosen, it often acts as a symbol of traditions, history, or culture. As such, names have significance.

“The My Name, My Identity Initiative fills a crucial role in the classroom and student experience because this issue goes deeper than the pronunciation of names. It goes deep as to how we are treating students’ cultural identity in the classroom, not just from teachers and fellow students. For the longest time, I wanted to change my name. Now, I realize that my name is something that empowers me and makes me stand out. It is my hope that through the My Name, My Identity Initiative, more young people will feel pride instead of shame, respect instead of disgust, and self-worth instead of guilt.”

Bhargavi Garimella, High School Senior & Director of Management, Redefy, 2018

My Name is Gena (/jenə/), and it is short for Genevieve. When I first began working on the My Name, My Identity project, the only story I could think of sharing about my name was a story of the trauma that it caused me when my teacher mispronounced my name and called me /jeenə/ instead of /jenə/ for a whole school year after I tried to correct her several times. That story always made me feel disconnected and apathetic about my name. After working on this project for the past three years and hearing so many beautiful name stories from students and educators, I felt inspired to claim a story that honors my mother and the struggle that she had to go through before naming me Genevieve, a name that felt very special and unique to her after going through two miscarriages. I now have created a doodle name signature for myself when I learned about the term rainbow baby. Here is an example of my signature at the end of a letter I wrote to a student.



The Power in Name Stories

Giving students the space to tell their stories validates who they are and allows them to be seen and heard by others in the school community. Through teaching others to pronounce names correctly and sharing

name stories, students are able to better understand themselves and their peers in the school community. Sharing name stories becomes a shared experience and a part of the school’s culture of being proud of self and celebrating diversity. Most importantly, the inclusive and respectful culture is co-created by the school community members with pride. The process of sharing name stories fosters empathy and strengthens the relationships among members of the community.

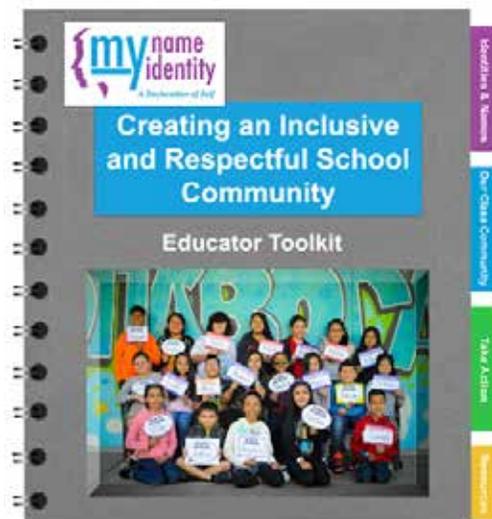


Figure 1: My Name, My Identity: Creating an Inclusive and Respectful School and Community Educator Toolkit

The activities and resources in the Educator Toolkit align with the following core features of the Collaborative for Academic, Social, and Emotional Learning (CASEL)’s transformative social-emotional learning (SEL) (CASEL, 2021):

- integrating issues of race, identity, and culture in teaching and learning;
- making connections to students’ lived experiences and identities;
- enhancing and foregrounding social and emotional competencies needed for civic engagement, such as reflecting on personal and social identities and co-constructing change ideas;
- prioritizing students’ individual and collective agency to take action; and
- focusing on creating belonging and engagement for all individuals.

The Educator Toolkit features purposeful and adaptable activities that emphasize the importance of validating names and identities and establishing inclusive communities. The goal is to learn about each other’s names and the stories behind them as a way to build relationships.

Activity One: Share Name Stories in a Circle

Directions:

Form a large circle and ask, “What is your name story?” Students and educators can respond by:

- teaching others ways to pronounce their name correctly
- sharing the meaning, origin, or a fun fact about their name

Activity Two: Share Name Stories Digitally

Directions:

Have students share their name stories in Flipgrid. Students can say “Hello” and share one of the following:

- a fun fact about their name
- different names that have special meanings to them
- things they like best about their name

To make a copy of the Flipgrid template, visit <https://bit.ly/namestoryflipgrid>.

Activity Three: My Name is Special

Directions:

- Select one of the books about identities and names. Visit <https://bit.ly/mynamebooklist>.
- Guide students through reading the story by identifying the main character, the challenge/dilemma, and the solution. Discuss these questions with students:
 - What is the challenge faced by the main character related to their name?
 - How does the main character resolve their name issue?
 - What is one aspect of the main character’s name that makes them feel special or brings them pride? How might you help a classmate/friend who shares a similar challenge?
 - Why is it important to read about another student’s experience where he/she faces a challenge/dilemma about their name?
- In honoring each student’s name story, what is one aspect of your name that makes you feel special or brings you pride? Students can share their product in a video or draw/decorate their names through an art project.

Activity Four: Acrostic Name Poem

Directions:

Have students write each letter of their first name vertically. Then have students come up with a descriptive word, action, object, or phrase that starts with each letter. See the example with the name GENA. Visit: bit.ly/acrosticname



Figure 2: Acrostic Name Poem

Assets-Based Practices for Modeling Respect for Students’ Names in the Classroom

As educators are making an intentional effort to build positive relationships with students and an inclusive learning environment, having examples of assets-based and deficit-based practices supports educators to explicitly model positive behaviors for pronouncing students’ names correctly.

Assets-Based Practices	Deficit-Based Practices
<ul style="list-style-type: none">• Inviting students to record their names on technology tools such as Google Voice or FLIPGRID• Taking time to practice saying names that might be difficult to pronounce• Greeting each student by name as they enter the virtual or physical room every day• Asking “Can you teach me how to say your name correctly?” or “Did I say your name correctly?”• Having students create their name tents that include sounds of objects that can help others to associate the sound of the pronunciation or phonetic spelling• Having students create artwork with images that represent their names	<ul style="list-style-type: none">• Choosing not to learn a student’s name• Continuing to pronounce a student’s name in a way that you have not verified with the student and/or a family member• Shortening a student’s name out of convenience• Changing a student’s name because there are two students with the same name in the class

Considerations for Inclusivity

One of the goals of the My Name, My Identity Initiative is to build a culture of inclusivity. To ensure that all students have access to a meaningful learning experience, there are three scenarios for consideration as educators are planning activities to foster students' sense of pride in their names:

Scenario 1: Students do not have access to a name story.

Educators can provide choices for students, such as doing research about the meaning of their names and empower students by having them come up with their own meaning of their name based on their identity and who they believe they are.

Scenario 2: Students do not like their names.

Educators can use literature and class discussion to help students understand that each name is a special gift given to an individual and encourage students to research the origin of their names through interviewing their family members. In addition, educators can inspire students to connect positive attributes to their names.

Scenario 3: Students feel that their names are too common.

Similar to Scenario 2, educators can encourage students to research the origin of their names and identify some unique attributes associated with the student's name. The Acrostic Poem is an example that can highlight the uniqueness in each name.

Take Action

An effective way to engage students and honor their voices is to involve them in contributing ideas and taking action to improve the condition of issues that they care about. Giving all students a voice is a part of our everyday classroom practice and should be a norm. As a next step in the initiative, **My Name, My Identity** posts an innovative and authentic design challenge for students. Students are asked to create a product in response to this prompt, "What can you do to help others feel safe and welcome in your classroom,

at school, or your community?" Students work collaboratively with other team members through the steps of getting to know the team, defining the challenge, drawing a prototype, prototyping the challenge, testing the prototype, iterating the drawing, and presenting the idea. Teachers submit student work to the SCCOE. Selected student ideas are posted on the **My Name, My Identity** webpage. At the annual Santa Clara Bilingual/Multilingual Learner Advocacy Month Showcase, invited student panelists have the opportunity to share their journey, from learning the importance of names and identities to their commitment to taking action for creating a safe and welcoming community for others.

Pronouncing students' names correctly shows students, "I see you, and you matter." It respects students equally regardless of the country of origin or the languages they speak. The MNMID Initiative (mynamemyidentity.org) provides a national platform and creates a space in the educational community to validate and honor students' names and identities by sharing name stories. When an entire school community learns about each other's names and celebrates the diversity reflected in our names, it creates a ripple effect of building an inclusive community. Students' voices are uplifted through telling the stories of their origin, being proud of where they come from, and taking actions to create an inclusive, respectful learning environment. Anyone can make an effort to pronounce students' names correctly and positively impact building an inclusive and respectful school community for multilingual learners.

Special acknowledgment to these content advisors and reviewers: Anisha Munshi, Ed.D., Denise Giacomini, Keysha Doutherd, and Christina Arpante, Ed.D. ☪

References in the appendix of the online version: <https://www.gocabe.org/index.php/communications/multilingual-educator/>

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Figure 1.1: Shadowing Reflection Wordle

Disrupting Multilingual Learner Silence with Shadowing



Ivannia Soto, Ph.D., Whittier College
*Dr. Soto also serves as
 CABE's part-time Project Specialist/
 Advisor: CABTE/CCTC Liaison*

My decade-long involvement in shadowing projects across the country has taught me that the average percentage of time that multilingual learners (MLLs) are speaking is often between 5-10%. This is in contrast to what researchers like Pauline Gibbons (2015) tells us—that MLLs should be spending at least 30% of their school day in academic talk. This deafening silence has also affected virtual classrooms, where our MLLs are typically invisible and all students might have few opportunities for speaking. There are many benefits to classroom talk for MLLs, and some of them include:

- They hear more language—from a variety of sources and not just the teacher when MLLs are placed in pairs and groups to practice classroom discourse.
- They speak more language—a small group or pair represents a safer community where language risks can happen.
- They understand more language—MLLs benefit from being

paired with a linguistic model who can explain things more effectively.

- They ask more questions—MLLs are more likely to ask for clarification, especially when in small groups or pairs.
- They are more comfortable about speaking—small and well-structured groups can represent a safe community, which might be similar culturally to a MLL's home that is more collective than individualistic.

After shadowing multilingual learners, educators often use words like “frustrating,” “insightful,” “cold,” and “enlightening” to describe the experience. Such reflections often become the catalyst for change and a way to disrupt silence on behalf of multilingual learners (MLLs). I like to describe the entire shadowing process as a “day in the life of a multilingual learner” where educators can experience both the assets and needs of this group of students. Through the shadowing experience, educators monitor the

academic speaking and listening experiences of multilingual learners and often come to the realization that they [educators] do far more of the talking than their students.

During shadowing, we focus on the speaking and listening experiences of MLLs, as these two domains are often the most underdeveloped domains of language taught in classrooms. This is in contrast to the fact that speaking is the foundation of literacy for MLLs. Similarly, James Britton (1983) suggests that “Reading and writing float on a sea of talk.” Additionally and strategically, speaking is a scaffold for writing, and listening is a scaffold for reading. For these reasons alone, we should intentionally embed classroom talk and active listening in our classrooms. After all, the person doing the most talking is doing the most learning.

Shadowing can assist systems with refocusing their attention on MLLs, as well as disrupting silence,

whether that be in a virtual or on-the-ground setting. Over the past year, I have pivoted shadowing projects in virtual settings with several options that can continue to assist educators with monitoring their MLLs' progress in academic speaking and listening. Some of these options include:

- Record your own lesson in Zoom or your LMS, select one of your own MLL students, and complete the shadowing protocol at every 5-minute interval.
- Shadow one of your own MLL students during a breakout or group session.
- Obtain a substitute teacher and shadow virtually in someone else's classroom. This is what typically happens with on-the-ground shadowing as well.
- Shadow using the Jeff Zwiers videos (all nine videos and the take-down activity at the beginning and end of each video). Please note that these are exemplar videos, so you will have a slightly skewed shadowing experience with these videos. <https://www.jeffzwiers.org/videos>

Ideally, a group of teachers engages in the shadowing experience, followed by a debrief in which they analyze the results and determine next steps from the data. The quantitative data collected during shadowing is coded in a manner that informs us of who is doing the most talking and listening. The comments section (or qualitative data) can be analyzed to find themes and patterns from the observations. Such data analysis discussions can assist systems with setting incremental goals around student talk in the classroom setting. For example, after a shadowing training at the Orange County Department of Education in Southern California, the Anaheim Union High School District decided to set a districtwide goal of 30% student talk across the district. After setting such goals, shadowing can then be used for progress monitoring and used at least once a year to continue to see if the goal that has been set is being met after ongoing professional development.

After the data collection portion of the shadowing experience, it is essential that systems have a plan

for disrupting silence systemically with their MLLs. My Shadowing Multilingual Learners book outlines three research-based strategies that teachers can begin to use to create more student talk in their classrooms. These strategies are Think-Pair-Share 2.0, the Frayer Model, and Reciprocal Teaching. As part of the professional development provided and outlined in the book, and in the figure below, teachers incrementally begin to try out each of the strategies with their MLLs, so that both they and their MLLs become comfortable with classroom talk. Each strategy is taught one at a time, across the three-day series, with each session one month apart, so that teachers can practice and become comfortable using each of the strategies. Teachers also bring student work samples from each of the strategies to days 2 and 3 of the training series in order to analyze and reflect upon how each strategy was implemented and received by students. Next steps for refinement with each strategy are then shared before additional strategies are introduced.

Figure 1: Three-Day Shadowing Series

Day 1	Day 2	Day 3
<ul style="list-style-type: none"> • Introduction to MLLs • Importance of Listening and Speaking • How to Shadow • Strategy #1: Think-Pair-Share 2.0 	<ul style="list-style-type: none"> • Debrief Shadowing Experience • Debrief and Analyze Student Work from Think-Pair-Share 2.0 • Strategy #2: Frayer Model 	<ul style="list-style-type: none"> • Debrief and Analyze Student Work from Frayer Model • Strategy #3: Reciprocal Teaching • Strategy Review

As we begin to reopen schools, I encourage systems to use the shadowing process and series in order to understand the specific assets and needs that MLLs may have after their schooling has been interrupted by the traumatic experiences of the pandemic. Through careful observation and data collection, our MLLs will show us where gaps in opportunity may have occurred. By analyzing data, educators and systems can devise explicit next steps to quickly meet the specific needs of their MLLs. ☞

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CYBERKinder: How the Pandemic Propelled Us Into 21st Century Learning

Gabriella DeLeon-DeHaan, M.A.
Urbita Elementary School,
San Bernardino City USD



*"The only constant in life
is change." —Heraclitus*

Throughout my academic career, I have had the opportunity to present my work in many venues: from a single classroom to conferences held in hotel ballrooms. During my presentations, I like to tell stories about my life growing up in Barstow, California. I often speak about how the most important lesson that I learned from my family was resilience and how to adapt to change. In my presentations, I like to open with the story about how the isolation of my childhood helped me develop my imagination through reading and exploration. This quest for knowledge led me from my hometown on the edge of the Mojave Desert to an internship at the Museum of Anthropology in Mexico City.

I grew up in Barstow, California, during the 1980s, in a time before the internet was widely available. Barstow is a small isolated town located between Los Angeles and Las Vegas in the middle of the Mojave Desert. There was one main street, and our only sources of entertainment were reading, watching TV, and exploring the desert that surrounded us. In those days, the only channels available were what the receiver picked up from an antenna on the roof of our

house. Then, seemingly overnight, our access to the outside world changed when cable television became available and brought us the "new" MTV channel. The first video that played on MTV was "Video Killed the Radio Star" by the Buggles. To this day, that video's message still resonates with me because of how it illustrates the way each subsequent generation constantly adapts to technological innovation.

In the spring of 2020, I was working at my kitchen table when the irony of this message eerily manifested amid the chaos that was the beginning of the COVID-19 pandemic. I have spent twenty years working as a Dual Language teacher for the San Bernardino City Unified School District. The 2019-2020 and the 2020-2021 school years were undeniably the most challenging of my entire career. When COVID hit, the school district shut down and gave us one week to set up a Google Classroom and design an online distance learning program. In a matter of days, we were expected to completely reinvent our profession with very little professional training. It was a challenging time, and I remember feeling overwhelmed but determined. However, I have always embraced the adversity that

comes with change. I believe that it is those challenges that inspire us towards constant improvement and innovation.

I have always been a determined optimist, so I ordered books from Amazon, such as "50 Things You Can Do With a Google Classroom," and watched countless YouTube videos about how to create Google Slides. Then, Cheryl Florez, my partner teacher, and I got to work designing what would ultimately become CYBERKinder. We developed CYBERKinder as an equity response to the challenges that our community faced during the pandemic.

Immediately we were faced with four main challenges. The first challenge was engaging students: How could we get Kindergarten students to stay on the computer for 210 minutes of live instruction each day? The second challenge was making content easily accessible: How could we design a replicable model that parents and students could easily navigate? The third challenge was teaching technology to kindergarten students: How could we teach technological skills to kindergarteners who can't even read yet? Finally, the fourth challenge was differentiated instruction and family engagement:

How could we create meaningful virtual experiences for our students and their families?

As we were designing our program, we realized that our biggest challenge was how to keep Kindergarten students online live for 210 minutes in a way that was both engaging and meaningful. We knew that our students would not respond well if we just talked into the camera, so we created interactive presentations using Google Slides. The presentations were designed using research on Vygotsky's Zone of Proximal Development and virtual Kagan strategies to keep the students engaged by integrating a mix of video books, digital educational materials, songs, dance, and kinesthetic activities. We also created "Grab and Go" backpacks filled with materials and learning activities that families could use at home. Every two months, parents received a new backpack containing interactive materials for language practice, math, science experiments, and creating art projects.



To design a replicable model that made content easily accessible to both parents and students, we drew on our experience as Onboarding Coaches and mentors. As mentor teachers, we have worked with preservice teachers and adapted the same strategies we used with our student teachers to help the parents and guardians understand how to work at home with their children. We held one-on-one and group video meetings with parents and taught them about the California state standards and strategies for working with young children. We also created Google Slide presentations with directions and resources for them to use as we worked through the content of each class. In a way, it became a class within a class where we educated the parents along

with their students on the best educational practices for each family. We also posted these presentations in our Google Classrooms to make them easily accessible to absent students or parents who wanted to review the lessons with their students.



Constant communication was extremely important to maintaining the success of our program. To maintain communication during distance learning, we turned to the online platform ClassDojo. ClassDojo allowed us a way to communicate with parents during the school day and answer their questions in real-time. The parents also used the platform to share photos and videos for class projects. We created virtual bulletin boards posted in our Google Classroom. The portfolio section of ClassDojo helped us maintain a digital record of our students' participation and progress. We were also able to give feedback on their work using digital stickers and the comments section for each assignment. The portfolios section of ClassDojo allowed students to upload assignments and videos, so we could listen to recordings of students reading one-on-one. This enabled us to guide parents regarding differentiated instruction and home intervention strategies. We also invited students and their parents to upload videos about their families, pets, celebrations, and other interests. We shared the videos during our Fun Friday Celebrations so that the students could learn more about each other and their families. In addition, we held a Virtual Alphabet Parade, a virtual 1950s party for the 50th day of school, and various other virtual celebrations.

Even though we were participating in distance learning, the relationships we formed were closer than any others that I have experienced in my

career. Our classes even participated in both planned and impromptu virtual field trips. Students signed in from across the country and even took us on vacation with them. For example, one student signed in from the Circus Circus Hotel in Las Vegas. During the pandemic, many of my students' families returned to Mexico in order to be with their relatives. One of the most interesting things we experienced as a class was when one of my students gave us a tour of the outdoor markets in Guanajuato, Mexico. He signed in to class using an iPhone and then used the camera to show us what he was seeing as he shopped with his grandmother.



At the beginning of the pandemic, I was concerned about how to create meaningful experiences for my students. However, over time the process evolved remarkably as the students adapted to using digital technology. First, we taught the students how to navigate a Google Meet using pictures and Bitmojis. Next, Mrs. Florez created a story presentation to teach students and their parents how to use Google Classroom. Finally, we encouraged them to talk to each other on camera during Social Emotional Learning (SEL) lessons and virtual recess so that they could build relationships with the class. It was amazing to see how open students were with each other. They shared about their toys, pets, and lives and soon became bonded in friendship with us and each other, even though we'd never actually met in person. By the end of the school year, they were typing messages to each other in the chat using emojis. And so it was that another generation demonstrated resilience through crisis, and CYBERkinder was born through the perseverance of the human spirit! 🐞



A Promising Approach for Dual Language Learners



Rebecca Bergey, Ed.D.

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Since March 2020, the COVID-19 pandemic has disrupted education as we know it across all age spans. As a result, young dual language learners (DLLs), many of whom were disproportionately left out of care and learning during the pandemic (Quick et al., 2020), are returning to early learning programs and classrooms. Now more than ever, it is critical that teachers are well equipped with the necessary training and materials to serve DLLs and their families. Unfortunately, with no federal or statewide certification requirements for working with DLLs, many teachers have generally felt unprepared to support DLLs (Brodziak de los Reyes et al., 2020). Thus, providing teachers with adequate training and high-quality materials is of utmost importance to ensuring the success of our State's DLLs during the pandemic and beyond. A new curriculum, *Cultivating Oral Language and Literacy Talent in Students* (COLLTS), offers a promising approach to building students' language and literacy in both English and Spanish. This research-based curriculum can help prepare teachers to engage in exciting and effective ways to develop young DLLs' foundational knowledge, oral language, early literacy, and bilingualism.

