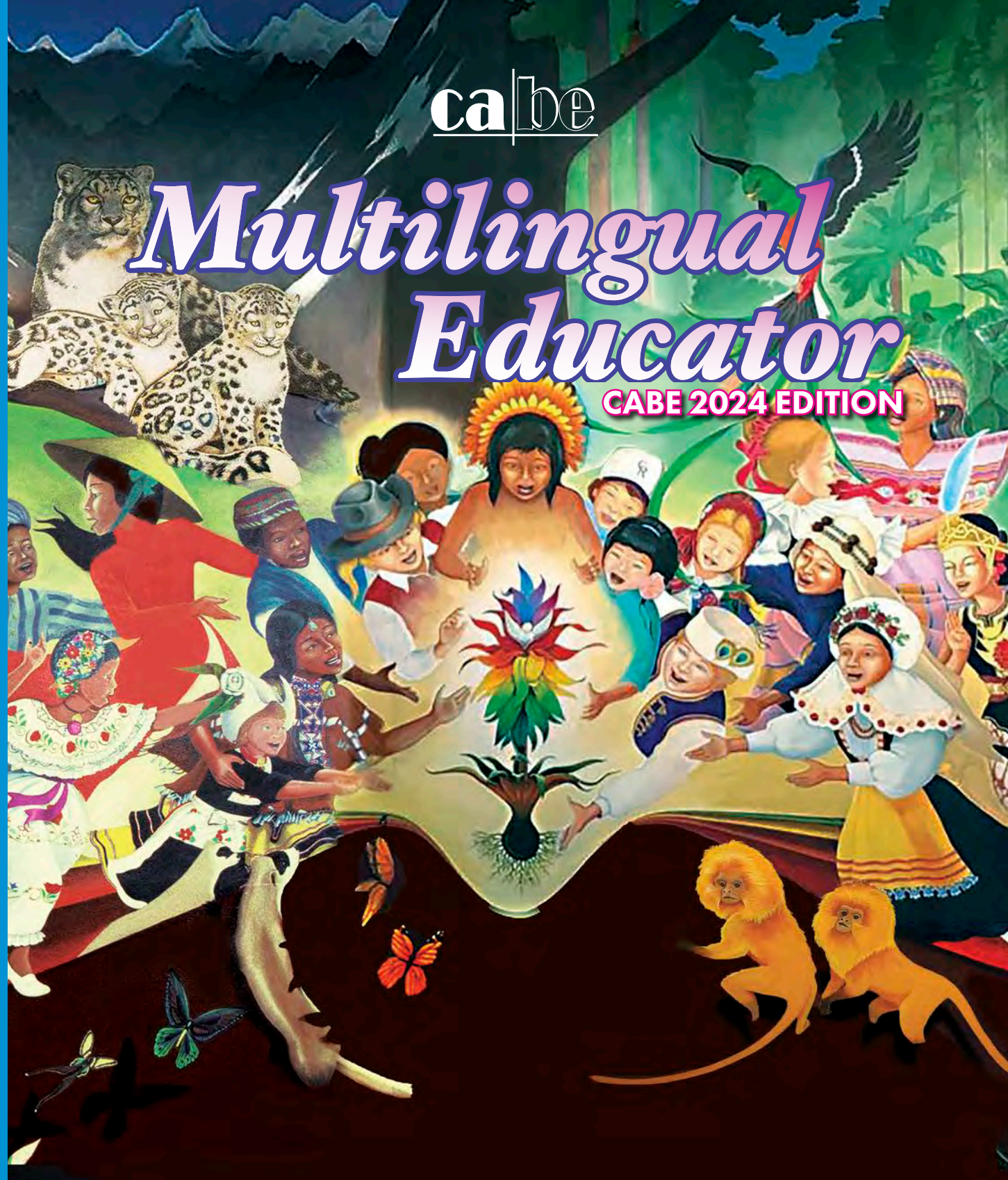


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Multilingual Educator

CABE 2024 EDITION



CABE 2024

**Strength in Unity:
Embracing the Tapestry of Our Diversity,
Cultivating Our Heritage,
and Celebrating Our Multilingualism**



California Association for Bilingual Education

Biliteracy, Multicultural Competency, and Educational Equity for All.

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MESSAGE FROM THE EDITOR

Laurie Miles

Dear CABE Community,

Welcome to the 2024 Multilingual Educator! The theme of CABE's 49th Annual Conference—"Strength in Unity: Embracing the Tapestry of Our Diversity, Cultivating Our Heritage, & Celebrating Our Multilingualism"—echoes our daily individual and collective efforts to promote and actualize CABE's vision and mission for our students. When I think about the most captivating tapestries and quilts I have seen, I realize that what made them so beautiful and compelling were their many vibrant colors and the variety of patterns and materials. Such are our students and communities—threads of cultures, languages, traditions, and ideas powerfully woven together to create stunningly beautiful and creative works of art that inspire, comfort, and sustain us.

Our work as educators, caregivers, and community members seems to become more challenging every year, and we must remember to lean on each other for strength and clarity. It is our unity—our refusal to yield to divisive influences—and our unwavering commitment to valuing diversity and championing equity that keep us strong and steadfast in our purpose. Writer, activist, and scientist Lailah Gifty Akita reminds us, "There is beauty and power in unity. We must be united in heart and mind. One world, one people."

This edition begins with a section highlighting the importance of creating and maintaining balanced, comprehensive, and evidence-based approaches to literacy and biliteracy instruction. The seven articles in this section provide critical guidance for effective literacy/biliteracy pedagogies for emergent bilingual learners and English learners and address inconsistencies in the application of the Science of Reading (SOR). We hope you find sustenance, knowledge, and inspiration in the 31 articles, narratives, and poems in this issue on topics ranging from literacy/biliteracy, social-emotional learning, and bicultural identity to the latest research, best practices, and strategies for educators and parents.

As you enjoy CABE 2024 in Anaheim, home to Disney's Magic Kingdom, we thank you for making the magic happen for our students in your homes, schools, and communities!

Laurie Miles

Laurie Miles
 CABE Communications Coordinator and
 Editor of Multilingual Educator





MESSAGE FROM CABE CEO

Dear Esteemed Readers of the CABE Multilingual Educator Magazine,

I am thrilled to welcome you to the February 2024 edition of our cherished Multilingual Educator magazine, a publication that embodies the essence of our mission at the California Association for Bilingual Education. As we gear up for the CABE 2024 Conference, I want to take a moment to share with you the incredible journey this edition will take you on, in perfect alignment with our conference theme, “Strength in Unity: Embracing the Tapestry of Our Diversity, Cultivating Our Heritage, & Celebrating Our Multilingualism.”

This year’s theme encapsulates the very heart of CABE’s purpose – fostering unity, celebrating diversity, and cultivating the rich tapestry of cultures and languages that define our great state. It’s about more than just education; it’s about creating a brighter future for all students, regardless of their backgrounds, by instilling in them a profound sense of pride in their cultural and linguistic heritage.



**Strength in Unity:
Embracing the Tapestry
of Our Diversity,
Cultivating Our
Heritage,
& Celebrating Our
Multilingualism**

**La Unión Es la Fuerza:
Abrazando el Tapiz
de Nuestra Diversidad,
Cultivando Nuestra
Herencia, y Festejando
Nuestro Multilingüismo**

The articles you’ll find in this edition are a testament to the dedication and commitment of our members and educators across California. They delve into the core of multiculturalism, exploring the best practices that promote the appreciation of our differences while nurturing our shared heritage as Americans. From literacy challenges faced by English Learners to the innovative solutions that empower educators, you’ll discover invaluable insights that will shape the future of education in our diverse state. As you immerse yourself in the pages of our Multilingual Educator, you’ll uncover poems, stories of resilience, passion, and the transformative power of education. You’ll gain a deeper understanding of how we, as a community, are building bridges of understanding, fostering inclusivity, and empowering the next generation to become global citizens.

The articles within these pages are not just words on paper; they are a call to action. They will inspire you to continue the vital work you do every day, touching the lives of students and strengthening the bonds of our communities. Together, we are forging a path toward a brighter, more united California, living out the ideals of a nation where every voice matters.

So, I invite you to embrace the knowledge within these pages, to be inspired, and to be moved by the stories of educators, advocates, and students who are making a difference. Let this edition be a source of motivation as we gather at the CABE 2024 Conference, united in our commitment to the strength that lies in our unity.

Thank you for your unwavering support and dedication to our cause. Together, we will continue to celebrate the rich tapestry of our diversity, cultivate our heritage, and champion the multilingualism that defines our great state.

With warm regards,

Edgar Lampkin Ed. D.
CEO, California Association for Bilingual Education





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Comprehensive Literacy & Biliteracy Pedagogy

The articles in the following section focus on biliteracy and include comprehensive and viable research on effective pedagogy for emergent bilingual learners and English learners, address inconsistencies in the applications of the Science of Reading (SoR), and offer options for continued professional development. These articles also highlight the importance of teachers' pedagogical knowledge in organizing effective teaching/learning that deliberately mediates children's development to their full potential—proficient biliteracy.

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Enhancing Early Literacy for Dual Language Learners: A Critical Analysis



CABE's Critical Effective Literacy/ Biliteracy Pedagogy Framework



Bárbara Flores, Ph.D.
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Anya Bobadilla, M.Ed.
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*California Association for Bilingual
 Education (CABE)*

Introduction

CABE is fully dedicated to providing our dual language immersion teachers, structured English immersion teachers and administrators, children, and parents with the most effective state-of-the-art literacy/biliteracy pedagogy based on theory and research. It is critically important for dual language and structured English immersion teachers to have conscientización/critical consciousness (Freire, 1970) of the praxis of the theoretical frameworks governing the teaching/learning of literacy and biliteracy. Understanding the why and how to deliberately mediate how children “come to know” language—oral and written in their home language (L1, primary language) and second or more language (L2, additional language)—is paramount in helping teachers decide how to organize the teaching/learning around instructional practices across many social contexts in schooling.

After nearly 50 years of advocacy, policy, research, development of pedagogy, materials and curriculum, teacher education, and implementation of bilingual education in this country, we know what works and what does not.

CABE's long tradition and history of serving and advocating for our bilingual/multilingual communities is a testimony to struggle, advocacy, problem-solving, and quality professional learning for teachers, administrators, parents, and policymakers. With this contribution to the field, “CABE's Critical Effective Literacy/Biliteracy Pedagogy Framework”, we have filled the gaps for high-quality instructional practices and assessments based on research and theoretical knowledge about how children

learn language and literacy in L1 and L2. (Council for Great City Schools, 2023; Cummins, 2000, 2021; Krashen, 2003; Thomas & Collier, 2012; Wong Fillmore & Snow, 2000; Halliday, 1975; Escamilla, Olsen & Slavick, 2022; Herrera, Martinez, Olsen & Soltero, 2023; Escamilla, Hopewell & Butvilofsky, 2013; August & Shanahan, 2006; Garcia, Ibarra Johnson, & Seltzer, 2017; Diaz & Flores, 2001; Moll & Diaz, 1987; Moll, 1990; Perez & Guzman, 2001; Bartolome & Balderrama, 2001; Hornberger, 2003; Goodman, Goodman & Flores, 1979; Machado-Casas, Maldonado, Bustos & Flores, 2022).

Our goals are threefold: 1) To create a meaningful and accessible literacy/biliteracy pedagogical toolkit that is based on research and theoretical frameworks about the teaching/learning of language development and literacy in L1 and L2 aligned with instructional practices; 2) To provide easy digital access to our community of bilingual/multilingual professionals with appropriate grade-level-based instructional calendars, models and strategies that can be easily implemented; and 3) To offer professional learning to the field in this critical area of learning in response to the more limiting approaches offered through the Science of Reading and other models.

Theoretical Frameworks Governing Teaching/Learning of Literacy/Biliteracy

We consider that the power of “CABE's Critical Effective Literacy/Biliteracy Pedagogy Framework” derives from the deep foundational connections to our profound knowledge and

groundbreaking research using five theoretical and intellectual traditions related to the teaching/learning of literacy/biliteracy, using effective instruction.

The five theoretical frameworks and intellectual traditions governing the teaching/learning of language (oral) and literacy (written) in L1 and L2 (or more), and described in more detail below, are the following: 1) The Sociopolitical Nature of Schooling; 2) The Sociohistorical Aspects of Life; 3) The Sociocultural Traditions of Teaching/Learning (Vygotsky's concept of *obuchenie*); 4) The Sociopsycholinguistic Nature of Reading; and 5) The Sociopsychogenesis of Literacy and Biliteracy Development. These theoretical frameworks ground not only our ideology (beliefs), but also guide our teaching of instructional practices that align with how children/students learn. Knowing the "why" is pivotal in doing the "how."

As we deconstruct and reframe, we must first value bilingualism/multilingualism/biliteracy as an asset.

The Sociopolitical Nature of Schooling

Why is the sociopolitical nature of schooling so important? It is profoundly key for us in understanding how we have not questioned "banking education." According to Freire (1970), we have uncritically participated in "depositing" knowledge when, in fact, our children/students/learners are capable of generating knowledge. When we use programs or isolated methods to teach "at" our children, we are unconsciously telling them they do not know how to learn. A teacher's ideological and political clarity (Bartolome, 2004; Bartolome & Balderrama, 2001; Flores et al., E.R, 2017; Flores et al., 1991) also play an important role in rejecting deficit beliefs about language, culture, learning, and class. Even Vygotsky recognized that education was embedded in sociopolitical contexts.

The Sociohistorical Aspects of Our Life

Each of us is born in a specific socio-historical time and is a creature of the politics, events, and other factors related to that time in history (Davydov, 1995).

We must question how historical events, past research, legislation, and policies (San Miguel, 2004; Flores, B., 2005; Crawford, 1995; Garcia, 2008; and Moore, 2021) also influenced social and educational practices. For example, in the past, bilingualism was viewed as a deficit instead of an asset. Why and how did this impact our beliefs, everyday living, and schooling?

More importantly, how did/do we as a people respond? And what have we learned from this history such that we can counter and defeat this pervasive deficit perspective of bilingualism?

The Sociocultural Traditions of Teaching/Learning (*Obuchenie*)

Vygotsky's sociocultural tenets about teaching/learning (Vygotsky used the Russian term *obuchenie*) are a game changer for pedagogy. For example, Vygotsky (1978) posits that all knowledge is socially constructed through social interaction. This means the language used in those contexts (class lessons) is internalized and becomes thought/knowledge. If that is so, then as teachers, we have to be very cognizant of the language related to pedagogical knowledge we use during our social interactions with our students. Likewise, he posits that we, teachers, need to organize teaching/learning to students' potential, not their developmental level, and we need to deliberately mediate and teach to their

potential within the zone of proximal development (ZPD). In addition, we know that valuing and building upon our students' and parents' "funds of knowledge" is critical to children's/ students' social-emotional well-being, identity, and academic success. (Gonzalez, Moll & Amanti, 2005).

In other words, Vygotskian theory emphasizes the sociocultural construction of human knowledge through communication in social interaction. He highlights the role of *mediation* and *language* in knowledge construction. Knowledge construction continues through the socio-interactive processes of education, which he calls *obuchenie*—best translated as teaching-learning—that Vygotsky considers critical for the continued intellectual and personal development of students. This means that both the teacher and student must be actively engaged in teaching-learning. His law of cultural development tells us that 'any function in the child's cultural development appears twice: first *between* people as an inter-psychological category, and then *within* the child as an intra-psychological category.' (Vygotsky, 1978). Together, teacher and student create a zone of proximal development within which students appropriate (and internalize) the knowledge that the teacher, as the more knowledgeable participant, has organized for them to share. The role of the teacher is critical as a sociocultural mediator who must know the subject matter and how to organize instructional activities through the interactive language used to promote the cognitive growth and learning of the child to their full potential.

The Sociopsycholinguistic Nature of Reading

Kenneth Goodman and his colleagues conducted miscue analysis research for 50 years across age groups, different languages (alphabetic and non-alphabetic), and many types of readers. (Goodman, Goodman & Flores, 1979; Goodman, 1996; Flurkey and Xu, 2003; Goodman, K., Wang, Shimizu Iventosch, & Goodman, Y., 2011; Goodman, Fries & Strauss, 2016; Flurkey, Paulson & Goodman, 2007; and Kabuto, 2022). This research found that proficient readers all use and transact with the cueing systems (pragmatic, semantic, syntactic, graphophonic, and orthographic), use prior knowledge, and universal strategies (predicting, sampling, confirming/disconfirming, self-correcting, and inferring) to make/construct meaning from written text. Understanding and knowing this knowledge of proficient readers will guide teachers in organizing how they teach readers to the potential—proficient reading.

The Sociopsychogenesis of Literacy and Biliteracy Development

Ferreiro & Teberosky (1982) are Piagetian theoreticians who conducted research with Spanish-speaking children five to seven years old in the mid-1970s that continued through the 2000s regarding how children interpreted the cultural object we call written language. (Ferreiro & Gomez Palacios, 1982 and 2013). They asked two questions: 1) Do children interpret written language differently than adults, and 2) If so, how? They called the new knowledge psychogenetics/then psychogenesis. Ferreiro and Teberosky (1979) found that there were four interpretations: presyllabic, syllabic, syllabic-alphabetic, and alphabetic.

They were interested in documenting the evolution of children's knowledge/epistemology/interpretation, their "coming

to know” of how written language works (Ferreiro & Teberosky, 1982; Goodman, Y., 1990). Flores (1988 & 1990) and Flores & Diaz (2001) created the new concept of sociopsychogenesis based on ongoing action pedagogical research with real bilingual teachers and children in bilingual classrooms because they used sociocultural tenets related to how to organize teaching based on how children learn and develop conceptual interpretations about written language in L1 and L2. Using the strategy known as Interactive Dialogue Journals, a viable instructional practice, manifests all of the aforementioned theoretical tenets in the praxis of teaching/learning (Diaz & Flores, 2001).

The Power of Pedagogical Knowledge

In *Pedagogy of the Oppressed*, Paulo Freire (1970) posited that in order to transform our world, we must first name and interrogate the oppressive ideologies and practices that have kept the learners and educators oppressed. Historically, in this country, bilingualism is/has been viewed as a deficit and not as an asset. This view has negatively impacted bilingual students because it was embedded throughout their educational experiences.

As we *deconstruct and reframe*, we must first value bilingualism/multilingualism/biliteracy as an asset. How?

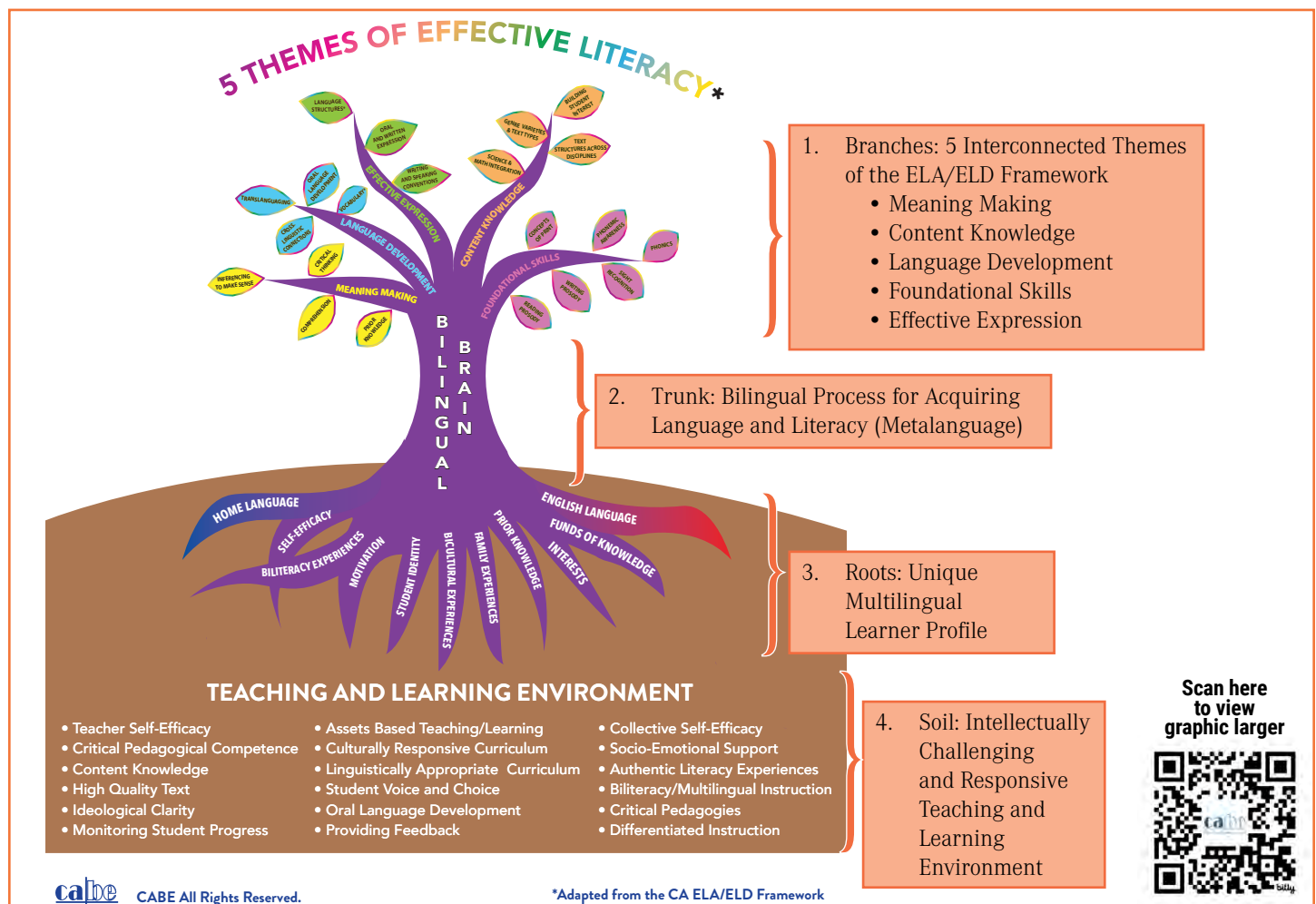
1) We need to *name* the sociopolitical dimensions underlying our advocacy from a social justice stance; 2) We need to *break down* the sociohistorical events and policies that created these deficit myths about language(s), culture, learning, class, race, and gender *using a critical consciousness lens* in order

to interrogate and transform them with “ideological clarity” (Bartolome & Balderrama, 2005; Palmer et al., 2019); 3) We need to *methodologically understand* how children learn so that we can organize our teaching/learning (or obuchenie) from a sociocultural Vygotskian perspective (Vygotsky, 1978); 4) We need to know what a proficient reader/writer in L1 and L2 looks/sounds like across social/academic contexts from a sociopsycholinguistic perspective (K. Goodman, 1996; Flurkey & Xu, 2003; Goodman, Fries & Strauss, 2016); and 5) We need to know how *to deliberately mediate how* children “come to know” written language (both in reading and writing in L1 and L2) from a developmental and socialpsychogenesis perspective (Ferreiro & Teberosky, 1979 & 1982; Ferreiro & Gomez Palacios, 2013; Flores, 1990; Diaz & Flores, 2001 & 2021; Flores, 2007; Flores, 2009; Flores, 2012).

This pedagogical knowledge and “pedagogical clarity” (Ibarra Johnson, 2012) provide dual language teachers with the tools to 1) organize teaching/learning based on how children learn; 2) deliberately mediate the learning by teaching to the children’s *highest* potential and not their developmental level, and 3) deliberately organize *and structure mediated* teaching/learning for the students’ *individual* social/academic success.

By respecting the learner and teacher in all of us, we will nurture our children's sociocultural/academic identities as bilingual/biliterate/multilingual learners and citizens with assets in a global society using the following infographic—*CABE'S Comprehensive Effective Literacy/Biliteracy Tree*.

CABE's Comprehensive Effective Literacy/Biliteracy Tree Infographic



A Comprehensive View of Literacy/Biliteracy Pedagogy for Bilingual/Multilingual Learners

We developed this organic visual, “metaphoric tree,” to represent not only the complexity of the literacy/biliteracy process, but also to capture the equally complex integrated social, individual, and interconnected aspects of teaching/learning as a sociocultural object that describes what teachers and students engage in every day during schooling. (Flores, B., Flores, R., Bobadilla, Noriega, & Gustafson-Corea, 2023).

CABE’s Comprehensive Effective Literacy/Biliteracy Tree puts policy into practice and provides educators with a model for effective literacy/biliteracy development that is inclusive of the strengths and assets bilingual/multilingual/English learner students bring to their literacy/biliteracy learning. It goes beyond the Science of Reading framework and provides teachers with expanded and concrete views of how to best meet our students’ literacy/biliteracy development needs.

The four major components of the Literacy/Biliteracy Tree include:

1. Soil—Intellectually Challenging and Responsive Teaching and Learning Environment
2. Roots—Unique Bilingual Learner Profile
3. Trunk—Bilingual Process for Developing Languages (Oral) & Literacy (Written) in L1 & L2
4. Branches & Leaves—5 Themes Aligned with the California’s 2014 English Language Arts/English Language Development (ELA/ELD) Framework
 - Meaning Making
 - Language Development
 - Content Knowledge
 - Effective Expression
 - Foundational Skills

The “**Soil**” metaphor represents the foundational nutrients and conditions needed for growth. The common denominator is the teacher’s ideological clarity, pedagogical knowledge of teaching and learning, and pedagogical clarity related to how children learn, develop, and expand their knowledge. It includes the use of social-emotional learning strategies. By ideological clarity, we mean that the teachers have clear, defined values and principles that are assets-based to guide their thinking, behavior, and decision-making.

Pedagogical knowledge and pedagogical clarity (Ibarra Johnson, 2012) about teaching/learning are guided by the praxis of sociocultural, socio-constructivist, and social-emotional learning theoretical frameworks and instructional practices. As bilingual/literacy and biliteracy teachers, we also know how oral language develops, how to use culturally responsive curriculum and differentiated instruction, how to engage students in authentic literacy and biliteracy experiences across content areas, and most importantly, how to provide ongoing social-emotional support (Cranston, 2021) to build the students’ self-confidence, well-being, and successful academic identity. TEACHERS are the most vital life force in students’ schooling. Therefore, we need to also support and invest in the teachers’ social-emotional learning as well as their ongoing professional learning.