Study Overview and Findings

A recent research study of a program for young dual language learners offers insights about the potential to improve children's outcomes by providing teachers training and classroom materials in evidence-based

practices. The study took place with 3-year-old Spanish-speaking children in Head Start classrooms in a large urban area of the south-central United States. Twelve treatment teachers in unique classrooms (60 children) participated in professional development to implement the COLLTS program in their classrooms. The COLLTS program includes a focus on strategies to support oral language, foundational reading skills, and conceptual knowledge through interactive reading of high-quality children's literature. Ten control classroom teachers (58 children) were asked to read the same books in the way that they normally conducted read-alouds in the classroom.

Children's oral language was assessed using a story retell prompt before and after the intervention. Children's responses were transcribed and analyzed using Systematic Analysis of Language Transcripts. The results showed that children from classrooms that participated in COLLTS made significantly greater gains in the total number of utterances, the number of different words, and the number of total words compared with children in similar classrooms (who were not using COLLTS). These oral language outcomes are all positively related to bilingual reading achievement of DLLs in the early years and into elementary school (Miller et al., 2006). Findings from this study highlight the potential of an evidence-based intervention focused on high-quality language input

and intentional and scaffolded language practices to improve the oral language of young DLLs.

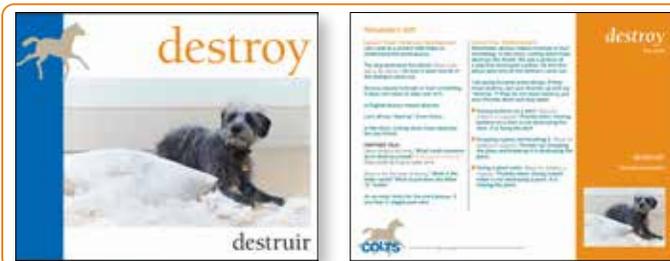
Implications of Study Findings

The practices and findings from COLLTS for developing DLLs' oral language have several implications for early learning and care administrators and teachers in the current COVID-19 pandemic recovery efforts. After over a year and a half of turbulence and disruptions, early learning and care teachers will play an important role in helping young DLLs adjust to in-person early learning experiences and ensure they use such experiences to develop language and literacy. As early learning and care teachers return to in-person instruction with DLLs, we highlight some key strategies from the COLLTS curriculum that can be implemented in the classroom. The following strategies will be critical for teachers to implement in helping DLLs establish a strong foundation in language and literacy to develop the skills they need to achieve their full linguistic and academic potential.

Support Teachers With High-Quality Materials That Promote Evidence-Based Practices

As children return to early learning programs, teachers will need to assess their development and provide opportunities for targeted and accelerated learning. Identifying training opportunities for teachers and selecting curricular materials that focus on foundational skills and high-leverage practices will help optimize the time spent with young learners. The COLLTS program was specifically designed using the evidence-based practices from the What Works Clearinghouse practice guide¹ (Baker et al., 2014) and guided by the Common Core State Standards for Kindergarten.² COLLTS materials offer teachers actionable tools, resources, and ideas for implementing evidence-based practices related to vocabulary, oral language, early literacy, and concept development. Exhibit 1 displays a picture card to support the evidence-based practices for developing vocabulary.

Exhibit 1. Vocabulary cards



Given the range in knowledge and experience of teachers in working with DLLs, it is important to choose curricular materials based on using what we know works for supporting DLLs. When teachers engage with the evidence-based practices in the curricular materials, they become more familiar and comfortable with using and integrating these practices throughout their instruction.

Emphasize and Foster Oral Language for Young DLLs

Given the disruptions and variation in learning experiences for young children, early learning teachers will need to prioritize time with students on high-leverage practices. In addition to the previous example for developing vocabulary, COLLTS also incorporates strategies and practices to foster oral language. Research shows that oral language and literacy development are closely related for children of all language backgrounds, including multilingual children (Lonigan et al., 2018). In the COLLTS program, shared interactive reading activities provide children with opportunities to develop new vocabulary, build reading comprehension skills, and practice concept development. Interactive reading goes beyond just the teacher simply reading aloud to children and involves active engagement, critical thinking, and turn-taking between the teacher and children.

As the teacher reads the text, the teacher engages with children and promotes oral language development by modeling, asking questions, and responding to children's language. Modeling involves actively sharing reading and comprehension strategies with children, such as identifying and describing text features, making connections with the text, and defining new words in context. The teacher also uses questions about the story and pictures to encourage high-quality discussion. Finally, teachers scaffold children's language by responding in ways that support children's language, including recasts and expansions. The COLLTS curriculum provides explicit guidance to

Vocabulary cards guide teachers in teaching vocabulary through multiple modalities and contexts, including using visuals, sharing a child-friendly definition, providing the translation in Spanish, repeating the word chorally, giving an example of the word in context, and providing opportunities for peer talk using the word.

Investing in Bilingual Teachers



Martha I. Martínez, Ph.D., SEAL (*Sobrato Early Academic Language*)
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In the fall of 2017, the California Department of Education awarded a Bilingual Teacher Professional Development Program (BTPDP) state grant to eight Local Education Agencies (LEAs) to address the bilingual teacher shortage in California. Oak Grove School District served as the lead funding agency for one of the grant projects, which included a consortium of twelve school districts and one county office of education in partnership with SEAL (*Sobrato Early Academic Language*). The Oak Grove/SEAL BTPDP project was designed to address two primary purposes: 1) to increase the supply of bilingual teachers and 2) to improve the teaching skills and knowledge of bilingual teachers. The BTPDP grant project officially ended in June 2021, having been extended a year due to the COVID-19 pandemic.

As a result of the grant, the Oak Grove/SEAL BTPDP project helped increase the State's supply of bilingual teachers and their bilingual teaching expertise. However, there remains a

significant need for more bilingual teachers, and specifically for highly qualified, critically conscious bilingual teachers (Rodriguez-Mojica & Briceño, 2019), to serve California's linguistically rich students and families and to enact equity-oriented pedagogy. This article shares the results of the Oak Grove/SEAL BTPDP project. It also highlights the need for ongoing State investments aimed at increasing the supply of bilingual teachers and their bilingual teaching expertise.

BTPDP Teacher Participants

The Oak Grove/SEAL BTPDP project's main focus was Spanish-speaking teachers, including those who did not have a Bilingual Authorization and those who did but were not teaching in a bilingual classroom at the start of the grant. The project was designed to provide these teachers with professional development to strengthen their bilingual teaching skills and academic Spanish. This would allow them to be placed in a bilingual teaching assignment as soon as they obtained the

appropriate credential and/or when a bilingual placement became available. In addition, for teachers without a Bilingual Authorization, a primary goal was to help them meet the requirements to attain this certification, including passing the State Spanish assessments for teachers (CSET/LOTE) or completing alternative coursework.

A total of 157 teachers applied to participate in the grant project. Initially, 116 teachers were selected; however, 36 teachers either withdrew or were deemed ineligible to participate. This left 80 teachers who were active throughout the duration of the grant. (See Table 1 for a count of applicants by LEA). [Editor's note: All tables can be found in the appendix of the online version.] Of the 80 participating teachers, 22 already had their Bilingual Authorization, and 58 were working towards obtaining their Bilingual Authorization.

BTPDP Grant Activities

A number of activities and resources were provided to teachers to increase their pedagogical

knowledge and skills and to support their efforts to obtain their Bilingual Authorization. These included offerings from SEAL as well as from other organizations and universities with deep expertise on English Learners (ELs) and bilingual/multilingual education, such as the Center for Equity for English Learners at Loyola Marymount University and the California Association for Bilingual Education (CABE). In addition, teachers were also offered financial assistance to offset fees for CSET Spanish test preparation courses or for taking college-level coursework that satisfied the CSET Spanish test requirements.

At the end of the project, teachers were surveyed about their participation in 14 different BTPDP activities and asked to rate the helpfulness of these activities on a 1-5 scale (1=Not at all helpful to 5=Extremely helpful). Forty-four teachers responded to these questions. All activities received an average rating of 4-5 (very helpful to extremely helpful). The highest-rated activities, both of which received a 5 (extremely helpful) rating, were SEAL's Bilingual Administrator and Coach Convening Webinar and SEAL's Bilingual Summer Bridge. It is important to note that both activities were attended by a relatively small number of survey respondents (16% and 25%, respectively). The activities that 60% or more of the survey respondents participated in were SEAL's Bilingual Convenings (80%), Individual Coaching Sessions with the BTPDP Coach (66%); Individual Learning Plan Sessions with district staff (61%), and CABE's Annual Conference (61%). These activities

received ratings ranging from 4.24 - 4.5. (See Table 2 for detail on activities.)

BTPDP Teacher Goals and Outcomes

Goal 1: Increase the number of teachers with Bilingual Authorizations

Teachers could choose from three pathways to obtain their Bilingual Authorization. These included taking only CSET exams, only university coursework, or a combination of CSET exams and university coursework. The availability of multiple paths was key in facilitating teachers' ability to obtain a Bilingual Authorization as it accommodated their learning styles and schedules. Out of the 58 Bilingual Authorization candidates, 52 (90%) chose to take only CSET exams, four (7%) chose to take only university coursework, and two (3%) chose a combination of CSET exams and university coursework. The six teachers who chose to take only university coursework or a combination of exams and coursework obtained their Bilingual Authorization.

Fifty-four teachers chose to take CSET exams as part of their pathway towards a Bilingual Authorization. Of these, 40 teachers attempted to take one or more CSET exams during the grant period and had high passing rates. Those who took one exam had a 100% pass rate; the pass rates for those who took two and three exams were 93% and 86%, respectively. (Table 3 details CSET pass rates.)

As a result of the grant, a total of 31 (53%) teachers received their Bilingual Authorization. Another 27 (47%) were still working on

completing the requirements to obtain their Bilingual Authorization. (See Table 4 for Bilingual Authorization status of all active BTPDP teachers.)

Goal 2: Increase the knowledge and skills of bilingual teachers

A pre- and post-survey was used to assess teacher knowledge and skills. One section of the survey focused on EL teaching knowledge and skills; a second section examined bilingual teaching knowledge and skills. Seventy-one teachers completed the pre-survey, 48 completed the post-survey, and 24 teachers completed both surveys. Although the matched sample constitutes about a third of the teacher sample that completed the pre-survey, the matched sample appears to be demographically similar (see Table 5). To compare pre and post-scores in the matched sample, t-tests were conducted to assess if the difference in means was statistically significant. The results that follow pertain to the 22-23 teachers in the matched sample that answered the questions in the EL teaching and bilingual teaching sections of the survey.

The EL teaching section of the survey included four areas: (1) knowledge of *EL instructional design elements* (e.g., ELD standards, Designated and Integrated ELD, home language support, differentiation). The other three areas examined instructional delivery related to (2) *rigorous and relevant curriculum*, (3) *comprehensibility in English*, and the (4) *classroom environment*. There was a statistically significant increase in all four areas, with the greatest increase in *EL instructional design elements* and the highest post-test

mean in *comprehensibility in English*. (See Table 6).

The bilingual teaching section of the survey included four areas, with the first two focusing on knowledge: (1) *research on bilingual education and bilingualism*, (2) *key terms and policies*; the last two focusing on instructional delivery, (3) *biliteracy development and equity*, and (4) *comprehensibility and proficiency in Spanish*. Again, there was a statistically significant increase in all four areas, with the greatest increase in *key terms and policies* and the highest post-test mean in *research on bilingual education and bilingualism*. (See Table 7).

In the post-survey, teachers were also asked about the extent to which the BTPDP helped improve their bilingual teaching knowledge and skills. Over 90% indicated that the BTPDP was “extremely helpful” or “very helpful” in this regard.

Ongoing Investments Needed to Support Bilingual Teachers

To identify grant components that were most valuable and the likelihood of sustaining these components beyond the grant, SEAL conducted focus groups with Local Education Agency (LEA) leads in February 2020 and April 2021. Following are some common themes that surfaced.

The need for a “BTPDP coach”

The role of the BTPDP coach, which was added about halfway through the grant, was frequently cited as being instrumental in helping teachers successfully navigate the path to Bilingual Authorization. The BTPDP coach played a key role in facilitating the

Bilingual Authorization process by identifying authorization options, helping teachers navigate the various steps, and tracking their test-taking and/or course-taking progress. (The BTPDP coach, Carla Herrera, developed a comprehensive list of resources and tips for teachers and administrators to help them navigate the Bilingual Authorization process, which is linked here for readers to access.) She also played an important “cheerleading” role, nudging and encouraging teachers along the way. The BTPDP coach role, and its associated FTE, is not one that LEAs felt they could absorb in their budgets. Having grant funds to pay for this critical expense was much appreciated by the LEAs, and its lack of sustainability without grant funds was universally acknowledged.

Reimbursements for testing and coursework required for Bilingual Authorization

Reimbursements for CSET test preparation, CSET testing fees, and tuition fees for university coursework in lieu of taking CSET exams were another commonly cited beneficial resource that the grant supplied. LEAs acknowledged they could not sustain these components without grant funds.

Professional development for teachers, instructional coaches, and administrators

Participating LEAs appreciated the quality of professional development that was provided by this grant to teachers, as well as the professional development offered to instructional coaches and school and district administrators. Some LEAs indicated that they could afford to pay for some of this

professional development within their existing budgets, but others said they could not.

Sustained attention and resources

All participating LEAs and SEAL staff recognized the value of this grant for focusing attention and resources on increasing the bilingual teacher supply and the caliber of their teaching methods. However, they also noted that the demand for high-quality bilingual teachers continues to exceed supply, and ongoing State investments are needed. In addition to providing ongoing financial assistance, like this grant, to help increase the supply and professional expertise of bilingual teachers, some LEAs suggested that paying bilingual teachers an additional stipend would help encourage more teachers to get their bilingual certification and to urge those with this certification to return to a bilingual classroom. LEAs also suggested the State launch a campaign encouraging young people to become a teacher, and specifically a bilingual teacher, and that this should be linked to the State’s Global 2030 initiative. As one LEA partner noted, “We need public service announcements from the State around the benefits of multilingualism because I think there’s still a lot of bad information out there.”

Conclusion

Overall, these results demonstrate the positive impact of the Oak Grove/SEAL BTPDP project. It increased the supply of bilingual teachers, and it increased the knowledge and skills of bilingual teachers. Although the grant funds were much appreciated, the work is far from over. Districts continue

to struggle to fill their bilingual teaching slots with highly qualified, critically conscious bilingual teachers, even as more bilingual programs are launching across the State, indeed, across the country. Resources for dedicated personnel to assist teachers in navigating the Bilingual Authorization process and to offset testing fees, test preparation coursework, or alternative coursework would

continue to help address this issue. Without grant funds, districts struggle to maintain supports for teachers, such as high-quality professional development specific to bilingual teachers. If the State is serious about meeting its Global 2030 goals, then State investments to continue strengthening the bilingual teacher pipeline will be needed for the foreseeable future. In the words of one LEA

partner, "We are hopeful that more funding comes around. We have interviewed for [an open bilingual teacher] position, and we had two candidates, but by the time we got to them, they had already accepted another position. So having more funding to do this again will be very helpful to identify other teachers and grow our own." ❧

Kiara Aparicios,
Grade 12, Sierra Vista High School, Baldwin Park Unified School District



BACK-TO-SCHOOL STUDENT VOICES

Last fall, CABE asked students, "What's it like to get back to school after months of distance learning from home?"

Equity Through la trenza de la biliteracidad



Sandra Mercuri, Ph.D.

Sandra Mercuri Educational Consultants

Introduction

There is a growing number of emergent and experienced bilinguals in American schools. To serve this increasing population, districts are implementing Dual Language programs. Research shows that well-implemented Dual Language programs foster high academic achievement for students from both language groups (Freeman, Freeman & Mercuri, 2018; Howard et al., 2018; National Academies, 2017). In addition, they provide a) linguistic equity by using the students' home language as a resource for teaching and learning and by giving equal value to both languages used for instruction; b) cultural equity by capitalizing on students and their families' funds of knowledge (Moll, Amanti, Neff & González, 2001) by identifying valuable cultural practices that constitute students' cultural identities and by integrating them into the curriculum; and c) pedagogical equity by affording intentional and strategic opportunities for the development of biliteracy and the academic success of all students in the program (Mercuri, 2019).

Pedagogical Equity for Academic Success

To effectively build on what students know and can do with oral and written Spanish and English, dual language educators need to embrace a dynamic bilingual perspective that views these languages holistically while also supporting academic achievement in subject areas (Mercuri & Musanti, 2021; Musanti and Mercuri, 2016). In dual language classrooms, language and literacy are essential for

students to, among others, explain, discuss, describe, and hypothesize about the content they are learning. This is achieved through the planning of reading, writing, listening, and speaking opportunities across both languages of instruction. A pedagogical approach to educating students in dual language contexts is through a strategically integrated standard-based curriculum called *interdisciplinary biliteracy*, a dynamic and holistic process in which the two program languages, as well as the literacy practices common to the language arts classroom, are intertwined and enacted across sheltered content area instruction. (Mercuri & Musanti 2019). In addition, this pedagogy allows teachers to plan heterogeneously structured language pairing for academic conversations that are important for cognitive and linguistic development (Escamilla et al., 2014), as well as content learning in both languages.

Biliteracy development is a multidirectional and holistic process through which students use language, learn language, and talk about language (Halliday, 1981). Learner-centered instruction for bilinguals requires shifting from monolingual to bilingual instructional pedagogies aligned to the learners' linguistic repertoire and the ways in which bilinguals/multilinguals make sense of their world. Therefore, in working with teachers through sustained professional development and job-embedded coaching, my colleague Ms. Pratts and I propose the strategic and intentional interdisciplinary planning of units or interconnected lessons that include

literacy practices across the two program languages to construct meanings of science, math, or social studies content. In the process, teachers recognize and validate the students' full linguistic repertoire through the inclusion of translanguaging practices (Garcia, Ibarra-Johnson & Menke, 2017; Spiegel-Coleman, 2018), such as Preview/View/Review and metalinguistic conversations. In addition, teachers can extend students' biliteracy development opportunities by using the *Content, Language, and Literacy Interaction Framework* (C.L.L.I.F). We conceptualize this approach in Figures 1 & 2 below to demonstrate that all components simultaneously interact in every teaching and learning event. Furthermore, we aim to show the interdependency of the languages and the bidirectional nature of the biliteracy development process (Mercuri & Pratts, Forthcoming).

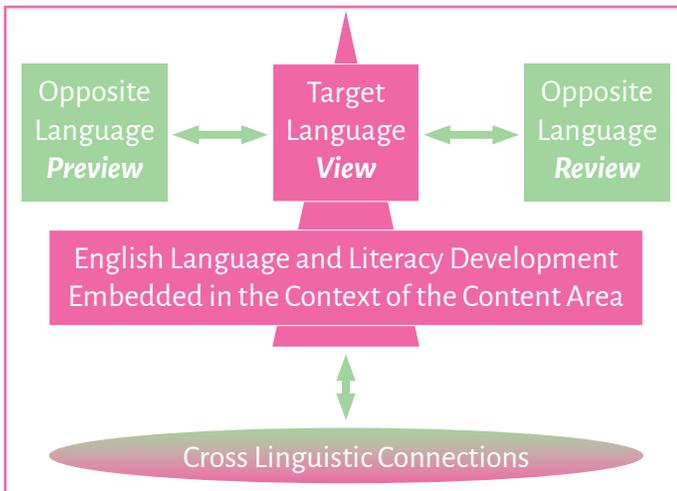


Figure 1 – Preview in English/View in Spanish/Review in English

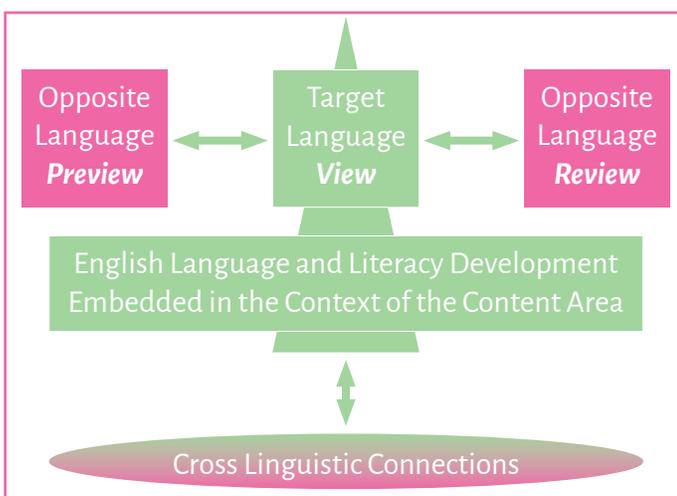


Figure 2 – Preview in Spanish/View in English/Review in Spanish

This approach presents different layers that teachers need to be able to unfold as they plan instruction. More importantly, it links the two instructional spaces without repeating but connecting the content and skills

across both program languages. During the planning process, teachers need to:

- a) Make informed decisions taking into consideration:
 - The district's scope and sequence for selecting the standards that address content, reading comprehension, grammar, foundational skills, and writing.
 - The book selection aligned to content topic and genre.
 - The linguistic competency of the students for the selection of the appropriate linguistic and non-linguistic scaffolds. For example, differentiated sentence stems, graphic organizers, and visuals.
 - The selection of the skill to be compared to the other program language to accelerate students' ability to read and write in the target language through cross-linguistic connections and metalinguistic conversations.
 - The resources for *Preview and Review* activities to anchor, support acquisition, and check for comprehension of content.

b) Work with the end in mind to strategically connect the Spanish and English space through the *Preview/View/Review* strategy (PVR) as well as the *Cross-Linguistic Connections* (CLC) mini-lesson:

- *Preview/View/Review* (Freeman, Freeman & Mercuri, 2018; Mercuri, 2015)
 - Preview* - Activity prior to the *View* in the opposite language of instruction to frontload content and vocabulary and build background knowledge.
 - View* - A sheltered lesson in the language of instruction aligned to the time and content allocation of the program model.
 - Review* - An activity after the *View* in the opposite language of instruction to check for understanding, revisit content and vocabulary, and clarify misconceptions.
- *Crosslinguistic connections* (Mercuri & Pratts, 2021)
 - A systematic and strategic approach to developing metalinguistic awareness for biliteracy that:
 - *Focuses* on phonology, morphology, grammar, and syntax (Beeman & Urow, 2012).
 - *Engages* students in metalinguistic conversations as they *analyze* similarities and differences across the two program languages.
 - *Leverages* on the students' complete linguistic repertoires as they become biliterate.