The “**Roots**” metaphor depicts the necessary components that we need to include for growth and nurturance. Home language use is a valued asset and is an important aspect of a student’s cultural identity, family experiences, prior knowledge, and “funds of knowledge” (Gonzalez et al., 2004; Machado-Casas & Espinoza,

2021). Likewise, a student’s interests and motivation contribute to their self-efficacy, which includes our support of their motivation, well-being, and success in school and beyond. In addition, laying the groundwork for literacy/biliteracy and bicultural experiences in schooling will expand the students’ appreciation and understanding of the cultural and linguistic diversity in the world.

The “**Trunk**” represents the bilingual brain. Research shows that the cognitive processes of literacy and language development of the bilingual child are not equivalent to that of his/her monolingual counterpart. A bilingual brain does not operate two separate systems that work apart from each other (Marian, 2023). Bilingual/multilingual individuals possess a unitary language system composed of all the features of the language they speak (Garcia et al., 2017). As it has been extensively documented in research, the ability to process complex text in a new language is more effective when a bilingual learner has access to home language instruction and opportunities to become literate in both English and the home language (Thomas & Collier, 2012). Translanguaging has also been documented to facilitate the literacy/biliteracy development processes (Garcia et al., 2017; Fu et al., 2017).

The “**Branches and the Leaves**” are aligned with the 2021 California Comprehensive Literacy Plan (with its Comprehensive and Integrated Literacy Model), the 2010 Common Core State Standards for English Language Arts (English et al. in History/Social Studies, Science, and Technical Subjects - modified March 2013), the 2012 English Language Development Standards, the 2014 English Language Arts/English Language Development (ELA/ELD) Framework, and the 2017 English Learner Roadmap Policy.

The **Five Branches** represent the **Five Integrated Themes: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills**.

These five themes highlight the interconnections among the strands of the California Common Core Standards for ELA/Literacy and the interconnected parts (Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Skills) of the California ELD Standards.

Digital Tool Kit of High-Leverage Literacy and Biliteracy Strategies

Dual language and structured English immersion teachers’ access to language development, literacy, and biliteracy pedagogical knowledge is paramount; therefore, CABE has created a Digital Pedagogical Toolkit of High-Leverage Literacy and Biliteracy Instructional Strategies TK-6. (Flores, B., Flores, R., Bobadilla, Noriega, & Gustafson-Corea, 2023).

We have grouped the instructional strategies into three categories—“I Do,” “We Do,” and “You Do”—that include types of Teaching/Learning Contexts, Instructional Strategies, and how they each address the themes of Meaning Making, Language Development, Content Knowledge, Effective Expression and Foundational Skills.

Under the “I Do” category, we focus on whole group instruction where the teacher provides direct instruction; in the “We Do” section, the teaching/learning contexts include whole group, small groups, partners, or collaborative groups engaged in shared responsibility and more guided support. Lastly, the “You Do” category includes tasks performed with a partner or in student-led collaborative groups and, finally, by individuals

as individual practice. There are also resources called Language Learning Scaffolds, Embedded Language Development Practices, and Monitoring Student Progress components. In addition, we provide sample literacy/biliteracy schedules for TK-2 and grades 3-6.

These are some of the instructional strategies we have included with descriptions, how-to's, and ways of organizing the teaching/learning contexts along with digital links (see link at the end of this article) that are easily accessible:

- Morning Message
- Reading Aloud
- Mini Shared Reading
- Guided Reading
- Interactive Dialogue Journal
- Genre Studies
- Literature Studies
- Collaborative Text Writing
- Reciprocal Teaching
- Critical Response to Literature Across Different Genres and Cultures
- Writer's Workshop
- Text-Based Word Study
- Marzano's 6-Step Vocabulary Development
- El Dictado Activity
- Así se dice
- Creative Reading Methodology
- Sentence Unpacking

The praxis between teaching/learning theories, research, and practice is complex and simultaneously motivating and exciting. The teachers' success is evidenced by our students' multiple successes—well-being, social-emotional stability, solid bilingual/bicultural academic identity, and sense of belonging. Administrators as instructional leaders also play a pivotal part in creating these physical, social, professional, and political environments.

Administrators & Educational Leadership

District and school leaders have an important role in ensuring the academic success of bilingual/multilingual learners. Administrators must be knowledgeable about the types of literacy/biliteracy professional learning their district offers to make better-informed decisions that directly affect their students.

Educational leaders must also know and understand the policies and initiatives affecting the bilingual/multilingual students they serve. The 2018 initiative of the California Department of Education called Global California 2030 has two main goals for our students: First, by 2030, we want half of all

K-12 students to participate in programs leading to proficiency in two or more languages, either through a class, a program, or an experience. Secondly, by 2040, we want three out of four students to be proficient in two or more languages, earning them a State Seal of Biliteracy. Lastly, California State Superintendent Thurmond has set the goal that by 2026, all students will read by the third grade. District and school leaders are tasked with the great responsibility of implementing quality instructional programs that prepare bilingual/multilingual students to reach the State's goals.

Closing Remarks

History and research have taught us that a one-size-fits-all literacy approach does not work with multilingual learners; therefore, we must provide strategic literacy instruction across multiple languages (Moll & Díaz, 1987; Escamilla et al., 2022). We must continue our advocacy for educational equity for bilingual / multilingual learners (Corrigan et al., 2023).

We must invest in growing our teachers' professional learning. We must resist canned programs that tout easy remedies. Professional pedagogical knowledge cannot be replaced by "structured literacy programs."

We call for longitudinal action research in multilingual classrooms, bilingual classrooms, and structured English immersion classrooms to document authentic children's teaching and learning of literacy/biliteracy in a cross-section of language arts instructional contexts and across the content areas in grades TK-1, 2-3, 4-6, middle school, and high school. Test scores do not capture children's developmental growth, but actual artifacts and samples across time do. This type of research will be more dynamic, informative, authentic, and respectful to the learners and the teachers and make visible the actual progress and quality of teaching.

Thus, we end with this profound statement:

Knowledgeable, Caring, Critically Conscious, and Courageous Teachers Teach Students! Not One-Size-Fits-All Programs! Not Methods and Certainly Not Structured Programs! Teachers are Professionals, NOT Technicians! ¡Que Vivan Las/Los Maestras/os Valientes!



For more information and resources go to:
<https://bit.ly/CABE5Themes>



References are available in the appendix of the online version:
https://www.gocabe.org/index.php/multilingualeducator_publication/

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Reaffirming Multilingual Educators' Pedagogical Knowledge Base



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We are in the era of the Science of Reading (SoR) movement in the education policy arena, where conflict exists over the legitimacy of various paradigms of literacy instruction research. These debates are often portrayed metaphorically as the Reading Wars. In this article, we reflect on the theoretical framework and research findings that inform the knowledge base for multilingual learner education. SoR advocates who call for reforms in literacy education make claims about the effectiveness or ineffectiveness of approaches and strategies. These claims call into question and often contradict the empirical foundations and pedagogical perspectives of teachers who work with emergent bilingual students in different program and classroom contexts (Mora, 2023). However, leaders in multilingual learner education are challenging the veracity of SoR proponents' claims that presume the existence of a settled science with exclusive authority to prescribe approaches and strategies for literacy instruction for all students. Cummins (2021) describes how controversies surrounding the legitimacy of theoretical constructs have resulted in misguided policies and instructional practices that undermine the educational opportunities experienced by multilingual learners. It is time to reaffirm the multidisciplinary knowledge base that undergirds the professionalism of teachers, herein referred to collectively as multilingual educators.

A Transdisciplinary Knowledge Base

The knowledge base for literacy instruction

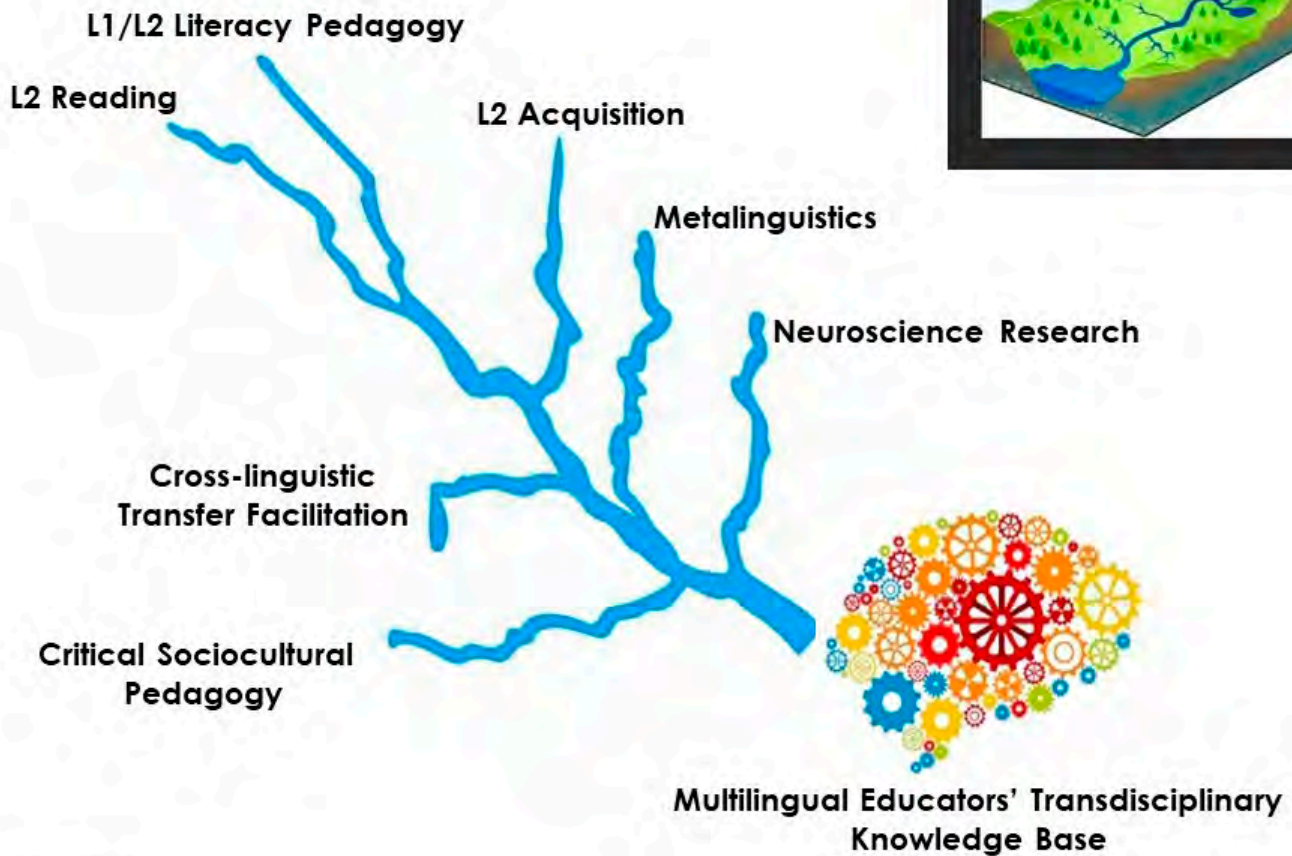
for multilingual learners is further reinforced by investigations of L2 (additional language) reading (Bernhardt, 1998). This field of inquiry is based on a multifactor theory that presupposes an interactive, multidimensional dynamic of literacy elements' development along a continuum of L2 proficiency. Bernhardt attributes different error patterns (miscues) during oral reading performance in developing L2 literacy to readers' risk-taking and to the increased potential for misusing and misunderstanding complex syntactic forms, which tend to decline as language proficiency increases. L2 reading research explores variables in text comprehension such as word recognition, vocabulary knowledge, syntax, phonology, and text structure through the perspective of language competencies as an integrative process. Miscue analysis assessments enable teachers to identify the interaction between students' metalinguistic knowledge and their developing language proficiency by analyzing readers' approximations or miscues in recognizing words based on their phono-graphemic and syntactic features. The operational hypothesis is that the language proficiency underlying cognitively demanding tasks, such as literacy and academic learning, is largely shared across languages, and therefore, linguistic competencies acquired in one language promote literacy development in another (Cummins, 2021). We consider how the multiple academic disciplines that contribute to the knowledge base for teaching multilingual

learners are like tributaries that sustain practitioners' expertise and professionalism. Disciplinary knowledge empowers a teacher to engage in deep thinking about curriculum questions, such as what to teach and why with regard to the students' characteristics, needs, and experiential backgrounds. Johnson (2019) considers the knowledge base for language teacher education as a transdisciplinary framework that reflects distinctive, yet compatible theoretical perspectives that together bridge the theory-practice divide. The view of pedagogical content knowledge as transdisciplinary justifies teachers' opposition to critics who attempt to invalidate certain methods of inquiry and empirical databases for educating multilingual students.

Theoretical Orientation

Research into the characteristics of effective literacy teaching provide a perspective on how teachers interpret and integrate theoretical models of literacy instruction to promote high levels of student achievement. A valuable construct that expresses the operation of the transdisciplinary knowledge base is the theoretical orientation (TO). DeFord (1985) developed a questionnaire, the *Theoretical Orientation toward Reading Profile* (TORP), that places teachers along a continuum of pedagogical perspectives toward reading instruction based on their response patterns. This study found that teachers of known TO who were observed during reading instruction exhibited

THE WATERSHED METAPHOR



Jill Kerper Mora 2023

Figure 1: The Watershed Metaphor

response patterns on the questionnaire that were consistent and predictable in relation to their classroom teaching behaviors. The research on TO validates the notion that teachers' planning and in-the-moment decision-making about literacy instruction within the context of their professional assignments are grounded in their interpretation of their pedagogical knowledge base. A coherent TO enables teachers to articulate a rationale for the choices of instructional approaches and formulate a "toolkit" of strategies and learning activities. Taboada, et al. (2005) conducted a study on how teachers implemented constructivist reforms in the Mexico National Reading Program. We found that teachers demonstrated congruence with the meaning-making, constructivist theoretical model of the national curriculum in their instructional practices in first-grade classrooms. Systematic exploration of the role of teachers' theoretical orientation in a

mandated literacy program confirmed that congruence between a coherent knowledge base and teachers' utilization of effective instructional approaches and strategies produces positive learning outcomes for students.

Multilingual Learner Education Disciplinary Research

The transdisciplinary nature of the knowledge base for multilingual educators' professional practice is demonstrated using the Watershed Metaphor. The tributaries identify the sources of empirical research that support specialized curriculum and instruction for emergent bilingual students. The metaphor illustrates how language and literacy methods and approaches are based on research that identifies principles that apply across languages while other aspects of literacy learning are language-specific. Approaches to instruction target a specific orthography that reflects the features of a particular language. Consequently, a

criterion for evaluating the legitimacy of research studies is population validity. This criterion determines the applicability of research findings to specific populations that may not share learning characteristics that permit research findings to be generalized to that population of students, such as multilingual learners. The fields of study that are entailed in teachers' theoretical orientation toward literacy instruction for multilingual learners meet population validity criteria. Respect for population validity in research requires that biliteracy instruction be informed by research on monolingual speakers of both languages of instruction (Noguerón-Liu, 2020).

Research in the field of second language acquisition (SLA) contributes a number of theoretical constructs to the Multilingual Educators' Transdisciplinary Knowledge Base (METKB) Learning a new, second, foreign, or additional language (L2) may be simultaneous or

sequential, depending on the linguistic and cultural circumstances of the emergent bilingual student. SLA research provides knowledge of a sequence of learning through developmental levels that enable teachers to assess L2 language proficiency's correlation with variability in students' outcomes in literacy learning. The reciprocity of L2 language and literacy learning is confirmed through research that disaggregates factors within the learner's common underlying reservoir of cross-linguistic interdependence (Cummins, 2021). Accordingly, Krashen (2004) critiques the lack of population validity of research that does not provide a description of the literacy learning trajectories of emergent bilingual learners.

The knowledge base for literacy instruction for multilingual learners is further reinforced by investigations of L2 reading (Bernhardt, 1998). This field of inquiry is based on a multifactor theory that presupposes an interactive, multidimensional dynamic of literacy elements' development along a continuum of L2 proficiency. Bernhardt attributes different error patterns (miscues) during oral reading performance in developing L2 literacy to readers' risk-taking and to the increased potential for misusing and misunderstanding complex syntactic forms that decline as proficiency develops. L2 reading research explores variables in text comprehension such as word recognition, vocabulary knowledge, syntax, phonology, and text structure through the perspective of language competencies as an integrative process. Miscue analysis assessments enable teachers to identify the interaction between students' metalinguistic knowledge and their developing language proficiency by analyzing readers' approximations or miscues in recognizing words based on their phono-graphemic and syntactic features. The operational hypothesis is that the language proficiency underlying cognitively demanding tasks, such as literacy and academic learning, is largely shared across languages, and therefore, linguistic competencies acquired in one language promote literacy development in another (Cummins, 2021).

The sub-field of metalinguistics examines interlingual relationships to discern the shared and unique contributions of awareness of the operations of defined subsystems of language in reading development and performance. Ke, et al. (2023) conducted

a meta-analysis of empirical studies that identify multiple direct and indirect paths that connect metalinguistic awareness, reading comprehension, and vocabulary knowledge together as reading-related outcomes. These studies explain both shared metalinguistic awareness and language-specific metalinguistic awareness as empirical evidence of the extent of cross-linguistic transfer in literacy development. Koda's *Transfer Facilitation Model* provides predictions on multiple factors that affect the transfer of subskills in L2 reading and identifies conditions that promote cross-linguistic transfer.

Neuroscience has provided insights into how the brain processes written text as graphic alphabetic representations of language. Through advanced fMRI and other neuroimaging technologies, neuroscientists can map regions of the brain that are activated during oral and silent reading of text in different languages (Dehaene, 2014). A limitation of neuroscience research is that the brain research technology is unable to discern neurological pathways of text processing to support arguments in favor or against some theoretical models of reading that are foundational to certain approaches to literacy instruction (Strauss, 2005). Consequently, multilingual educators must view claims that neuroscience supports or rejects certain instructional strategies with skepticism.

The Watershed Metaphor for multilingual educators' transdisciplinary knowledge base illustrates the concept of the river and its tributaries as an ecosystem. Critical sociocultural pedagogy is *"...the anchor needed to connect the ideological with the pedagogical, programmatic, curricular, and evaluative dimensions for establishing culturally and linguistically equitable teaching and learning spaces."* (Alfaro, 2019: 195).

Multilingual educators must possess critical consciousness and ideological clarity to exercise their agency through the application of the multiple streams of research-based pedagogical knowledge to address the characteristics and needs of multilingual learners. Ideological clarity enables teachers to implement instruction consistent with their theoretical orientation toward literacy effectively and equitably, even though mandated commercial literacy programs may not fully address the learning needs of their multilingual

students.

Conclusion

The Watershed Metaphor represents a pedagogical knowledge base as a river of knowledge that guides the flow of water from many tributaries into one pathway. This imagery presumes that the contributions of the streams of knowledge are cumulative rather than substitutional. New knowledge does not delegitimize or nullify previous knowledge, but rather, accumulated knowledge is the mainstream of our collective wisdom. SoR advocates have invented the term "research-aligned" as a basis for arguing against the use of certain instructional approaches and strategies that they believe do not conform to their criteria for effectiveness. This ignores the fact that pedagogical decision-making is highly contextualized and student-population specific. Consequently, we must ask this question: To what research should teachers align the knowledge base that informs their theoretical orientation toward literacy instruction for multilingual learners? We run the risk of giving undue credibility to literacy education reformers who try to blame the problems of literacy achievement on the practitioners who are working daily to counter these problems.

We, multilingual educators, must challenge attempts to narrow our knowledge base of coherent theoretical constructs and valid empirical databases based on spurious claims that this research is untrustworthy. Teachers must reaffirm the value of the transdisciplinary research that shapes our theoretical orientation toward literacy instruction and, in turn, our pedagogical practices to ensure that all students gain access to the linguistic and cognitive benefits of their multilingual repertoires. We must demand access to undistorted science and to relevant empirical research that enhances our expertise in educating multilingual learners. 🌸

References are available in the appendix of the online version: https://www.gocabe.org/index.php/multilinguaeducator_publication/



Centering English Learner/ Emergent Bilingual Students in Literacy Research and Instruction



Martha I. Martínez, Ph.D.
Patricia Montes Pate, M.A.
SEAL (Sobrato Early Academic Language)

There is a considerable amount of attention currently on the Science of Reading, with many states rushing to adopt policies that are purportedly aligned with it. There are very good reasons for focusing on reading instruction. To be literate, that is, to read and write, is fundamental to an individual's ability to successfully navigate in society. However, not all policies, curricula, and instructional practices that stake claim to the Science of Reading banner address the vast body of research about how people become skilled readers. There is a real danger that in the race to enact the Science of Reading, educators, especially those serving underserved communities, will embrace a narrative and response that simplifies the disparities in reading achievement between resourced and under-resourced schools to a lack of phonics and decoding instruction.

To become a skillful reader requires attention to both sides of the reading equation: language code-based skills and language comprehension skills. Moreover, for students who are simultaneously learning English and content in school, referred to as English learners/emergent bilinguals (EL/EBs) in this article, the Science of Reading is still in its infancy. Based on the research about their literacy needs, they need more than what a monolingual English speaker does. They need reading instruction that does not privilege English literacy and undermine biliteracy development, but one that addresses their language and literacy needs, ideally fosters biliteracy from the beginning, and leverages their home language in support of their English language and literacy development. It is for these reasons that Sobrato Early Academic Language (SEAL) has joined with other researchers and advocates for multilingual learners to call for a comprehensive approach to literacy instruction that is research-based and leverages the cultural and linguistic assets that these students bring with them into the classroom.

This article is about SEAL's contributions at the Reading League Summit in March 2023, where hundreds of practitioners, researchers, and other experts gathered to discuss current research, practice, and policy considerations regarding reading development and instruction for EL/EBs. The authors of this

article were among the national panelists who shared their work, research, and best practices for supporting EL/EBs' literacy development. Following are some key points they shared in their respective panels.

Foundational Reading Skills Within a Comprehensive Literacy Program

This panel session explored what the research says about foundational reading skills and pedagogical implications for teaching literacy skills in a linguistically diverse classroom. In her remarks, Martínez touched on the science around reading, learning and development, and the bilingual brain, and offered recommendations.

While acknowledging the important contributions of the Simple View of Reading and Scarborough's Reading Rope to our understanding of the abilities needed to become a skilled reader, Martínez stressed that we also need to understand the instructional context. In 2018, the National Academies of Sciences, Engineering, and Medicine (NASEM) published "How People Learn II", noting that in the past several decades we have seen an explosion of research that has important implications for individual learning and schooling. This research highlights the complex interplay between the learner, the educator, and the learning environment. Teachers know how dynamic and unpredictable a classroom environment can be and how important student motivation, prior knowledge, and socio-emotional well-being are to the success of a given lesson. A more recent model of reading, dubbed the Active View of Reading (Duke & Cartwright, 2021, see Figure A), could help us better conceptualize the reading process by bringing the reader and the reading task into account.

There have also been considerable scientific advances in understanding the bilingual brain. Bialystock's research, in particular, has highlighted the advantages of bilingualism at various stages of human development and, importantly for this particular topic, how both languages of a bilingual person's linguistic repertoire are always active in the brain (Bialystock,

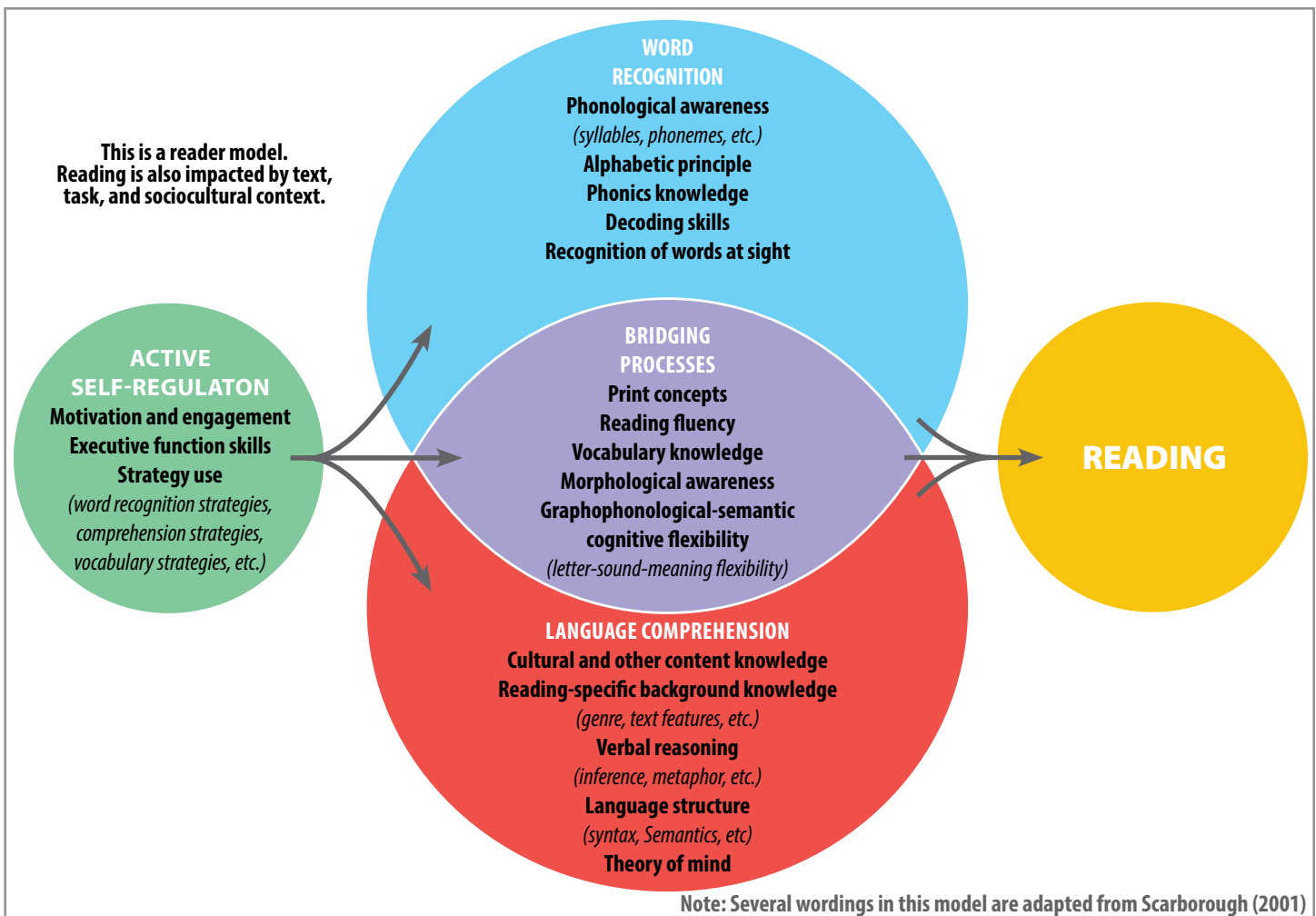


Figure A

2017). When considering how to teach foundational reading skills, educators need to keep in mind not only the linguistic assets EL/EBs bring and supports they will need to learn to read in a new language, but also whether the students are learning in a bilingual or English-only program.

Martínez then discussed foundational reading skills for EL/EBs with this broader research context in mind and shared the four recommendations from a 2016 Institute for Education Sciences (IES) Practice Guide for teaching these skills to K-3 students (see Figure B).

She noted that the first and fourth recommendations are arguably more challenging to teach and appear to be what EL/EBs really need. Research shows that differences between ELs and non-ELs are typically very small when it comes to phonological awareness and decoding. Much larger differences between the two groups are found in reading comprehension, language comprehension, and vocabulary (Goldenberg, 2020). While many may be familiar with the importance of academic language and vocabulary, what the first recommendation also calls out is the importance of providing students with opportunities to use language for both inferential and narrative purposes. Moreover, as noted in the fourth recommendation, students need opportunities to read longer passages, which is best supported by permitting students some choice in what they read.

She identified additional considerations for EL/EBs that apply to both English-only and bilingual contexts, including

providing multiple opportunities and appropriate scaffolds for oral language practice; explicitly teaching English language development, morphological awareness, and academic language; building student's background knowledge of key concepts, and leveraging the home language to the greatest extent possible, including, but not limited to, encouraging families to continue using their home language.

Within bilingual contexts, teachers should also cultivate students' metalinguistic awareness and not waste precious instructional time reteaching foundational skills that transfer between the two languages. However, they should explicitly teach language irregularities within and across both languages.

Martínez concluded her presentation by highlighting key findings from the federal Reading for Understanding (RfU) Initiative. The Institute for Education Sciences funded this research over 10 years ago, partly in response to the fact that the previous \$6 billion investment in Reading First resulted in no significant impact on reading comprehension. A major takeaway from the RfU research projects was the deep connections found between knowledge, language, and reading comprehension. While EL/EBs were involved in many of the projects, the focus of the RfU Initiative was on English instruction and English reading comprehension, and the report that synthesized the RfU findings emphasizes the need for more reading comprehension research focused on EBs (Pearson et al., 2020). Martínez pointed out that the need for research is particularly acute as it relates to biliteracy development and instruction for emergent bilinguals

Foundational Skills to Support Reading for Understanding in K-3 (IES Practice Guide, 2016)

Recommendations

1. Teach academic language skills, including inferential and narrative language use and vocabulary knowledge.
2. Develop awareness of the segments of speech sounds and how they link to letters.
3. Teach students to decode words, analyze word parts, write and recognize words.
4. Ensure that students read connected text daily to support reading accuracy, fluency and comprehension.

Figure B

within bilingual instructional contexts. She suggested that this much-needed research could build upon the important work already done by Escamilla and her colleagues (Escamilla et. al., 2014).

Developing Oral Language, Vocabulary, and Background Knowledge

A second panel focused on the research base, benefits, and implications of developing oral language skills in more than one language. It also addressed the role of a student's home language in literacy development and instruction. Montes Pate's presentation focused on the benefits of building oral language, vocabulary, and background knowledge in EL/EBs' home language(s) to support literacy development, a key factor that Scarborough has acknowledged is missing from the Reading Rope (see Figure C).

Montes Pate highlighted that in working with EL/EBs it is important for educators to know that the Rope speaks specifically to children who are developing literacy in their primary or home language. She added that the process of teaching children to read in their primary language is relatively easier because teachers are building on the knowledge of the language students already have, such as phonology, semantics, and their background knowledge. However, this advantage does not apply to the majority of ELs/EBs in the United States who find themselves immersed in English-only classrooms where reading and content instruction is primarily delivered in English and frequently by teachers who do not speak the home language(s) of their students. In this English-only context, EL/EBs may struggle with skills related to English literacy, such as hearing and isolating unfamiliar sounds needed to decode text, recognizing letters and words in print, and understanding the structure and meaning of text.

Figure C. Image from Dr. Scarborough's Presentation to the AIM Academy (2019)

A Case History of a Twisty Metaphor - Dr. Hollis Scarborough

AIM Academy

Many Factors that Influence Reading Are Not in the Rope

The rope is intended to illustrate the knowledge and skills that the reader brings to the situation, and that are specific to reading (rather than, say, to math).

So one must always think of the rope as being "woven" in a particular context that could affect the growth of some or all of the strands. Potential influences:

- ▶ preschool experiences
- ▶ SLI, **ESL**, ADD, other EF weaknesses
- ▶ family history
- ▶ adequacy of prior instruction
- ▶ socioeconomic (SES) differences

Did you know...?

Understood

She emphasized the important role of building on students' home language(s) and how findings from both the *National Literacy Panel on Language-Minority Children and Youth* (August & Shanahan, 2006) and the 2017 NASEM report, *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*, show that literacy is best developed initially in students' strongest language and this approach benefits their English literacy development. It is critical to recognize that EL/EB children come to school with years of having developed language skills in their home language(s). The degree to which teachers leverage that linguistic resource and build upon it to engage them in literacy and learning a new language is a major factor in their educational success. Ideally, we want to continue developing students' home language(s) and set them on the path of becoming bilingual and biliterate.

She described a comprehensive and integrated literacy approach for EL/EBs based on a National Committee for Effective Literacy paper (Escamilla et al., 2022) that takes dual language development and second language pedagogy into account and incorporates the recommendations of the National Literacy Panel and the NASEM report. This approach includes essential elements of literacy instruction such as teaching foundational skills, oral language development, cross-language connections, English language development, and more. Rather than learning skills in isolation, which can be challenging for EL/EBs in an English-only context, a comprehensive approach to literacy connects literacy development to language development and content knowledge through standards-based, thematic instruction. It includes the use of high-quality and culturally inclusive materials, embraces students' home language, and affirms bilingualism. In addition, within a dual language/bilingual program, a comprehensive approach to literacy development has an explicit goal of biliteracy, teaches native language foundational skills, and uses dual language assessments to monitor students' biliteracy development and academic learning.

The aspects of building oral language, vocabulary, and background knowledge in a student's home language are essential for literacy development, but they also have a tremendous, beneficial impact on the lives of these children and our society. Literacy instruction should also promote bilingualism and biliteracy development for EL/EBs so that these students can benefit from the many advantages of multilingualism, such as higher levels of abstract thinking, increased likelihood of graduating from high school, more job opportunities and earning potential, and a strong sense of identity and connection to family and culture.

In closing, Montes Pate ended with a quote by Dr. Miguel Cardona, U.S. Secretary of Education, "Why have we normalized that we are primarily a monolingual country even though our nation has only become more multicultural, more interdependent with the rest of the world? It defies our historical reality as a nation born of immigrants. So today, reconozcamos que: bilingualism and biculturalism is a superpower."

Conclusion

For more details about all four panel presentations, visit the Reading League summit's website at <https://www.thereadingleague.org/trl-summit/>. SEAL continues to advocate for a comprehensive approach to literacy instruction for EL/EBs that is both research-based and asset-based, embraces the bilingual brain, and fosters biliteracy development as much as possible. For additional resources about what a comprehensive approach to literacy instruction entails for EL/EBs in K-12 settings as well as dual language learners in early learning, please visit the resources page of the National Committee for Effective Literacy's website at: <https://multilingualliteracy.org/resources/>. 🌸

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Science of Reading in Bilingual Classrooms: Cautions and Research-based Solutions



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What is the “Science” of Reading (SoR)? What does it look like in a bilingual program? Does the Science of Reading apply when we teach literacy in Spanish? In this brief essay, we begin to address questions, like these, that have recently been on the minds of bilingual educators. We share some reasons to be cautious about implementing SoR curricula in bilingual/dual language programs and propose research-based solutions for culturally and linguistically responsive foundational skills instruction in bilingual classrooms.

We begin by sharing some positive contributions of the recent SoR movement. First, SoR has brought a significant amount of attention to the teaching of reading. It is important to have in-depth discussions about how to effectively teach reading, especially when we are working with students who have been historically marginalized in schools. SoR has also emphasized the need for all students to receive a solid underpinning in foundational skills, which is one of the five components of California’s ELA/ELD (English Language Arts/English Language Development) Framework (2014) and a critical aspect of learning to read. Finally, SoR has brought increased attention to teacher knowledge, preparation, and ongoing learning opportunities. These are all important contributions. In this essay, we share some cautions for educators to consider when implementing SoR curricula in bilingual programs that aim to develop students’ English and Spanish literacy.

SoR in Bilingual Classrooms: Cautions and Research-based Solutions

Caution 1: Curricula can Misrepresent the Science Behind the Science of Reading. As teachers we know that no curriculum is going to be the silver bullet; no one way of teaching will meet all students’ needs. But SoR curricula are often presented as such, despite the inconsistency in their interpretation of SoR (Seidenberg, 2023a). And, some of the curricula that claim to be based on the “science” of reading misrepresent the science (Gabriel, 2020; Dewitz & Graves, 2021; Seidenberg, 2023b). They over-rely on the word recognition strand of Scarborough’s rope (2001) and do not sufficiently emphasize the language comprehension strand. This is important for all teachers and administrators to keep in mind when they use an English literacy curriculum.

What we can do instead: Get to know the research so you can better assess your literacy curriculum. Consider the biliteracy research, what the literacy research says about literacy

instruction in different languages, and assess what works for your students. This includes actively seeking out differing points of view, listening, and attempting to arrive at a research-based decision. It means asking if the research was conducted in the target language and with students who speak languages other than English at home. Too often, research on the teaching and learning of reading in English is applied to the teaching and learning of reading in Spanish. As former dual language teachers, we know that the way we teach foundational skills in English is not the same as the way we teach them in Spanish. Look for articles and books about teaching Spanish literacy and about teaching for biliteracy (e.g., Escamilla et al., 2014; Butvilofsky et al., 2023). Finally, assess what works for your students and be sure to use a wide range of classroom-based observations and assessments. Remember that it is easy to teach a letter and assess whether or not the child can identify it. It is more difficult to determine whether they can use their knowledge of that letter in authentic reading and writing tasks in two languages.

Caution 2: Instructional Time. Due to misrepresentation of the SoR research, the foundational skills components in some curricula can take up far too much instructional time. Sometimes foundational skills instruction can take up to an hour, at the expense of other important aspects of literacy, such as writing, knowledge-building, meaning-making, comprehension, expression, and language development (Darnell, Solity, & Wall, 2017). These components of literacy are particularly important in bilingual programs where students are usually learners of at least one of the target languages. Time constraints can also limit the instructional strategies used, such as shared picture book reading, which develops foundational skills and a love for reading (Campbell, 2021). Instructional time is particularly limited in bilingual and dual language programs due to the number of minutes designated for literacy in each language and therefore needs to be used extra carefully.

What we can do instead: Responsive teaching—teach based on what kids know and need to learn. This requires teachers to be highly expert in observation (formative assessment) and highly skilled at instruction. We have to identify what assets our multilingual learners already have, demonstrate how to apply those assets cross-linguistically, and advance their literacy rather than hold them back by reteaching what is already known (Zoeller & Briceño, 2022, 2023). For example, if kids know the letter “m” from their Spanish language arts block, their understanding of the letter “m” can be explicitly connected to English and does not need to be retaught as if it were new, even if the literacy curriculum

says it should (Escamilla et al., 2014; Butvilofsky et al., 2023). While researchers generally agree that phonics is one critical aspect of literacy development, a literacy block should include multiple components of literacy (Blevins, 2016; Duke et al., 2021; Ehri, 2020; Escamilla et al., 2022; Woulfin & Gabriel, 2022). Multiple forms of instruction are also needed to teach students to learn to read because children take different paths to literacy (Clay, 1998; Wolf, 2018). Know the research so you can identify misrepresentations in your literacy curriculum and in the media.

Caution 3: Lack of Cultural and Linguistic Responsiveness.

SoR curricula have been highly criticized for a lack of cultural and linguistic responsiveness due to the rote routines commonly used, a lack of bilingual-specific practices, such as translanguaging, and the lack of applicability to other languages (Auckerman & Schuldt, 2021; Escamilla et al., 2022a; Share, 2021). SoR may not be applicable to Spanish and languages that are more orthographically transparent than English (Goldenberg, 2020; Share, 2021). Since phonics in Spanish is more consistent than in English, despite *las letras tramosas*, it tends to be more easily and more quickly learned and may not require as much time.

What we can do instead: Teach in culturally and linguistically responsive ways. We should always honor students' cultural and linguistic assets and make our instruction culturally and linguistically responsive, even if the curriculum is not. We can co-create alphabet books that honor students' cultures, and ensure that texts we ask children to read and write do the same. We can use contrastive analysis to explicitly teach things that are the same and different between the two languages (Willems et al., 2003). For example, we show students that in Spanish we use a question mark at the beginning and end of the sentence, but in English, it is only at the end. Teaching students to use contrastive analysis can help them learn to use cognates, which is a strategy young children tend not to use independently unless taught to do so (Kelley & Kohnert, 2012). Once we become good observers of children's literacy behaviors, we can use transliteracy to identify knowledge and skills they have in one language but are not yet applying in the other, and employ cross-linguistic instruction (Zoeller & Briceño, 2022, 2023). We can also provide space for translanguaging so that students can show us what they know across languages (García, Johnson & Seltzer, 2017).

Caution 4: Application of SoR Research to Languages Other than English. Since most SoR research has been done in English-only contexts, its applicability to bilingual contexts is questionable (Butvilofsky, 2023; Escamilla et al., 2022a; Share, 2021). Goldenberg (2020, p. S133) argued that SoR is "not enough" for emergent bilinguals (EBs) because it does not include English language development, and Escamilla and colleagues (2022a, p. 2) say it is "insufficient for EL/EBs [English learners]" and inappropriate for dual language settings. Researchers have called for greater attention to be paid to linguistic and societal factors for bilingual learners when considering appropriate literacy instruction (Gottardo et al., 2021). And, the effects of SoR instruction on authentic reading and writing are still debated (Seidenberg, 2023b) or even disproven (August & Shanahan, 2009; Escamilla et al., 2022a). Much SoR research is focused on item knowledge—individual sounds and letters—and does not

sufficiently assess whether or not students are able to use this knowledge to read and write in context. While item knowledge is important, students must be able to apply it to authentic literacy practices and comprehend what they read (Pearson et al., 2020).

What we can do instead: Learn the research. When people claim, "the research says," ask for a citation and look it up on Google Scholar, at your local library, or even by reaching out to the researcher. Who are the students in the study? What, exactly, does it show? Are there other studies that have similar findings? Or studies that have reported contradictory findings? Being knowledgeable about the research enables you to make the best instructional decisions for your students. Foundational skills are where the greatest differences lie in Spanish and English literacy so it should be where we are most cautious about applying instructional strategies from one language to the other. We should continue to address the California ELA Standards (2010) using the ELA/ELD Framework (2014) and provide a plethora of opportunities for the five components of literacy and language development—meaning making, knowledge building, effective expression, language development, and skills development (California Department of Education, 2014).

Conclusion

To summarize, we recommend using caution when implementing the SoR curriculum in bilingual settings. Often shrouded in good intentions, structural racism and linguisticism have resulted in many policies and practices that have harmed, rather than advanced, bilingual students' literacy development and academic advancement. Arizona's Structured English Immersion language model, for example, required that students identified as English learners receive four hours a day of English language development with a focus on grammar, reading skills, and vocabulary of the English language (Cruze et al., 2019). This policy resulted in the isolation and segregation of English learners and a severe lack of opportunities to engage in grade-level content (Cruze et al., 2019). We must be extra cautious and actively work to disrupt policies and practices that limit opportunities for our bilingual students by ensuring that we are familiar with the research and that our literacy/biliteracy instruction is working for the students in front of us.

Teaching literacy in programs where students are acquiring literacy in English and Spanish requires well-prepared, expert teachers who excel at observation to formatively assess students' progress so that they can provide whole group, small group, and even some individual instruction based on students' strengths and what they still need to learn (e.g., Zoeller & Briceño, 2022, 2023). It is challenging and time-intensive work, but it's more effective than any curriculum, whether SoR, balanced literacy, or anything in between. Teacher expertise is the number one predictor of student success (Hattie, 2012), so let's focus our attention on supporting teachers to do this work. 🌸

References are available in the appendix of the online version:
https://www.gocabe.org/index.php/multilingualeducator_publication/

THE INTERSECTION OF THE SCIENCE OF READING AND BILITERACY DEVELOPMENT VIA FOUR INSTRUCTIONAL SPACES



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Dual Language of New Mexico's Professional Development Team

In recent years, there has been a huge momentum shift in education regarding “the Science of Reading.” We would like to provide practical information for dual language bilingual education (DLBE) teachers to address the use of the Science of Reading for their multilingual students learning in English and Spanish using the framework of Four Instructional Spaces.

Four Instructional Spaces

Dual Language Education of New Mexico (DLeNM) has developed a simple framework for transformative DLBE classrooms—the *Partner Language Space*, most commonly Spanish, the *English Language Space*, and the *Bringing the Two Languages Together Space*. All three instructional spaces rest on the fourth, which is the foundation of a *Culturally and Linguistically Responsive (CLR) Classroom Environment*.

These four spaces are depicted in Figure 1 with corresponding images of example instructional strategies or concepts. In the CLR space, every student who walks into the classroom must feel validated and affirmed. The teacher commits to understanding the many facets of their students’ identities through an asset lens and works to ensure that students see themselves, their values, traditions, and experiences in the curriculum and as a window into learning about and appreciating other cultures. Units of study are therefore expanded to include a more multicultural approach in which big ideas are studied

with an eye toward developing students’ critical consciousness. There is equity of voice (e.g., using name sticks to call on students), and data is gathered regarding students’ proficiency and skill development in both program languages, as well as state/district-mandated assessments, in-class assessments, and anecdotal records. This kind of holistic assessment system is reflected in the work on monitoring trajectories for biliteracy in reading and writing that Escamilla et al. (2014) have done, as well as the *Bilingual Classroom Profile* that Garcia et al. (2017) present.

The Partner Language (Spanish) and English Space are anchored in appropriate grade-level standards with the intentional use of scaffolds (e.g., sentence frames, Orange County Department of Education/Project GLAD®’s [Guided Language Acquisition Design] input charts). Multiple structured peer collaboration strategies are used to provide students with many opportunities to practice and rehearse the target language with classmates. Teachers encourage students to translanguage—to utilize their entire linguistic repertoire to develop key understanding. This approach empowers students to process content delivered in the target language using any language practices they need to make sense of the information while still guiding students to ultimately produce using the target language.

In the *Space to Bring Languages Together*, metalinguistic awareness and/

or students’ sociocultural awareness are developed. For the metalinguistic purpose, activities are intentionally planned to highlight similarities and differences between the two program languages. Karen Beeman and Cheryl Urow’s *The Bridge* (2013) and Literacy Squared®’s (Escamilla et al., 2014) *Así se dice* strategies provide students the opportunity to analyze and compare languages. For the sociocultural purpose, activities are intentionally designed to connect the content to the larger community context as well as further develop students’ multilingual identities. This may be as simple as a GLAD® “Home-School Connection” assignment, where students discuss content they are learning with their families using whatever languaging practices are used in their homes—intentionally encouraging translanguage. This kind of activity builds cross-cultural respect and sensitivity and celebrates similarities and differences in the classroom community. A more extensive activity for the sociocultural context might be having students write an “I Am/Yo Soy” poem, where they draw on their lived experiences as bilinguals and create a translingual text.

The Science of Reading

The Science of Reading is built on Scarborough’s Reading Rope (2001), an image that envisions skilled reading as the fluent execution and coordination of word recognition and language comprehension skills. English reading’s critical components for

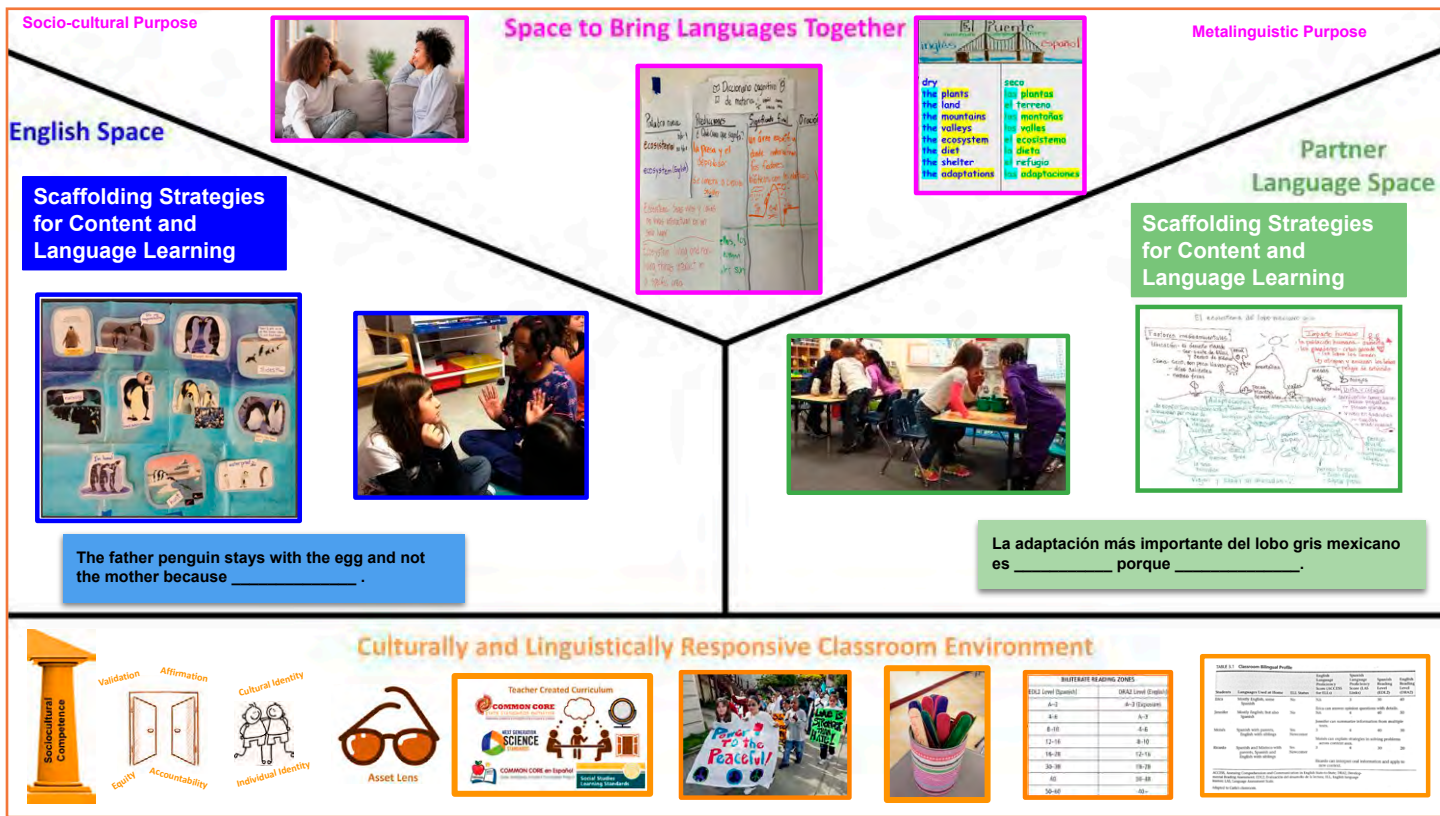


Figure 1. DLeNM’s four instructional spaces with corresponding images of example instructional strategies or concepts.

word recognition include phonological awareness, decoding, and sight recognition. Language comprehension includes background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. Since Scarborough's Reading Rope was developed with only English in mind, bilingual educators must consider how well each component reflects the development of skilled reading in languages other than English. It is important to study all aspects of Scarborough's Reading Rope and its relevance to each of the Four Instructional Spaces discussed above. The language comprehension strand of background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge can all be developed by a focus on oracy, the specific subset of oral language skills that more closely relate to literacy objectives (Escamilla et al., 2014).

The Development of Oracy

The three components of oracy development that make up the subset of skills and strategies are language structures, vocabulary, and dialogue. These three components are clearly represented in Scarborough's Language Comprehension strand and are critical in both the English and the Partner Language Spaces. In each space, students must be given ample opportunity to

express their ideas and complete instructional tasks, both orally and in writing. Clear connections must be made between the students' prior knowledge and the new information shared with them. Vocabulary must be continuously broadened, and more complex grammatical structures must be introduced and practiced. Students' literacy knowledge must be addressed by exposing them to various genres and concepts of print and providing many opportunities to engage with fiction and nonfiction selections through class discussions and small group dialogue.

In both the English and the Partner Language Spaces, activities and experiences that support students' development of these language comprehension skills are similar. The difference lies in the need for scaffolds that specifically target a highly diverse population of multilingual learners, regardless of the fact that they speak the same home language. For example, Spanish is spoken in 21 different countries with very different cultures, influences, traditions, and lifestyles. Differences in the type and amount of background knowledge related to a topic can vary. It is essential that teachers take the time to develop shared experiences with their classes so that all of the students approach new information with similar background knowledge.

Teachers must also be aware of students' bilingual profiles; those identified as English learners might have WIDA (World-class Instructional Design and Assessment) ACCESS for ELLs scores and should also have proficiency levels derived from language-specific assessments such as Avant's STAMP (Standards-based Measure of Proficiency) Language Proficiency Test in Spanish. Careful examination of the scores beyond the single composite score can yield valuable information concerning the student's understanding and use of more complex grammatical structures and vocabulary. An analysis may point to the need for intentional practice in language functions, such as describing, defining, or comparing, or in complex syntaxes, such as the appropriate use of prepositions, verb tenses, pronoun referents, and plurals. Beyond simply exposing students to these language features, multilingual learners require opportunities for conversations and dialogue with their classmates about academic topics that require the use of those language features during multiple exchanges. This kind of meaningful interaction allows for the practice of language structures and vocabulary that are inherent to the academic topic of the class and provides important exposure to agreeing and disagreeing in appropriate ways, stat-

ing and defending an opinion, answering questions, and otherwise articulating their own thinking.