The table below provides a visual representation of the CLLIF's weekly planning considerations.

	Preview	Preview or Review based on students' needs	Preview or Review based on students' needs	Preview or Review based on students' needs	Review
	Day 1	Day 2	Day 3	Day 4	Day 5
Content Standards					
Language and Literacy Domains (Focus)	Reading Comprehension Read aloud	Echo Reading Comprehension strategy Word Study	Choral Reading Foundational skills and grammar in context	Writing Composition Writing process Type of text	Assessment & Cross linguistic connections Phonology Morphology Grammar Syntax
Oracy focus across all interconnected activities throughout the week					

Figure 3—CLLIF Planning Considerations

In addition to facilitating the language distribution across a series of interconnected activities, the planning template offers teachers a guide for the application of skills across the four language domains throughout the week. The strategic planning of these activities provides opportunities for contextualized learning of language development and literacy skills essential to achieve the content standards.

Teaching Through the CLLIF in Ms. Lisa’s 1st Grade Classroom

As we enter Ms. Lisa’s 1st-grade classroom, we observe a group of confident emergent bilinguals actively working in small groups and enthusiastically discussing what they have read about their favorite animal. The class is learning about living and non-living organisms. In the previous weeks, the students learned the difference between living and non-living things and about animals’ habitats. This week they focused on life cycles. Ms. Lisa and her grade level team use the district curriculum to teach science concepts but enhance the materials by intentionally including language development strategies and embedding literacy skills throughout the week and across both languages of instruction, in addition to the hands-on activities students engage through a constructivist lens. She teaches science in English but incorporates a *Preview* or a *Review* in Spanish every day to afford her emergent bilinguals the opportunity to access the content they are learning while they develop higher levels of academic language and develop biliteracy skills. Today, during our job-embedded coaching session, Ms. Lisa walks us through her integrated weekly planning and delivery of instruction.

On the first day of the week and as a *Preview* of the science lesson, Ms. Lisa introduced the concept of the life cycle by doing a picture walk in Spanish of the book titled “Watch a Frog Grow” (Pugliano-Martin, 2007). She discussed visuals and helped students make text-to-self and text-to-world connections emphasizing content academic vocabulary. Then, during the *View* part of the lesson, she read the book aloud, focusing on comprehension questions, concepts of print, and applying knowledge of features of informational texts students have already learned in Spanish language arts. On day two, Ms. Lisa did a *Review* of the academic vocabulary in Spanish using images from the English book and created an anchor chart with students’ contributions. During the *View*, they practice echo-reading selected pages of the book to facilitate fluency, contextualize the teaching of phonics skills, and highlight and model how effective readers use visual clues when reading. Using the selected pages, Ms. Lisa wrote the word “frog” on the board and explained that the sounds /f/ and /r/ are blended to make /fr/. She guided the students to identify and discuss other consonants blended with /r/ found in the text. For example, /br/ in breath, /fr/ in front and /gr/ in grow. Students used a sentence stem to exemplify initial ‘r’ family blends:

“A word with the blending _____ is _____.”

Once students identified the blends, the teacher wrote them on index cards and added them to the word wall. Day three started with a *Preview* to create a pictorial representation of the life cycle of the frog. Interactively students added pictures and labels using the content-

specific vocabulary they had listed on the anchor chart with the teacher the previous day. During the *View* lesson, Ms. Lisa and students chorally read pages of the book to practice reading, build fluency and deepen students' understanding of content. She explained that non-fiction books talk about things that happen in a particular order and modeled how to find clues that show a sequence. They discussed the information on the selected pages and did a shared writing activity showing the sequence:

- First, the mother frog lays eggs.
- Second, the eggs hatch, and the tadpoles come out
- Third, the tadpole grows back legs
- Then, the tadpole tail becomes smaller, and it grows front legs
- Last, the tadpole is a frog!

Finally, the teacher and students read the graph chorally. The lesson continued with a grammar focus on plurals. The teacher used the word 'frog' as the springboard for the contextualization of the skill. She explained that plural means "more than one" and used total physical response (TPR) to enhance comprehension and the word **frogs** written on an index card with the 's' folded back. She showed that the word **frogs** is plural because it has the letter "s" at the end. Then, she asked students to identify other plurals in the selected pages: egg-eggs, dot-dots, tadpole-tadpoles, lung-lungs, leg-legs. When sharing with their partners, students used the sentence stem:

"I can make the plural
of _____ by _____."

Day four focused on writing. Teacher and students *Reviewed* in Spanish the content and skills learned during the week in preparation for the shared writing planned for the *View*. The teacher used guiding questions to prompt students' responses and wrote students' contributions on an anchor chart as they summarized their learning:

Tadpoles are baby frogs. They have back legs and a tail. They hatch from eggs and live in water. They grow front legs and become frogs. **Now, they live in water and land!**

As a closing activity, she guided students to identify plural words in the co-created English text interactively, as well as to informally discuss similarities and differences in the use of capitalization and punctuation rules learned in Spanish language arts across both languages. Today, day five, Ms. Lisa made explicit connections

across both program languages. During the *Review*, she engaged the students in discussing the content-specific vocabulary across both languages using the sentence stem:

"En español se dice _____, pero en inglés se dice ____"
(In Spanish we say _____, but in English we say _____)."

For example,

"En español se dice renacuajo, pero en inglés se dice tadpole".

As students shared their responses, she created an anchor chart with the vocabulary side-by-side, including visuals. The purpose of this *Review* was twofold: a) to solidify students' acquisition of academic vocabulary in both languages, and b) to use the anchor chart to engage the students in metalinguistic conversations about the use of plurals with /s/ in both English and Spanish during the *View*.

During the *View*, Ms. Lisa guided students to interactively identify how to make single nouns into plurals using the content words on the chart. Students marked the /s/ as they responded to the question posed by the teacher:

What do you notice about the way we can make a single noun into a plural noun in English and Spanish?

Renacuajo-renacuajos
Rana-ranas
Huevo-huevos
Leg – legs

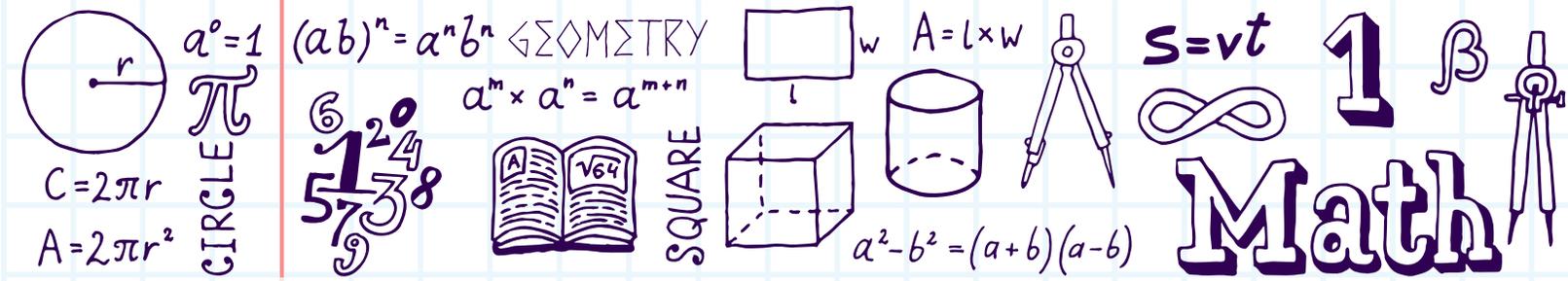
Tadpole – Tadpoles
Frog-frogs
Egg-eggs
pata - patas

She provided a sentence stem for students to share with a partner:

In English and Spanish sometimes, we make plurals by _____ (adding /s/).

This example shows how intentionally Ms. Lisa used both languages for instruction to leverage student's full linguistic repertoire through PVR and CLC. In addition, it demonstrates how strategically she embedded literacy skills across all four language domains and included sheltered practices to support emergent bilinguals' content learning, language acquisition, and literacy development. ∞

References are available in the appendix of the online version: <https://www.gocabe.org/index.php/communications/multilingual-educator/>



Math Matters: New Opportunities to Maximize Equity in Mathematics Instruction



Rachel Ruffalo, M.A.
*Director of Educator Engagement
The Education Trust-West*

Introduction

For decades, schools in the United States have tried and failed to close gaps in mathematics achievement between White students and students of color. But solely examining gaps in outcomes on standardized tests is problematic, partly because it does not help address the structural and instructional root causes and conditions that have created gaps or helped them persist. Nor does it provide a roadmap for improvement.

These large and persistent gaps in mathematics test scores do not exist because some groups of students are inherently more suited to math. It's because we give students of color and students from lower-income families the least access to critical resources—from the most qualified teachers (The Education Trust-West, 2015) to the best technology (Simama) to the most advanced courses (The Education Trust-West, 2017). And it's because instructional materials and practices—even good ones—are influenced by culture and perspective (www.equitablemath.org).

The consequences of these inequities in access are severe and

long-lasting. Without a solid foundation in math, students are less likely to access and excel in college preparatory math and science classes in high school. And without high-level math classes in high school, students have fewer college and career opportunities, especially in the STEAM (science, technology, engineering, arts, and math) fields (Tyson et al., 2007) that are increasingly in high demand in California.

This information isn't new. For years, schools and districts have not been doing enough to support students to achieve in math classrooms (California Collaborative on Education Reform). Less than 40 percent of California's students met math standards on the 2019 CAASPP (California Assessment of Student Performance and Progress). Fewer than 51 percent of 2020 high school graduates passed the courses they need to be eligible to attend a California State University or the University of California. The situation is even bleaker for Black and Latinx students and students classified as English learners, who are even less likely to have the opportunity to take college preparatory and advanced courses (The Education Trust, 2020). This is often due to

students attending schools in communities that receive less funding, which is a longstanding structural issue across education systems that continues to impact Black, Latinx, and multilingual students at disproportionate rates. It is clear that our current approaches to mathematics education are not working for the majority of California's students, especially Black and Latinx students and multilingual learners identified as English learners. Despite California's move toward work on a more equitable funding system, these students are more likely to be in communities that receive fewer resources and have less access to the supports and courses that more affluent communities have to help students on their educational journeys (The Education Trust-West, 2017).

While there are a number of systemic and structural barriers to equity that must be addressed at the state, district, and school level, the quality of curriculum and instruction and the expectations and racial biases that teachers hold of students are equally significant (Gersherson and Papageorge, 2002). In short, teaching and teachers matter. Therefore, we must ensure

that teachers have the guidance and resources that they need to shift their instruction to be engaging, effective, and equitable.

A Pathway to Equitable Mathematics Instruction

In the summer of 2020, The Education Trust-West embarked on an ambitious project to develop a suite of tools to support teachers in making strategic mathematics instructional decisions that center equity in light of the disruptions to schooling caused by the pandemic and the deep systemic inequity that pre-existed the pandemic. The result was the toolkit, *A Pathway to Equitable Mathematics Instruction*, written by educators from over 25 education organizations, schools, and universities across the United States with expertise in mathematics instruction, English language development, and culturally responsive teaching. (You can read more about the team of collaborators at www.equitablemath.org.)

With the pandemic disproportionately impacting people of color and immigrant communities, we saw a need to create and uplift curriculum and instructional guidance that focused on Black, Latinx, and multilingual students. Our team of collaborators embraced the principle that we cannot address racial disparities without having race-conscious and anti-racist solutions, as expressed in the TODOS: Mathematics for All 2020 Position Paper, *The Movement to Prioritize Antiracist Mathematics: Planning for This and Every School Year*.

Racism¹ isn't all about individual acts of prejudice, whether deliberate or accidental. It's also about systems—rooted in history and infused in institutions, policies, and

culture—that benefit White people and hurt people of color. Anti-racist education is about understanding those systems and developing reimagined systems and practices designed to ensure all students can thrive. To do so, we must be open to learning how our communities, schools, and classrooms could be affected by systemic racism, regardless of individuals' good intentions. We know that many teachers recognize the ways systemic racism plays out in our school systems and want to learn new ways to approach their teaching. The toolkit provides many “onramps” to support teachers on this journey. It provides tools for reflection, lesson planning templates, sample lesson plans, and structures for ongoing coaching and growth.

To be clear, we are not advocating for lower or different standards for Black, Latinx, or multilingual students. On the contrary, we embrace the principle that access to high-quality and standards-aligned curriculum and instruction should be universal for all students. However, since this historically and currently has not been the case, we understand that our strategies must be targeted to the needs, strengths, and identities of the most marginalized students. This approach is called Targeted Universalism—setting universal goals pursued by targeted processes to achieve those goals. “Within a targeted universalism framework, universal goals are established for all groups concerned. The strategies developed to achieve those goals are targeted, based upon how different groups are situated within structures, culture, and across geographies to obtain the universal goal” (Powell et al., 2019).

The toolkit provides guidance and resources for educators to reflect on, interrogate, and, if necessary, shift their instruction in order to ensure equitable access to the universal goal of mathematics proficiency and power for all students. For years, educators have requested tools and resources to support this kind of transformative change (Education Week Research Center, 2020). All of the toolkit resources can be downloaded for free from the website, www.equitablemath.org.

Opportunity to Shift: A New California Mathematics Curriculum Framework

Much of the instructional guidance shared in *A Pathway to Equitable Mathematics Instruction* is aligned to California's content standards, including the Mathematics Content Standards, the Standards for Mathematical Practices, and the California English Language Development Standards. While the Standards provide guidance on *what* should be taught in California public schools, they do not provide a roadmap for *how* to shift instruction and mindsets to achieve these standards. That's where the California Mathematics Framework comes in. In July 2022, California's State Board of Education is scheduled to approve the new California Mathematics Framework. The January 2021 draft of the framework stated that “To develop learning that can lead to mathematical power for all California students, the framework has much to correct; the subject and community of mathematics has a history of exclusion and filtering, rather than inclusion and welcoming.” The new framework is a pivotal opportunity for California to make significant strides toward equitable mathematics instruction by approv-

ing a mathematics framework that is responsive to the needs of the field, that centers on the students who have been most underserved and excluded by the status quo of math teaching, and provides educators, curriculum developers, and professional learning providers with actionable guidance for powerful and inclusive mathematics teaching and learning.

Translating the Vision into Practice

An equity-focused California mathematics framework is a necessary next step, but it will not be sufficient to transform mathematics instructional practice by itself. A solid commitment from state and local leaders, curriculum developers, professional development providers, and classroom teachers to ensure the full implementation of the framework is essential. This should include the following components:

1. High-Quality Instructional Materials:

Following the adoption of the framework, the Instructional Quality Commission should lead a process of approving only the instructional materials that adhere to the highest standards of quality and equity. These standards should include: a) alignment to California's math content standards, standards for mathematical practice, and the English language development standards (which were designed to be integrated with the content standards); b) research-based instructional strategies that effectively scaffold for language in order to provide all students with access to grade-level content; c) culturally relevant and sustaining practices that recognize the brilliance and assets of California's culturally and linguistically diverse

students; and d) tools and examples of how to use math to critically examine our world's social, environmental, scientific, and geopolitical challenges and how to apply mathematics in the development of just solutions to these challenges.

2. State Investment in Robust Professional Learning:

The State should make significant investments in coherent and sustained professional learning opportunities for teachers, instructional coaches, and administrators to fully implement the framework statewide. Professional learning should be facilitated with educators who have demonstrated expertise in mathematical pedagogical content, English language development, and anti-racist and culturally sustaining practices. In addition, ongoing professional learning and monitoring of implementation should be sustained by leveraging professional learning communities, including the California Partnership for Math and Science Education's Mathematics Community of Practice. This Community of Practice has proven to be an effective tool for building the capacity of instructional leaders across the state (Le Fevre et al., 2019) and can help ensure professional learning is aligned, complementary, and equitably accessed (Perry et al., 2021).

3. Local Investments in Professional Learning and High-Quality Instructional Materials:

Local county offices of education and school districts should also invest funds for ongoing professional learning that includes

sufficient time and coaching for engaging, reflection, planning, implementation, and ongoing assessment. These funds should be reflected in districts' Local Control and Accountability Plans (LCAP) aligned with their LCAP goals. If the district has adopted high-quality instructional materials, professional learning should support the effective implementation of the curriculum. Even if the district has not yet adopted high-quality instructional materials, investments in professional learning to shift pedagogical practice and enhance the instructional materials should be a high priority. The English Learner Success Forum has a library of evidence-based resources and tools that support materials developers and educators as they create and adapt instructional materials to be more inclusive of multilingual students.

Conclusion

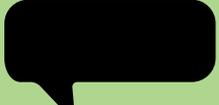
The evidence is clear that mathematics instruction in California's classrooms is currently not effective for most students. This is especially true for Black, Latinx, and multilingual learners – who make up the majority of California's students. California's teachers want to shift their instruction and curriculum to be inclusive and anti-racist, but the vast majority say they lack the resources and materials to do so (Education Week Research Center, 2020). California's new mathematics framework holds the potential to provide the actionable and targeted guidance that educators, curriculum developers, and professional development providers are calling for and that our students deserve. Taking a bold stand for equity by adopting

the Math Framework is an essential first step. However, state and local leaders must also be prepared to invest in our students by equipping educators with the materials and professional learning they need to

ensure that California moves closer to its vision of powerful and relevant mathematics learning for all students. A Pathway to Equitable Mathematics Instruction offers tangible tools to support educators to actualize their commitment to this vision. 

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Math



BACK-TO-SCHOOL STUDENT VOICES

Last fall, CABE asked students, “What’s it like to get back to school after months of distance learning from home?”

**Evis Morales,
Grade 6, Beamer Park Elementary School, Woodland Joint Unified School District**

I think the best part of returning to school after distance learning for almost two years was meeting my friends again. When we returned to school in April, we had recess only with our own classroom and we had to play in a part of the playground and stay there. I didn’t get to play with most of my friends because they were in different classrooms. When I got back this time, we didn’t have those station areas, so we all got to play together and I liked it that way. None of my friends or relatives got COVID-19. My maestro said Beamer Elementary School didn’t have any COVID cases like other schools. We have to wear masks all the time and it is a pain, but we wear masks to keep kids from getting COVID. Sometimes I’m worried when a kid takes off his mask and I’m close to that kid. I worry about giving COVID to my grandparents. Whenever I’m at my grandparents’ house, I wear a mask around them. Going back to school and socializing in person was a thing I liked because I hadn’t done it in so long.



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Leveraging Translanguaging through Biliteracy: A Wide-Angle View of Literacy with Linguistically Diverse Students



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

A recent research conference focused on the science of reading; each panelist presented a summary of their work. They offered a critical stance on the possibilities to expand the lens for reading science (Hoffman et al., 2021). One of the panelists, Sandra Barrueco, focused on the importance of the literacy field engaging in research with “linguistically diverse communities by contributing to the advancement of theories, pedagogy, interventions, methodologies, measurement, and more” (Hoffman et al., 2021, p. 1). Barrueco (2021) further urged the literacy research field to continue to strive “for a wide-angle view in research” (p. 4) by engaging the literacy field in linguistically diverse research to develop knowledge, skills, and contributions with these communities. The panelist asserted that for literacy educators to do anything less than a “wide-angle” view would be conforming to the status quo, rather than propelling possible solutions for linguistically diverse children and communities.

Advancing a Broadened Perspective in Biliteracy and Translanguaging with Inservice Teachers

To answer this urgent call from the Literacy Research Conference panelist, I address in this article, my current “wide-angle view” on literacy by expanding it to

biliteracy and translanguaging in a kindergarten dual language bilingual education classroom. First, I offer documentation on teaching practices enacted over time and student responses to their learning experiences from biliteracy participatory action research that I facilitated in an urban school district in the Southwest. This study offers knowledge and practice to better prepare future educators for the bilingual/ Teaching English to Speakers of Other Languages (TESOL) education teaching field. The purpose of the study is to collectively and collaboratively develop more comprehensive biliteracy approaches. In the following sections, I provide two exemplars from a kindergarten classroom where the teacher leverages translanguaging through biliteracy in her classroom by implementing an emergent biliteracy approach and assessment. Finally, I make my critical stance on the science of reading by providing *Key Understandings Between Science of Reading (SoR) and Biliteracy Pedagogies* in order to strive for “a wide-angle view in research” for emergent bilingual students in our communities.

Emergent Biliteracy Kindergarten Exemplars

Dr. Barbara Flores developed “mediational tools” at the California State University San Bernardino Teacher Preparation Program with preservice teachers to

organize and present the curriculum used to help the student become an educated, literate/biliterate person (Díaz & Flores, 2021, p. 305). Monica (in keeping with confidentiality, I use this pseudonym for the teacher) implements visual tools for explicit instruction in foundational reading skills and comprehension strategies to meet the needs of her linguistically diverse students. Her emphasis is on emergent reading, drawing, writing, and literature for students with varied reading levels and language backgrounds. In the next section, I demonstrate how Monica, a kindergarten 90/10 dual language bilingual education (DLBE) teacher, leverages translanguaging through biliteracy in her classroom by implementing an emergent biliteracy approach and assessment.

Natural Linguistic Flexibility

Monica, a DLBE kindergarten teacher who participated in biliteracy participatory action research, provided an exemplar of how she leverages translanguaging through biliteracy in her classroom. This was done by implementing an emergent biliteracy approach in which she embraced her children’s “natural linguistic flexibility.” In her own words, Monica explained what this means:

I found a way to find harmony among what I felt was right and natural for the children with what I was expected to implement into my teaching. I made sure that my Spanish instruction in the main subject areas included the Spanish language materials and curriculum we were given, while strategically including and using supports in the home language when needed. Taking the children’s natural linguistic flexibility into account, I began to conscientiously talk more often about using knowledge of one named language to help the other, and modeled how it can be done when reading, writing, drawing, speaking, and thinking. (Interview, 05/10/21)

Monica modeled translanguaging, or as she named it, their natural linguistic flexibility, for her students by implementing an emergent biliteracy approach she calls “Punte de palabras.” This approach is a list that helps connect ideas from one named language to another by using a large dry-erase flip chart that children could access both during the actual discussion and afterwards for reference. (See Figure 1.1. Puente de

palabras chart) Monica’s implementation evolved from drawing *in front of* the children into a guided drawing activity. The children *drew in their notebooks alongside* while she bilingually discussed concepts (e.g., las estaciones, fall, otoño, winter, invierno) that they had jointly studied.

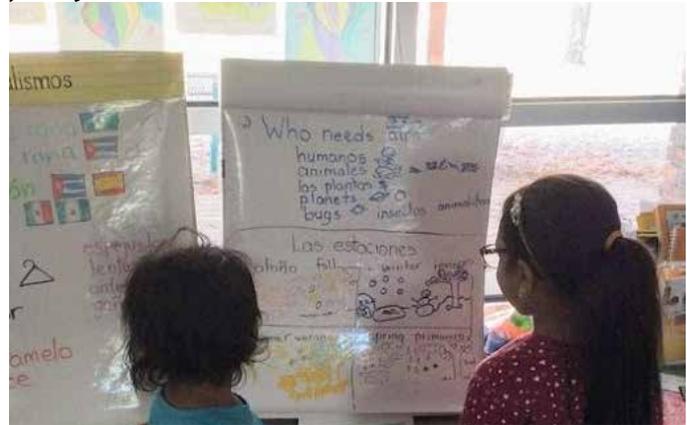


Figure 1.1: Puente de palabras chart

Monica is an artist, and she brought this mode of learning into her classroom. She understood that drawing develops a deeper understanding of the content and language, much more so than from observation alone. Drawing in her classroom to further students’ biliteracy skills and understanding became the main mode of learning during their biliteracy development because drawing together not only provided an opportunity for deeper understanding of content, but also for consideration of supporting details and opportunities for her to model. Most importantly, her students could apply new Spanish and English vocabulary words in conversation and this added an interactive element to an otherwise lecture-style lesson. As a result, her students were much more engaged.

Visual Representations as Assessment

Monica’s role as a teacher was to facilitate learning by leveraging translanguaging through biliteracy. Her focus was on her student’s potential to further develop their oral language through different modalities with visual representations. Students could leverage their translingual ways of understanding to make meaning of the content being learned. To measure how well her students were learning the content and language, Monica created an assessment to document the different ways they expressed their understanding. For example, Monica shared that “kindergartners are very adept at expressing themselves and understanding

others through non-verbal communication; many have infant or toddler siblings who require a developed understanding of various forms of communication.” (Interview, 05/10/21)

Monica noticed that when children were working at their tables, conversation was guaranteed. She mentioned that young children tend to narrate their thoughts and explain their actions to anyone around them because of their developmental level. It is common to hear “I drew this because ...” or “Esto es el ...”. As Monica thought about how to assess her kindergartners in a linguistically responsive way, she supplied a visual tool, such as a graphic organizer, on which they were to draw the main points of the story they read with the teacher. As the children verbalized aloud the different parts of the graphic organizer, Monica used a recording device to capture the “verbal buzz” by circulating the room with an iPad because it is in this initial thinking phase of the assessment process that children express themselves most freely. The children also listen and react to each other and have a built-in opportunity to collaborate and potentially enhance their understanding. Monica captured their drawings, combined with oral explanation and other forms of expression that the children do naturally when learning, which at times was done bilingually. For examples of visual tools, see Figure 1.2.



Figure 1.2 Students' visual tools

Monica provided ample “sittings” where the students self- and peer-assessed their learning. For example, after several biliteracy units (both fiction and non-fiction), videos, and songs, students acted out the stages of plant growth. Monica explained that “young children are very creative, and if asked, they *can* represent roots, sprouts, and leaves through creative movement and willingly show their expertise.” As Monica assessed her students, she selected them

individually and asked them to bring their graphic organizers. She asked them to explain what they had written and drawn, and recorded their oral explanations without restricting them to sharing with her in one language or another. She drew from their translanguaging or natural linguistic flexibility. Later, she checked for comprehension, content, and language use.

Monica’s involvement with the biliteracy participatory action research influenced her biliteracy instruction and assessment. Monica’s emergent biliteracy approach leveraged her children’s natural linguistic flexibility to learn new concepts and express their comprehension through drawing, writing, and thinking activities. The visual representations or tools that Monica developed for her students “influenced more evolutions in the forms of assessment.” Her assessments included verbal explanations of their finished work and student presentations to parents and peers. Monica took both photos and video clips of their presentations to reference later for content, language, and literacy development. Monica’s stance of leveraging translanguaging through biliteracy practices gave children the freedom and autonomy to develop their visual tools and demonstrate their learning using their creative, translingual, and multimodal ways of meaning-making.

Key Understandings Between Science of Reading (SoR) and Biliteracy Pedagogies

In New Mexico, over 70% of students are from groups associated with lower emergent literacy levels because their home language differs from the “academic” language of school. Specifically, The Martinez/Yazzie v. State of New Mexico (2017) lawsuit evidenced that New Mexico’s educational system failed to meet the academic, language, and literacy needs of students who were English learners, Native American, and from low-income families. To better meet the literacy needs of New Mexico children, New Mexico’s new dyslexia law decided on structured literacy as an effective approach for all students, which views reading as a mechanical process devoid of language, literacy, and cultural practices (Hruby, 2020). These mechanical processes can cause failure to recognize the “multidimensional and individualized nature of reading” (Compton et al., 2020, p.3), especially in bilingual education and English language

development programs. These processes include directive/scripted lessons for educators, privileging phonemic awareness and phonics as decoding skills, specialized forms of reading instruction, mandating structured literacy programs, and privileging the interests of publishers and privatized education (Compton et al., 2020, p.3).

To better understand how literacy is applied in the science of reading (SoR) and biliteracy pedagogies for linguistically diverse students, I created Table 1.1 in order to:

- analyze the differences between SoR pedagogy and biliteracy pedagogy,
- inform educators teaching in bilingual education or English language development programs about how to best meet literacy needs, and
- provide key understandings of the following topics: the theoretical framework, the definition of literacy/biliteracy, and the purposes and contexts for literacy, research, and program/practices/approaches.

To offer a more culturally and linguistically responsive pedagogy for linguistically diverse students in bilingual education programs, there is a need for a biliteracy pedagogy that includes culturally and linguistically responsive, metalinguistic, and flexible biliteracy instructional approaches similar to what Monica did in her classroom. In addition, it is necessary to develop

different perspectives and approaches to literacy to address the dimensions of language-in-use, such as discourse, pragmatics, rhetoric, and the culture it maintains and conveys (Gabriel, 2020), and to have a more “wide-angle” view of literacy practices.

Bilingual educators have cause for concern with the increase of Hispanic/Latino/a/x simultaneous-bilingual children (children who develop two named languages simultaneously) in our bilingual education programs and the need to implement more appropriate approaches. A move towards implementing biliteracy approaches will support the development of teacher knowledge about students’ bilingual and biliteracy development to move towards more culturally and linguistically responsive practices. Moreover, answering the panelist’s request of literacy educators to use a “wide-angle” view of literacy/biliteracy can be done through participatory action research (PAR). Doing PAR similar to Monica’s exemplar work can provide possible solutions for linguistically diverse children and communities and create spaces where students can do biliteracy with visual tools that provide them the opportunity to write, speak, listen, and think in multimodal and translingual ways. ☞

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BACK-TO-SCHOOL STUDENT VOICES

Last fall, CABE asked students, “What’s it like to get back to school after months of distance learning from home?”

**Liberty Popejoy,
Grade 9, Cesar Chavez Community School, Yolo County Office of Education**

Coming back to school during a pandemic is difficult. This year I was transferred over to a new school so that I could receive more help. I really enjoy coming to school every day and getting to see my teacher and friends. I feel that now that we are back to in-person learning, I am doing a lot better with my grades, keeping up with all my classwork, and coming to school every day on time.

Some things I struggled with while we were doing distance learning were completing my work on time, focusing on being in class, and not on other things around me. Having to help my siblings with their work and trying to get mine done on time was hard. I felt the longer we did distance learning, the more I was going to fail. Being on time for class was also hard for me and I struggled with my grades. Some other things that were hard for me were having to take care of my mom while she was sick and having to babysit my cousins while they were also doing distance learning.

GOOD
MORNING

BUENOS
DÍAS

¡HOLA!

HI!

"¿Soy bilingüe?"

Explorando la identidad bilingüe en kinder



Leslie C. Banes, Ph.D.

California State University, Sacramento

Ruth Flores Bañuelos, M.A.

Woodland Prairie Elementary School

Introducción

Al comienzo del año en su clase de kinder en un programa de inmersión de lenguaje dual (LD) español-inglés, los estudiantes de la maestra Flores le preguntaban, "Maestra, ¿por qué estamos haciendo trabajo extra? La otra clase no tiene hora de español." y "¿Por qué tengo que aprender inglés si mi mamá no lo ha aprendido?" La maestra Flores se sorprendió al darse cuenta de que no todos sus alumnos estaban entusiasmados con hablar dos idiomas en la escuela. La maestra Flores vio el programa de LD de su escuela como un regalo con una promesa increíble, donde se invita a sus estudiantes a traer todo su ser al aula, a crecer y prosperar usando ambos idiomas. Sin embargo, sus alumnos a menudo expresaban su visión de aprender dos idiomas simplemente como un "trabajo extra". Un objetivo de los programas de LD es elevar el estatus del idioma y asegurar que los estudiantes comprendan la importancia del bilingüismo (LaVan, 2001). En este artículo, describimos una práctica pedagógica de involucrar a los estudiantes en la exploración y el fortalecimiento de sus identidades bilingües.

Desarrollando identidades bilingües

Con "identidad bilingüe" queremos decir verse a uno mismo como parte de una comunidad que usa dos idiomas de manera significativa, dando forma a la manera en que las personas se ven a sí mismas, piensan, se comunican y comprenden el mundo (Fielding y Harbon, 2013). La forma en que los

estudiantes se ven a sí mismos impacta su éxito en la escuela y su adquisición del lenguaje (Norton, 2000). Para alcanzar el objetivo de desarrollar el contenido y el dominio del lenguaje académico en ambos idiomas, los estudiantes deben estar comprometidos con la meta de aprender y usar ambos idiomas. Brindar a los estudiantes oportunidades para reflexionar, compartir y comprender mejor sus ideas emergentes sobre el bilingüismo permite a los estudiantes validar sus propias experiencias lingüísticas y las de los demás (García-Mateus & Palmer, 2017). Debido a que la escuela es el lugar principal donde las sociedades negocian qué cuenta como conocimiento, quién puede definir y mostrar el conocimiento y en qué idioma (Heller y Martin-Jones, 2001), **los maestros tienen la responsabilidad de considerar cómo las experiencias en sus aulas pueden impactar las identidades bilingües de los estudiantes y actuar con intencionalidad.**

Actividades de clase

Diseñamos un marco para explorar la identidad bilingüe, comenzando con uno mismo y la familia, expandiéndose hacia la literatura y la música, y luego la escuela, la comunidad, y el mundo (Flores Bañuelos & Banes, in press). Comenzar enfocándose en uno mismo y la familia parecía particularmente apropiado para los niños de kinder, que recién están comenzando a entenderse a sí mismos como individuos y su papel en las relaciones familiares y sociales (Harter, 1998). Los estudiantes en esta clase incluyeron veinticinco

bilingües emergentes, con dieciséis clasificados como alumnos aprendiendo inglés y nueve como alumnos aprendiendo español, aunque es probable que muchos fueran bilingües simultáneos de hogares donde se usan ambos idiomas. La intención detrás de estas actividades era crear oportunidades para que los estudiantes exploraran sus propias identidades, no decirles en qué creer. Para capturar el pensamiento de los estudiantes de la manera más completa posible, la maestra Flores permitió a los estudiantes seleccionar qué idioma usarían para participar. Los materiales pedagógicos se pueden encontrar en <https://tinyurl.com/FloresBanesAppendices>.

Fase uno: Yo y mi familia

Los objetivos principales de la fase uno eran crear oportunidades para que los estudiantes comenzaran a reflexionar sobre su propio bilingüismo y para que la maestra Flores adquiriera una comprensión más profunda de las creencias de los estudiantes sobre el bilingüismo. Utilizando un retrato lingüístico autorreflexivo (Dressler, 2014), pidió a los estudiantes que colorearan representaciones de sus lenguajes en un contorno corporal. La maestra Flores les hizo las siguientes preguntas para ayudar a los estudiantes a reflexionar.

- Cuando usas tu cabeza para pensar, ¿piensas en español, inglés, o en los dos?
- Cuando usas tus manos para jugar con tus amigos o juguetes, ¿lo haces en español, inglés, o en los dos?
- Cuando usas tus ojos para ver el mundo a tu alrededor y miras cosas como la televisión o libros, ¿miras en español, inglés, o en los dos?
- Cuando usas tus oídos para escuchar, ¿escuchas español, inglés o los dos?
- ¿Usas tu boca para hablar y cantar en español, inglés o los dos?
- Cuando usas tus piernas para ir a diferentes lugares, ¿vas a lugares donde hablan español, inglés, o los dos?
- En tu corazón, cuando eres buen amigo y amas a tu familia, ¿usas español, inglés o los dos?

Los niños pueden decidir representar cada idioma con un color diferente o por su primera letra, como en el retrato a continuación. También se puede usar el retrato lingüístico con niños monolingües, pidiendo que llenen la figura con representaciones de los tipos de inglés (u otro idioma) que usan en contextos diferentes. Por ejemplo, pueden representar el tipo

de inglés que suelen utilizar cuando envían mensajes de texto a sus amigos, la forma en que hablan cuando cocinan con su abuela, o la forma en que hablan o escriben cuando están en la escuela. Todos los niños adquieren conciencia metalingüística a medida que exploran las formas en que cambian los registros según el contexto, el propósito y los interlocutores, y cómo se sienten al usar cada tipo de lenguaje. Se unen a la discusión sobre cómo usamos el lenguaje para conectarnos con otros y comunicar facetas de nuestra identidad.



"I es para inglés y E es para español. Cuando juego fútbol con mis amigos, hablamos inglés, pero cuando escribo, siempre lo hago en español. En casa, leemos libros en los dos idiomas. Pienso en los dos. Tengo un corazón con español y uno para inglés."

Fase dos: la literatura y la música

En la fase dos, las actividades en el aula se enfocaron en el uso de la literatura y la música para crear oportunidades para que los estudiantes reflexionen sobre sus propias experiencias bilingües y las de los demás. Recomendamos elegir libros que representen personajes bilingües e incluso personas que mezclan sus idiomas en forma de translenguar. Esta clase leyó "Mango, Abuela and Me" de Meg Medina (2015), que muestra a una niña de habla inglesa interactuando

con su abuela de habla hispana. La maestra Flores facilitó una discusión de toda la clase, ofreciendo oportunidades para que los niños conecten sus experiencias con ideas del libro. Además, cada día abrió y cerró la lección con una canción multilingüe con saludos de todo el mundo. Finalmente, se les pidió a los estudiantes que escribieran o dibujaran algo que pudieran hacer porque eran bilingües.

Fase tres: La escuela, la comunidad y el mundo

El objetivo de la fase tres era brindar oportunidades para la reflexión sobre el bilingüismo más allá de un mismo, la familia y el aula. La maestra Flores invitó a tres personas a discutir sus experiencias bilingües con la clase. Los oradores incluyeron a un padre que había inmigrado de México durante la infancia, un estudiante de quinto grado en la escuela, y un tutor en edad universitaria. Se les pidió a los invitados que usaran ambos idiomas y que hablaran sobre a) cómo se volvieron bilingües, b) cómo usan sus idiomas, y c) si tienen consejos para los niños bilingües. A continuación, la maestra Flores y sus alumnos crearon carteles para desarrollar conciencia en la escuela sobre lo que significa ser bilingüe. La maestra escribió las ideas sobre el bilingüismo de los niños en carteles y los estudiantes los decoraron en grupos. La maestra Flores colgó los carteles por la escuela y dirigió a su clase en una “búsqueda de tesoro”—una observación por toda la escuela—para descubrir cómo veían y hablaban de los carteles.

Lo que aprendimos

Aprendiendo lo que significa ser bilingüe

En la fase uno, la mayoría de los estudiantes entendieron que usaban dos idiomas, pero no se dieron cuenta de que esta habilidad tenía un nombre o que representaba una habilidad especial. Al explicar sus retratos lingüísticos, los niños describieron actividades específicas que hacen en cada idioma, a menudo incluyendo dónde o con quién. Sin embargo, cuando se les preguntó: “¿Qué significa ser bilingüe?”, solo un estudiante lo describió como hablar dos idiomas. El resto de la clase aún no conocía la palabra *bilingüe*. El estudiante que indicó una comprensión del término también fue el único que se autoidentificó como bilingüe. Esto es significativo porque nombrar ideas facilita la capacidad de comprenderlas y discutir las (McConnell-Ginet, 2020). Por lo tanto, para poder identificarse como bilingües y entender el bilingüismo

como algo importante y digno de atención, los estudiantes necesitan comprender primero lo que significa ser bilingüe.

Al final de la fase dos, la mayoría de los estudiantes pudieron definir correctamente el término bilingüe, describiéndolo como “hablar dos idiomas.” Tres de los estudiantes que lo definieron incorrectamente, lo describieron como “hablar español,” lo que puede reflejar una comprensión del bilingüismo como aprender un idioma diferente al inglés, como si el inglés fuera un hecho. Tres estudiantes no se identificaron a sí mismos como bilingües, comunicando la creencia de que no eran lo suficientemente competentes en uno o ambos idiomas. Por ejemplo, un estudiante reflexionó, “No soy bilingüe porque yo todavía estoy aprendiendo mis sonidos.” Una mayor exploración de lo que significa ser bilingüe con un énfasis en cómo el dominio del idioma o la alfabetización por sí solos no determina la identidad bilingüe de una persona, puede ayudar a estos estudiantes a verse a sí mismos como bilingües. Al final de la fase tres, todos los niños se identificaron a sí mismos como bilingües y sus explicaciones comenzaron a reflejar una comprensión más matizada de su identidad bilingüe, como tener una historia lingüística o una familia y comunidad bilingüe.