Early Reading Instruction - English and Spanish Spaces

While the Language Comprehension strand of Scarborough's Reading Rope (along with critical scaffolds) is equally adaptable to both language spaces, the Word Recognition strand takes on a very different look in the English and Partner Language spaces. Using Spanish as the partner language, the reason for these differences lies in the orthography of each language. While both English and Spanish are alphabetic languages, using almost identical letters in the visual representation of the language, English is considered to have an opaque orthography, while Spanish has a transparent orthography. What does this mean? English includes many letters and letter combinations that have multiple sounds. For example, the *-ough* in the word through, in the word though, and in the word tough all represent different sounds. There are also 14 vowel/vowel sound combinations with different pronunciations for the same spelling pattern in English. This reality underscores the importance of the phonological awareness and decoding skills that represent the bulk of the Word

Recognition strand and the focus of some teacher professional development programs. This kind of phonic-centric training suggests extended instructional time for students to master these very specific skills, often excluding the English language comprehension activities and specific scaffolds that emerging bilinguals need to become fluent, successful readers and writers. This extended time for phonics and decoding also limits the time DLBE teachers have to address literacy development in the partner language. There is only so much time in an instructional day!

The Spanish language has a more transparent orthography, with most letters representing only one sound. This fact shifts the focus of early reading instruction from a more phonic-centric approach to a focus on the regularities of the letter-sound relationship and syllabic boundaries of the language. Instruction in the Spanish-speaking world often begins with teaching vowels, which make only one sound, then consonants, and combining them into simple syllables (ma, me, mi, mo, mu). This leads to the identification of words that begin with the syllables learned (mano, masa, malo). The syllable, therefore, is a more important unit of phonological awareness in Spanish than it is in English. Spelling instruction is integrated into learning to

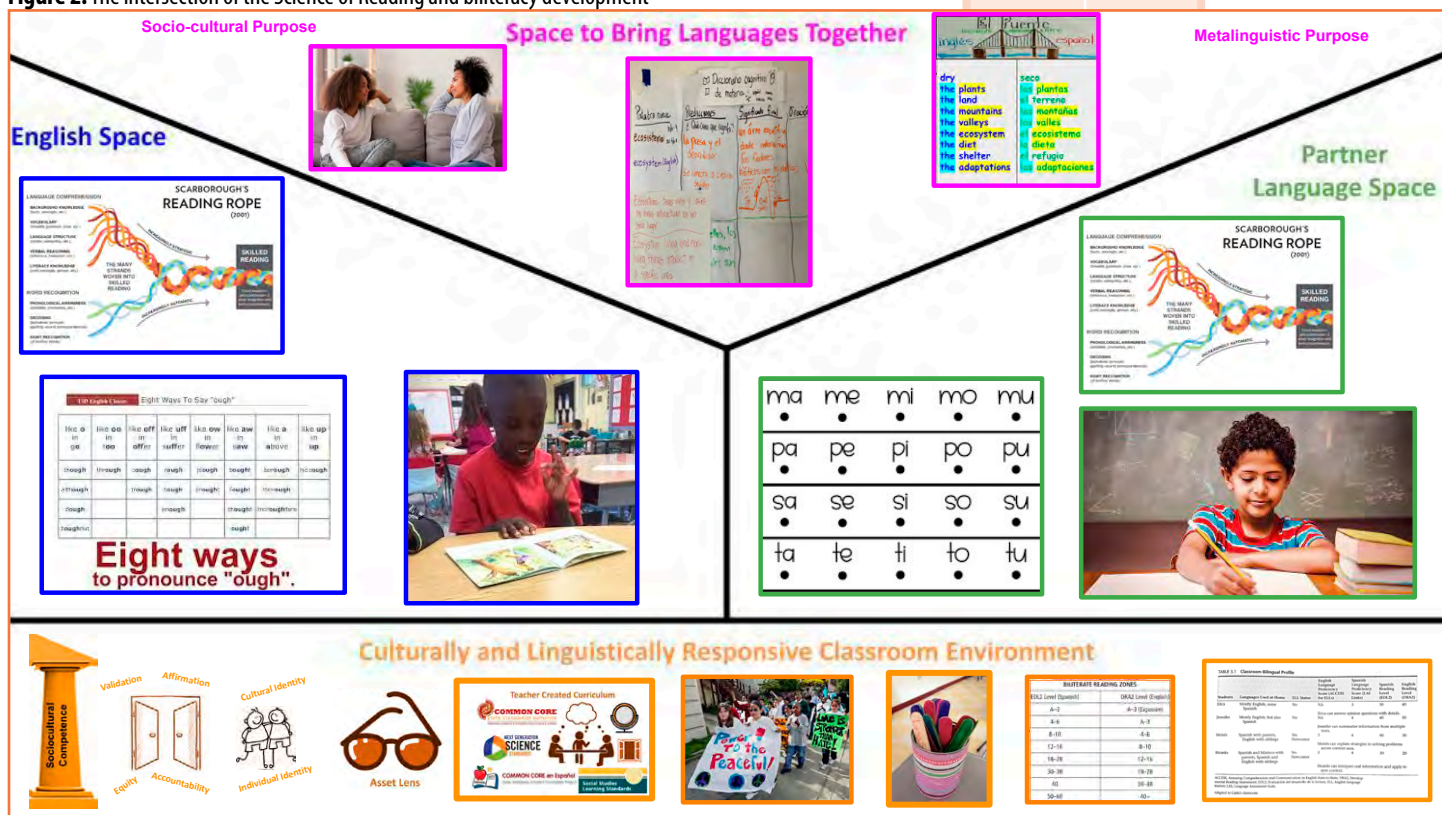
read syllabically and is achieved through extensive reading and vocabulary development rather than formal instruction in letter names and spelling. Students learning to read in Spanish move quickly to writing narratives as a way to develop a deeper understanding of letter-sound association.

Recognizing where English and Spanish language pedagogies intersect is of critical importance to dual language teachers. Of equal importance is recognizing and understanding the methods and approaches that respond to language-specific features of the two languages and developing strategies and activities to honor each language in its own right.

CLR Classroom Environment

The foundational CLR Environment is not considered in Scarborough's Reading Rope, despite the extensive research on the importance of creating environments of belonging and connection for students to engage and thrive (<https://learningpolicy-institute.org/topic/whole-child-education>). DLBE educators have to develop a critical consciousness to dig deeper in order to understand student issues that may arise. Their instructional pedagogy, therefore, would include the understanding that all of the languages in their students' linguistic repertoires are equally critical to the devel-

Figure 2. The intersection of the Science of Reading and biliteracy development



opment of bilingualism and biliteracy, not just in the service of English literacy.

Bringing the Two Languages Together Space

The space to bring the two languages together is also not anchored in any Science of Reading research and is not represented in any way in Scarborough's Reading Rope. The research base does not acknowledge the critical role that metalinguistic awareness and sociocultural awareness play in biliteracy development. The original focus is on English-speaking students learning to read in English. Therefore, as previously mentioned, DLBE teachers must design

lessons that facilitate students' authentic discovery of similarities and differences between English and the partner language, as well as further develop their students' multilingual identities when intentionally bringing the two languages together.

Conclusion

In summary, Figure 2 depicts the intersection of the Science of Reading and biliteracy development, as discussed above. Biliteracy development and English literacy development for multilingual learners are complex. They both require an understanding of the needs of students learning in a second language, bilingualism, and an

awareness of the unique features of each language. It is inappropriate to try to force monolingual research and approaches on our multilingual learner student population or on the committed teachers who serve them. There is a better way; the DLBE community has vast knowledge about the intersection of the Science of Reading and biliteracy instruction and should be honored. 🌸

References are available in the appendix of the online version: https://www.gocabe.org/index.php/multilingualeducator_publication/



CABE Professional Learning Services

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Professional Learning Services
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CABE's expert, customized consulting and professional learning services are available year round! We offer a wide range of programs and services to support biliteracy and multilingual English learner education, including:

- Summer Dual Language Education Institute
- Free Asynchronous Digital Academies (through MCAP)
- Professional learning contracts in the areas of:
 - Dual Language and Biliteracy Program Refinement
 - Spanish DLI Programs (Including professional learning in Spanish)
 - Best practices for supporting Multilingual English Learners, including Newcomers and Long-Term Multilingual English Learners
 - Multilingual Program development and sustainability for PK-12 Administrators
- Virtual Teacher Academies available as individual modules or as a series:
 - Dual Language Teacher Academy
 - English Language Development Teacher Academy

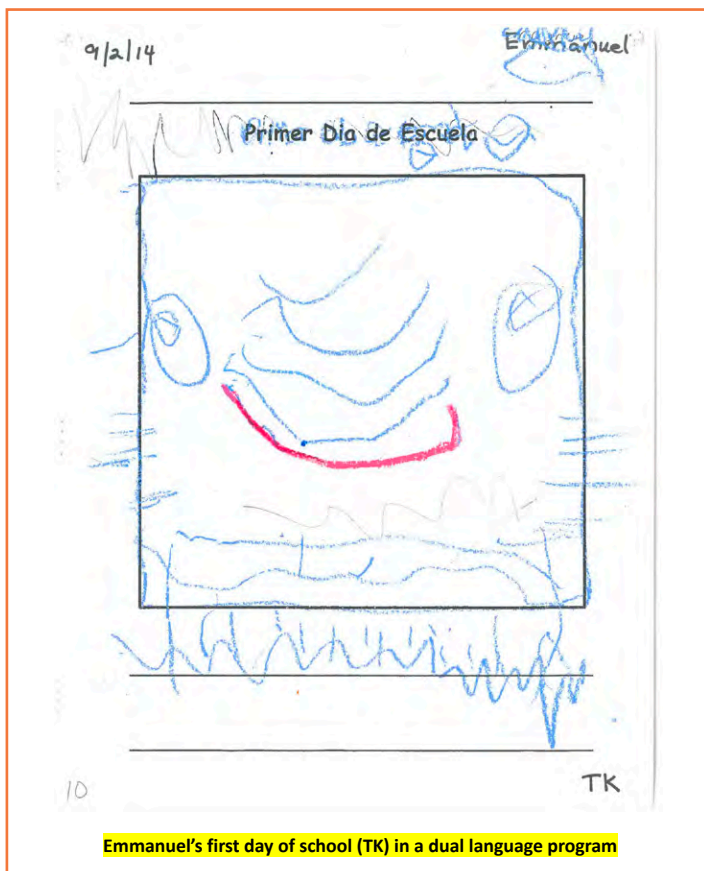
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POWERFUL PROFESSIONAL LITERACY LEARNING FOR BETTER SERVING MULTILINGUAL LEARNERS



Jorge Cuevas Antillón

Jen Upham

Cynthia Craft

Michanne Hocter-Thompson

San Diego County Office of Education

This article explains how teachers, paraeducators and school/district administrators of multilingual programs and English learners can obtain resources and knowledge for free to increase their professional capacity via several state grants. Readers may be surprised and interested to learn about how many opportunities are available to improve the literacy instruction of multilingual/English learners. Consider participating this year and next before the grants expire!

Teachers across the entire state of California can acquire high-quality professional learning for accelerating the reading and writing capacity of English learners and students in bilingual programs through the San Diego County Office of Education (SDCOE). The Multilingual Education and Global Achievement (MEGA) and the Curriculum/Instruction (C&I) departments of SDCOE offer teachers of multilingual students some extraordinary staff development focused on English and/or Spanish literacy. Boosted by three large grants, Uplift Literacy, Project CLEAR (California Literacy Elevation through Accelerated Reading), and Project ARISE (Accelerating Reading Intervention for Systemic Excellence), educators across California have practical, valuable, and compassionate opportunities to gain powerful literacy strategies, which we encourage teachers to add to their professional expertise.

How We, As Teachers, Learn Best: Lessons from Uplift Literacy

Just as students learn best when their teachers see them as having unlimited potential, adults become empowered learners themselves when they are considered capable and treated with respect and empathy. This is especially true since the pandemic

turned education upside down in 2020. Consequently, SDCOE applied compassion to its recently won professional learning grants.

We believe all our literacy grant projects have been successful for two reasons. First, we focus on the assets of all learners—students and adults alike—by designing learning that builds upon our region's diversity in language and culture. Second, we invite partnerships at every level of professional learning.

We recognize that our students' diverse lives, expressed by their familial experiences, are both healing and a source of deep learning. We also see ourselves as co-learners alongside our participants when we are in our shared virtual or physical professional learning spaces. We invite teachers to co-learn with students and families as they try on new practices. Accordingly, our participants look for what is challenging and what is working in their own communities, elicit feedback, reflect, and plan with us for the next steps together.

Awarded a three-year statewide California Comprehensive Literacy Development grant, our team at SDCOE partnered with Imperial County, Orange County, and the University of California, San Diego (UCSD's) California Reading and Literature Project to create *Uplift Literacy*. Our goal was to improve literacy outcomes for multilingual learners and American Indian students in TK-5 schools. In addition to updating and diversifying school and library collections, we aimed to provide exceptional professional learning to teachers, coaches, administrators, and library staff.

Because we are all still reeling from the chaos of COVID, we set out to attend to healing in ways that can be replicated in the classroom. In all our professional learning sessions, we cultivated connections by sharing aspects of our identities, values, and

experiences. We promoted a holistic approach to literacy learning aligned to California's new literacy model—one that is asset-based, attends to the whole child, centers on family and community involvement, and builds teaching and leadership capacity in education.

Through the *Uplift Literacy* approach, teachers reflected on the importance of centering literacy learning on the stories and experiences representative of California's rich diversity. They also learned how to develop students' skills in empathy, listening, and being curious about the stories of others. Because we benefit as teachers when we experience new strategies as learners ourselves, we subsequently gain confidence in growing our own culturally sustaining literacy practices. By exploring topics germane to multilingualism and multiculturalism, we continue to sustain teaching and learning in ways that invite critical reflection and collaborative dialogue in our professional learning.

In sum, we purposefully designed professional learning that shines a light on the brilliance, cultural wealth, and intellectual potential of each and every participant, just as we would want teachers to do for each and every student. That is why we focused on uplifting the linguistic and cultural capital in our students, schools, and communities. Ultimately, we are empowering teachers to create learning communities where belonging and equity are elevated so all students have routine opportunities to thrive.

How We, as Teacher Leaders, Continue to Offer Assets-Based Professional Learning

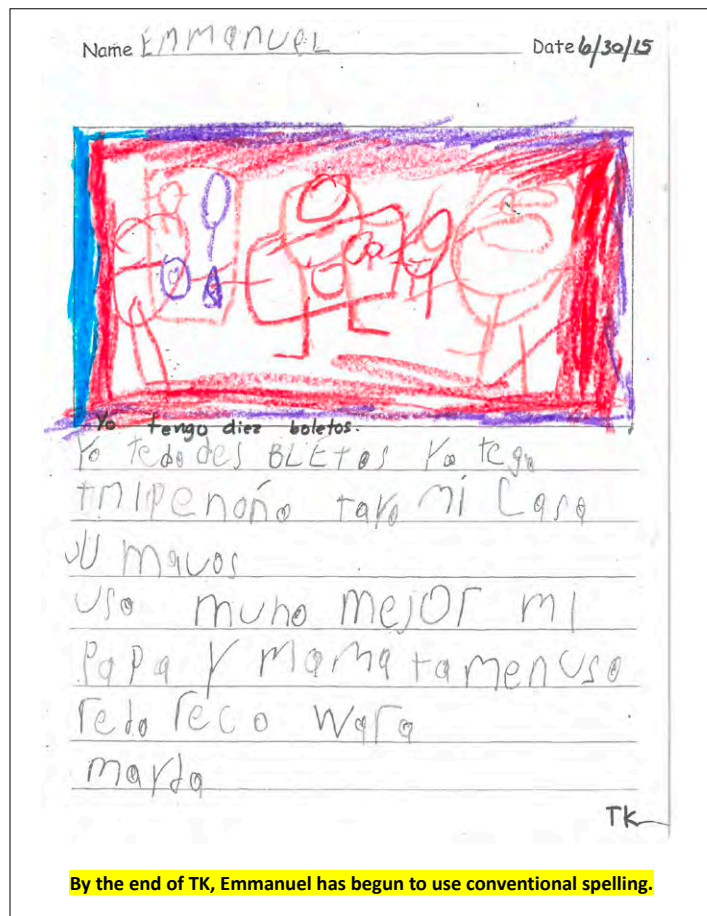
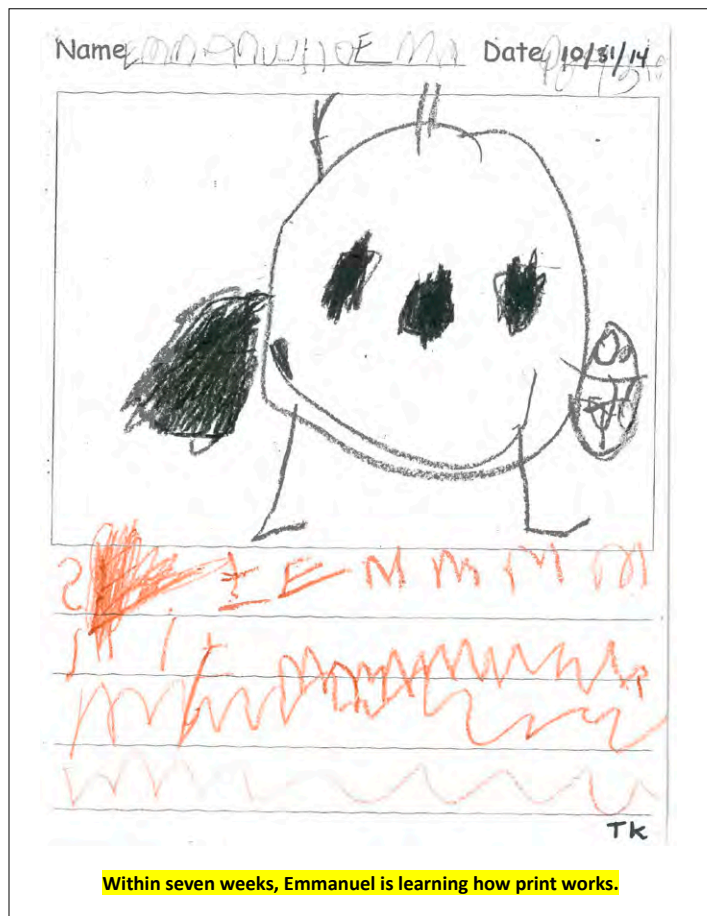
Our success with teacher learning encouraged us to apply for and win other grants focused on literacy. In every application, we continually maintain a lens on multilingual, multicultural

students, recognizing how critical that is to our region and our state. Accordingly, we earned one of our state's large Learning Acceleration System Grants (LASG), providing funding now available to serve any California public school/district.

Project CLEAR currently offers a variety of strategies that employ an assets-based approach to learning. Teachers get to know who their students are both inside and outside of school through both structured and more informal conversations, beginning with thorough literacy assessments that identify students' strengths. This knowledge then guides the learning work of this acceleration approach to intervention. Teachers identify what students know and are able to do, then design learning opportunities that build upon the student's strengths, interests, and experiences.

One example of the efficacy of the approach is how teachers support students' composition during writing development. In Project CLEAR, the student's own language is valued as an important asset for learning. Knowing that very young writers need instructional support to learn how to turn their thoughts into a printed message, success emerges from encouraging and nurturing students to build their own agency. Our professional learning paths enable teachers to increase their knowledge of and experience with developing young writers, principally by building caring relationships.

We recognize that writing is a complex, multifaceted, and attention-demanding task. We also acknowledge our responsibility to model and enhance our students' writing as observers and apprentices to skilled writers. We respect that TK-2nd grade writers need to know how to integrate a number of skills to convey ideas in print while at the same time knowing their innate capacity to tap their personal experiences, languages, and cultures will lead to their accelerated literacy.



Writing is indeed a challenge: emergent writers need to organize thoughts and ideas into sentences, remember their sentences while they work on isolating words from these sentences, then isolate sounds in words, recall the letter(s) that produces the sound, and finally form the letter. All the while, every writer must hold this information in their working memory and be able to shift attention to make decisions about sentence structure, word and letter spacing, word choice, letter selection, conventional spelling, and monitoring for errors, as well as grappling with and persisting through frustration.

In addition, for students learning to write in a new language, whether in Spanish, English, or any other, strengthening language development is a critical component to ensure multilingual students build their biliteracy. We value accelerating that language proficiency growth as part of comprehensive instruction. We embrace students' linguistic acquisition and honor translinguistic knowledge. We celebrate that students will use the languages they know, tap into their metalinguistic competency and cross-linguistic knowledge, as well cherish their use of writing to express their lives and growing knowledge of the world.

We also respect and support students learning to read and write in Spanish. An example of a learner's growth (see images of student examples) demonstrates the exponential growth of capacity of a young writer's journey towards Spanish literacy excellence. We trust teachers reading this article will also marvel and cheer the language arts acceleration typified by this student's increasing agency.

How You, as Teachers and Teacher Leaders, Can Also Participate

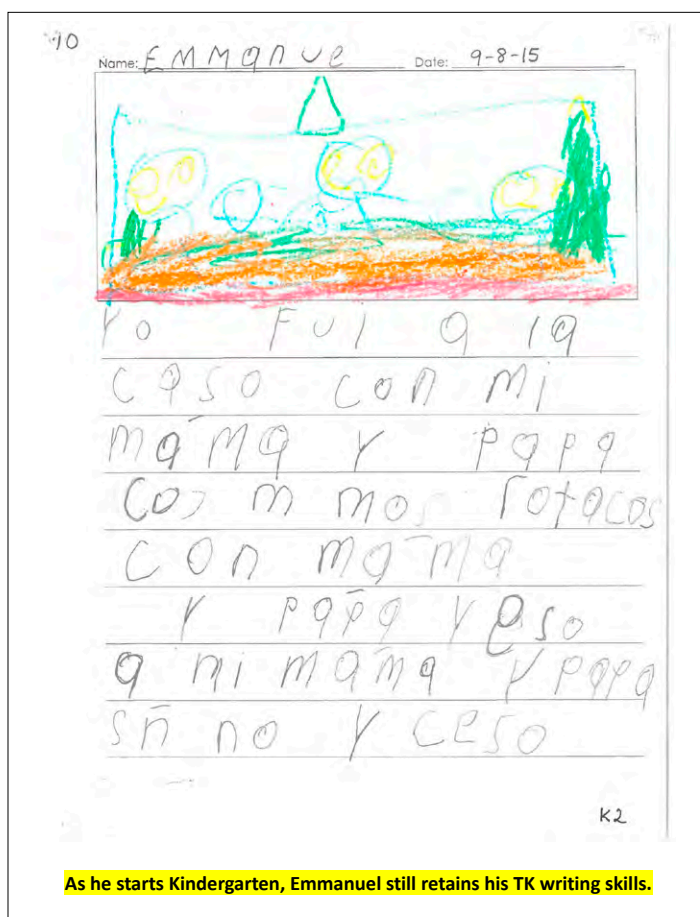
Project CLEAR offers three distinct opportunities to obtain professional learning:

1. As a teacher (covering tuition, fees, and professional books), enrolled in three courses after school virtually over one school year to achieve a *Reading Recovery* certificate and optional *Descubriendo la lectura* certificate.
2. As a teacher leader (covering tuition, fees, professional books, leveled student books, and attendance of a yearly conference), also enrolled in three/four courses after school virtually over two school years for the same certificates above and the ability to teach other teachers the learning acceleration strategies.
3. As an explorer (teacher or administrator), enrolled in the 2-unit thirty-hour introductory assessment course (tuition, fees, professional books, and a \$1500 stipend), completed over several months.

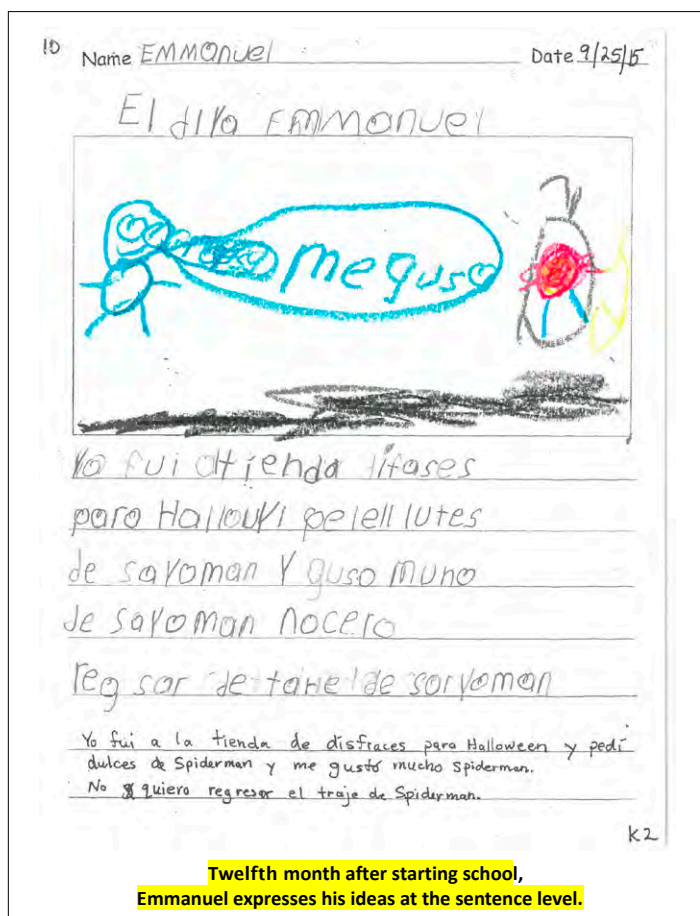
Classes are offered through Saint Mary's College with nationally renowned literacy experts and current teacher leaders who work concurrently with young students. All participants must work with students at their own school/community to deliver reading support to kids since the whole point is to accelerate their literacy. In addition, both English and Spanish literacy work is encouraged and embraced to uplift students' abilities.