Entendiendo las aplicaciones del bilingüismo

En la discusión del libro, *“Mango, Abuela and Me,”* se les pidió a los estudiantes que reflexionaran sobre lo que pueden hacer porque son bilingües y por qué es importante. La mayoría de los estudiantes describieron cómo usan sus dos idiomas con la familia. Un estudiante demostró frustración porque su papá “no quiere aprender el español” y el niño tenía que ayudarlo. Este niño entendió el bilingüismo como una herramienta de comunicación importante en su familia y tenía sentimientos fuertes que empezaba a comunicar. Además, los estudiantes describieron “escuchar música” y “jugar con otros niños” como aplicaciones del bilingüismo en sus vidas diarias. Es importante notar que, al principio del año, algunos estudiantes pensaban que el YouTube, la televisión, y las películas solo existían en inglés. Por lo tanto, destacamos la importancia de exponer a los estudiantes a medios multilingües auténticos y relevantes. Si los estudiantes no están expuestos a los medios bilingües en el hogar o en la escuela, no sabrán que existen ni aprenderán a buscarlos.

Compartiendo la identidad bilingüe

Los estudiantes estaban emocionados de compartir lo que aprendieron y usaron sus carteles como temas de conversación en el recreo. La maestra Flores observó que algunos estudiantes explicaban a sus compañeros monolingües lo que significa ser bilingüe y lo maravilloso que es. Algunos estudiantes, espontáneamente, decidieron dar a los padres, hermanos y otras personas un recorrido por la escuela para mostrar y explicar los carteles.



¡Soy bilingüe. I can make friends in Spanish & English.

Yo puedo decir ¡Hola! Hello! ¡Soy bilingüe! How about you?

Soy el primero en mi familia que aprende español. Being bilingual make me extra special.

Conclusiones

Los estudiantes tomaron ideas sobre el bilingüismo a su manera y usaron sus retratos, dibujos y carteles como herramientas para compartir la comprensión del bilingüismo y de sí mismos. Comenzar con una base sólida puede ayudar a contrarrestar la tendencia hacia el dominio del inglés y las ideologías monolingües que los estudiantes probablemente experimentarán a medida que crezcan. Aunque este proyecto cuenta con un salón de clases de lenguaje dual, comprender el bilingüismo es igual de importante en salones de inglés como idioma de instrucción. Alentamos a otros maestros a usar y adaptar las actividades descritas aquí para crear oportunidades ricas, variadas y sostenidas para que los estudiantes exploren y comuniquen sus ideas sobre el bilingüismo.

Las referencias y la versión en inglés están disponibles en el apéndice de la versión en línea: <https://www.gocabe.org/communications/multilingual-educator/>

LAS VOCES DE LOS ESTUDIANTES AL REGRESAR A CLASE

El otoño pasado, CABE preguntó a los estudiantes, "¿Cómo se siente volver a la escuela después de meses de aprendizaje a distancia desde casa?"

Yanesi Padilla, Grade 6, Holtville Middle School, Holtville Unified School District

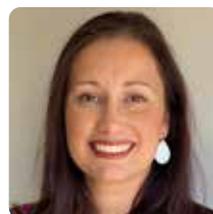
Mi nombre es Yanesi Padilla. El regresar a clases en persona me hizo sentir nerviosa y emocional a la misma vez. Me sentí emocionada porque tuve la oportunidad de ver a mis amigos después de un año y medio después de no verlos en persona. También me sentía así porque entré a una nueva escuela y conocí a nuevos maestros.

Al igual me sentí nerviosa porque en mi condado existen casos de COVID-19 y empezaron a salir noticias sobre casos de COVID en niños. Es por esta razón que me sentía nerviosa porque en mi familia hubo muchas muertes por esta enfermedad y por eso tenía el temor de regresar a la escuela en persona. Sentía que estaría más expuesta a contagiarme del virus y podía llevarlo a mi familia y en especial a mi hermana que tenía 5 meses y a la cual estuve esperando por 11 años.

En conclusión, puedo decir que mi experiencia de estar en la escuela en persona estando todavía la pandemia está llena de emociones positivas. Aunque algunas veces pueda sentir miedo o preocupación por mi salud, estoy segura de que será un grandioso año escolar para mí y deseo lo mismo a todos los estudiantes, padres y maestros.

The English translation is available in the appendix of the online version: <https://www.gocabe.org/communications/multilingual-educator/>.

Translanguaging in Bilingual Teacher Education: What's at Stake?



Sera Hernández, Ph.D.
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The process of translating theory to pedagogical practice is a difficult one. Teachers cannot imagine what they have not seen. Once socialized into their disciplines and professional identities and accompanying language ideologies, they cannot change the practice unless they have a solid understanding of the alternatives. —Valdés, 2017 (p. vi)

In the above quote from her foreword to the book *The Translanguaging Classroom* written by Garcia, Johnson, and Seltzer (2017), Valdés addresses the disconnect between theory and classroom practice. She furthers this statement by acknowledging that the book provides the linkage needed to understand how translanguaging (TL) theory and research can be implemented in real classrooms with multilingual learners. As a bilingual teacher educator, I am committed to making the connection between theory, research, and practice a reality for teachers and teacher candidates. This task is not simple, and I am not always successful. In this reflective piece, I share how translanguaging theory, research, and practice have shaped my understanding of how multilinguals use language and how I have integrated the theory and research into my university courses with bilingual teacher candidates.

Translanguaging as a Holistic Approach to Bilingualism

Confusion and misinformation in the dual language field about translanguaging persist. Some use translanguaging and code-switching synonymously (despite their epistemological differences), and some

are worried that concurrent translation is happening in the name of TL. However, TL is not haphazardly using language in the classroom or other contexts. It is also not a practice only used by individuals in the early stages of their bilingual development. In a previous publication of *Multilingual Educator*, Fu (2021) acknowledges the pushback against TL and clarifies that TL simply helps us understand the process of “being and doing” as multilinguals. Freeman and Freeman (2021) provide clear examples of what TL is and is not. Yet, we know that without a clear understanding of the theoretical framework and context of the research, it can easily be misinterpreted by researchers and educators alike.

Multilingualism is the “typical human condition” around the world, but in the U.S., our tendency is to “treat bi/multilingualism as if it were a deviation from an imagined monolingual norm” (Martinez, 2018, p. 515-516). One way we can push back against the monolingual norm inherent in our society and in many classrooms is to introduce teachers and teacher candidates to a translanguaging framework. Translanguaging is a view of language as a dynamic process that recognizes that bilinguals have one language system with features that are associated with each language (Garcia, 2009) rather than two monolinguals in one. Garcia (2009; 2012) applies TL to the U.S. context for minoritized groups, particularly Spanish-speaking racialized bilinguals, and proposes a “linguaging” view of bilingualism that recognizes both social and cognitive aspects of “doing being bilingual.”

TL explicitly addresses the linguistic hierarchies inherent in our larger society and within classrooms (Otheguy, Garcia, Reid, 2015).

In my university courses, I utilize translanguaging as a theoretical framework and a pedagogical tool for leveraging student bilingualism for learning. I make it clear that TL is “the set of discursive practices we employ in order to communicate in multilingual contexts (Palmer et al., 2014; p. 98). Specifically, I draw on TL to help me and my students better understand *dynamic bilingualism*, bilinguals’ *linguistic repertoires*, and the need for more precise and expansive terms for our students learning and living in more than one language. (e.g., *emergent bilinguals*). We also engage with TL as a pedagogical tool that can assist with developing biliteracy skills, increasing metalinguistic awareness, and strong bilingual identities. With an understanding of translanguaging as both theory and pedagogy, teachers can interrogate ideologies of linguistic purism inherent in many DL programs (Martínez, Hikida, and Durán, 2015) and resist rigid language separation ideologies common in dual language classrooms. Additionally, TL is aligned with other holistic, research-based frameworks such as paired literacy (Escamilla et al., 2014) that are pertinent to the field.

Translanguaging in Bilingual University Courses

In an effort to increase transparency and communication between bilingual teacher preparation programs and preK-12 education, I share my experience as a faculty member at a Bilingual Teacher Education Program (BTEP) in California for the last six years. I draw on my training as an educational linguist and researcher and 20+ years of experience as a language educator in K-12 public schools and universities, including as an elementary school teacher, bilingual teacher educator, and professional developer. My commitment to the education of multilingual learners stems from my family’s heritage language loss of Spanish and French, and I am still working on reclaiming them as heritage languages. I earned a California bilingual credential the year after the passage of Proposition 227, which devastatingly dismantled much of the bilingual programs in the state. Thus, for seven years, I taught in an English-only elementary school in Los Angeles, followed by a year of teaching in a bilingual program with a heritage language maintenance model in the San Francisco Bay area. I am cautiously hopeful about the

direction California is heading related to the increase of dual language programs, particularly as these models have bilingualism and biliteracy as program goals and outcomes. However, I am aware of how the education of racialized bilinguals is not always at the core of dual language program planning and implementation, which can lead to inequitable opportunities and outcomes.

My reflections and examples from my courses that follow stem from this contextual reality. In an introductory course to multilingual policies, programs, and practices that functions as a prerequisite course to the bilingual credential program, I strive to help students unlearn any deficit or limiting understandings of their own language practices that may have accumulated through a subtractive schooling experience (Valenzuela, 1999) many of them have experienced. To help them understand the sociopolitical context of bilingualism in the U.S. for racialized students and as an introduction to TL, I have students read Garcia’s (2012) chapter *El papel del translenguar*. An excerpt from this text is also referenced in the section of my syllabus that provides a description of my TL stance.

“Drawing on the work of Ofelia García, we explicitly utilize bilingualism as a resource in our classroom space and adopt the theory and practice of translanguaging. García defines translanguaging as bilinguals’ flexible use of their linguistic resources to make meaning of their lives and their complex worlds. As García (2012, p. 354-355) notes, *el translenguar es: el conjunto de prácticas discursivas complejas de todos los bilingües y las estrategias pedagógicas que utilizan esas prácticas discursivas para liberar las maneras de hablar, ser y conocer de comunidades bilingües subalternas...El translenguar no es por ende simplemente la adaptación pasiva a una o dos lenguas autónomas o estándares, sino el surgir de prácticas lingüísticas nuevas y complejas, producto de la mayor representación de los hablantes en un mundo globalizado, post-colonial y muy diverso. We will read more about translanguaging as a theory and pedagogical tool in class.”*

By making an explicit verbal and written statement in which I encourage them to utilize their full linguistic

repertoires as they make sense of complex topics in my class, I adopted an explicit TL stance as a linguistically-sustaining pedagogy (Valdés, 2017) with support for their bilingualism that many of them have not experienced in their post-Proposition 227 schooling. I wanted students to know that I viewed translanguaging as a normative expression of bilingualism (Garcia & Wei, 2014) which includes expressions of code-switching and code-meshing, and all natural languaging practices in “doing being bilingual.” Many shared that this was the first time they could bring their Spanish into a classroom setting.

To be clear, when I teach a university course, I expect students to engage with complex concepts in their discussions and writing. I expect them to engage their full linguistic repertoires in negotiating for meaning and deepening their understanding of key topics in the field. I also expect them to demonstrate proficiency in Spanish and English throughout the course, and they have course assignments tied to each language. An assignment where I encourage students to translanguage (though I do not penalize if they translanguage in other assignments) is in their multimodal biliteracy autobiography to share their biliteracy experiences throughout their lives and in a variety of domains (e.g., home, school, community). They first write an essay and then transfer the autobiographical story to a multimodal presentation where they integrate text, voice, images, and other modes of communication to represent their biliterate and multiliterate selves. After several years of teaching the course, it became clear that the assignment supported students with their self-expression, strong bilingual identities, and linguistic creativity that would not have happened without permission to be their authentic bilingual selves—an affordance of a TL framework.

Conclusion

Bilingual teacher candidates are not immune to monolingual policies and perspectives because they have managed to maintain and develop bilingualism and biliteracy, as many grew up under restrictive language policies at the federal, state, district, school, and home levels. Tensions will always exist for bilingual educators and their students. They are living and navigating a society that has historically privileged English in the very design of the systems under which

they are still operating. TL as a framework assists in disrupting monolingual normativity that plagues the U.S. and helps us affirm our bilingual identities. Holistic and multilingual perspectives of bilingualism and biliteracy remind us that learners’ full linguistic repertoires must be leveraged in the classroom by monolingual and multilingual educators alike. We cannot expect teachers to build on their own and their students’ everyday bilingualism (Martínez, Hikida, and Durán, 2015) if they have not personally experienced this in their education. As Valdés states in the quote that opened this reflection, teachers *cannot imagine what they have not seen*.

Bilingual teacher candidates must understand that elevating the non-English language in a dual language or bilingual program is necessary in a society that privileges English. They must also ensure that students develop proficiency and literacy in both languages. TL research is aligned with these realities despite the misconceptions that still persist. TL researchers argue that strategic translanguaging (and not random translanguaging) is part of a quality dual language program model.

Thus, I propose that bilingual teacher educators, bilingual administrators, and educators in K-12 schools have critical and respectful dialogue around translanguaging. These can be structured as inquiry sessions or as participatory action research (e.g., see Johnson, 2021 for an example with translanguaging). Some questions to consider are: What is our working definition of translanguaging? How is it aligned with the research? How can TL help us understand language learning, language use and language practices for bilinguals and multilinguals? How can a deep understanding of a TL framework influence how we equitably plan, teach, and assess in multilingual schools and classrooms? Lastly, I close with a question for all dual language community members (e.g., educators, researchers, families, policymakers): How can we strategically and effectively work towards bridging understanding across theory, research, and practice? For it is our collective and collaborative efforts that will ensure that multilingual learners have access to high-quality bilingual and biliteracy programs, practices, and outcomes. ☞

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Depth of Knowledge Equity for the English Language Learner: Meeting the Needs of the Twice Exceptional ELL

In recent years, an understanding of twice-exceptionality within the self-contained classroom emerged to receive stronger recognition in the educational community. Each student that enters our learning communities is a combination of overlapping identities that compose a unique multicultural fingerprint. This fingerprint serves to shape a student's perception and the way they access learning.

Understanding the Deficit Model

When one (or more) of these identities fall outside the traditional cultural norm or identifies an individual as being in an underserved population, a student may become disconnected from their learning environment. If two or more identities that fall outside the cultural norm overlap, they are known as twice exceptional. This population of students experiences a unique challenge in the self-contained classroom. Additionally, any time a student has one or more identities that are considered underserved, the deficit model can become a threat to their success. The deficit model is an important concept for

teaching practitioners to understand. When we talk about the deficit model, there are really two different types: one is where we identify a child by their challenges rather than their strengths, such as a clinically gifted child with overlapping learning disabilities. This type of student may not show academic talent in the way we traditionally expect giftedness to present. The second type of deficit model refers to perceptions that may exist surrounding cultural characteristics, preconceived ideas about race, and societal gender norms. Antilocution, which encompasses the types of messaging through both verbal and unspoken dialogue and rests upon perceptions and microaggressions based on race or cultural identities, presents a barrier for children in this population (Ford, 2014).

Cultural normatives and an emphasis on a child's language learning status can also present a deficit model threat to our language learning population. In fact, many of our language learners find themselves up against a double barrier where both types of deficit models

collide. They may have other overlapping identities that place them in a category that causes them to access learning in a way outside the cultural norms around which the self-contained classroom is traditionally structured. Still, they also find themselves up against normative perceptions of what a language learning designation means.

Depth of Knowledge Equity

Grounded in Webb's depth of knowledge, depth of knowledge equity as coined in Westedt (2019) takes the concept one step further by exploring and identifying ways in which teaching practitioners provide targeted instruction in a way that highlights students' strengths while still addressing their challenges. This means it is critical that students receive instruction based on their actual ability in each core skill. In order to do this, we must think like practitioners. Ongoing formative assessment, live data, and finding ways to provide learning experiences that honor each child's multicultural fingerprint are integral components to achieve this outcome (Westedt, 2019).

When educators put on the hat of a teaching practitioner and ensure that small group instruction is provided to students based on their true ability and not a perceived ability in each skill, students consistently experience higher levels of cognitive activity and engagement compared to their counterpart peers that are placed in stagnant groupings (think “high, medium, and low”) according to their overall performance in school (Westedt, 2019). This finding is significant when we consider the importance of utilizing our time with students constructively. Conversely, it is important to note that students who are placed according to perceived ability based on traditional academic grades may demonstrate maladaptive behavior during structured learning time.

Practical Ways to Disrupt the Deficit Model for 2e and 3e ELL Students

So, how can we become teaching practitioners that are able to provide depth of knowledge equity to our language learners who present with giftedness and/or a learning disability? Below are some ways to actively shift the paradigm in the classroom and school culture to include a depth of knowledge equity framework:

- Become familiar with gifted markers to identify potential giftedness in language learning students who may not otherwise be identified through traditional gifted screening. This type of lens is especially important for students that face an overlap of systemic barriers connected to learning disabilities, gender, and giftedness that overlap with their language learning status or perceived or true race/cultural identity. Understanding that

boredom or maladaptive behavior may signal that giftedness is a critical component for preparing teachers to reach this underserved population of students (Nuemeister et al., 2007). Too often, gifted traits that present outside the cultural normative of academic talent and achievement prevent some of the most gifted students.

- Understand how “normative culture” pathologizes cultural diversity and characteristics. For example, when students have two exceptionalities, such as socioeconomic status, giftedness, gender, or learning disabilities that overlap with being identified as belonging to an underserved cultural or race-based student population, we call this student thrice exceptional. The systemic barriers these students encounter present unique challenges in accessing learning in a traditional self-contained classroom, often due to perceptions of race and cultural characteristics. Learn to recognize these patterns and barriers within the traditional school system and do your part to disrupt them!
- Understand the unique make-up of each child’s multicultural fingerprint. With language learners, it is important to understand the distinctive lens their home culture may bring to the classroom. A disconnect between the cultures of home and school can severely impact a language learning student’s ability to access learning. Always make sure to provide opportunities that honor the home culture of any child. This goes beyond allowing students to share food or traditions in a way that compartmentalizes culture. Although

those activities can be beneficial, we cannot stop there. Students of all intersectionalities must be able to see themselves in curriculum and literature in a way that doesn’t simply ‘showcase’ but rather normalizes the concept of cultural wealth and diversity. In other words, when students experience a curriculum, they should feel seen. Ensure that all your students can recognize themselves in the curriculum by being mindful about what is presented and filling in gaps if you notice that a population of your students is not represented commensurately in the curriculum.

- Ensure that each child’s multicultural needs are addressed in a way that honors their unique way of accessing the curriculum. Be sensitive to a language learner’s need for peripheral participation first, where they can absorb the ‘language of the discipline’ (Lave & Wenger, 1991; Vygotsky, 1978). Never force participation or call upon a student in a way that surprises them or catches them off guard. Each day presents the opportunity to build lifelong connections to learning in the brain, and we need to make them positive ones!
- Behavior is communication! If a student is struggling to turn in assignments, complete work in a timely manner, or demonstrates boredom, fidgetiness, or disruptive behavior, give the student a voice and try to let them put into words the reason behind the behavior. The above signs are often outward indicators that a student may not be receiving the curriculum in a way that meets their needs (Greene, 2014). Unfortunately, the disproportionate use of punitive consequences,

such as suspension or loss of recess, enlists a cycle of punishment that often does very little to change behavior in a student experiencing systemic barriers or neurodiversity.

- Use ongoing formative assessments and flexible differentiation structures to target students at their true ability in individual skills. While trying to target each state standard in this way may be an insurmountable task at first, start small by identifying two or three skills that are core to the grade level of your students. Then, promote cross-grade level discussions with other teachers that foster an understanding of what skills are most critical to master for success in the next grade level.
- Advocate for alternative gifted screening and testing that disrupts the deficit model. A student's access to the gifted and talented program should never

be blocked due to normative cultural influences or perceptions of giftedness.

- Provide alternative assessments in the classroom. Use tools such as Google Forms to survey students about their ideas for presenting what they know. The foundation of assessment should be to identify the level of mastery to which a student has achieved and areas in which we may need to provide extra challenges or supports.
- Most importantly, make sure to give your students a chance to showcase their strengths. We hold the opportunity to make sure they know their identity is not based on a designation or an academic challenge. This requires a teaching practitioner to recognize when a student has asynchronous skills. For example, a student struggling with decoding or the writing process may be articulate and rapidly

growing their vocabulary due to a strength or gift in that area. Ensure that they have plenty of opportunities to access discussions with peers that share their ability to discuss concepts and text, regardless of their language learning designation or disabilities. Therein lies the true nature of depth of knowledge equity.