Given that, in some cases, educators need support for their time, Project CLEAR is most excited about the stipend paid for enrolling and completing the introductory assessment course. Launched in the fall of 2023, for both administrators and teachers, participants in the course learn how to:

- Administer, score, and interpret assessment tasks of early literacy acquisition.




As he starts Kindergarten, Emmanuel still retains his TK writing skills.



Twelfth month after starting school, Emmanuel expresses his ideas at the sentence level.

Name: Emmanuel Atencio Date: 12-18-15

El día de Emmanuel



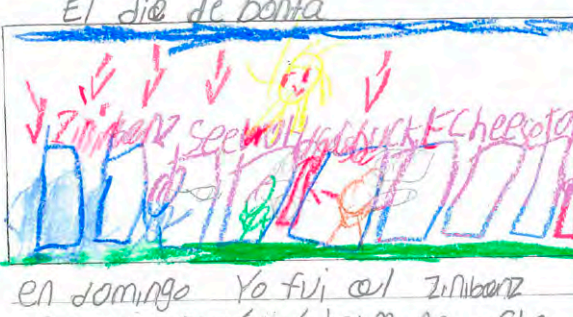
En la mañana yo fui a los rus
con mi mamá y papá y yo
dije aaaa y después fomos a jugar
al casa y noche y sol y día
y me fui a la escuela y me senti muy
feliz y dión mucho y yo espeti mucho
y ha estar muy perfeto

K2

By his fourth month of Kindergarten, Emmanuel can recount several events across his day in writing.

Name: Emmanuel Atencio Date: 1-19-16

El día de bonta



en domingo Yo fui al zimbaz
con mi mamá y hermanito Sto
brico con Zucat y tanden
callea y despues fomos a see World
y miramos al Chomd y despues
fomos al ChuckEcheese jugamos
a los juegos y despues fomos
a la zoolgico y despues fomos
a la Toys Rus y despues fomos
a la Disney landa y despues fomos
al casa yo soy cansado

K2

By the middle of his Kindergarten year, Emmanuel is able to effectively highlight his experiences in writing.

- Administer, score, and interpret observations of oral reading of text.
- Develop skills in summarizing results of early literacy assessment tasks.
- Construct an assessment kit of materials for observing children's literacy development.
- Acquire observational competency in determining children's strengths related to early literacy acquisition.

How We, as School Partners, Will Continue to Better Serve Multilingual-Multicultural Students

SDCOE is also proud to announce that as one of the key partners in another grant named Project ARISE, we are assisting several more districts in California with improving their reading instruction and intervention programs. During the 2023-2024 school year, all teachers statewide should be able to access asynchronous online courses, including (1) Executive Functions and Literacy (students growing management over their internal and external context); (2) The Science of Teaching Reading: Foundational Skills; and (3) The Science of Teaching Reading: Comprehension and Knowledge Building. Moreover, SDCOE maintains experts in biliteracy to offer coaching, advice, and

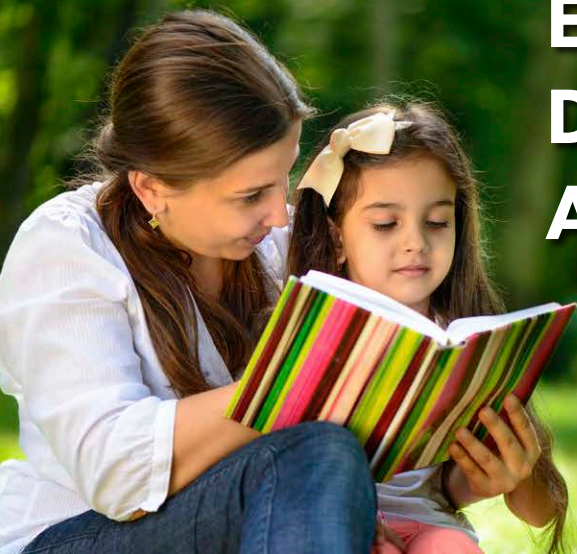
encouragement to schools/districts, fortifying the literacy of English learners and multilingual students. In addition, some districts across the state will also be intensively served to increase the value of their intervention programs. More information about these resources can be found at the SDCOE website at <https://www.sdcoe.net/educators/curriculum-instruction>.

We remain grateful to be serving teachers and administrators working with English learners and multilingual learners. We are proud to also have Spanish literacy in the services offered. As described previously, our primary intent for this article is to encourage teachers and administrators across California to take full advantage of the professional learning and resources rendered by the state literacy grants garnered by SDCOE. All educators who work with students in our multicultural communities know well that the equity of opportunity is as important for ourselves as it is for our students. Building on our capacity as instructors by honoring and harnessing our own diversity is as vital to us as it is to serving our communities well.

To find out more or to register for the course or the entire Project CLEAR course series, please contact Michanne Hocter Thompson or Cynthia Craft at SDCOE: michanne.hoctorthomp@sdcoe.net; cynthia.craft@sdcoe.net or call 858-295-8874. 🌸



Enhancing Early Literacy for Dual Language Learners: A Critical Analysis



Elizabeth Alvarado, Ph.D.
Californians Together

Effective literacy education for Dual Language Learners (DLLs) is an important equity concern both in California and across the nation. In California, over 60% of children under the age of five are DLLs, who are either learning two or more languages simultaneously or acquiring a second language while continuing to develop their first language. As public transitional kindergarten (TK) programs expand and early literacy foundational skills gain prominence, it is essential to prioritize research on early language and literacy development for DLLs. This article synthesizes three publications released by the National Committee for Effective Literacy (NCEL) in 2022, which highlight the importance of meaningful and tailored early language and literacy practices for DLLs. By examining the implications of the NCEL publications, we explore the limits of a narrowly tailored structured literacy approach for DLLs and consider best practices for early literacy in bilingual and non-bilingual settings.

The Limits of a Narrowly Structured Approach for All

Increasingly, educators and policymakers recognize the significance of early learning in bridging achievement gaps and fostering long-term success. This recognition has been spurred by the expansion of universal pre-kindergarten (UPK) programs and the growing attention to the importance of educational continuity from preschool to third grade (P3). However, while P3 initiatives aim to improve transitions and curriculum alignment between early childhood education (ECE) and early elementary grades, there is a risk of adopting narrowly tailored approaches to literacy that disregard the broader developmental needs of DLLs. Researchers such as Bassok, Latham, and Roren (2016) and Miller and Almon (2009) have found that current kindergarten classrooms already heavily emphasize direct instruction of isolated literacy and math skills, leading to concerns about the potential replication of these practices in preschool programs.

Simultaneously, in early literacy instruction, there is a noticeable shift from ‘whole language’ to a more focused and structured approach. This shift places significant emphasis on teacher-guided instruction, particularly in the areas of phonemic awareness and phonics—the connection between letters and sounds. Legislative measures in California now mandate the inclusion of structured literacy reading instruction in teacher preparation programs by 2025, along with annual screening for

reading difficulties and evidence-based literacy interventions for grades K-2 as required components of a literacy program. Proponents of these initiatives argue that this targeted emphasis on phonics and decoding skills will enhance all students’ reading proficiency.

However, it is essential to acknowledge that this narrow, structured approach to reading and literacy has demonstrated limited efficacy for English learners (ELs) in grades K-5 and is generally considered developmentally inappropriate for younger children. Previous initiatives like Reading First, which focused on narrow English assessments and mandated foundational skills literacy curricula, did not effectively narrow reading gaps for EL students and showed no significant improvement in subsequent grades’ reading comprehension scores (Nov. 2008 Reading First Impact Study). The danger of adopting a structured literacy approach is particularly concerning for DLLs, given the critical role that ECE plays in building young children’s early language and literacy/biliteracy skills and supporting children’s healthy development and kindergarten readiness.

A Planned Language Approach for Dual Language Learners

Effective early literacy instruction for DLLs requires tailored approaches that differ significantly from instruction for monolingual English proficient students. For DLLs, early literacy occurs within the context of the presence and development of two (or more) languages. Starting from birth, DLLs organize concepts and connect new information to their existing knowledge through interactions and language experiences within their families and communities. Learning to read and write in a language other than the primary home language involves building upon the foundations of the first language (Grosjean, 1989). These implications have to be addressed and incorporated as defining elements of an effective model of early literacy instruction.

Research suggests that a sound instructional approach to early literacy in an early childhood education classroom includes a pedagogy that recognizes dual language development and identities through affirmation and activation of the home language and the building of cross-language connections. In order for this to occur, programs must have a planned language approach (PLA) in place that equips ECE educators with strategies to engage and

leverage a child's dual languages. A PLA articulates a program's values, policies, and teaching practices that are expected within the context of DLL communities. In ECE, there are two main PLAs: bilingual programs—including dual language education, one-way and two-way, developmental bilingual programs—and programs in English with English language development (ELD) instruction and support for the home language.

Bilingual programs serve children who primarily speak the same home language and implement a bilingual approach that focuses on language and early literacy development in both the home language and English. These programs allocate instructional time for each language and align curriculum and instruction in the two languages. Families are also encouraged to use the home language in home-based literacy activities and are supported in doing so. While programs differ in the specific allocation of time for each language, research strongly points to having a minimum of 50% of the time in the home language (Barnett et al., 2007; Lindholm-Leary, 2014, 2016; Paez et al., 2007).

Ideally, initial literacy instruction should take place in the child's strongest language, where they have a solid oral language base and where text holds the greatest meaning. In cases where bilingual education teachers and staff are not available or where multiple languages are represented among the children in the classroom, programs must supplement with home language support and ELD instruction. ELD instruction scaffolds the acquisition of English, supports dual language learners' comprehension and participation in the new language, and leverages children's strengths in the home language as they engage in developing English. Similar to bilingual ECE programs, non-bilingual programs also support families in their efforts to engage their children in home literacy practices and foster opportunities for children to be read to and talk about books in their home language.

Components of a Comprehensive Approach to Early Literacy for DLLs

For DLLs, preschool is the beginning of the journey to literacy or biliteracy. As opposed to a narrow focus on structured literacy, in ECE, the focus of literacy instruction lies in the cultivation of essential precursor skills. This section identifies some of the key elements of effective early literacy instruction for DLLs and practices to ensure that each element is being addressed.

Oral Language Development, Phonological Awareness, and Vocabulary Expansion

In preschool, a foundation is built for later literacy by focusing on the development of oral language. The languages children hear, both their home language and English, play a crucial role in shaping their language and literacy abilities. Through hearing and producing language in the context of relationships and exploring and learning about the world, children build vocabulary and internalize how languages are structured – essential precursors to reading and writing. The more expressive, complex, and precise the languages they are exposed to are, the more developed their own language will become as they use it to meet their individual needs. Additionally, because reading involves decoding text sound

by sound, it is important to help children develop phonological awareness – the ability to hear the sounds of a language.

For DLLs, strong oral language skills in their home language serve as the foundation for literacy development. Dual language learners who have a solid base in their home language can transfer their skills to engage with reading mechanics and understand the sounds, words, and structures of other languages. Hence, a primary goal of early literacy instruction for DLLs should be to facilitate early oral language development, phonological awareness, and vocabulary expansion in the home language and English. In practice, this involves:

- Providing scaffolded opportunities for 'student talk' (e.g., sentence starters, modeling, songs, and chants).
- Playing with words by rhyming, singing, clapping, and chanting.
- Developing vocabulary in the language of instruction and the home language.
- Selecting books, songs, and stories that use expressive language, precise word usage, and various language structures.

Young children learn best when they can actively interact with their environment through play, interaction, and inquiry.

Exposure to Books and Early Attention to Print

Another part of becoming a reader is understanding the uses and purposes of text as well as the power of text to communicate, convey information, narrate, and entertain. Children become readers because they experience print as useful for their own objectives and books as beneficial or enjoyable. These factors enhance DLLs' motivation and engagement with books while fostering the development of their early literacy skills.

For DLLs, early exposure to books and print in their home language and English introduces children to the world of written language and cultivates a love for reading. Introducing books and basic print concepts, such as understanding how print works and recognizing letters and their symbols, lays the groundwork for later decoding skills. The quality of the learning environment also influences engagement with print. Young children learn best when they can actively interact with their environment through play, interaction, and inquiry. A content, print-rich environment, with hands-on materials, and visual aids, helps children understand and make sense of what they are learning. This is especially important for DLLs who rely on visual and tangible support to aid their understanding when learning in English. In the classroom, it looks like this:

- Providing consistent access to and interaction with print (e.g., through read-alouds and class libraries).
- Modeling attention to print during read-alouds (e.g., finger underlining words, pointing out the cover, remarking on turning the page, etc.).
- Immersing students in a print environment with labels, signs, charts, and books.
- Selecting materials that are relevant and culturally inclusive/responsive, and foster a supportive climate that affirms and embraces home language, culture, and bilingualism.

Cross-Linguistic Awareness

Finally, research suggests that effective early literacy initiatives help DLLs develop cross-linguistic awareness and specific



language/literacy systems that impact their success in developing language and literacy in each language. In the early stages of literacy development, as DLLs build their oral language, they gain a comparative understanding of each of their languages that allows them to recognize that some aspects of literacy are the same across their languages while others are different. The degree to which children are supported in sorting out and building cross-linguistic awareness, the more successful they can be in leveraging the two languages and engaging in literacy in both.

Teachers who understand the languages spoken by learners can utilize strategies for cross-language connections that enhance literacy education. These connections are built through “in-the-moment” discoveries as well as by explicit instruction about linguistic transfer. Teachers who do not know the languages their students speak should look for tools and charts that help them build their knowledge about the connections between languages so that they can more effectively support language transfer and create learning environments that promote translanguageing. In the classroom, it looks like this:

- Naming the differences and similarities between languages
- Celebrating the development of two language systems

Conclusion

For young children who have home languages other than English, the research points unequivocally to the need for explicit attention to the development of pre-literacy skills in the home language and English. It is crucial to provide these learners with ample opportunity to actively engage with and hear each language separately and in authentic contexts. A comprehensive and successful early literacy approach for dual language learners begins with the clear articulation of a planned language approach that provides clarity to staff members about how to engage a child’s dual language capacities most effectively. In the preschool years, it is also essential to move beyond a narrow focus on developing isolated English skills in literacy instruction towards a comprehensive focus on the precursors to literacy that are crucial for comprehensive literacy development. Programs that adopt narrow instructional approaches neglect the fundamental principles of how young children learn and disregard the cultural and linguistic realities of DLLs, perpetuating deficit framing and contributing to ongoing educational inequities. In light of these considerations, it is crucial to approach early education with a comprehensive perspective that considers the developmental needs and the promotion of biliteracy for DLLs. 🌸

References are available in the appendix of the online version: https://www.gocabe.org/index.php/multilinguaeducator_publication/





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- Self-regulation
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- Time management



Testimonial:

Disciplina Positiva partnered with our district during the most challenging times, the pandemic in 2020. We needed an intervention program for desperate parents dealing with stressful teens, and Disciplina Positiva was able to fulfill those needs. Parents are excited, and many schools experienced growing parent engagement and attendance at our virtual parenting workshops. Overall, parents' responses in the Google Forms survey surpassed our expectations, and each year, parents ask for more Virtual Disciplina Positiva Parenting Workshops. Since then, we have partnered with Disciplina Positiva and its outstanding team of educators.

Dr. David Dunstan, Ed.D. | Director III, Student Support & Intervention
Emerging Bilinguals / English Learners
AV Migrant Education Program Consortium
Antelope Valley Union High School District

Disciplina Positiva Parenting Workshops

Phase 1 & 2

Phase 3 & 4

Phase 5 & 6

Phase 7 & 8

12 Sessions

12 Sessions

12 Sessions

12 Sessions

Virtual

Hybrid
Participants on Zoom & In-Person

In-Person

- 1.5 hours per session
- Educator on Zoom
- Padlet materials
- Zoom recordings

- 1.5 hours per session
- Educator on Zoom
- Padlet materials
- Zoom recordings

- 2 hours per session
- School hosts
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Promoting **EQUITY, INCLUSION, AND DIVERSITY** through the FACE of CABE



Antoinette Hernández

California Association for Bilingual Education

With contributions from the CABE FACE Team and CABE Partners

In the quest for equitable educational practices and the protection of the rights of linguistically and culturally diverse students, the California Association for Bilingual Education (CABE) has solidified its position as a trailblazing advocate. Demonstrating its unwavering commitment to ensuring equal opportunities for all learners, CABE spearheads an array of statewide initiatives and programs that actively cultivate equity, inclusion, and diversity within educational institutions. Among these influential efforts, the Family and Community Engagement (FACE) department passionately labors to empower communities, enhance capacity, and uplift student outcomes.

CABE's legacy of service can be exemplified through Project 2INSPIRE, a family engagement signature workshop series that has been proudly delivered to districts and schools for over 15 years. Designed as a leadership development platform, this program empowers parents and caregivers with the essential skills and insights to actively engage in their child's educational journey. Spanning a comprehensive spectrum of topics, these workshops operate across four tiers of parent engagement. They bolster effective multicultural communication strategies, enable academic success both at home and within the school community, and nurture so-

cial-emotional growth in an atmosphere that fosters positive learning experiences. In uniting families, schools, and the broader community, these workshops play a pivotal role in solidifying the collaborative effort necessary for a child's holistic educational advancement. Parents graduating from the program have the opportunity to open their own leadership cohorts to continue to grow and collaborate by hosting multicultural events and connecting with other community agencies and school districts.

Another example of CABE's outreach in supporting schools is the Community Engagement Initiative (CEI). Since 2018, CABE has formed a synergistic partnership with the California Collaborative for Educational Excellence (CCEE), the San Bernardino County Superintendent of Schools (SBCSS), and Families in Schools (FIS) to facilitate CEI. This initiative is dedicated to fostering authentic partnerships among students, families, districts, and communities. It revolves around nurturing relationships, instilling trust, championing cultural, racial, and linguistic equity, and catalyzing transformative student outcomes. A core objective of CEI is to facilitate productive conversations, cultivate trust, and improve outcomes for students. It achieves this through peer-to-peer collaborations between school districts and county offices of education, which allow

La traducción al español de este artículo está disponible en el apéndice de la versión en línea: <https://www.gocabe.org/index.php/multilinguaeducator/publication/>.

for the scalable implementation of successful community engagement models statewide. The incorporation of effective practices for continuous improvement remains a hallmark of CEI's endeavors, fueled by a robust peer leading and learning network (PLLN). District teams, encompassing parents, students, community partners, school administrators, teachers, and counselors, converge within this network to exchange, share, and assimilate efficacious community engagement strategies unified by a bedrock of intentional trust-building. The introduction of the "conocimiento" activity to CEI stands as a testament to CABE's innovative approach to the productive sharing of experiences and trust-building. This thoughtful addition primes each meeting, fostering an environment conducive to the sharing of successful community engagement practices while jointly tackling specific challenges. From its inception, CEI has championed consensus building and equitable representation of voices, underpinning its success.

Fostering inclusive partnerships finds further expression through Plazas Comunitarias, a program that has been a source of pride for over 15 years. CABE has bridged a crucial gap in educational accessibility by creating accessible educational spaces tailored to Spanish-speaking individuals aged 15 and above, regardless of their immigration status. These community-driven initiatives, supported by civil society organizations, the National Institute for Adult Education (INEA), and the Institute for Mexicans Abroad (IME), operate in collaboration with the Mexican Consulates in the United States. They offer essential literacy and primary and secondary education services, empowering individuals with transformative learning opportunities. Participants who complete their studies at Plazas Comunitarias receive a certificate of studies endorsed by the SEP (Secretaría de Educación Pública), carrying recognition both in México and the United States. Plazas Comunitarias function as a pivotal channel for community members to pursue foundational studies in Spanish, spanning literacy, primary, and secondary education. Furthermore, students are encouraged to continue their education online, availing opportunities to pursue high school studies (preparatoria) and explore online university programs from institutions in México and abroad. Plazas Comunitarias also aids individuals with professional backgrounds in validating their university degrees,

irrespective of their immigration status, offering essential information and guidance throughout the process.

PROMESA (Promoting Rigorous Outcomes for Multiliteracy and English Learner Student Achievement), in collaboration with Corona-Norco USD and Woodland Joint USD, is a National Professional Development grant funded by the US Department of Education. The grant aims to enhance English learner (EL) instruction and cultivate exceptional dual immersion school programs. Anchored in a Quasi-Experimental Design (QED) study, PROMESA evaluates its impact on student outcomes across six school sites. The initiative provides professional development for district and school leaders, introducing evidence-based strategies to elevate EL achievements and nurturing parent leadership to engender family involvement in their children's educational journey. Central to this effort is the Family Literacy and Leadership Academy (FLLA), a platform facilitated by CABE's dedicated Parent Specialists. FLLA sessions galvanize parent engagement, fostering trust and a sense of community. The FLLA Libroterapia sessions not only bolster reading and writing proficiencies, but culminate in parents assuming the role of authors, igniting positive transformations within the broader school community.

In a stride towards eliminating linguistic barriers, CABE recently launched Multilingual Language Solutions (MLS), a service that extends written translation and oral interpretation to school districts, schools, and other entities throughout California. The service is predicated on a steadfast commitment to high-quality translation

and interpretation, ensuring timely accommodations and reasonable rates. CABE's MLS effectively empowers speakers of diverse languages to be well-informed and actively participate in pivotal educational dialogues, such as parent-teacher conferences, individualized education programs (IEP), district English learner advisory committees (DELAC), site English learner advisory committees (ELAC), school site councils (SSC), and school board meetings. By bridging this vital communication gap, CABE's MLS contributes substantially to fostering collaboration between families and schools.

Fostering Relationships and Community Bonds: Elevating Voices

At the heart of FACE resides a steadfast belief in the transformative potential of relationships and community building. CABE recognizes that authentic equity and inclusion can only flourish when every voice is acknowledged and esteemed. By actively engaging in dialogue and genuinely listening to the needs of diverse communities, FACE programs implement the Community Learning Theory based on the work of Dr. Roberto Vargas. Embracing this philosophy, FACE facilitates the sharing of experiences underpinned by the Community Learning Theory, cultivating genuine connections between parents and school stakeholders. This collaborative approach not only empowers individuals, but also fosters collective vision and personal growth. Co-powerment, characterized by uplifting confidence, energy, and agency, replaces the hierarchical power dynamics often implied by the concept of "empowerment." This transformational ethos forms



Oxnard USD



Calexico USD



N.E.W. Canoga Park USD

the bedrock of FACE initiatives. The essential principles of the Community Learning Theory are:

- Meaningful dialogues forge mutual appreciation and understanding among parent participants;
- Every experience is valid, constituting a valuable source of knowledge;
- The act of sharing experiences can generate profound knowledge;
- Sharing personal struggles engenders mutual trust and camaraderie; and
- Mutual trust validates the belief that collective wisdom and capability can surmount challenges.

Parallel leadership, nurtured through actionable plans, emerges as a testament to the relationships nurtured among parents, educators, administrators, and principals. Rooted in shared trust, collaborative directionality, and space for individual expression, this concept empowers marginalized voices. It propels families, students, and educators into active roles in shaping pivotal educational policies like the California English Learner Roadmap and transformative practices such as The Dual Capacity Framework. This approach champions collaboration over hierarchy, thereby amplifying marginalized voices.

The Impact on Schools and Communities

Across California, schools and districts have reaped the benefits of CABE's FACE programs. Oxnard School District (OSD), for instance, has experienced the transformative power of CABE's initiatives firsthand. Participating in the Community Engagement Initiative (CEI) and CABE's Project 2INSPIRE, Oxnard's Equity Manager, Teresa Ruvalcaba, perceives active parent and family engagement as instrumental in realizing a Title I aim—ensuring culturally diverse education within a safe, nurturing environment that prepares students for future opportunities. Similarly,

Alberto Mendoza, OSD Parent Support Liaison, champions community connections, providing resources and empowerment platforms for parents. The district also celebrates cultural and community events. CABE's commitment to recognizing and honoring every voice has paved the way for equity and inclusion in the OSD family, enabling parents to actively shape their children's education and achieve optimal outcomes.

In Calexico Unified School District, Hortencia Armendáriz, Family Resource Center Coordinator, lauds CABE's FACE team for its transformative impact. Armendáriz underscores the establishment of a dedicated support group, providing a secure space for parents to share experiences and seek guidance. She acknowledges the role of FACE in equipping parents with essential skills and knowledge, driving improved student achievement and heightened family involvement. The unwavering support and recognition accorded to every voice have kindled a robust sense of community and connection among families within Calexico USD.

Building Capacity: Nurturing Inclusivity and Expertise

Central to advancing equity and inclusion within educational frameworks is the concept of capacity building. The FACE program prioritizes this endeavor, aiming to cultivate the knowledge, skills, and expertise of parents, students, educators, administrators, and community leaders. Through initiatives like the Community Engagement Initiative (CEI), in collaboration with SBCSS, FIS, and CCEE, the Project 2INSPIRE Program (P2I), the Multilingual California Project (MCAP), and the PROMESA grant, FACE delivers profession-

al development opportunities that furnish educators with culturally responsive teaching methodologies, language acquisition strategies, and inclusive pedagogies.

N.E.W. Academy Canoga Park, a charter elementary school, stands as a shining testament to the transformative potency of CABE's Project 2INSPIRE workshops. Vanessa García, Parent Center Coordinator/Liaison, attests that Project 2INSPIRE not only empowers parents but also celebrates their unique skills and talents. Individual participants' contributions are recognized and woven into a collaborative fabric, cultivating a supportive environment. The program has not only fortified parent courage, but has also instilled a college-ready mindset in their children, fostering a profound impact on the school community.

Similarly, Dr. Alejandro Cisneros, former family engagement coordinator of Alvord Unified School District (AUSD) and current principal of San Marino Elementary School in Centralia ESD, echoes the transformational impact of CABE's Project 2INSPIRE program. Dr. Cisneros extols the virtue of partnerships, asserting that robust collaborations confer a myriad of benefits upon students, families, and staff. AUSD's engagement with Project 2INSPIRE facilitated capacity-building for district parents. Graduates transitioned from learners to leaders, guiding discussions and supporting Alvord's community. The



Alvord USD



Luz León

program's profound influence has empowered parent participants, galvanizing them to share their experiences and cultivate a sense of empowerment that ripples outward.