These ideas are just a snapshot of the many interventions and processes we can implement in the self-contained classroom to secure all students' equitable access to depth of knowledge. Through these actions, we send a powerful message to students that their identities are multi-dimensional and that cultural diversity within the classroom is a wealth we cannot afford to miss. ☪

References are available in the appendix of the online version: <https://www.gocabe.org/index.php/communications/multilingual-educator/>



BACK-TO-SCHOOL STUDENT VOICES

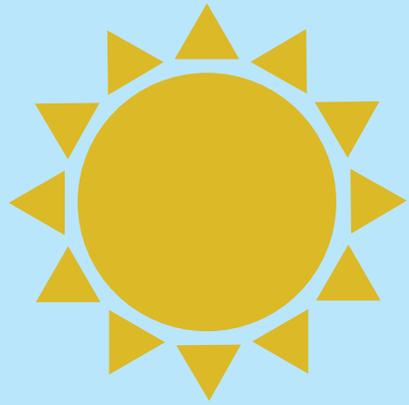
Last fall, CAFE asked students, "What's it like to get back to school after months of distance learning from home?"

Bryson Ramirez, Grade 10, Clovis High School, Clovis Unified School District

Last year was not a normal year. The events of the previous year's quarantine guaranteed that, so I can't say I really had the whole "freshman experience." I saw all of my fellow classmates and teachers through a screen, so I guess it could be said for my class that we started with the "sophomore experience." Even now, I still can't fully experience the whole idea of what typical high school life is like as I see all other students, staff, and friends in masks due to COVID-prevention rules. But it is much safer this way and allows me to finally participate as a high school student on campus.

My freshman year might have been easier than most, in some respects. Being fully online, I could just copy-paste all answers into worksheets, but I will say it was much easier to lose interest in subjects. I didn't do as well as I had normally done in my previous years and I would credit that to a lack of motivation. Even though I was in advanced courses, expectations were lower. I hope returning to campus will diminish the habit I picked up of procrastinating on work.

Now, I am able to actually interact with people, I can get real help from my teachers, and I learn much more hands-on. Coming back had been a big wake-up call for me. I hadn't stepped foot on campus with the intent to learn in over a year and a half. Compared to a normal school year, I wouldn't say there's much difference in my experiences coming back, but I can say for sure it's much better than seeing everything from a computer.



A Collaborative ELD Summer School Model: Focusing on LTELs and Professional Learning



Karin Linn-Nieves, M.A.
San Joaquin County Office of Education

If you want teachers to learn how to target the specific language needs of their English learners and students to experience abundant, contextualized opportunities to improve their written and oral language skills, summer school provides an excellent opportunity for deep learning for both teachers and their students.

The model I will share is based on a profound experience I had at the beginning of my career when my district set up a "two teachers per classroom" summer school model. We co-taught students in the morning and received professional learning in the afternoon, with the goal of immediate implementation with support. Fast forward 25 years to when I had the opportunity to update and pitch a version of this model to a local school district. My updated version included shared leadership, a specific EL student population, and a strategically

designed unit of study based on the Teaching and Learning Cycle (TLC) and using a gradual release model.

The district and I shared leadership through a division of responsibilities. I led the content and created the unit of study and corresponding materials, and led pre-service and daily professional learning. The district led the logistics which included procuring a school site, hiring teachers, organizing bus schedules, planning for breakfast and lunch, ordering and assembling materials, etc.

As an English learner advocate, I felt it was very important to target a particular population of English learners whose specific language needs were not being met. This idea was based on district data. Leadership agreed to invite English learners in grades three through eight, who were either at-risk for becoming Long-Term English

Learners (LTELs) or who had already received the designation of LTEL.

All classrooms participated in the same unit of study which provided common discussions for professional learning. The grade level differentiation focused mostly on pacing and depth. Older students went faster and could engage in more abstract conversations than younger students. All classroom materials that the teachers used for the first week and most of the second week (primarily charts, pictures, and photocopies) were prepared by the district. This supported teachers to focus on learning and applying the new strategies, not on lesson planning or preparing materials. This gradual release model allowed teachers to experience teaching instructional sequences using many new strategies first—before co-planning them with their peers. (See Figure 1.) [Editor's note: All figures

in this article are available in the online version. See the link at the end.]

I had specific goals for the participating students, their teachers, and district leadership.

- 1) For the English learners the goal was to experience rich instruction and joyful learning while improving their academic language and literacy, increase their confidence in active classroom participation, and prepare them to transfer the strategies they learned to their school-year classroom contexts.
- 2) For the participating teachers, the goal was to provide them with a structured, supportive environment and opportunities to apply their learning of practices designed to accelerate language and literacy development in real-time. I wanted them to become deeply familiar with the California English Language Development (ELD) standards and the powerful teaching described in the California English Language Arts/English Language Development Framework. Also, I wanted them to transfer their learning back to their classrooms.
- 3) For district leadership, the goal was to have a place to observe what classrooms look and sound like in an enrichment model where high-leverage literacy practices using complex texts were utilized. I wanted them to experience a print-rich environment and see what their students were capable of.

In this model, the unit of study plays a key role in the intentional design of instruction targeting the linguistic needs of our English learners designated as at-risk or

LTEL. To create a unit of study, it is critical to first determine the writing goals, because if I focus on writing, I cannot help but address all other domains of language and literacy. Also, writing is the domain with which teachers have the most difficulty and the least amount of professional learning. It is important for both teachers and students to have the opportunity to practice different text types (e.g. descriptive, explanatory, and argumentative).

For summer school, I created a Text Organization Matrix to help organize my planning and to use as an overview during professional learning. With each new text type, teachers and students co-created an anchor chart to explicitly discuss each text's task, purpose, organization, and particular language features. (See Figure 2).

Next, I selected texts and wrote instructional sequences to match each writing text type. I created these using a process for systematically scaffolding student's listening, speaking, reading, writing, and thinking called the Teaching & Learning Cycle (TLC) (Derewianka & Jones, 2012; Spycher & Linn-Nieves, 2014). The stages of the TLC include: Building content knowledge of the topic, Learning about the language of text types, Jointly constructing texts, Independently constructing texts, and Reflection. The TLC acknowledges that, in addition to content knowledge, students need abundant practice to understand how English works in different ways with different text types and in different content areas. This helps students match their writing to the task, purpose, and audience.

Stages two and three of the TLC— Learning about the language of text types and Jointly constructing texts—help address the missing components of most writing instruction.

A sample instructional sequence demonstrates the fluidity of the TLC. As soon as you build some content knowledge, you want to begin working more deeply with the text by creating activities focused on Part II of the ELD Standards while using Part I. Delving deeply into how English works through a variety of activities that are engaging and often game-like supports students to speak and write more academically almost immediately. (See Figure 3.)

As a classroom teacher, I loved the “two teachers per class” model because I learned so much from watching my co-teacher in action, and it was much more rewarding to plan a lesson plan together. Now I've noted that there is no downtime and therefore teachers can cover a lot more content. There is also a higher level of accountability to try out strategies that are new, especially when you will be bringing in student samples to discuss during the daily professional learning. I walked through all the classrooms at least once a day. Sometimes jumping in and teaching upon request, answering questions, and finding topics to revisit during the daily professional learning. We began our two-hour afternoon sessions by sharing what went well during the morning, such as something a teacher observed their partner do or an example of what students did. In addition to sharing ideas and reflecting

on our practices, I introduced the next day's instructional sequence, modeled strategies, and continuously linked our instruction back to the ELD standards. Over time teachers began to collaboratively plan lessons, commenting that now they had so many ideas of ways to work more deeply with texts and better understood how to plan sequences of instruction.

Students completed on-demand writing samples on their first and last days of summer school and constantly wrote in their journals. It was highly rewarding for both teachers and students to see the writing progression at a glance. Naturally, we did not expect students to know much about the content in their initial writing. Instead, we focused on analyzing their writing skills. We tallied

"approximations" that students made to help us determine areas of focus for instruction. The top areas of instructional need were subject-verb agreement ("*Bees are little insects that fly.*"), almost exclusive use of simple sentences ("*Salmon are fish.*"), pronoun reference ("*Bees have wings and bees fly.*"), prepositions ("*Sea otters live on the water.*"), and academic vocabulary ("*Bees make honey from their tail.*"). The growth students made over the month was substantial, both in quality and quantity. As one student shared with me recently, "It's easy to write when you know a lot." Most notable was the frequent use of complex sentences and precise vocabulary. (See Figure 4.)

At the end of the day, the reason we do all that we do is for our wonderfully capable students. We deeply desire for them to have the

confidence and skills which will allow them to have choices in their futures. Over the past six years, I have been incredibly fortunate to collaborate with school districts that are invested in improving educational practices for their English learners. I continue to be amazed by the results we are able to achieve during just a month of half-day summer school. Intentional instruction using complex text in accessible ways is a fantastic place to begin targeting the linguistic needs of our At-risk and LTEL students. My team and I will be expanding this model to three new districts in San Joaquin County in June 2022. Please contact me if you would like to visit to see this work in action: klinnnieves@sjcoe.net. ☞

References are available in the appendix of the online version: <https://www.gocabe.org/index.php/communications/multilingual-educator/>



LAS VOCES DE LOS ESTUDIANTES AL REGRESAR A CLASE

El otoño pasado, CABE preguntó a los estudiantes, "¿Cómo se siente volver a la escuela después de meses de aprendizaje a distancia desde casa?"

Mario Vázquez,
Grade 10, Sierra Vista High School, Baldwin Park Unified School District

Al momento de hacerme esta pregunta, simplemente puedo contestar que me siento tan emocionado como inquieto, pero también me pongo a pensar en los tantos cambios que estoy actualmente enfrentando en mi vida. Ahora que estoy viviendo en este gran país, tengo que aprender un nuevo idioma, acerca de una nueva cultura, hacer nuevos amigos, averiguar cómo es que funciona este sistema educativo primermundista, todo mientras sobrevivimos esta pandemia global y regresamos a clases después de un año entero de cuarentena.

Estoy consciente que estaremos enfrentando un sinnúmero de retos asociados a esta "nueva normalidad" y no simplemente por el miedo de los contagios de COVID-19, sino también a los tantos ajustes y dificultades que surgirán a lo largo de este momento tan esperado. A pesar del regreso a clases, debemos de tomar en cuenta algunas medidas preventivas y comenzar a desarrollar nuestra adaptabilidad. Como me dijo una vez mi hermana mayor, tenemos que aprender a ser resilientes; esta es la capacidad de enfrentar las dificultades de la vida y transformarlas en fuerza motora para superarse y salir fortalecido de ellas. Será un proceso duro, pero sé que cambiará nuestras vidas para ser mejor.

The English translation is available in the appendix of the online version: <https://www.gocabe.org/communications/multilingual-educator/>.

Inclusivity of African American Parent Engagement and Involvement at Granada TK-8, A Pre-Dominant Latinx-Serving Dual Language Immersion Program



Christine Castro, M.A.
Loyola Marymount University

Overview

This exploratory qualitative case study examined, through a constructivist lens, the perceptions of African American parents and guardians regarding parent involvement and engagement at a Latinx majority-serving Spanish Dual Language Immersion (SDLI) program Granada TK-8 (Note: this study was not a program evaluation of the dual language program model at this site). With the proliferation of dual language schools in California, developing an understanding of African American communities' perceptions of dual language programs is critical and involves learning how to engage African American parents and guardians in dual language schools through participation in school-led activities and understanding their perceptions of belonging within dual language schools.

This study conducted one-on-one semi-structured interviews with 14 participants that included African American parents and guardians, educators, and administrators at a Spanish Dual Language Immersion Program. As the site had recently adopted this dual language model in 2015, the study focused on grades two and three. Findings address 1) general miscommunication among stakeholders at the site about the dual language program, 2) African American families feeling they were not equally served within the program, and 3) the need to develop a Parent Education Program in which parents seek out other resources to support their children with Spanish language acquisition at home. In this article, findings and recommendations are highlighted to in-

form other dual language models in California serving a similar demographic.

Research Question

The research question in this exploratory qualitative case study was:

What are the perspectives of African American parents and guardians on parent involvement and engagement, and a sense of belonging at a Latinx majority-serving Spanish Dual Language Immersion School?

Background

According to the California Department of Education (2018), there has been a 78% increase in dual language schools across the State in the past decade. Furthermore, there has been a rise in California employers seeking applicants who are bilingual, stating in their job advertising, “bilingual strongly preferred/recommended.” According to the New American Economy (2017), there has been a demand for, and an increase in bilingual employees, particularly in California, which “accounted for 19.4% of all job ads seeking bilingual workers” (pg. 2).

While many students will benefit from language programs in California, African American students will continue to face challenges in dual language programs if equity and accessibility issues within the dual language models are not addressed. In Spanish Dual Language Immersion (SDLI) programs, low enrollment of African American students (EdData Education Data

Partnership, 2020; Palmer, 2010) and high student attrition in SDLI (Offutt, 2017) continue to derail African American students from expanded access to bilingual programming. Conclusively, SDLI is indirectly excluding African American students due to low student enrollment and retention efforts. There is an unaddressed problem, of limited study, that is contributing to the low enrollment of African American students in SDLI.

Statement of the Problem

The interlaced relationship of Spanish language and culture complement the U.S. racial hegemonic discourse taught in Spanish language programs in the United States (Flores, 2015). Latinx cultures are taught and celebrated as if they were a single monolithic conglomeration. Additionally, inexplicit Latinx cultural values and norms are taught by teachers from Latinx communities. The embedded stereotypical narratives on intersectional identities rise through the semantics of language, such as race, gender, respect, class, power structures, religion, immigration, dialect, representation, and self-identity markers that connotatively differ in meaning from one language to another. Language can misaddress or harm identities in a program, especially those of minorities such as African American students.

Without understanding the cultural intricacies of certain languages, language programs could suppress diversity, particularly when managed and operated by bilingual administrators and educators who are not bicultural. Bilingual programs may propagate oppression among certain populations via issues related to access and availability, and, in particular, may segregate African American students (Hubbard, 1980). A racial stratification within dual language programs exists among parents and students. The lack of historical and cultural relevance pertaining to a language reinforces broader stereotypes and plays into a complex understanding of “social constructivism” within the classroom (Vygotsky, 1962). African American students experience a different racial phenomenon in Spanish Dual Language Immersion Programs, due to the fact that Spanish carries its own historical racial caste trauma. Metacognitively, African American students’ experiences around race and Spanish language, are different than their lighter-skinned majority Latinx peers.

Purpose of the Study

An entry point to demystifying low African American student enrollment is through the perspectives of

parents and guardians who are at the forefront of their children’s education. Exploring their relationship to the SDLI program will help address other ways to support African American students and families. Their perspectives about the program further help administrators and educators to support and improve the structures in place to foster an inclusive environment for these families and students. Exploring their experiences with school-sponsored parent activities and events serves as a catalyst for understanding other aspects of low parent attendance and retention efforts for African American students and families within SDLI.

Findings

The findings veered from the central theme of African American parent and event programming. Instead, the findings leaned more toward ways to make the Spanish Dual Language Immersion program more inclusive of African American families’ participation and to allow them to have more active roles in their children’s education. Through these interviews, it was deduced that in order to be inclusive of African American parents, the SDLI program must provide clear, succinct, and frequent expectations for the program. The systemic structure must reinforce clear, equitable safety nets through explicit support systems in order for African American students to be successful in the program.

There were three major issues that arose. The first was miscommunication occurring throughout the school regarding the dual language model. The second was African American families feeling that the systemic structure of the dual language model was not equitable for African American students. And the third was that a parent education program was needed in order to build a sense of community, belonging, and trust with other Latinx parents and the overall school community.

Furthermore, these findings correlated with Palmer’s study (2010). Palmer found that at a dual language site offering two strands (one in English and the other in Spanish), of the 30% of African American students enrolled at the site, only 5% were enrolled in the dual language program. Similarly, prior to the dual language program at Granada TK-8, African Americans represented 30-40% of the total student enrollment and currently, they represent less than 10%. In the past 5 years, there has been a 35% decrease in African American student enrollment at the school.

Recommendations for Administrators: Quota System and Investing in a Spanish Language Development Curriculum.

In order to proactively serve and increase the representation of African American students at Granada TK-8, there must be an intentional quota system for African American student enrollment during the Kindergarten registration period at the school. This would provide intentional structural and systemic leverage for Granada TK-8 to strive towards becoming more of an inclusive SDLI model. It would also increase the representation of African American students in the program and increase retention efforts. Investing in a Spanish Language Development curriculum would support non-Spanish-speaking students. These recommendations would provide educators and interventionists with consistent Tier 1, Tier 2, and Tier 3 support systems for consistency at every grade level.

Recommendations for Educators: Centralized Resource Centers

Educators need a centralized system where they can be their own advocates and feel confident in providing the services, resources, and staff connections that support African American students, as well as initiatives through a solution-approach lens. This centralized tracker would include:

- the family history at the site, including the academic strengths and challenges of the student.
- a list of all the support services, committees, and programming targeting African American families and students at the school. This would be accessible by all educators. (Not all educators were aware of all the support services for African American programming available at the site. Educators wanted to know this information but did not know how to access it.)
- a staff directory that supports African American families and students in responding in more culturally appropriate ways to behavior, culture, and educators' own cultural and unconscious biases. Having a list of contact information would support them in reaching out to staff and administrators.

Recommendations for Parents: Cohort Goals

At every grade level, parents can strengthen their relationships by having cohort goals. Since all students move through the program together, every grade level would be considered a cohort. Each grade-level cohort of families and parents would meet on-site and

have a restorative justice facilitator (an independent contractor not associated with the district) to lead the parent meetings. Administrators and staff would not be in attendance to allow parents to speak freely. The restorative justice facilitator would 1) conduct an icebreaker facilitating communication among families about the common goals they have for their children, 2) engage families in conversations around what they prefer the dual language program to look like, and 3) set a cohort goal for all students to accomplish by the end of the academic school year.

Additional Recommendations

Spanish, Mam, Arabic, and Tagalog interpreters would be present to remove the language barriers among parents. There would be three workshops per year—at the beginning of the year (goal setting), mid-year (to see what is working and what is not and what supports they need from the school to reach their goal), and at the end of the year (when parents would come together to celebrate accomplishments and look forward to the next school year). Parents would develop relationships, get to know each other on a personal level, and continue this relationship-building throughout their participation in the program or until their students' promotion from 8th to 9th grade. This program structure would result in a better school climate and culture, as well as relationships that are more community-based and less individualistic.

Another recommendation would be the creation of a Sponsor-a-Parent program. Spanish- and English-speaking Latinx parents would be paired with African American parents to support each other throughout the school year. This support could include helping with homework, answering questions about the dual language program, and also encouraging each other to attend school events. Highly involved Latinx parent leaders on-site could support this initiative by making the space more welcoming since they have a powerful voice and presence at the school. This would make Latinx parent leaders more aware of the challenges that African Americans face within the school system and in their daily lives. The following year, parent sponsor pairs would be switched so that they could get to know more parents. This Sponsor-a-Parent program would encourage African American families to participate more in parent involvement and engagement events. This would strengthen the bond between the African American and Latinx communities, and provide counter-

narratives to address prejudices or unconscious biases that they may have with each other.

Conclusion

Dual Language Education, as advertised, is for all students, but are stakeholders making it an inclusive program for all? #BlackLivesMatter

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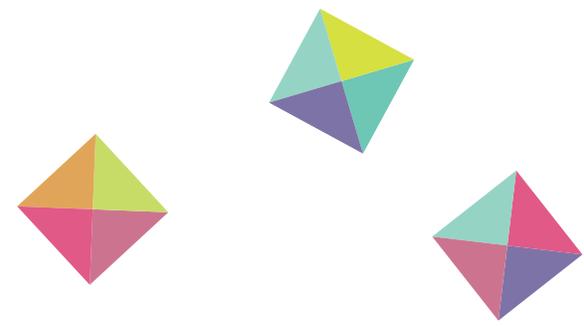
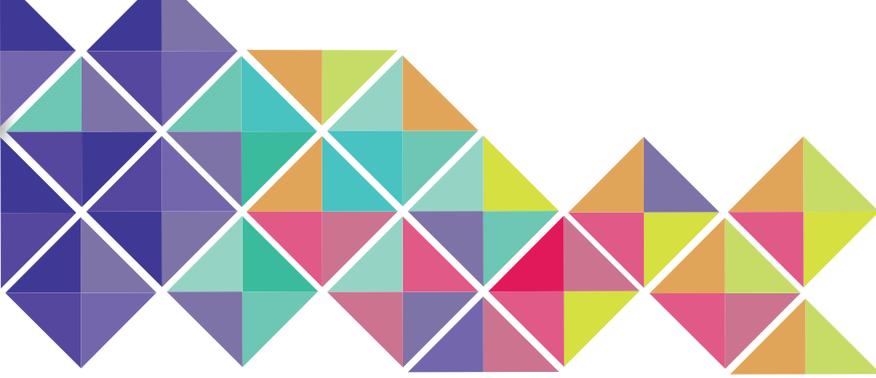
LAS VOCES DE LOS ESTUDIANTES AL REGRESAR A CLASE

El otoño pasado, CABE preguntó a los estudiantes, "¿Cómo se siente volver a la escuela después de meses de aprendizaje a distancia desde casa?"