Elevating Outcomes: Empowering Students, Families, and Schools

The bedrock of CAFE's FACE programs lies in elevating student, family, and school outcomes. Initiatives such as CEI, Project 2INSPIRE, and PROMESA channel their energy into empowering students and families, igniting active participation in educational journeys. By providing essential resources, guidance, and unwavering support, CAFE's FACE programs weave an intricate tapestry

of collaboration between schools and families. This partnership-driven approach engenders a sense of belonging among students and their families, thereby fostering academic achievement and nurturing holistic student well-being.

Testimonials from individuals such as Parent Leader Luz León of the Ontario Montclair School District stand as compelling evidence of the profound effects of CAFE's endeavors. Luz's participation in CAFE's initiatives empowered her to become an active partner in her children's education, propelling her to contribute to advisory groups and school decision-making processes. She asserts that initiatives like these have endowed parents with voices, fostering a multicultural-rich and inclusive educational experience. These initiatives have inspired parents to further their education, venture into new careers, and embrace entrepreneurship while encouraging their children to follow their dreams.

Envisioning a Bright and Inclusive Future

CAFE's commitment to promoting equity, inclusion, and diversity shines undiminished. An evolving educational landscape necessitates a continual

adaptation to the varying needs of linguistically and culturally diverse students. Embracing this perspective, FACE endeavors to broaden its impact. By forging strategic partnerships, harnessing innovative technologies for greater accessibility, and advocating for equitable educational policies, FACE aims to extend its reach and influence. This vision is rooted in fostering a landscape where equity is paramount and where every student's potential is nurtured and celebrated. The FACE team remains resolute in its mission to cultivate an educational system that cherishes diversity, assures equal opportunities, and propels students toward a future rich with possibilities.

For more information about CAFE and its parent leadership development workshops and resources, visit <https://www.gocabe.org/face/>. Explore a variety of programs, including Project 2INSPIRE, Multilingual Language Solutions, Libroterapia, and Plazas Comunitarias.

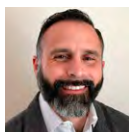
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CABE 2023

Testimonios: The Power of Our Stories, Our Art, and Our Dreams
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CABE FACE TEAM

Family and Community Engagement



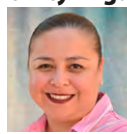
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Director



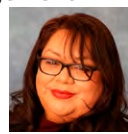
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Administrative Assistant



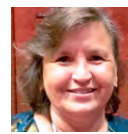
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FACE Specialist



Laura Díaz
FACE Specialist



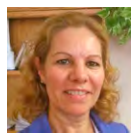
Benda Froya
Translator/Interpreter
MLS & FACE



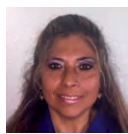
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Partnership
Coordinator



María Manríquez
FACE Specialist



Imelda Martín
FACE Specialist



Centeotl Merino-Avila
FACE Specialist



Elizabeth Orozco
FACE Specialist



Dalia Padilla
FACE Specialist



Gricelda Pérez
FACE Specialist &
International Partner
Liaison



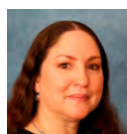
Verónica Tafoya
FACE Specialist



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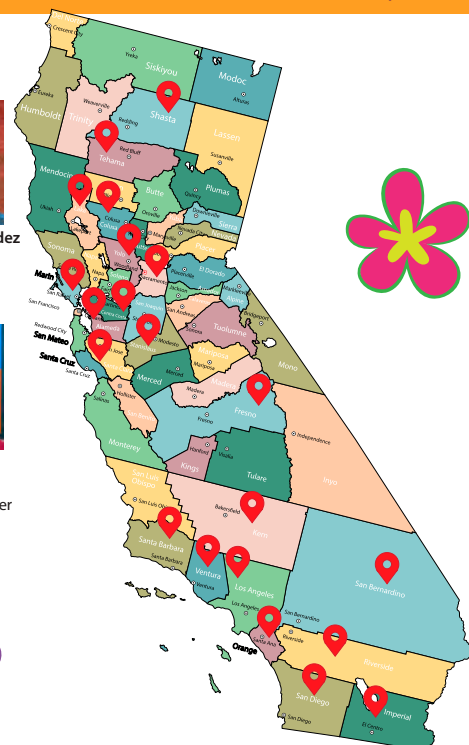
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University Seal of Biliteracy & Cultural Competence: A San Diego State University and Multilingual California Partnership



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Abstract

This article presents a comprehensive overview of the groundbreaking implementation of the University Seal of Biliteracy & Cultural Competence (USBCC) program at San Diego State University (SDSU). The collaboration between SDSU, the Multilingual California Project (MCAP), and the California Association for Bilingual Education (CABE) provides a unique pathway for valuing and honoring language(s) at the university level. This partnership has established a precedent for students' multilingual and intercultural competence recognition. In this article, we provide an introduction to the University Seal of Biliteracy and Cultural Competence (USBCC) Handbook and the inaugural USBCC university awards ceremony, including impactful student *testimonios* that highlight the profound significance of cultivating and sustaining a vibrant and inclusive multilingual environment in higher education.

Introduction

The University Seal of Biliteracy and Cultural Competence (USBCC) is a collaborative project with the San Diego State University (SDSU) and the Multilingual California Alliance Project (MCAP), a grant program within CABE.. It was made possible by the California Department of Education's three-year Educator Workforce Investment Grant. This innovative, collaborative project is a clear example of strategically traversing from policy to practice. The MCAP was a collaboration of CABE and five county offices of education located in the counties of Butte, Fresno, San Bernardino, Orange, San Diego, and SDSU-International Affairs as the key higher education partner. The grant period was from 2020-2023, with the primary focus on building teacher and administrator capacity and university partnerships to support the implementation of the Multilingual California 2030 initiative within the English Learner Roadmap Policy (CDE, 2023b).

The Multilingual California 2030 Initiative

As the world comes closer together, fluency in another language opens up opportunities for people to succeed economically and to take part in diverse cultural activities (Torlakson, 2018).

Multilingual California 2030 initiated a call to action to expand the teaching and learning of world languages and the number of diverse students proficient in more than one language in pre-K-12 education. Former State Superintendent of Instruction Tom Torlakson (2018) called on educators, parents, legislators, community members, and business leaders to help create a multilingual California. Widespread support has expanded access to world language classes and programs, global education experiences, bilingual teacher preparation, and the quality and availability of advanced language classes—including higher education biliteracy pathways.

The SDSU-MCAP/CABE partnership has lengthened the language learning line to the university level



(PreK-20) education (Alfaro et al., 2022). The initiative aims to prepare California students for the global and multilingual economy, broaden their perspective and understanding of the world, and strengthen the diversity of cultures and languages. To this end, SDSU has developed and implemented the USBCC; to date, approximately 100 students have received the USBCC at the Doctorate, Master, Bilingual Credential, and Bachelor of Arts levels. For example, students from all fields, such as scientists, engineers, business/marketing, teachers, healthcare providers, and so on, have graduated with their content area degree and their prestigious USBCC as evidence of their biliteracy and cultural competence (SDSU International Affairs, 2023).

The San Diego State University Seal of Biliteracy and Cultural Competence

The San Diego State USBCC is a digital biliteracy badge along with a Cultural Competence Certificate that recognizes students' language(s) and intercultural competence, regardless of their pathways to proficiency in a language in addition to English and a cultural immersive experience. Students are provided the opportunity to demonstrate their language and cultural competence by meeting two core requirements: 1) participating in a cultural and linguistic immersion, which can range from a multitude of experiences, such as study abroad, international research, and global experiences that provide a global perspective within the local community (e.g., Native American community immersion experiences or a transborder-bilingual experience), while a student at SDSU; and 2) demonstrating working proficiency in reading, writing, listening, and speaking in a language other than English through the American Council on the Teaching of Foreign Languages (ACTFL) exam.

San Diego State University Context

SDSU is a Hispanic Serving Institution (HSI) on the border of the United States and Mexico, where we have engaged in a "Pathway to Servingness," an approach that is culturally and linguistically affirming (Garcia, 2019 a&b). This pathway focuses on three critical evidence-based pillars: 1) HSI programming, 2) HSI shared governance, and 3) HSI student identity and voice. The opportunity to earn the USBCC specifically addresses the HSI's third pillar: *Identity and Voice*. From a multilingual global education perspective, the overall goal is not only to improve the academic success of Latinx students' heritage language, but to prepare a large majority to maintain and develop proficiency in their primary language and become bilingual/multilingual global leaders.

University Seal of Biliteracy & Cultural Competence Handbook

The vision and purpose of this practical handbook (Alfaro et al., 2023) is designed for faculty and staff members of Institutions of

Higher Education (IHEs) who are interested in developing a USBCC program at their respective institutions. The handbook aims to provide valuable insights into the process and outcomes of SDSU's successful and impactful USBCC program. By leveraging the experiences and lessons from SDSU's program, the handbook provides valuable recommendations and strategies to support the development and success of new USBCC programs at other institutions. It includes important considerations for the long-term establishment and sustainability of future university programs.

The handbook serves as a comprehensive resource, offering practical guidance and best practices for developing, implementing, and sustaining a USBCC program tailored to the unique needs and goals of individual IHEs. A thorough examination of SDSU's handbook can help equip IHE faculty and staff members with the knowledge and tools to navigate the various aspects and stages of program development, from initial planning to ongoing assessment and sustainability. Following the guidelines outlined in this handbook, IHEs can strategically nurture biliteracy and intercultural competence within their student body and, in this manner, promote a more inclusive and linguistically, and globally-minded educational environment. The USBCC handbook was published in partnership with MCAP/CABE and is available in print and online at <https://www.sdsu.edu/international-affairs/events-and-initiatives/biliteracy-seal> (Alfaro et al., 2023).

Future plans are inclusive of SDSU's multicultural and multilingual context, student diversity, and university-wide dedication to global education. Given this, we plan to expand this opportunity to include additional languages and majors, for international, exchange, and transborder students.

Inaugural USBCC Celebration

SDSU and MCAP/CABE held their inaugural USBCC celebration in April 2023 at SDSU's International Student Center to publicly recognize and honor program graduates. When recognizing student efforts and success, it is essential to pause and engage them in intentionally highlighting and celebrating their victories. The ceremony was initiated with a heartfelt address by Jan Gustafson-Corea, CEO of the California Association for Bilingual Education, who emphasized the significance of multiculturalism and intercultural competence in an interconnected world. This was followed by a keynote address by Dr. Cristina Alfaro, USBCC program director. She thanked the families in the audience for their support and commitment to cultivating and preserving their languages and culture at home. Dr. Alfaro emphasized the importance of shaping the next generation of critically conscious, multilingual global leaders. The most impactful aspect of the USBCC celebration was the graduates' voices—through their heartfelt *testimonios* that exemplify the powerful significance for them (Delgado et al., 2012).

University Seal of Biliteracy and Cultural Competence Student Testimonios

“Although I grew up speaking Spanish as my first language, how could an employer validate how fluent I am in Spanish by just looking at my resume? Then I remembered those famous words my mom always tells me, “Papelito habla.” Nothing speaks louder than a certificate or degree that can validate your skills and knowledge... On my resume, I list this Seal with much pride porque mi “papelito habla y dice, demuestra, que soy bilingüe y puedo comunicarme efectivamente en español.” –USBCC Student Graduate

During the honorees’ awards ceremony, we featured an inspiring presentation by a USBCC graduate who was part of the previous cohort. She graduated with a Bachelor of Arts from the Fowler College of Business; her *testimonio* above (Delgado et al., 2012) showcased her journey to earning her USBCC, and most significantly, she shares what it meant for her bilingual-Latinx identity (Nieto, 2001; Aparicio, 2021) and the multitude of post-baccalaureate local and global opportunities, notably highlighted in her words as *“Papelito habla.”*

Another USBCC graduate eloquently articulated the significance of earning a USBCC. He stated, *“No nomás es mi lenguaje, es mi cultura, mi identidad”* (“It’s not only my language, it’s my culture, my identity.”)

This quote encapsulates a powerful sentiment regarding the deep connection between language, culture, and personal identity (Rosa, 2019). The speaker highlights that their language is not merely a tool for communication, but rather an integral part of their cultural heritage and fundamental to shaping their sense of self.

Elaborating on this quote, it emphasizes the notion that language is more than just a means of conveying information; it is a carrier of culture and a reflection of one’s identity (Hall, 2020; Nieto, 2001).

Yet another graduate emphasized the importance of reclaiming her language by earning the USBCC, noting: *When I arrived in the U.S., at 12 years old from Oaxaca, México, I was*

told: “If you want to be successful, don’t speak Spanish—only English.” Today I defy that sentiment, I am bilingual, biliterate, bicultural y orgullosa de recibir mi Sello.

This graduate experienced much of her secondary school years feeling what Anzaldúa coded as *Deslenguadas*. (We are de-tongued.) *Somos los del español deficiente*. (We are those with deficient Spanish.) We are your linguistic nightmare, your linguistic aberration, your linguistic mestizaje (your linguistic miscegenation), the subject of your *burla* (the subject of your derision). Because we speak with tongues of fire, we are culturally crucified. Racially, culturally, and linguistically *somos huérfanos* (we are orphans)—we speak an orphan tongue (Anzaldúa, 1987, p. 58).

The USBCC certification impacts several aspects: it provides graduates with a high level of confidence, pride, and positive self-identity; it offers a strong level of assurance to employers in the interviewing and hiring process—because they can see evidence of the candidate’s biliteracy skills. Or as one graduate said: *“This [university seal] is needed because, you know, you could go into the job market or into your career and say I’m bilingual. But showing that you have backup for that, like you have a credential, you have a certificate. I feel that it validates your worth more.”*

USBCC graduates possess the adept language and intercultural competence necessary to communicate effectively in specialized and diverse areas, whether in international business dealings, customer service, teaching, healthcare, translation/interpretation, or any other language-related job. Additionally, it instills confidence in clients, colleagues, or employers, who can then rely on the individual’s language abilities with greater assurance (Davidson & Fulcher, 2020).

Together, students’ *testimonios* depict the profound impact of the USBCC award on their positive self-identity and the value it adds to their linguistic and cultural wealth in both, personal and professional spaces (Yosso, 2005).

Presentation of Awards and Reflections

El corazón (the heart) of the ceremony was the presentation of the prestigious USBCC Awards. Each student received a badge, a certificate, and a beautiful medal. When the USBCC program

Students proudly display their USBCC certificates and medals.





coordinators announced the names of the deserving USBCC recipients, each was met with resounding applause and cheers from the audience, which included proud families and friends. The awards recognized students who demonstrated working-level proficiency in both English and Spanish and completed a cultural immersion experience. This work is essentially a continuation of honoring and celebrating languages across the state, given that the California State Seal of Biliteracy has recognized 43,556 students for their Spanish language at the high school level (California Department of Education, 2023).

As the ceremony drew to a close, Dr. Cristina Alfaro, program director, expressed immense pride in the students' achievements and the university's commitment to fostering linguistic and cultural competence. She invited and encouraged families in attendance to share their own *testimonios*. Unplanned, graduates' family members (specifically parents) shared their heartfelt pride along with their authentic stories of how they have fought to inculcate Spanish in their homes as they navigated our English hegemonic society (Macedo et al., 2015). Several parents stated, with tears rolling down their cheeks, as they held up the USBCC Medals, "*Hoy nosotros ganamos-llegamos hasta la luz.*" (Today, we have reached a victory/light, we have persevered/won).

The family stories that were shared had a tremendous impact on the graduates and the entire audience—they cultivated a truly authentic shared space between families, students, friends, colleagues, and USBCC faculty/staff. The ceremony ended on a high note, inspiring the attendees to continue promoting their agency and advocacy for multilingualism in preK-20 education.

Reflection

The Inaugural USBCC Awards Ceremony was an extraordinary celebration of linguistic and cultural competence, critical consciousness development, and global leadership. The celebration and student recognition were a joyous moment and space shared with families and the community—uplifting the value of multilingual education in higher education. It recognized students' remarkable accomplishments while reinforcing the university's dedication to strengthening an inclusive and multicultural environment. The ceremony served as a powerful reminder of the importance of embracing diversity, breaking down

barriers, and embracing the transformative power of language(s) and culture(s) in our interconnected world as we continue to lengthen language learning lines (Alfaro et al., 2022).

What is Next?

To ensure the broad dissemination and accessibility for universities of the USBCC handbook, one of the immediate next steps is to make it available in both hard copy and electronic versions. The handbook provides a summary of key insights and practical recommendations for designing a program and implementing the USBCC in IHEs. This resource targets various stakeholders, including practitioners, policymakers, researchers, and advocates in the field. Implications for practice are to establish a dedicated committee to oversee the ongoing development, review, and updates of the handbook (Castro, 2020). In addition to publishing the USBCC handbook, our team will present ongoing research findings at academic conferences to help raise awareness and interest and support universities with implementation. This could include hosting workshops, webinars, or providing online resources to assist with the implementation process.

Key to our work is to build partnerships with other universities and relevant organizations to facilitate its distribution and foster a supportive network for implementing the USBCC at other IHEs. A suggestion for research will be to track data on universities that implement the USBCC. A recommendation for policy is to continue to explore ways to support universities in recognizing students for their linguistic talents. In conclusion, by incorporating these suggestions for practice, research, and policy, we can maximize the positive impact of the USBCC and promote its widespread adoption in higher education institutions (IHEs)

Summary

As Secretary of Education Miguel Cardona (2023) stated in his address to educators, "*Bilingualism and biculturalism is a superpower—and we in The U.S. Department of Education will work to help our students become multilingual.*"

In keeping with Secretary of Education Cardona's above statement, the collaboration between SDSU and the MCAP/CABE has provided a unique and powerful pathway for valuing and honoring multilingualism and cultural competence at the

university level. PreK-20 multilingual education not only enhances language proficiency, it also develops critical thinking, problem-solving skills, and intercultural competence (Porter et al., 2023). In fact, bilingualism/multilingualism contributes to enhanced executive functioning and personal growth. It prepares and empowers individuals to navigate socio-linguistic and socio-cultural contexts as well as develop critical consciousness through a global perspective.

This article provided an introduction to the USBCC Handbook, the inaugural awards ceremony, and student *testimonios*. We heard firsthand students' impactful *stories illuminating* the profound significance of cultivating and sustaining a vibrant and inclusive multilingual environment in higher education. USBCC graduates' *testimonios* frequently state how this has opened doors to global opportunities and their enhanced marketability in a competitive job market.

To this end, SDSU International Affairs is proud to offer a pathway for students to earn the University Seal of Bilinguality and Cultural Competence (USBCC):

<https://www.sdsu.edu/international-affairs/events-and-initiatives/bilinguality-seal> 🌸

References are available in the appendix of the online version:
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This work is made possible through the CA EWIG Roadmap Implementation Grant.

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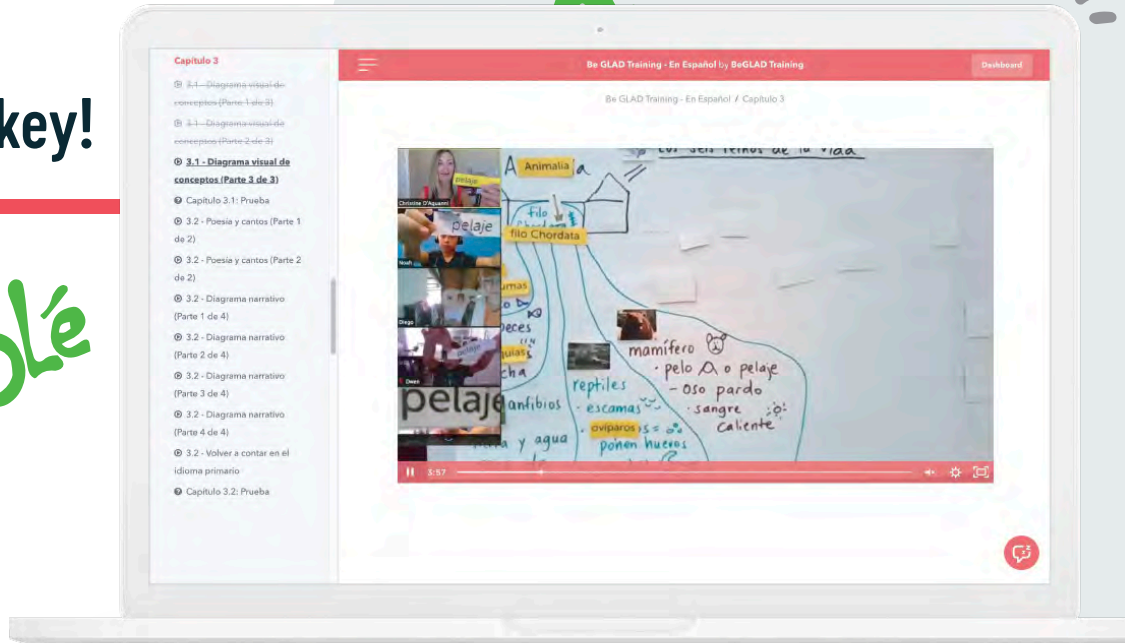
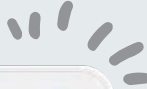
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Am I deficient or balanced? Cross-cultural Concinnity Theory (AKA Neoterism^{*}): Exploring a New Perspective on Bicultural Identity Development



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Am I incompetent? Am I deficient? These are questions that haunted me growing up as a bilingual learner in Tokyo and Los Angeles. In due course, as a bilingual educator and researcher, I came to realize that we can manage to navigate through multiple cultures and still maintain our sanity. All the more vital, bicultural identity development is not merely about coming to terms with one's biculturalism. It has game-changing qualities that are demanded by the rapidly diversifying world. This personal narrative aims to introduce a new theory on bicultural identity development coined as the Cross-cultural Concinnity Theory (Neoterism¹). Cross-cultural Concinnity Theory is the emergence of a new, modern frame of mind in the process of regulating through two cultural identities. The four elements of a new modern frame of mind discussed are: 1) identity is a choice, 2) identity is functioning, 3) balancing two cultural identities, and 4) omnibus consciousness. The premise of cross-cultural concinnity predicates that one can develop a healthy, functional bicultural identity and prepare bilingual learners to emerge as self-actualizing citizens of the unfolding twenty-first century.

Background

The concept of cross-cultural concinnity would not have taken form without my life experiences as a bilingual learner and subsequently as a bicultural educator and researcher. My life as a bilingual learner began at birth in Tokyo, and at around the age of two and a half years old, my family relocated to Los Angeles, California. My formative and adolescent years were spent attending bilingual international schools in Tokyo. Henceforth, my bicultural identity development journey began when I initiated my university studies in California as an adult.

As seen in Table 1, my adult life after college took an approximate eight-year cyclic pattern, alternating between living in Japan and the US; in the process of alternating between two cultures, bicultural identity development continued throughout my life. In due course, two questions emerged and became the cornerstone of the concept. What is identity from a bicultural perspective? Are there any benefits of retaining biculturalism?

Identity is a Choice

Growing up in a single culture does not require being cognizant of one's identity. One's identity is palpable and is determined by the expectations and needs of the immediate social environment (Kegan, 1982) or the microsystem (Bronfenbrenner, 1977). For instance, a Mexican individual growing up in Mexico acquires the cultural norms and social rules of a Mexican person and thus naturally develops a Mexican identity. When one is born and brought up in one culture, identity is not a choice, but acquired through influences of external circumstances. On the other hand, when one is exposed to and navigates two (or more) cultures, one can choose their identity.

In taking a bicultural path, the discretion of one's identity development is mainly in the hands of the individual. While socio-political constraints, in many instances, steer an individual in determining a cultural identity (e.g., acculturation or enculturation), a person who launches a bicultural lifestyle can theoretically choose between belonging solely to the identity of the primary (e.g., dominant) culture or retaining their secondary (e.g., heritage) identity or even consider including both. Cross-cultural Concinnity Theory posits the development of biculturalism. In turn,

Table 1: Shimogori's eight-year cyclical adult life in Japan and the USA

Period	Year	Country	Main Language	Functioning
1	1984-1992	Japan	Japanese	International relations staff member
2	1992-2000	USA	English	Administrator manager, elementary school teacher
3	2000-2009	Japan	Japanese	Elementary school teacher, director for English program
4	2009-2019	USA	English	Doctoral program, university lecturer and researcher
5	2017-current	Japan	Japanese	University lecturer and researcher

when sustaining the development of two cultural identities, an individual preserves the likelihood of emerging as a global citizen. This individual can potentially transform into a change agent. Thus, keeping this freedom to choose one's identity intact is imperative.

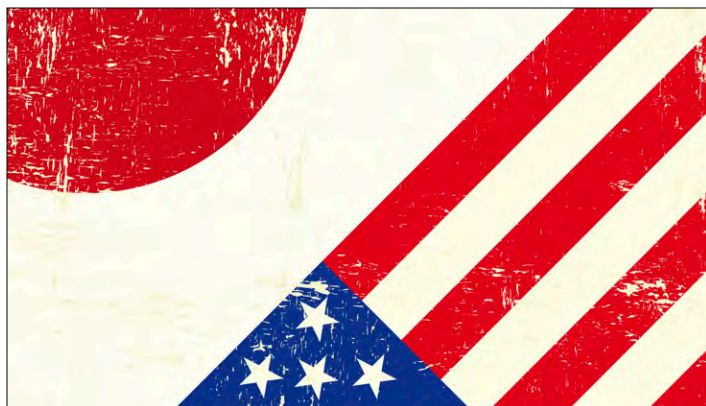
Identity is Functioning

The question is, "What is my identity?" Am I Japanese or American? If identity is defined by how "native" I am, I would not be considered Japanese. Being native is defined as attending compulsory education in Japan, possessing an unerring and exemplary command of the written and spoken Japanese language, and knowing more than 2000 kanji characters (e.g., logographic characters derived from Chinese), in addition to having the dexterity to navigate in the complex Japanese society that requires one to be well-versed in handling social customs, mores, and folkways (Reischauer, 1977). Nor would I be American for the simple reason that I possess Japanese citizenship. If identity is merely about quantifying how many words you know, how much knowledge of the culture you have, how many years you have lived in a given culture, how native-like your articulation is, or whether or not you have citizenship, this will clearly separate those who are Japanese from those who are not.

According to Erik Erikson, identity is sameness and continuity (1968, 1980). John is the same John tomorrow and the day after. In three days, John will not transmute into a different identity. However, while this definition of identity is widely accepted from a monocultural perspective, it did leave me with some challenges when navigating through two cultures. One day, I was Japanese at home, speaking native Japanese, but at school, I was American communicating fluently in English. I needed more than this theory of identity to give me answers to my identity crisis as well. Not having the cultural and educational background or social makeup to be entirely Japanese or American, nor a definition of sameness and continuity that fit with my identity structure, my quest for bicultural identity continued into adulthood.

Contributing to Your Community is the Key Element

As indicated in Table 1, in the process of alternating between two cultures, I was able to live and become part of the community by offering my skills and talent in that given community. For instance, during period 2 in the US, I was living and working as an American and functioning as an administrative manager contributing to the community. During period 3 in Japan, I lived and worked as a Japanese and functioned as a teacher, contributing to Japanese students. As social beings we are motivated to be part of a community. Belonging to a culture is a prerequisite for identity development (Mio et al., 2016). Having the means to function and be part of society allowed me to come in contact with who and what I am. The *raison d'être* was having a sense of belongingness to the community. Thus, it was natural to infer the functioning as a definitive element of identity. Functioning can be working for an organization or even volunteering in your community. Put differently, it is contributing to your community and having a sense that you are making a difference. It was not about perfecting my Japanese language abilities or completing my sociocultural skills. It is about knowing your skills and talents and offering the best possible you to your community. In all cyclic periods of my life, I have functioned like a Japanese in Japan and like an American in the US.



Balancing Two Cultural Identities

The following conditions became evident as a provision for fostering functional bicultural identity development. First, identity development begins by accepting the culture. Second, understanding that language is culture; culture is language (Freire, 1979). In order to have control over the language, it is essential to understand the cultural foundations of the language. Third, language development must be enduring. Language development cannot be transient and temporary. Fourth, a balance of cultural identities is imperative.

Furthermore, an individual must gain cultural experience by alternating between the two cultures. Moving to and fro between two cultures is indispensable. As simple as it may be, retaining a bicultural identity requires one to function in both cultures and to balance the two cultural identities. This implies that both cultural identities require more or less significant experiences. When one decides the priority of one culture over another, bicultural identity would not be a choice for the individual. Cross-cultural Concinnity Theory promotes the realization that it is crucial to keep the choice of biculturalism as an option and available until life circumstances allow an individual to make that choice.

Omnibus Consciousness

In the past two decades, research on the impact of bilingualism has shown positive psychosocial outcomes such as enhanced cognitive flexibility, self-efficacy, and tolerance. (Bialystok, 2009; Leung, Maddux, Galinsky, & Chiu, 2008; Roccas & Brewer, 2002; Shimogori, 2013). According to the Cross-cultural Concinnity Theory, one fruition of bicultural identity development is acknowledging omnibus consciousness. Omnibus consciousness is one's capacity to operate through cultural identities and utilize the facilities of each cultural endowment to concinnate new realities. The omnibus conscious mind is malleable, cognitively flexible, and capable of navigating and merging polar idiosyncrasies and ideologies to construct a new outcome. Imagine culture A uses only redwood, hammers, and saws to construct a house. Culture B uses bamboo, chisels, and knives for construction. By utilizing and combining the tools, skills, and techniques unique to each culture, a potentially unprecedented construction becomes a reality.

Concinnating a New Reality

In the process of living a lifelong functional and balanced bicultural lifestyle, an individual gains a deep understanding of the differences and commonalities of each culture. This individual has the capacity to utilize the benefits of each culture and create a new approach to dealing with the imminent drawback. In a diversifying world, conventional standards and guidelines become

quickly outdated. What used to work yesterday will be an old game today. The new global individual is required to create his or her own guidelines and act with self-reliance. With the increasing diversity and complexity of the world propagated by proliferating technological advancement, unprecedented cross-cultural challenges are inevitable. Those who tap into their omnibus consciousness, with their ability to function in multiple cultures, will be equipped to accept, understand, and incorporate diverse and complex issues to open doors to innovative solutions.

For instance, in the latter part of period 3, in the mid-2000s, I was given an opportunity to revamp an English program at a private Catholic school in Tokyo. English education technically begins from junior high school in public schools in Japan, and while attempts to change the approach are being implemented, teaching English remains grammar-translation (Brown, 1995; Richards & Rodgers, 2014) and is test-driven (Osaki, 2022). With this in mind, the program I implemented was a constructivist approach (Reyes & Vallone, 2008), making English learning as meaningful as possible. The curriculum focused on Japanese culture, with students learning to articulate their Japanese identity and community in English. This approach also had a secondary agenda, which was to allow students to objectify or give expression to their Japanese identity and culture by engaging in communication activities in English to practice idiocentric thinking.

Chart 1 is the iconic representation of the Cross-cultural Concinnity Theory. The two inscribed circles represent the two cultural identities. The intersecting area of the inscribed circles is the commonality of each culture, and the external areas are the differences. The overarching circle represents omnibus consciousness.

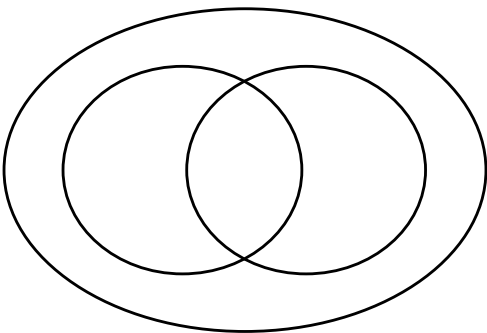


Chart 1: Iconic representation of Cross-cultural Concinnity

Future Implications

Cross-cultural Concinnity Theory is still in its fledgling stages and requires more research to substantiate its implications for schools and their communities. The world is changing rapidly and compounding with issues that require immediate resolution. Moreover, the unfolding predicaments are global in nature, and resolution is contingent upon people’s cooperation at a cross-cultural level. It is evident that the world requires people who are open to differences but, at the same time, have a profound understanding of the commonalities of each issue. Allowing bilingual learners to maintain their bilingualism in order to provide the hope of effective biculturalism is another path educators and schools can take to prepare students to become effective change agents of the new world.

¹The term Neoterism has been used in lieu of Cross-cultural Concinnity Theory in more casual settings. 🌸

References are available in the appendix of the online version:
https://www.gocabe.org/index.php/multilingualeducator_publication/



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Actualizing Education Policy to Practice: Implementing the EL Roadmap Policy via the Multilingual California Project (MCaP), a CAFE Collaboration



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In 2017, the State Board of Education passed the California English Learner (EL) Roadmap Policy with the goal of strengthening educational policies, programs, and practices for English learners. The EL Roadmap Policy is a call to action actualized through the Multilingual California Project (MCaP), a dynamic PK-16 model to guide local educational agencies (LEAs) in implementing the EL Roadmap through multilingual pathways that affirm, welcome, and respond to a diverse range of EL students' assets and needs while strengthening academic success in preparation for college and career in the global environment. With this investment in the implementation of the EL Roadmap Policy, there has been great progress in building educator capacity in serving multilingual students.

Three years later, the Educator Workforce Investment Grant (EWIG), funded through the California Department of Education (CDE), resulted in the Multilingual California Project (MCaP) from 2020-2023 led by CAFE (California Association for Bilingual Education) as the lead agency and a strong collaborative partnership with six education agencies across the state. The vision was to create and deliver a statewide professional learning model to strengthen districts' capacity to implement the four principles of the **California EL Roadmap Policy (ELR)** [<https://www.cde.ca.gov/sp/el/rm/index.asp>]. EWIG and MCaP, in particular, focus on accelerating the academic and multilingual opportunities and high achievement outcomes of the 1.1 million English learners across California. This work is grounded in a robust body of research documenting multilingualism/multiliteracy development as the most effective option for high academic achievement of ELs across all content areas, which prepares them to participate effectively in the global workforce. Using a four-stage model during the grant period, the MCaP provided statewide access to and understanding of the ELR and its implementation, while also providing guidance and support to districts for focused, in-depth, strategic development and implementation of the EL Roadmap Policy in a comprehensive and systematic way.

The three-year MCaP was led by CAFE in a strong statewide alliance with committed partners: Butte County Office of

Education (BCOE), Fresno County Superintendent of Schools (FCSS), Orange County Department of Education (OCDE), San Bernardino County Superintendent of Schools (SBCSS), San Diego County Office of Education (SDCOE), and San Diego State University (SDSU). Wexford, our external evaluator, played a critical role as a partner that gathered data and conducted a summary report of this impactful project, which is included in this article. CAFE and its five-county office partners, collectively known as the **MCaP Alliance**, are recognized statewide as expert leaders in professional learning (PL) for families and educators (including administrator and English learner instructional coaches) and for their advocacy influencing policy for PK-16 education. The MCaP project was supported by researchers such as Drs. Patricia Gándara, Lily Wong Fillmore, Pedro Noguera, Kathy Escamilla, Virginia Collier, Wayne Collier, Jim Cummins, and Alberto Ochoa. Each year, the MCaP advisors participated in statewide summits to bring all educators and leaders together to inspire the MCaP project and optimize the ongoing work with multilingual students.

A cascading network of support (state, regional, district, school, to the classroom) provided professional learning, resources, information, and support to all levels. CAFE's CEO, the MCaP Director, and amazing CAFE staff, along with the five remarkable MCaP County Office of Education (COE) leads and San Diego State University (SDSU) engaged in the following areas:

EL Roadmap Policy Capacity Builder to improve the capacity of educators and leadership in participating districts to develop assets-oriented and needs-responsive schools that provide quality instruction to English learners. **ELR Principle 1: Asset-Oriented and Needs Responsive Schools** [<https://www.cde.ca.gov/sp/el/rm/principleone.asp>].

EL Roadmap Policy Resource Connector to support articulated multilingual pathways for PK-16 students through established free statewide networks and newly developed educator networks. These networks connected educators from across the state and provided dedicated time to ideate and create together and to share resources and best practices. **ELR Principle 2: Quality Instruction and Meaningful Access** [<https://www.cde.ca.gov/sp/el/rm/principletwo.asp>].

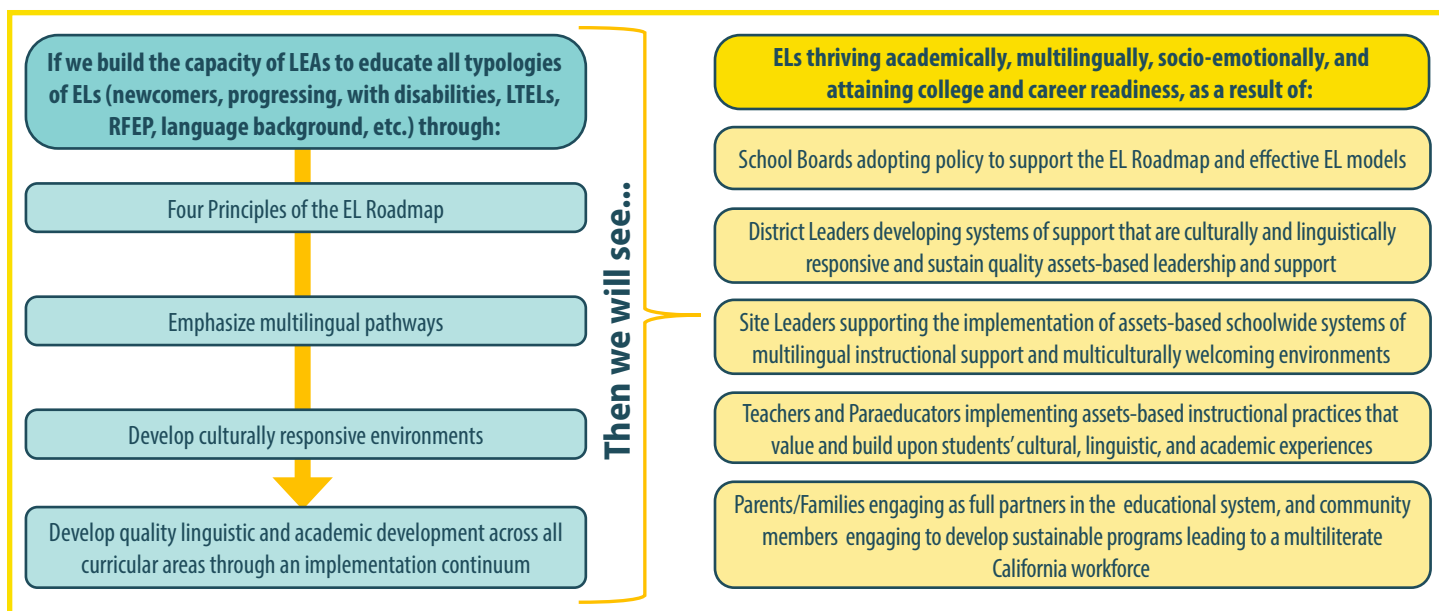


Figure 1. MCaP Theory of Action

EL Roadmap Policy Facilitator to support district/school systems that provide adequate resources to address EL needs and to build the capacity of teachers, leaders, parents, and staff through professional learning and collaborative time. This includes addressing the teaching shortage and building capacity to develop the pipeline of educators skilled in addressing the needs of ELs, including bilingual teachers. **ELR Principle 3: System Conditions that Support Effectiveness** [<https://www.cde.ca.gov/sp/el/rm/principlethree.asp>] and **ELR Principle 4: Alignment and Articulation Within and Across Systems** [<https://www.cde.ca.gov/sp/el/rm/principlefour.asp>].

The project's Theory of Action (Figure 1) builds on strong research documenting multilingualism as the most effective option for the academic achievement of ELs in all content areas and strengthening student academic achievement for preparation in the global workforce.

MCaP Goals and Objectives

The MCaP Alliance embraced the original four goals outlined in the EWIG Request for Application (RFA) and added a fifth unique goal to create a statewide network of experts and agencies to ensure the project's sustainability.

- Goal 1** School Leader Capacity—Build capacity among school leaders to implement the ELR policy, including implementation of culturally and linguistically responsive practices.
- Goal 2** Instructional Practices—Support implementation of instructional practices that effectively develop academic content knowledge, discipline-specific practices, academic language, integrated and designated English language development, and multilingual and multiliterate proficiency.
- Goal 3** Professional Learning Models—Identify and emphasize high-quality models for professional development regarding the ELR policy, including, but not necessarily limited to, providing coaching for principals, teacher leadership opportunities, and the implementation of

other models informed by research and best practices to meet the needs of school leaders.

- Goal 4** Systemic ELR Policy—Support the implementation, alignment, and articulation of the EL Roadmap Policy across and within school district systems.
- Goal 5** Statewide Collaborative Network—Create a multilingual collaborative statewide network of experts and agencies to guide systems that support the development of effective cross-curricular, disciplinary-based instructional practices for all English learners. Furthermore, the network experts will support, implement, and sustain the impact of the English Learner Roadmap (ELR), aligned with the California State System of Support (CSSS) and Quality Professional Learning Standards (QPLS).

The MCaP plan is grounded in the Quality Professional Learning Standards and utilizes an equity-centered, continuous improvement process called Liberatory Design. The Liberatory Design Process emerged from Stanford University's design thinking model with important contributions from the National Equity Project and guides participants to explore systemic inequities across curricular areas and within the English Learner Typologies (newcomer, progressing, with disabilities, long-term ELs, reclassified fully English proficient students, language background, etc.). Educators identify the throughline of their actions to English learner outcomes and, through continuous improvement, create transformational change. As educators engaged in this reflective practice, Local Education Agencies (LEAs) were encouraged to articulate their growth goals on living documents such as the Local Control and Accountability Plan (LCAP), EL/Multiliteracy Master Plan, School Plan for Student Achievement (SPSA), and Western Association of Schools and Colleges (WASC) plan, and adopt local district policies aligned to the ELR policy as well as in other district vision oriented documents that led to long-term sustainability as the end goal.

MCaP Alliance Partner	Targeted LEAs		
Butte COE	Chico USD Hamilton USD	Palermo Union ESD Thermalito Union ESD*	Corning Union HSD*
Fresno CSS	Laton USD Mendota USD	Orange Center Sanger USD*	
Orange CDE	Anaheim Union HSD*	Anaheim ESD (<i>participated in Years 1-2 only</i>)	
San Bernardino CSS	Barstow USD Colton Joint USD Fontana USD	Hesperia USD* Redlands USD	Rialto USD San Bernardino City USD*
San Diego COE	Chula Vista ESD Fallbrook USD Jamul-Dulzura Union SD	Lemon Grove SD National ESD South Bay Union SD	Vallecitos SD Vista USD Valley Center-Pauma USD*
*LEAs with an asterisk committed to participating in intensive Stage 3 PL and LEA Convenings in Year 3.			

Table 1. MCaP Alliance Partners and Targeted LEAs

The MCaP project employed a four-stage model for the implementation of its project goals:

Stage 1 Awareness level activities served all districts statewide through large-scale promotion and dissemination of resources and professional learning opportunities such as Zoom workshops and webinars, ensuring broad inclusion across remote areas of the state. (ELR Principle 1 & 2)

Stage 2 Initial Implementation activities aimed to support targeted LEAs across the five Alliance partner regions. Educators in these LEAs were offered opportunities to participate in introductory Innovations (a series of professional learning online sessions), which focused on sharing best practices and strategies for multilingual learners. (ELR Principles 1 and 2)

Stage 3 Systemic Implementation, the focus shifted to supporting targeted LEAs in building upon the knowledge gained during Stage 2 professional learning. Educators in the targeted LEAs continued to attend Innovation sessions and received coaching and training grounded in Liberatory Design. (ELR Principle 3)

Stage 4 Sustainability aimed to scale and sustain the Innovations implemented in Stages 1-3. Educators in the targeted LEAs deepened their understanding of Liberatory Design thinking and planning, emphasizing alignment and articulation within and across systems. (ELR Principle 4)

The project participants were drawn from the five MCaP COE partners. Table 1 above overviews the 27 LEAs within the 5 MCaP Alliance COEs actively participating in initial and systemic implementation activities. MCaP services and support attracted participation from a wide range of stakeholders, including educators, paraeducators, school support staff (such as out-of-classroom teachers and instructional specialists), school and district administrators, future teachers, and parents/families across the state.

Out of the 27 targeted LEAs, seven districts (indicated with an asterisk on Table 1) committed to engaging in more intensive Stage 3 Innovations and attending LEA Convenings, which provided them with opportunities to deepen their understanding of Liberatory Design and apply their acquired knowledge from the Stage 3 Innovations and the ELR.

The implementation timeline was impacted by the nationwide shutdown of the COVID-19 pandemic that affected entire communities. Nonetheless, MCaP made a swift pivot to offer online and hybrid learning, which proved to be a successful way to provide broader access to professional learning opportunities across the state.

The CABA MCaP's impact on building teacher capacity was acknowledged by the State Superintendent of Instruction, Tony Thurmond, and districts and agencies across the state. The most notable accomplishments and legacy of the CABA MCaP, even after sunseting in June 2023, are noted below:

- High-quality professional learning resources, workshops, and programs that increasingly engaged educators statewide during one of the most challenging times in education, the worldwide pandemic. MCaP provided consistent support, encouragement, and highly effective strategies to address the needs of multilingual/English learner students. (ELR Principles 1,2,3,4). MCaP served 13,665 participants in 2020, 17,303 participants in 2021, and 16,513 participants in 2022 (teachers, paraeducators, counselors, leaders, parents, and administrators). Over the three-year grant period, 64,561 participants were served across 491 LEAs and 54 COE regions.
- Statewide access for all educators in California to **online professional learning academies** [<https://mcap.gocabe.org/digital-academies/>] that directly address the needs of English learners and biliteracy students through highly effective, research-based strategies respected and sought after in the field. (EL Roadmap Principles 1,2). The MCaP free statewide, asynchronous Digital Academies in biliteracy and English learner support for teachers, paraeducators, and administrators, with 12 hours of professional learning aligned to the ELR and a total of 841 registered participants by May 2023.
- The MCaP Alliance delivered Professional Learning Innovations, the eight high-quality virtual Stage 2-plus and Stage 3 Professional Learning Innovations aligned to the ELR Principles 1 & 2 to build biliteracy and multilingual programs. Deepening teacher implementation of instructional practices to impact and address English learner assets and needs. (ELR Principles 1,2).
- System Conditions that support effectiveness for ELs and biliteracy programs through addressing leadership, adequate resources, assessments, and capacity building (ELR Principles 3 & 4). MCaP facilitated two Stage 3 LEA Convenings in which LEA teams learned about applying the Liberatory Design approach within their district workspace to ideate on systemic implementation of the ELR policy.
- Statewide Parent and Family engagement and leadership professional learning workshops to strengthen the home, school, and community connection. (ELR Principle 1). In their

feedback, families and participants shared that they had the opportunity to learn how to strengthen family-school relationships and become parent leaders, particularly advocating for biliteracy programs.

- A statewide professional network, the Institution of Higher Education (IHE) convenings to support and elevate programs for bilingual teacher pathway growth and development at our state and private universities (ELR Principles 1 & 4). MCaP formed a powerful IHE/university collaborative network with over ten universities from the five MCaP counties. The purpose is to build a statewide network to support the development, strengthening, and growth of statewide bilingual authorization programs and encourage collaboration with IHEs and COE Leads about K-12 needs.
- Valued enhancement and extension of the CA State Seal of Biliteracy at the university and career levels (ELR Principle 1). MCaP collaborated with SDSU for three years to implement the University Seal of Biliteracy and Cultural Competence. MCaP and SDSU created a **free university handbook** [<https://www.sdsu.edu/international-affairs/events-and-initiatives/biliteracy-seal>] that will be shared with other universities in California to promote the implementation of the University Seal of Biliteracy and Cultural Competence. The SDSU MCaP Team will continue to present the handbook at various educator conferences to support universities in implementing and recognizing student language.
 - An inclusive statewide State Seal of Biliteracy Network for families and educators on implementing and expanding the pathway to the seal of biliteracy. The Seal of Biliteracy Network is intended to share best practices for growing and implementing the State Seal of Biliteracy and the pathway to biliteracy in PK-12 and share resources. This network has had a significant attendance and an increase in schools that are encouraged to grow and implement biliteracy programs. **See Biliteracy Resources here:** <https://mcap.gocabe.org/seal-of-biliteracy/> (ELR Principles 1,2,3,4).
 - MCaP supported CABE's vision in forming an innovative and inclusive network for educators and professors of Asian Languages in California (ELR Principles 1, 2, 3, 4). The MCaP team was engaged in the CABE Asian Languages Roundtable (ALR) discussions. The ALR meetings focused on exploring the implementation of the ELR for instructional programs in Asian Languages. This is key work as CABE continues to emphasize the development of instructional programs and resources for Asian Languages to elevate the impact of a Multilingual California. During the CABE 2023 conference, MCaP supported the well-attended Asian Languages Institute.

- A statewide system of support for paraeducators who wish to pursue a bilingual teaching credential via our BCOE MCaP Pathway (ELR Principles 1, 2, 3, 4). The program includes information on the ability of the paraeducator to remain in their position while they pursue their teaching credential, the exam support provided, and the prerequisite courses offered. This MCaP BCOE program was open to anyone in the state regardless of their degree status.

Conclusion

The legacy and impact of the CABE MCaP grant will continue long after sunset. As a support, it provides resources to expand awareness of the ELR policy, meeting the needs of students by building teacher, leader, parent, and paraeducator capacity. MCaP has fostered a network of county office expertise to provide LEAs with professional learning and to collaborate and provide expert technical assistance in many EL support areas.

This EWIG project was significant in moving policy to practice for serving multilingual students, and MCaP's work was impactful by accelerating learning for multilingual students. A strong network of experts across the state is ready to continue the implementation work of the ELR policy. Building on the ELR and its principles enhances programs and supports, advancing academic excellence for multilingual students statewide.

With this CDE investment in the implementation of the ELR policy, we envision continual progress in building educational partner capacity. During this grant period, we learned the importance of continuously cultivating, nurturing, and elevating the relationships with our five COEs, agencies, and other MCaP Alliance partners. The Alliance has fostered a spirit of trust, collaboration, safety, and openness to support and share resources. Regular engagement has allowed the Alliance to share highlights and bright spots and plan further sessions for collaboration opportunities. Teachers and leaders find value in the MCaP offerings as they continue participating in the online MCaP Academies and accessing the MCaP website for additional webinars and resources. Although there continue to be differing levels of implementation of the ELR policy across the five Partner COEs, this impactful grant has created a trusted network of partners prepared to continue building educator capacity across the state. This EWIG grant was an important example of how investments in moving policy to practice will help close the achievement gap for multilingual students.

CABE MCaP is grateful for the support from EWIG, CDE, MCaP partners, participants across the state, and all the educational partners and leaders who promoted the professional learning offerings to move our state closer to implementing the ELR policy.

Resources

- MCaP impact data infographics 2020, 2021, 2022: https://MCaP.gocabe.org/impact_MCAP_grant/
- Multilingual California website: <https://MCaP.gocabe.org/>
- MCaP Academies: <https://MCaP.gocabe.org/digital-academies/>
- SDSU University Seal of Biliteracy and Cultural Competence Handbook: <https://www.sdsu.edu/international-affairs/events-and-initiatives/biliteracy-seal> 🌸

Borders and Boundaries

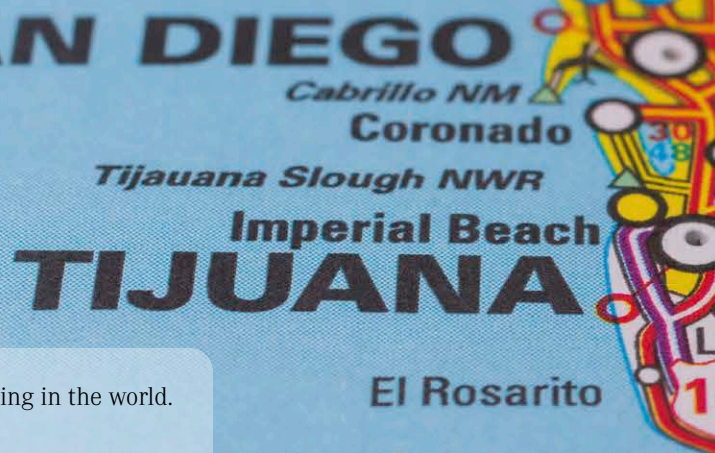


Fabiola Bagula, Ph.D.
San Diego Unified School District

They say that the San Diego-Tijuana border is the busiest border crossing in the world.
I challenge this fact.