**Grace McCollum,
Grade 7, Abbott Middle School, San Mateo-Foster City School District**

Mi new year empezó el March 13th 2020
Nadie sabía cuán peligroso sería el virus que alteró al mundo
El mundo entero cambió ese año
Mi mundo entero cambió ese año
Estuvimos adentro,
sin contacto
My corazón ached to be with people I loved
Ese año fue difícil
Diferente, Miedoso
I loved
Mis amigos,
Mi familia,
La comunidad
We all experienced something new
For better or worse
Pero
Sabíamos que saldríamos más fuertes
When you temper iron, it gets stronger
There wasn't much I could hold onto from elementary years
Pero
Con cada experiencia nueva,
Creces
Ahora, sé más de lo que sabía antes
Y sigo creciendo
No puedo ignorar el cambio
Ni que nadie haya sido tocado por la pandemia
Pero puedo decir que todos perdimos algo,
Even if we don't realize it
El mundo cambia,
Y si no cambiamos con él,
Nos dejará en una nube de polvo.

The English translation is available in the appendix of the online version: <https://www.gocabe.org/communications/multilingual-educator/>.



Living In Interesting Times – And A Multilingual Future!



Sarah “Sally” Rice Fox, M.A.

*Retired, San Diego County Office of Education
Sally also serves as CABE’s part-time Education
Policy Analyst*

May you live in interesting times; so goes the blessing. The times we’re living in are indeed interesting, and I feel blessed to have had a fascinating career in language education. The phrase is often seen as ironic because what makes life interesting also makes it challenging. We have faced many challenges in language education over my lifetime, but it appears the stars are aligned for transformational change and a multilingual future for California and beyond.

For context, my family first came to California in 1848 (father’s side) and 1849 (mother’s side). Over 100 years later, I was born in the colonized territory of the Kumeya’ay in San Diego County. My parents, grandparents, and great-grandparents were educators. They gave me the priceless benefits of love, shelter, music, language, and literacy in a stable home. But interesting times soon broke through the protective bubble my parents had built for me and started to impact me: the assassination of JFK, the Beatles, women’s liberation, the Vietnam War, the Civil Rights Act of 1964, the assassinations of MLK Jr. and RFK, the moon landing, even Woodstock—all that and more before I reached high school!

Despite my family’s centuries of using English, I surprised them all and earned a bachelor’s degree in French literature at San Diego State University (SDSU). I had been fascinated by languages as a child, preferring to read aloud the multilingual preface to my Mozart book than practice the piano. Later, I enrolled in Spanish

classes from grades 7-10, but when there were no more Spanish courses available in 11th grade, I started French. Thanks to the California State University System’s International Program, I spent my junior year at SDSU in the south of France. That experience greatly informed my eventual career as a bilingual educator, allowing me to immediately understand Dr. Krashen’s concept of acquisition versus learning. It also gave me empathy for students learning in a new language at school.

Despite this, when I graduated from SDSU in 1977, I was strangely unaware of the sea change happening in California’s public-school system related to bilingual education. I moved to Los Angeles where I began 14 years of employment in the private sector—an interlude between my interesting times focused on language teaching and learning.

Fast forward to 2004, when I was honored at the Bilingual Symposium for “Leadership in Bilingual Education” by the La Mesa-Spring Valley School District through the San Diego County Office of Education (SDCOE). The keynote speaker was Pete Chacón, a World War II veteran who had attended college through the GI bill to become a teacher. His comments seared into my memory, made a strong impression on me, and put into perspective the reasons for the development of bilingual education in California. His speech would be formative and transformative in my career path and in those of many of my colleagues in Southern California who have championed additive bilingual education with me.

FOUNDATIONS FOR TRANSFORMATIONAL CHANGE IN CALIFORNIA SCHOOLS

Here is some of what I remember from Pete's speech. He related that when he started his first job as a school administrator, he was taken on a tour of his new school. He noticed that he did not see any Mexican American students, so he asked where they were. The person walked him to a far corner of the playground to a group of portable classrooms. It shocked me to hear him say that the Mexican American students were in the mentally retarded classroom, where, he said, the teacher spoke simply and slowly. He was mortified, so when a coalition of Chicano activists approached him in 1969 to run for the state legislature, he said "yes" because it would be an opportunity to improve educational quality for Mexican American students and other racial and ethnic minorities. Taking a leave from his principal's job and selling his home to fund his campaign, with the support of an energetic group of grass-roots volunteers, he became the first Latino elected to the State Assembly. His legislative career lasted 22 years, and in his 2015 obituary in the San Diego Tribune, his son cited his philosophy of change:

This injustice in the education system frustrated Mr. Chacón, and he vowed to find a way to change it. "I remember him saying, 'You change the system from within,'" said his son, Paul Chacon.

Chacón wrote a law in 1972 called Assembly Bill 2284, the Discretionary Bilingual Education Act, the first bilingual education law in California. It did not mandate bilingual education, but instead, allowed bilingual programs in all public schools with non- and limited-English speaking students. Later, when the U. S. Supreme Court unanimously decided that the lack of supplemental language instruction in public school for students with limited English proficiency violated the Civil Rights Act of 1964 (*Lau v. Nichols*, 1974), Chacón worked with Assembly Member George Moscone to create opportunities for students with home languages other than English to develop literacy and academic skills in their home languages, while simultaneously learning English in school. AB (Assembly Bill) 1329, *the Chacón-Moscone Bilingual Bicultural Education Act*, was signed into law in 1976, making bilingual education mandatory in California for all "limited English proficient" students. This mandate required thousands of bilingual teachers in dozens of languages; however, no systems were in place to prepare teachers, nor were there methods to identify the linguistic and pedagogical proficiency of teachers. For years, the state

strained to fulfill the mandate. Governor Deukmejian allowed the law to sunset in 1987. Nevertheless, many school districts continued to implement transitional bilingual programs because teachers and administrators saw positive outcomes for students who were identified as *limited English proficient*.

When Pete Chacón spoke at the Biliteracy Symposium in 2004, I had been a bilingual educator for more than 10 years, serving in many capacities, and I had lived through the period when bilingual education went from an accepted program model to being attacked through propaganda by anti-bilingual education activist Ron Unz and his supporters. Their campaign led to the eventual passage of the ballot initiative, "English for the Children," or Proposition 227. After its passage, I was working at the district level when administrators were looking for ways to comply with the new Education Codes related to Proposition 227 while minimizing the educational and socio-emotional damage to children and families.

A NEW WAVE FOR TRANSFORMATIONAL CHANGE—MULTILINGUAL EDUCATION

During the interesting time from 1998 through 2016 when Proposition 227 was overturned, we bilingual educators saw moments of promise, dejection, challenge, innovation, and finally renewal. Over time, new and important forces were uniting to make propitious change possible in the world of language acquisition and development through the public schools. Two major opposing forces would play crucial roles in the events of the past 20 years—the pro-bilingual forces and the anti-bilingual forces.

The pro-bilingual forces empowered by the *Chacón-Moscone Bilingual Bicultural Education Act* of 1976 had witnessed great improvements in transitional bilingual programs, with new materials, support for prospective teachers, and fights for equity in schools. When the law ended in 1987, only 25-30% of students who could benefit from bilingual education in Spanish were enrolled in programs. Bilingual educators wanted more programs to be offered across the State, seeing that students' positive results in meeting academic, linguistic, and sociocultural objectives were better than their results in "sink-or-swim" English-only programs.

The transitional bilingual education program models, like the one in which I was hired to teach in 1991 in

Imperial Beach, were designed to smooth the transition to English for Spanish speakers. Considering the dearth of certificated teachers with skills in both English and Spanish, transitional programs seemed to be the best we could do at the time. In 1993, I was sent to my first CABE conference. I learned so much through CABE that helped me be a better teacher.

Before the late 1990s, California did not have a centralized accountability system to measure academic achievement in reading and math, much less language development in English, so evidence of success in bilingual programs was largely anecdotal. This lack of reliable data about program outcomes made it difficult to argue in defense of bilingual programs. This lack of information and data was evident within my school. For example, a monolingual 5th-grade teacher complained during a staff meeting that immigrant students were reaching her class unable to speak English. When I asked to whom she was referring, it was a student who had only been in the United States a few months. The 5th-grade teacher had assumed that the student had been in bilingual classes for many years, and in the absence of information to the contrary, jumped to a conclusion based on preconceived notions and assumptions. Once we started to have standardized tests of language proficiency (California English Language Development Test, 2001), it was possible to present empirical data showing the efficacy of additive bilingual programs to teach English. Now we know the benefits of bilingualism can result in students in dual language programs outperforming English-only students on standardized tests and measures of creativity, executive functioning, and flexibility, among others.

Even before Proposition 227 sought to ban bilingual education, educators were beginning to look for even better programs, especially to maintain the home language along with English (additive approach, instead of replacing it with English only (subtractive approach).

I had wanted my own son to be in a bilingual program, but the transitional models were not intended for native English speakers. I think my modeling of bilingualism as a benefit and something I loved and valued may have impacted the students in the English-only cohorts in my 3rd-grade classes. I rotated around to various groups, from the Spanish group to the transitioning group to the English-only group. One day, an English-only 3rd-grader asked me, "When do we get to learn Spanish?" Another English-only child wrote in his end-of-the-year reflection that he hoped to grow up and become a Spanish speaker. That prompted me to sponsor an after-school language club where students could be exposed to several languages. It also helped spark interest when I heard about the possibility of starting a dual language program at my school.

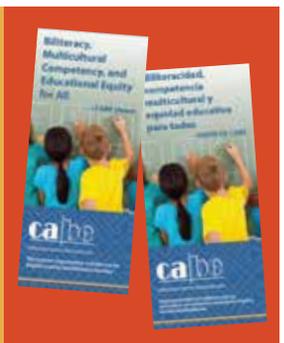
Within my district, our district bilingual coordinator, Neneté Adelson-Rodríguez, and teacher-leaders formed a group that advocated for opening an additive dual language program. The district won a Title VII grant to study, select, and plan the new program. A bilingual teacher at my school, Estela Mora, was on the committee and she told me about what she was learning. The committee visited existing programs to evaluate various models, differentiating among two-way and one-way models. At the end of the year of study, the program began at Nestor School. The next year, I had the wonderful opportunity to work there as a bilingual resource teacher. More than twenty years later, Nestor's dual language program is so successful that it fills the whole school and has prompted the creation of a charter to provide a middle school program within a K-6 district. When I was at Nestor, the principal, Lynda Malek, told me about presenting the school's achievement scores at a school board meeting. She said she was asked by a board member: "Why aren't we offering dual language programs at all our schools?" It was a good question and now, finally, for California, that dream is starting to come true. ☺



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Cultivating Connection and Social Presence Through Activities in Virtual Language Classrooms



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Kevin M. Wong, Ph.D.,**
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Teachers and learners are increasingly adopting virtual learning modes triggered, in part, by COVID-19 school closures, and this trend will likely continue. The growth of virtual learning reveals a need for strategies to maximize student engagement online (Dhawan, 2020). This article considers how language educators can enhance student engagement and language acquisition by promoting social presence in day-to-day virtual lessons. Furthermore, the pedagogies informed from this article can be applied to different foreign languages and multilingual classrooms worldwide.

This article draws from the Social Presence Model (Whiteside, 2015) to emphasize the importance of student connectedness in online learning environments. Social presence is defined as the purposeful interactions between

participants in developing personal and affective relationships in a trusting environment (Garrison & Akyol, 2013) and is shown to positively affect online learning student satisfaction (Jaradat & Ajlouni, 2020) and learning motivation (Whiteside, 2015). More recently, scholars have examined how social presence relates to learning environments, emerging technologies, innovative pedagogies, and instructional strategies (Whiteside, 2015). This paper considers the Social Presence Model and its application in English language teaching contexts. More specifically, in this article, three TESOL instructors reflected on praxis and challenges through systematic discussions and theoretically informed reflections to propose hands-on activities that enhance social presence and connectedness in online learning environments.

The following section offers English language educators concrete suggestions for planning anticipatory sets, learning tasks, and closure activities in virtual lessons for primary and secondary school contexts.

Activities for Anticipatory Set

Share Your Environment

Share Your Environment is a community-building activity often used at the beginning of a term or class. The instructor starts by sharing three items in their physical space and relates them to a specific learning objective. Students follow the example, selecting and sharing their items with the whole class or in small groups (e.g., Zoom breakout rooms). Figure 1 includes a list of potential prompts for teachers. Upon reflection, one instructor believed that this activity lowers

the challenges related to physical distance by inviting everyone to share parts of themselves and their environment with the class. [Editor's Note: All figures in this article are available in the online version. See link at the end.] Engaging in discussion, the three instructors also recognized that this activity enhances connectedness by providing opportunities for instructor involvement, authentic student self-expression, and purposeful language use that facilitate the feeling of belonging.

Roses and Thorns

Roses and Thorns is an opening activity that provides space for students to share with one another and build emotional connections and trust. Roses represent moments of happiness and thorns represent challenges. The instructor starts by sharing one rose and one thorn. Students follow suit, sharing their roses and thorns in whole class or small groups. Reflecting upon the idea of social presence, the instructors found that Roses and Thorns provided students with opportunities to meaningfully connect with one another and opportunities for oral language practice, using sentence stems as language scaffolds and providing opportunities for cultural inclusion (see Figure 2). One instructor mentioned in discussions that "Social presence is enhanced when English learner students co-construct a community and build a trusting and risk-free environment online." One challenge the instructors found is trust-building among students and a hesitation to share when students are not familiar with one another. Instructors addressed

this challenge by modeling the Roses and Thorns strategy to first create space for vulnerability and authenticity.

Activities for Learning Task

Jamboard

When examining a topic (e.g., seasons), teachers can use Jamboard—a virtual whiteboard—to create a mindmap and gather student ideas. Unique to virtual classrooms, students can simultaneously participate, allowing them to interact easily in real-time. Moreover, teachers can "duplicate" class-created Jamboards and have students revisit the board with new lenses (e.g., adding clothing items to each season and naming the items either in writing or speaking; see Figure 3). Reflecting upon this practice, the three instructors discussed how using the virtual whiteboard helped "bring students' ideas to the table." Virtual whiteboards enhance social presence as students can view peer responses and contribute new or related ideas, accomplishing the greater purpose of co-constructing meaning. Moreover, students actively engage their language skills by reading and writing on the board instead of passively listening to teachers lecture behind the screen.

Opinion Line-up

Opinion Line-up is a discussion activity that encourages students to express and listen to diverse opinions on a specific topic. The instructor first introduces a statement. Students then choose if they agree or disagree, indicating their stance on an

interactive document (e.g., using the annotation function on a Zoom whiteboard or moving a post-it with their name on Jamboard to "agree" or "disagree"; see Figure 4). Students then discuss their opinions. Upon reflection, the three instructors believed Opinion Line-up and other debate-like activities (e.g., Four Corners; Pollings) provide students a space to collectively build knowledge and connect students to one another through "agreement, disagreement, compliments, and questions" (Whiteside, 2015, p. 13), both verbally and visually, which enhances social presence in online classrooms. Although instructors found it challenging to encourage students who are relatively reserved to speak up, one instructor discussed how this activity engages students in active listening, speaking, and higher-order thinking skills in English.

Activities for Closure

Participation Self-Evaluation

At the end of a virtual lesson, the teacher invites students to reflect on their own participation and engagement. Self-evaluations can be conducted in various ways, including rubrics, checklists, annotating collaboratively on Zoom whiteboard (see Figure 5), or a quick sentence-long reflection in the chatbox on their performance. All instructors valued this practice as they believed making time and space for self-evaluations emphasizes the value of participation and engagement in online learning environments. Therefore, students see the importance of their participation

and “see the group as a cohesive whole” (Whiteside, 2015, p. 12). One instructor shared, “the practice holds students accountable to community standards of contributing as active and invested members of the class.” Reflecting on language skills, instructors discussed how students employ literacy skills in the evaluation process and are motivated to participate more in future lessons.

Exit 3-2-1

As a closure activity, students reflect on what they learned in a structured format: three things I learned, two knowledge applications, and one lingering question (see Figure 6 for an example). Teachers have the flexibility to vary the content of prompts (e.g., two things that

interest me, one opinion I have), method of exchange (e.g., chatbox, collaborative document, verbal sharing), or means of interaction (e.g., small groups, whole class). The instructors appreciated the Exit 3-2-1 closure activity because “it gives all students a voice” and allows them to review key concepts in a social, constructivist learning environment. It enhances social presence by engaging all students in a shared intellectual task (Swan et al., 2009). Moreover, this task-based activity allows students to practice authentic English speaking, listening, writing, and reading skills.

Conclusion

This paper sought to provide language educators with hands-

on activities that enhance social presence with community-building engagement and language development opportunities in virtual classrooms. Although initiated and accelerated by the pandemic, these pedagogical considerations may continue to serve in building online social presence and connections in English language education and language education in a multilingual context. Moreover, these technology-infused learning activities provide educators with ideas for technology integration to meaningfully connect students in both virtual and in-person classrooms. ☞

References are available in the appendix of the online version: <https://www.gocabe.org/index.php/communications/multilingual-educator/>



LAS VOCES DE LOS ESTUDIANTES AL REGRESAR A CLASE

El otoño pasado, CABE preguntó a los estudiantes, “¿Cómo se siente volver a la escuela después de meses de aprendizaje a distancia desde casa?”

**Ashley “Ash” Oaxaca,
Grade 8, Holbrook Language Academy, Mt. Diablo Unified School District**

Desde que las escuelas cerraron las clases se tuvieron que enseñar por línea. Perdí algo valioso: la socialización. Desde que regresamos a la escuela, he podido recuperar esa socialización y esos momentos alegres que me había perdido. ¡Me encanta poder estar aquí! Personalmente, la pandemia cambió mucho mi vida. Hubo días donde no quería relacionarme con nadie. No quería saber nada sobre el mundo. Simplemente atendía mis clases virtuales, hacía la tarea y me encerraba en mi mundo. Extrañaba a mis amigos e ir a la escuela. Quería que todo volviera a la normalidad. A veces deseaba que todo fuera una pesadilla larga y pudiera despertar sabiendo que nunca había pasado nada. Llegó un punto donde mi mente ya no sabía si estaba soñando o si estaba despierta. Mi deseo de que todo fuera un sueño se había estallado. Pensaba que estaba loca, pero no se lo comenté a nadie. En vez de eso, escribía en un cuaderno para saber que estaba despierta y cuando me sentía así, leía lo que escribía. Todo esto también trajo algo bueno. Durante ese tiempo, aprendí a amarme y valorarme como persona. Aprendí que mi felicidad no depende de otros.

The English translation is available in the appendix of the online version: <https://www.gocabe.org/communications/multilingual-educator/>

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Networking for Effective Advocacy and Social Change: A Model Approach by Latina Lawyers

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with contributions from

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Ramona Romero, Princeton University

Elia Díaz-Yaeger, Lugenbuhl, Wheaton, Peck, Rankin, & Hubbard

Notes

¹Atencio is a Colorado lawyer who in 2015 created *Luminarias de la Ley | Luminaries of the Law™* (“*Luminarias Project*”) to identify and document the first Latina lawyers. <https://portfolio.du.edu/Dolores.Atencio/page/54484>. She is the Interim Chief Executive Officer of the Alliance for Latinx Leadership and Policy (ALLP), created in 2020 to promote Latinos in federal and state governments. Hernández is a founding partner of García Hernández Sawhney, LLC in California where she serves as General Counsel to school districts and nonprofits and is an ALLP founding member. Ramona Romero is Vice President and General Counsel of Princeton University and served as General Counsel for the U.S. Department of Agriculture under President Obama. Elia Díaz-Yaeger is the Immediate Past President of the HNBA and shareholder of Lugenbuhl, Wheaton, Peck, Rankin & Hubbard in New Orleans where she specializes in insurance litigation.

² Ronald Chester, *Unequal Access: Women Lawyers in a Changing America* (1985).

³ Source, *Luminarias Project*.

⁴ Ambassador Aponte refers to her female mentees as *Nenas*, an endearing descriptive adopted by the Commission.

⁵ <http://hnba.com/wp-content/uploads/2015/06/few-far-between.pdf>; and <https://hnba.com/wp-content/uploads/2015/02/La-Voz.pdf>.

⁶ 2009 Study, note 1 at p. 11.

⁷ Dolores S. Atencio, *The “Super Minority:” The Status of Latina Lawyers in the Legal Profession*, at p. 220, IILP Review 2014: The State of Diversity and Inclusion in the Legal Profession.

⁸ Presidential Appointment requiring U.S. Senate confirmation.

⁹ American Bar Foundation Study, *Who’s Going to Law School*, June 2020 by Miranda Le, Phillip Yao, and Goodwin Liu.

¹⁰ Article by Gabriel Karis, *What Underrepresented Law School Applicants Should Know*, *U.S. News & World Report*, June 8, 2020.



**Lengthening the Language Line | From High School to Higher Education:
University Global Seal of Biliteracy**

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My Name, My Identity: Uplifting Student Voice Through Name Stories

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A Promising Approach for Dual Language Learners

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American Institutes for Research

Notes

¹What Works Clearinghouse practice guides are publications developed by the Institute of Education Sciences in the U.S. Department of Education to help educators address challenges in student learning by presenting reviews of research and expert panels. For more information, visit <https://ies.ed.gov/ncee/wwc/practiceguides>.

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Investing in Bilingual Teachers

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Table 1. BTPDP Teacher Applicants and Participation

LEA	Apps Received	Selected	Withdrew or Ineligible	Total Active Teachers
Coalinga-Huron Unified School District	14	12	4	8
Earlimart School District	9	9	2	7
Evergreen School District	10	10	3	7
Golden Plains Unified School District	10	8	6	2
Mountain View School District	39	24	6	18
Newark Unified School District	4	4	0	4
Oak Grove School District	14	11	2	9
Redwood City School District	8	8	0	8
San Lorenzo Unified School District	15	7	4	3
San Rafael City Schools	15	9	3	6
Santa Clara County Office of Education	1	1	0	1
Santa Clara Unified School District	9	7	4	3
Williams Unified School District	9	6	2	4
Total	157	116	36	80

Table 2. BTPDP Activities and Helpfulness (n=44)

Activity	# Participating	% Participating	Helpfulness Average 1-5 scale
CSET Test Preparation Courses	25	57%	4.03
SEAL Bilingual Convenings	35	80%	4.5
Cafe Literario with BTPDP Coach Carla Herrera	6	14%	4.3
Individual coaching sessions or check-ins with BTPDP Coach Carla Herrera	29	66%	4.43
Individual learning plan sessions with district staff	27	61%	4.24

Assets-oriented Bilingual Instruction Webinar Series (by Dr. Alison Briceno)	3	7%	4.2
History of California Bilingual Education and EL Policy Webinar Series	11	25%	4.6
Jornada Pedagógica Internacional para la Educación Multilingüe at LMU	13	30%	4.54
One or more LMU courses in the Certificate for Teaching Academic Spanish PreK-12 Program	23	52%	4.7
CABE Annual Conference	27	61%	4.46
SEAL Bilingual Administrator & Coach Convening Webinar	7	16%	5
SEAL Bilingual Summer Bridge	11	25%	5
Bilingual Unit Development Convenings	13	30%	4.92
Accessing financial resources (e.g. CSET testing fees, conference registration fees)	24	55%	4.83

Table 3. Number of Teachers Who Took CSET Tests and Pass Rates

# Who Took 1 Test	% Passed 1 Test	# Who Took 2 Tests	% Passed 2 Tests	# Who Took 3 Tests	% Passed 3 Tests
40	100%	29	93%	29	86%

**Note:* For LEAs that have zero teachers who took CSET tests, this was because their teachers had not yet attempted to take any tests or they chose an alternative path to Bilingual Authorization.

Table 4. Bilingual Authorization Status of BTPDP Teachers

Total Active Teachers	Received Bilingual Authorization Prior to Grant	Received Bilingual Authorization During Grant	Working on Bilingual Authorization
80	22	31	27

Table 5. Demographic Characteristics of Teacher Survey Samples

Teacher Survey Sample	Racial/Ethnic Identification			Teaching Experience	
	Latinx	White	Multi-Racial	More than 10 yrs	More than 10 yrs bilingual teaching
Pre-Survey (n=71)	84%	13%	3%	67%	13%
Matched Sample (n=24)	83%	16%	0%	79%	16%

Table 6. Knowledge and skills related to teaching English Learners: Pre & Post Scores Matched Sample

	Matched Pre	Matched Post	Response Sample	Pre to Post Difference
EL Instructional Design Elements	3.96	4.41***	23	0.45
Instructional Delivery: Rigorous and Relevant Curriculum	4.24	4.43*	23	0.19
Instructional Delivery: Comprehensibility in English	4.32	4.63**	22	0.31
Instructional Delivery: Classroom Environment	4.19	4.53**	22	0.34

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Table 7. Bilingual teaching knowledge and skills: Pre & Post Scores Matched Sample

	Matched Pre	Matched Post	Response Sample	Pre to Post Difference
Research on Bilingual Education and Bilingualism	4.16	4.53***	22	0.37
Key Terms and Policies	3.11	4.31***	22	1.2

Instructional Delivery in a Bilingual Classroom: Biliteracy Development and Equity	3.38	4.43***	22	1.05
Instructional Delivery in a Bilingual Classroom: Comprehensibility and Proficiency in Spanish	3.33	4.18***	22	0.85

Note: *** $p < .001$

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Equity Through la trenza de la biliteracidad

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Math Matters: New Opportunities to Maximize Equity in Mathematics Instruction

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Note

¹Racism is defined as a historically rooted system of power hierarchies based on race—infused in our institutions, policies and culture—that benefit White people and hurt people of color. Racism isn't limited to individual acts of prejudice, either deliberate or accidental. Rather, the most damaging racism is built into systems and institutions that shape our lives. Source: [Race Forward](#)

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Leveraging Translanguaging through Biliteracy:

A Wide-Angle View of Literacy with Linguistically Diverse Students

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Notes

¹Refers to the totality of linguistic features, for example, phonemes (sounds), morphemes (word endings) tense systems, and so forth those bilingual speakers have and draw from named languages they have learned (García, Ibarra Johnson, & Seltzer, 2017).

²*Presyllabic period* of interpretation—the children focus on using symbols to represent their meaning. *Syllabic period* of interpretation—the children begin to represent the oral parts that we call syllables with one letter per syllable that they hear. Initially there is no sound/letter correspondence, but then there is a one-to-one correspondent. *Syllabic/alphabetic period* of interpretation—the children

now hear and represent more sound/letter correspondences, but still there are some syllabic representations. *Alphabetic period*—the children now can represent every sound that they hear with the corresponding letter (Flores, 1990)

Table 1.1 Key Understandings Between Science of Reading (SoR) and Biliteracy Pedagogies

	Science of Reading Pedagogy	Biliteracy Pedagogy
Theoretical Framework	<ul style="list-style-type: none"> Emergent/Initial literacy privileges phonemic awareness and phonics in English or language other than English (LOTE) Reading comprehension as a cognitive process in English or LOTE 	<ul style="list-style-type: none"> Emergent biliteracy privileges foundational and pre-reading skills, oral proficiency, and background and conceptual knowledge leveraging student's <i>bilingual repertoire</i> when they speak and write Reading comprehension as a dynamic process positioning the reader, the text, and the activities in a sociocultural context leveraging student's <i>bilingual repertoire</i> when they speak and write
Definition of Literacy and Biliteracy	<ul style="list-style-type: none"> Literacy is explicitly taught in systematic word-identification/decoding strategies benefiting most students and are vital for those with dyslexia (Cowen, 2016) 	<ul style="list-style-type: none"> Biliteracy is the use of two linguistic and cultural systems in decoding and encoding around print [and other multimodal texts] (Pérez & Torres-Guzmán, 2001; Reyes, 1992; Reyes & Halcón, 2001) vital for CLD and EB students in BME programs
Purposes for Literacy	<ul style="list-style-type: none"> Literacy to develop phonemic awareness in English or LOTE Literacy to develop phonics in English or LOTE Literacy to develop language comprehension in English or LOTE 	<ul style="list-style-type: none"> Literacy to focus on meaning, not just phonics Literacy to promote comprehension, fluency/flow, oral language development, & vocabulary leveraging student's <i>bilingual repertoire</i> when they speak and write Literacy to expand English language development leveraging student's <i>bilingual repertoire</i> when they speak and write Literacy to integrate as an effective tool for mainstream English dominant, TESOL, and bilingual teachers to instruct students to read proficiently in their home language(s) and content areas leveraging student's <i>bilingual repertoire</i> when they speak and write
Contexts for Literacy	<ul style="list-style-type: none"> Literacy to promote intentional teaching 	<ul style="list-style-type: none"> Literacy to engage in the learning of foundational skills

	<ul style="list-style-type: none"> • Literacy to focus on foundational literacy skills • Literacy to use observational assessment data to inform foundational skills instruction (e.g., Teach Me to Read Dyslexia Screener) 	<ul style="list-style-type: none"> • Literacy to engage in culturally relevant literature • Literacy to engage in content areas • Literacy to promote critical thinking • Literacy to develop and learn reading and writing by using authentic assessments to make visible how students interpret literacy during the <i>presyllabic period</i>, <i>syllabic period</i>, <i>syllabic/alphabetic</i>, and <i>alphabetic period</i> (Flores, 1990)
Research	<ul style="list-style-type: none"> • Phonics Teaching (Brady, 2011) • Reading Evidence (Gabriel & Weir, 2018) • Future of SoR (Gabriel, 2020) • Structured Literacy (Spear-Swirling, 2019) 	<ul style="list-style-type: none"> • Emergent Biliteracy (Flores, 1990) • Paired Literacy (Escamilla et al. 2014) • Translanguaging biliteracies (García et al., 2017; García, & Kleifgen, 2019)
Programs, practices, and approaches	<ul style="list-style-type: none"> • Reading Recovery • Success for All • Structured Literacy https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED-Dyslexia-Handbook.pdf 	<ul style="list-style-type: none"> • Cultivating Oral Language Literacy Talent in Students (COLLTS) https://www.air.org/project/cultivating-oral-language-and-literacy-talents-students-collts • CUNY/NYSIEB Translanguaging practices https://www.cuny-nysieb.org • Lecto-escritura al cuadrado/Literacy Squared approach http://literacysquared.org

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"¿Soy bilingüe?": Explorando la identidad bilingüe en kinder

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Translanguaging in Bilingual Teacher Education: What's at Stake?

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Depth of Knowledge Equity for the English Language Learner: Meeting the Needs of the Twice Exceptional ELL

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Note

¹The terms 2e and 3e in this context refer to “twice exceptional” and “thrice exceptional.”

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A Collaborative ELD Summer School Model: Focusing on LTELs and Professional Learning

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Figure 1. Planning and Preparing Gradual Release Mode

Week 1	Week 2	Week 3	Week 4
San Joaquin County Office of Education lesson plan and district prepares all materials for teachers.	San Joaquin County Office of Education lesson plan and district co-prepares all materials with teachers.	San Joaquin County Office of Education co-lesson plan with teachers, and teachers prepare all materials.	Teachers plan and prepare all materials.

Figure 2. Text Type Anchor Chart

Text Type	Explanatory: Sequential
Writing Task	<i>Write a sequential explanation of the salmon life cycle.</i>
Purpose	Understand how something happens.
Organization	Description Sequential explanatory sequence
Language Features	Verbs: present (<i>swim back</i>) passive voice (<i>have been spawned</i>) Sequential + temporal text connectives (<i>during, after, in the spring</i>) Vocabulary: domain specific and general academic (<i>estuary, natal, sequence</i>)

Figure 3. First Instructional Sequence Outline

Day 1	Day 2	Day 3	Day 4	Day 5
Close reading Text 1, peer discussions, text type chart (text type and purpose), <i>can-have-are</i> chart	Close reading Text 1, peer discussions, text puzzles, text type chart (text organization and language features),	Close reading Text 2, peer discussions, note-making, collaborative sentence reconstruction, sentence unpacking	Close reading Text 2, text puzzles, text type chart, running dictation, sentence unpacking, joint construction – descriptive paragraph	Students write descriptions, give and get feedback from peers, then teachers, revise

	noodles, note-making	and sentence combining		
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Figure 4. Pre- and Post-Writing Assessments at the sentence level

Student	Pre-Assessment	Post-Assessment	Analysis
Sergio (4 th grade)	<i>Sea otter can swim.</i>	<i>Sea otters have padded paws and retractable claws to eat sea urchins.</i>	-subject verb agreement -domain-specific vocabulary -complex sentence
Sofía (7 th grade)	<i>The sea otters cud lay down on there back.</i>	<i>Enhydra lutris are playful mammals that live in shallow waters along the northern California coast.</i>	-domain-specific vocabulary -prepositional phrases -complex sentence

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Cultivating Connection and Social Presence Through Activities in Virtual Language Classrooms

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Figure 1. Prompts for Sharing Your Environment activity

1. Share an item that makes you smile.
2. Share an item that you use daily.
3. Share an item that represents your hobby or passion.

Figure 2. Example of Roses and Thorns activity: sentence frame.

ROSE



This week, my rose was _____.

THORN



This week, my thorn was _____.

Figure 3. An example of Jamboard used to explore seasons and clothing.

SEASONS



Summer



Fall



Winter



Spring



Figure 4. Opinion Line-up activity on Jamboard.

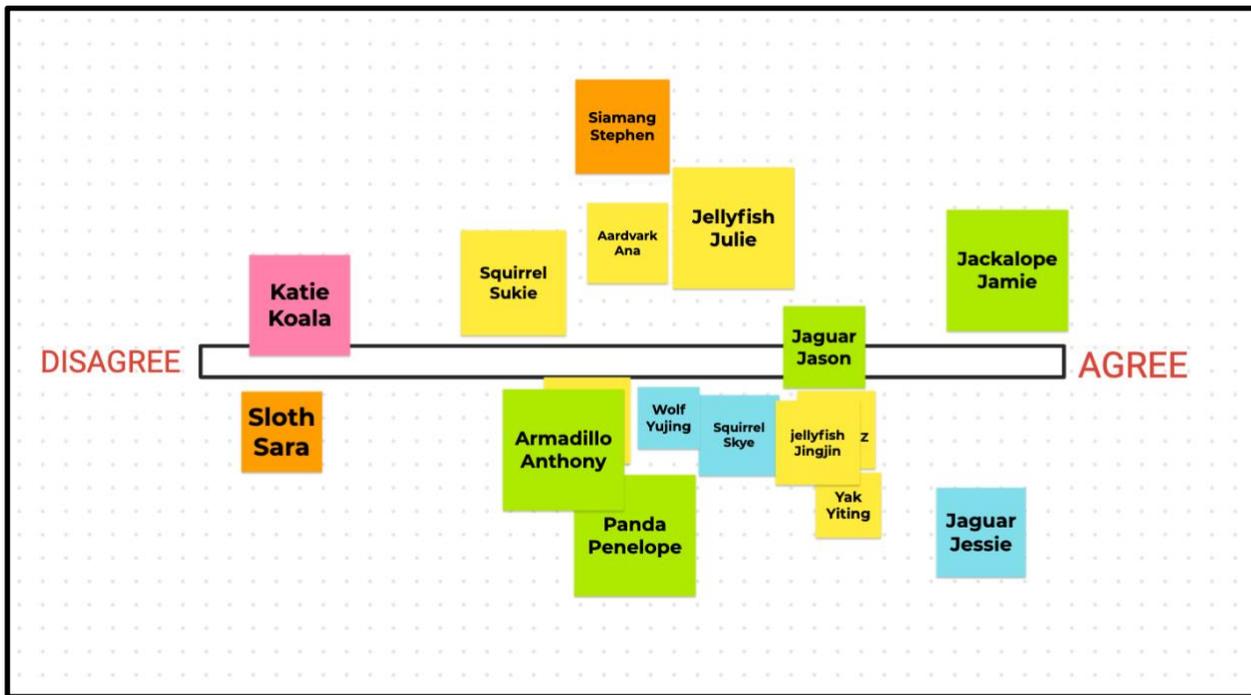


Figure 5. Example of the Participation Self-Evaluation activity

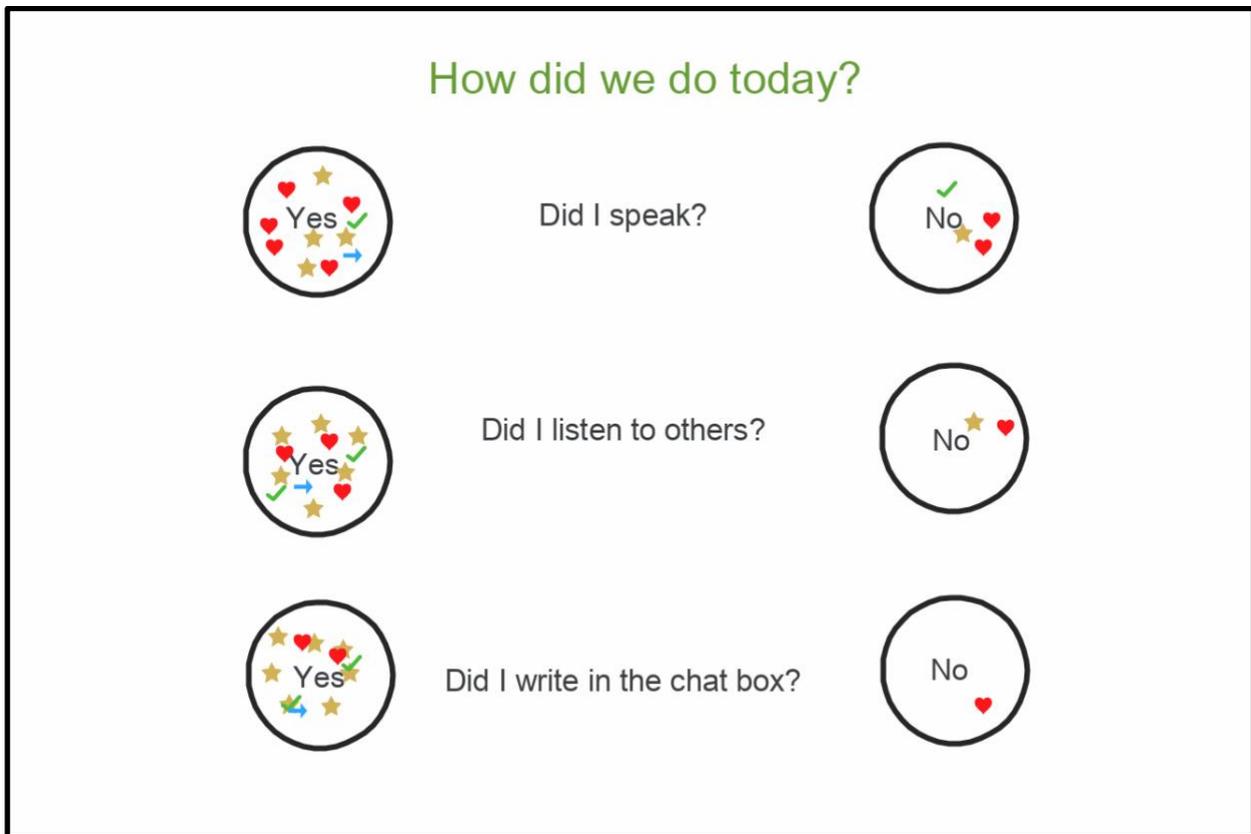
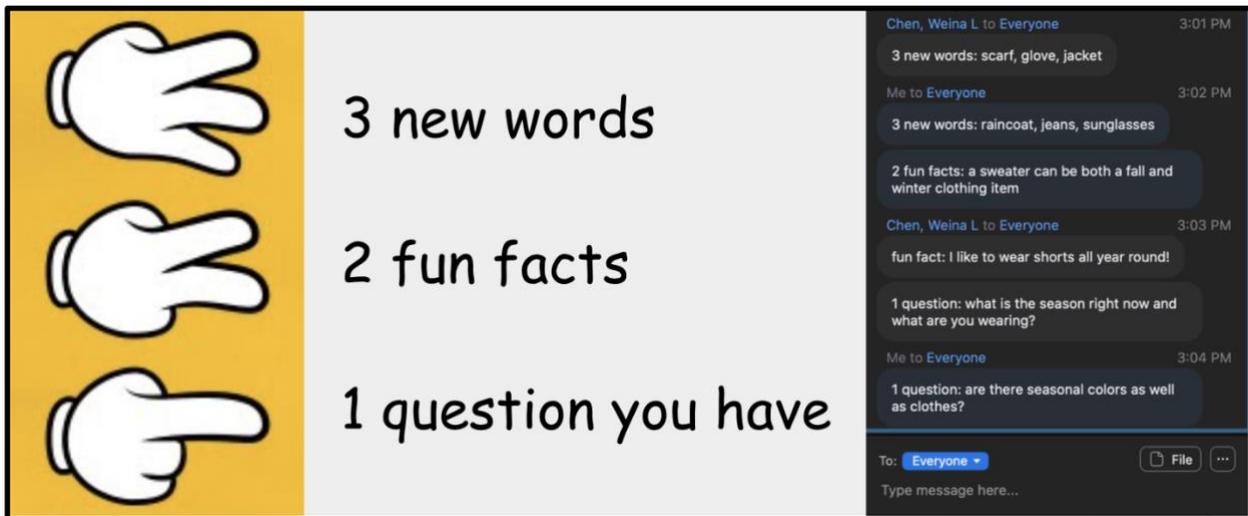


Figure 6. Example of the 3-2-1 closure activity



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