Latinas carry borders wherever we go.
We maneuver through two different cultures.
Two tongues
Two belief systems
Two expectations
For what it is to be a woman
A mother
A daughter
A wife.
We cross al otro lado, to the other side
In every interaction,
Conversation,
Decision,
And word choice.
Fluidly living in paradox
In this third space.
We face open rejection of our Americanness while in Mexico
And our Mexicanness while in America—
Simultaneously teaching our children to embrace the American Dream
And finish their taco.
And the scars are clear,
Like the stretch marks on a pregnancy belly
Illegal fences align our thoughts, containing them in neat little rows
Like the strawberries up north
But we aren't fresas, we're pochas.

I carry a border wherever I go,
It lies between your expectations
And who I really am.
I dare you to cross it.





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El Dictado

A Wonderful Literacy Strategy to Promote Sociocultural Competence!



Silvia Dorta-Duque de Reyes, M.A.
National Biliteracy Consultant, Author
Benchmark Education

El Dictado refers to one of the most traditional and effective Spanish language literacy strategies. In its most basic form, it involves a teacher reading a sentence or passage aloud while students write down what they hear. *Dictado* is a research-based strategy that helps students increase their phonemic awareness, listening, and writing skills to improve listening comprehension, spelling, and overall language proficiency. In other words, dictation is a multi-skilled activity that can be used to improve students' language skills in an efficient way (Saragih, 2022).

For the past ten years, the *dictado* strategy has evolved and has been embraced by bilingual and dual language teachers across the United States. In *Biliteracy from the Start—Literacy Squared in Action*, Kathy Escamilla et al. (2013) introduced an adaptation of the *dictado* strategy for Dual Language Instruction. Escamilla explains that the *dictado* is an explicit and direct approach that consists of dictation tasks throughout the week using one text to address teaching points related to spelling, punctuation, and grammar/syntax. Through the *dictado* process, students learn to develop self-correction skills as they edit and revise their own papers.

Used to promote sociocultural awareness, the *dictado* evolves as an efficient strategy that integrates foundational skills and meaning-making, resulting in high levels of language proficiency. This perspective on the implementation of the *dictado* is supported as an instructional approach for teaching multicultural literature (Ada & Campoy, 2017). It also comes from my personal academic experience as an elementary student in Puerto Rico. The *dictado* was used as an assessment for language and literacy, but more importantly, it affirmed a cultural value, concept, and tradition. The *dictados* were drawn from beautiful pieces of

literature or poetry. Invariably, the teacher would introduce the *dictado* by telling us something memorable about the author, the time the piece was written, and a statement that emphasized its significance in our lives.

Each *dictado* was meant to be etched in our hearts and souls. The timeless ideas were passed on by teachers from generation to generation. It was understood that once these “golden lines” were encased in our hearts, we would often refer to and reflect upon them. These dictated ideas would continue to guide us as we grew up. Some of my favorite *dictados* came from the *Versos Sencillos* written by Cuban poet and revolutionary leader José Martí. These simple yet deeply meaningful verses are considered Martí's most significant literary work and are widely regarded as masterpieces of Latin American literature.

Comparable to the Literacy Squared *dictado*, the use of culturally meaningful text is best implemented as a shared or guided learning activity, not necessarily as a “test” or “quiz.” Its purpose is to affirm the sound-spelling correlations, word meaning, word order, and their impact on meaning. The student's written product is useful as a formative assessment to guide instruction and inform the path to proficiency in two languages.

While considering students' needs as well as grade-level expectations, the selected text represents meaningful sociocultural concepts that are analyzed and discussed throughout the week, along with its code-based and convention characteristics. The following chart represents an instructional sequence for implementation of a *dictado*. This sequence is applicable to all grade levels. The content of the *dictado* is what needs to be adapted and differentiated to meet grade-level expectations and be meaningful to students.

Steps for Sociocultural Implementation of a *Dictado*

Steps	What teacher does	What students do
1. Introduce and analyze the text, review vocabulary, and model prosody.	<ul style="list-style-type: none"> Reads the text. Analyzes, explains, and discusses the meaning of the text with students. 	<ul style="list-style-type: none"> Listen actively, analyze, and evaluate language choices. Interpret and exchange information and ideas.
2. Focus on capitalization and punctuation.	<ul style="list-style-type: none"> Discusses capitalization and punctuation. Dictates text. Confirms spelling by showing dictated sentences and guiding students' self-correction. 	<ul style="list-style-type: none"> Analyze and annotate by circling capitalization and punctuation. Listen to and write each word of the dictated sentence. Self-correct and revise their writing
3. Focus on orthographical patterns and accentuation.	<ul style="list-style-type: none"> Analyzes spelling patterns within the text. Reviews accentuation. Guides peer dictation practice. Confirms spelling by showing dictated models and guiding students' self-correction. 	<ul style="list-style-type: none"> Pay selective attention to sound-spelling patterns. Review and apply accentuation norms. Work in pairs for dictation practice. Confirm spelling by referring to the model text.
4. Focus on language conventions.	<ul style="list-style-type: none"> Reviews language conventions appropriate to grade-level standards. Guides peer dictation practice. Confirms spelling by showing dictated models and guiding students' self-correction. 	<ul style="list-style-type: none"> Understand text structure, cohesion, and how ideas are connected. Work in pairs for dictation practice. Confirm spelling by referring to the model text.
5. Final Evaluation.	<ul style="list-style-type: none"> Implements final dictation. Promotes metalinguistic and metacognitive understanding. Determines next instructional steps or new learning objectives. 	<ul style="list-style-type: none"> Apply foundational skills and language knowledge independently. Reflect on the meaning of the text and the skills learned during the dictado process and set new learning goals.

Each day, the *dictado* mini-lesson focuses on specific teaching points: punctuation, spelling patterns, accentuation, and language conventions, while emphasizing how these elements affect the meaning. Below is a generic example of a weekly routine for implementing a *dictado* with a sociocultural awareness emphasis.

This weekly routine can be implemented at all grade levels. However, notice that the cultural significance and discussion about the meaning of the text always occurs first and is woven to build knowledge as the elements of language are analyzed during the week.

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> Introduce, post, and discuss the cultural significance and meaning of the text. Review vocabulary and recognition strategies. Read to model and practice fluency and prosody. 	<ul style="list-style-type: none"> Talk through the text and discuss punctuation and capitalization and how it affects the meaning of the text. Teacher dictates. Students scribe and self-correct. 	<ul style="list-style-type: none"> Review spelling patterns within the text. Point out and explain accentuation conventions and how these affect meaning and prosody. Peer dictation practice taking turns reading the <i>dictado</i> text fluently and with prosody. 	<ul style="list-style-type: none"> Review language conventions and their effect on the meaning of text. Dictate each sentence with deliberate enunciation. Guide students as they engage in self-correction. 	<ul style="list-style-type: none"> The text is read aloud. Each student writes the text independently. Student work is analyzed and evaluated by the teacher. Teachers and students reflect on the learning and set learning goals.

A Third-Grade Example

Text Selection Analysis and Instructional Points

The first step before the implementation of the *dictado* process is the text selection and standards-based analysis of the *dictado* text. The second step is the identification of instructional points to address throughout the week.

Cultural Context:

In the *Tiene el leopardo un abrigo* stanza by José Martí, the Cuban poet and revolutionary leader, he points to the exquisite coat that the proud and lone leopard wears as ruler of his mountain kingdom. Martí invites us to reflect on the value of friendship and the worth of a true friend.

Dictation Text:

*Tiene el leopardo un abrigo en su monte seco y pardo:
Yo tengo más que el leopardo, porque tengo un buen amigo.*

Cultural Universal Teaching Points:

- Material vs. non-material value
- Friendship

Standards-Based Teaching Points:

[Note: Green rows refer to the standards strands; letters indicate sub-categories of the strands; and blue text refers to Spanish-specific standards.]

Fonética y reconocimiento de palabras	
h. Conocen y emplean las terminaciones para la concordancia de adjetivos con sustantivos.	masculino: monte seco y pardo buen - amigo
Acentuación	
i. Usan el acento diacrítico para distinguir palabras homófonas por su significado y función (ejemplo: te, té, si, sí).	Con acento, la palabra más implica cantidad: Yo tengo “ <u>más</u> ” que (more than). Sin acento, la palabra “mas” es una conjunción adversativa (but). Ofrecí mi ayuda, <u>mas</u> no la quisieron.
Fluidez	
a. Leen oralmente prosa y poesía a nivel de grado con precisión, ritmo y expresión adecuada en lecturas sucesivas. b. Usan el contexto para confirmar o autocorregir el reconocimiento de las palabras y la comprensión, releyendo cuando sea necesario.	
Lenguaje	
Normas y convenciones del español	
e. Forman y usan los tiempos simples de los verbos. h. Usan conjunciones coordinadas y subordinadas. j. Reconocen el cambio de significado o énfasis por la posición del adjetivo antes o después del sustantivo.	Presente simple: tiene, tengo <u>porque</u> tengo <u>buen</u> amigo
Vocabulario	
a. Usan el contexto de la oración como una clave para entender el significado de una palabra o frase.	El “abrigo” de un leopardo

Weekly Planning Chart for “Tiene el leopardo un abrigo” by José Martí

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none">Introduce, post, and discuss the significance and meaning of the text.Review vocabulary and recognition strategies.Read to model and practice prosody.	<ul style="list-style-type: none">Talk through the text and discuss punctuation and capitalization and how it affects the meaning of the text.Teacher dictates.Students scribe and self-correct.	<ul style="list-style-type: none">Talk through the text to emphasize spelling patterns.Point out and explain accentuation.Peer practice: Taking turns reading the <i>dictado</i> text with fluency and prosody.	<ul style="list-style-type: none">Review language conventions.Dictate each sentence with deliberate enunciation.Guide students as they engage in self-correction.	<ul style="list-style-type: none">The text is read aloud.Each student writes the text independently.Student work is analyzed and evaluated by the teacher.
¿Qué cosas tienes que valoras mucho? ¿Tienes un buen amigo? ¿Cuáles son las cualidades de tu buen amigo? ¿Qué significa “tengo más que el leopardo”? ¿Qué quiere decir la palabra “abrigo” en este contexto? ¿Qué palabras usa el autor para describir al monte?	Mayúsculas Punto final Dos puntos (:) que llaman la atención a lo próximo en el texto.	Diptongos: tie-ne Hiatos: le-o-par-do Silabación: pardo – (cvc-cv) monte – (cvc-cv) Acento diacrítico: más =cantidad mas = pero Rimas abrigo-amigo leopardo- pardo Práctica de fluidez	Presente simple tengo, tenemos tienes, tiene tienen Conjunción subordinada casual: porque (explica una causa) Posición del adjetivo para dar énfasis: <u>un buen</u> amigo vs. un amigo bueno	Práctica de fluidez Dictado final Autocorrección Reflexión ¿Qué aprendimos sobre el lenguaje? ¿Qué aprendimos sobre la ortografía? ¿Qué significan para el texto dictado?

Monitoring Student Progress and Assessment

In a dual-language context, Escamilla (2014) recommends that assessment for children speaking two languages must consider how two languages interact and use an additive biliteracy approach to assessment. When using an additive biliteracy approach, dual language teachers understand that:

1. Languages are viewed as mutually reinforcing.
2. Literacy assessments are administered separately, but

analyzed in both languages concurrently for cross-language comparison and to document students’ biliteracy trajectories.

3. Students are expected to show different strengths in the performance of tasks in different languages.
4. Bilingual strategies such as code-switching, lexical borrowing, and bidirectional transfer are regarded as part of the process of learning to read and write in two languages.

The language production from the *dictado* during the week serves as evidence of students’ approximations using their developing cross-linguistic transfer skills. Mora (2016) examined cross-linguistic spelling approximations and identified categories that are very useful in evaluating students’ generalizations

across languages as they apply their emerging knowledge of sound-spelling relationships in each language. The miscues or approximations represent students’ efforts as they draw upon what they know to transcribe phonemes to the target language.

Cross-Linguistic Transfer Approximation Categories

Categories	Cross-linguistic Transfer Approximations	Spanish to English	English to Spanish
L1 Spelling Applied to L2	Students apply what they know from L1 sound spelling system when writing in L2.	meik for make	teene for tiene
Absent Phonemes	Students apply L1 to L2; however, the required phonemes in L2 do not exist in L1. The miscues represent inventive ways to transcribe phonemes to the target language.	cach for catch	stan for están
Phoneme Collapse	A collapse of vowels, diphthongs, or consonant blends. More than one phoneme in one language is omitted or collapsed into a single phoneme from the other language.	ting for thing	escula for escuela
Unfamiliar Spelling Patterns	Students use inventive spelling based on a lack of knowledge and sound-spelling relationships not yet taught or learned.	dos for does	parke for parque
Word Boundaries	Students do not yet discern word boundaries or junctures.	haftogo for have to go	earala for ir a la
L1 Substitutions	Students write in L1 or modify the L1 word in an attempt to write it in L2.	la house	the mesa

Conclusion

The *dictado* using culturally authentic text is a powerful strategy that enhances both code-based orthographical skills and sociocultural awareness. In addition, the *dictado* also integrates and expands language learning, resulting in increased metalinguistic and metacognitive knowledge.

The selection of text is an important component for

planning the *dictado* process because it enables the development of metalinguistic skills and culturally specific knowledge as well as an appreciation of multicultural literature. Beyond the academic benefits of the *dictado* strategy, it is the culturally affirming thoughts sowed by teachers in the hearts and minds of their students that will yield a most abundant harvest.🌻

References are available in the appendix of the online version: https://www.gocabe.org/index.php/multilingualeducator_publication/



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Más allá de la A y la O: Dismantling Heteronormative Spanish



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La educación bilingüe está en un proceso de evolución en el que se están cuestionando paradigmas que hace pocos años se citaban como principios absolutos e inamovibles. Uno de estos paradigmas era, y que sigue estando vigente, es la separation of named languages. Muchos siguen apoyando que cuando se está enseñando un named language (e.g., español) les maestros y les estudiantes deben utilizar solamente el español como herramienta de comunicación. Les que apoyan esta premisa aducen que el mezclar y el fluir across named languages conduce a la confusión y a la falta de rigor.

Si analizamos de una manera crítica este construct de separación de lenguas nos daremos cuenta que va en contra de la naturaleza de languaging como práctica which main goal is to communicate de una manera inclusiva con las personas con las que estamos hablando y estamos aprendiendo. En este contexto languaging goes beyond communication and includes co-constructing and negotiating meaning with human beings who have various intersectional identities and emotions.

La inclusividad pasa porque le hablante se sienta empoderado a utilizar todo su repertorio lingüístico con fluidez y sin las restricciones: lenguaje apropiado y lenguaje correcto impuestas por los que se hacen llamar puristas y protectores del standardized languaging (Rosas Xelhuantzi, 2018). In practice, the languaging of people and communities of Color intersects with

their backgrounds and identities. For example, Gloria Anzaldúa (1987) describes the critical value que tiene una lengua con la que les languagers “puedan conectar su identidad, una lengua capaz de comunicar las realidades y los valores auténticos para ellos, una lengua con palabras que no son ni español ni inglés, ni Spanish ni English, sino las dos cosas a la vez” (p. 106).

En este ensayo queremos stretch el concepto de inclusividad no solo a cómo y por qué lengüeamos sino a la naturaleza del named language by itself. En particular analizamos el carácter heteronormativo que tiene el español como idioma que fluctúa entre binomios –la a y la o– dejando afuera y excluyendo a personas que se identifican con otros géneros y por ende otros usuarios del lenguaje.

Vemos este análisis especialmente importante ahora que hace poco más de un año the California Commission on Teaching Credentialing approved the new Bilingual Teacher Performance Expectations (Commission on Teaching Credential, 2021). En este nuevo set de estándares y expectativas uno de los elementos claves es la inclusividad lingüística. Estamos completamente de acuerdo y apoyamos la importancia que tiene el formar educadores preparados para develop spaces donde todos los named languages de les estudiantes informan, enriquecen y amplifican el currículum que se enseña en el salón de clase. Sin embargo creemos que la inclusividad es más que eso. Ser inclusivos es no sólo dismantlar sistemas que perpetúan lo monolingüe y lo monoglossic, sino también eliminar barreras lingüísticas y gramaticales que perpetúan la masculinidad en el lenguaje, quién lo usa y cómo se debe de comunicar.

*The English translation of this article is available in the
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Invitamos a maestres, administradores, y policy makers que estén leyendo este artículo a pensar y cuestionar si es posible hablar de inclusividad lingüística sin cuestionar la herramienta per se: el español y no solo el idioma pero el significado que históricamente tiene “el español” como colonizador. Nos preguntamos cómo podemos decir que somos inclusivos dentro de un marco donde solo hay cabida para dos géneros: masculino y femenino. Todavía más preocupante es la dominancia de un masculino que borra le feminine dentro de lo plural.

When interlocutors/People use español como Named Language heteronormativa

El debate sobre la prevalencia de sistemas binarios (masculino y femenino) y el control de lo masculino en las formas plurales ha derivado en la creación de nuevas terminaciones: arroba (@), X y E. La respuesta a estas posibilidades ha sido en muchos casos beligerante desde una coto gramatical que es to say the least démodé. Abanderados en las reglas gramaticales y el peligro que corre el español si amplifica sus terminaciones muchos se han postulado en contra de la evolución del lenguaje y la oportunidad de incrementar la inclusividad en el uso del español como herramienta de languaging. Siendo más concretos y upfront no estamos hablando de gramática sino de gente.

Nuestros argumentos en este debate expanden y apoyan el análisis que hizo Anzaldúa (1987) sobre *la tolerancia a la ambigüedad*. Ella puntualiza de manera clara y concisa la necesidad de eliminar el sexismo y la totalidad embedded en lo binario y los géneros. Usando sus palabras “Lo mestizo y lo queer existen en este momento y en este punto del continuo evolutivo por una razón. Somos una mixtura que demuestra que toda la sangre está íntimamente mezclada, y que hemos sido engendrados de almas afines” (p. 143). La prevalencia de lo binario genera un fenómeno de monoglosia donde solo hay cabida para los géneros tradicionales y a la supremacía de lo white masculino como género y voz que aglutina y controla el uso de la lengua (Bakhtin, 1987).

En este contexto nos preguntamos qué cambios son necesarios para que el español como named language y su uso/ languaging tengan un carácter inclusivo donde todes les géneros y voces están representades e incluidas de manera equitativa.

Somos conscientes del reto que sería cambiar la gramática de un named language como el español que se publicó (colonizó) “por primera vez” en 1492 bajo el sello de Antonio de Nebrija. Lo que sí es posible y proponemos a continuación es cómo podemos fomentar un languaging que sea inclusivo, crítico y equitativo. El uso que hacemos del español lo controlamos nosotros. No tenemos que estar pendientes ni rendir pleitesía a ninguna institución que no esté abierta y predispuesta a revisar el carácter dinámico del languaging. Es tiempo de abolir paradigmas que posicionan a la o y a la a como los parámetros de género dentro del español.

Lo que enfatizamos aquí y reflexionamos al respecto is standardized ways of speaking, which includes uso estricto del masculino o/y el femenino, and is rooted in white supremacy. In fact, it has been documented that when people of Color deviate from normalized ways of speaking they are perceived as deviant (Rosa, 2019), and when this occurs, language becomes a tool to stigmatize people further.

Inclusividad y fluidez lingüística

Teachers have the capacity and power to use named language(s) as a tool to raise awareness about the inequities that emerge when languaging takes on standardized norms. As mentioned, linguistic inclusivity in bilingual (Spanish/English) classrooms not only centers the use of an individual’s full linguistic repertoire, it goes beyond el uso de la a y la o and critically examines equity and how language use positions people. Both linguistic inclusivity and fluidity involve the role of the teacher and the responsibility they have to create spaces in the classroom to develop critical language awareness.

Argumentamos el concepto de fluidez lingüística como esa destreza que tanto estudiantes y educadores tienen para languaging beyond heteronormative constructs that constrain both language and racialized people who identify as being a part of the Lesbian, Gay, Bisexual, Trans, Queer/Questioning, Intersex, Asexual (LGBTQIA+) community. Both linguistic fluidity and inclusivity are a part of oppressive systems that continue to marginalize communities of Color. When bilingual educators aim to disrupt these oppressive systems regarding the bilingual rights of children, it should also include the gender-inclusive rights of all children. It is urgent that educators, parents, and administrators critically examine, reflect, and talk about the use of Spanish in tandem with the intersecting LGBTQIA+ identities of young children, especially those from racialized backgrounds.

Preparación de maestres

Es crucial preparar a futuros educadores bilingües para que estes enseñen español y materias (e.g., ciencias, arte, matemáticas) en español en un contexto y desde una perspectiva que va más allá del femenino o lo masculino. The preparation of bilingual educators to teach using a gender-inclusive lens is an area of research that warrants critical attention (Brochin, 2019). First and foremost, when teachers engage in critical pedagogy with and for students of Color one of the crucial elements is love. Approaching topics related to LGBTQIA+ issues, which in this case includes the standardized use of the feminine a and the masculine o, teachers have the capacity to serve as allies.

When bilingual teacher preparation program standards emphasize “inclusivity” and “social equity/justice” themes, they should include concepts related to Queer theory, Xicana feminist pedagogies, etc., throughout the curriculum.

Additionally, both professional learning experiences and teacher preparation programs should examine how the Spanish language perpetuates heteronormative and gendered social constructs (Dougherty, Palmer, Aldana & Gilreath, 2023). The examination of multicultural children's literature offers students mirrors and windows to question why heteronormativity is dominant in the majority of books and/or the opportunity to see diversity in the representation of families (Brochin, 2019; Dougherty et al., 2023).

At a time when LGBTQIA+ people's rights are being contested, bilingual (Spanish/English) teachers, administrators, and parents are called upon to dissent and dismantle heteronormative Spanish norms and build upon the languaging love for and with all bilingual children.

Concluimos

Es obvio que nuestro languaging evoluciona, cambia y se adapta a nuevos espacios, nuevos modos de comunicación y nuevas literacies. Sería un poco naive y hasta cierto punto irresponsable pensar que una lengua y su lenguaje del siglo XV se puede y debe seguir usando de la misma manera setecientos años más tarde.

En aquel entonces la lengua estaba controlada por unos pocos que determinaban y dictaban los parámetros de la misma. La realidad actual has challenged lo binario no por contrariar o combatir a lo femenino y masculino sino porque estas dos categorías no son suficientes. De hecho nunca lo fueron. Si estamos de acuerdo en esta necesidad de dismantelar the oppressive and heteronormative nature of the Spanish language, we have to take several steps forward and go beyond de la a y la o.

Este artículo es uno de los pasos que hemos tomado en nuestro journey as critical educators and users of Spanish. Enseñar cariño no es solo tolerar a otros desde una posicionalidad y languaging heteronormativos cargados de privilegios. Todos tenemos nuestras armaduras y las utilizamos para protegernos de los estereotipos, biases, sexismo y todos los demás -ismos presentes en nuestra sociedad. Si no rompemos con lo heteronormativo siempre nos seguiremos preguntando qué existe debajo de esas armaduras: un corazón o una herida. 🌸

References and the English translation are available in the appendix of the online version:

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EMPOWERING LONG-TERM ENGLISH LEARNERS WITH CULTURALLY RESPONSIVE READING



Melissa Ortiz, M.A.
San Marcos Unified School District

California’s multilingual students are a growing population, and there is an increasing number of long-term English learner (LTEL) students—those who have been classified as English learners for six or more years (California Department of Education, n.d.). For decades, classrooms emphasized reclassifying students as fluent English proficient, rather than acknowledging and developing primary language alongside English. These students may have spent many years with little value for their knowledge and experiences as culturally and linguistically diverse students (Abril-Gonzalez & Shannon, 2021), and often without adequate support for language acquisition (Menken et al., 2012). In the 2022-23 school year, LTEL students accounted for 55% of all English learners in grades 9 through 12 (California Department of Education, 2023). There is a significant need for evidence-based strategies for classroom teachers to support English learners before they become LTEL students, but especially afterward (Buenrostro & Maxwell-Jolly, 2021). The California English Learner Roadmap’s principle one asks educators to become “assets-oriented” (California Department of Education, 2018). However, there are still few resources available for teachers of this population, and at this grade level, to provide appropriate language support alongside grade-level skills, while also acknowledging and incorporating the assets of multilingual, multicultural students.

In my role as a high school English teacher, most of my emerging multilingual learners are LTEL students. I have observed them struggling with reading and writing requirements that increase as they advance through the grades. I have seen competent, bilingual students become confused and frustrated about their language and academic performance—and failure to be reclassified—despite years in U.S. schools, sometimes since kindergarten. I have taught English learners for many years, and employed many language strategies, but was never quite sure if my approach, always recommended for newcomer students, was appropriate for long-term language learners as well.

My graduate work at California State University San Marcos led me to the Multilingual and Multicultural Education program in which I completed a research project focused on reading strategies for LTEL students. I wanted to find ways to support language acquisition and reading comprehension and help students build connections with classmates in order to promote discourse and authentic language use. I investigated these questions: 1) How can collaborative reading strategies validate the linguistic and cultural assets of LTEL students in high school to improve reading comprehension? 2) What kinds of connections do LTEL students make with content area texts as a means of learning? and 3) Do those connections validate student knowledge and experiences in a way that positions students as experts?

Theoretical Framework

Culturally responsive teaching acknowledges the unique attributes of students from diverse backgrounds, including English learners, and validates their experience and knowledge as appropriate for the classroom (Gay, 2018). Classroom instruction, including content-area reading, “must be accessible to students and connected to their lives and experiences outside of school” (Gay, 2018, p. 142). When students are asked to incorporate their knowledge, beliefs, and values as they read, their lives outside of school are validated. Life experiences serve to bridge the realities of students’ lives with complex texts from the curriculum. While LTEL students are often viewed for what they lack—English proficiency—incorporating their lived experiences, cultural heritage, and discourse styles can lead to improved academic achievement (Gay, 2018). Regularly structuring learning experiences to incorporate both collaborative group discussions, and their lived experiences, positions students as experts within a group, regardless of their language acquisition status. When students work with classmates toward a common goal, they develop a sense of community and responsibility with their classmates (Gay, 2018). By providing language support and the

expectation that all students collaborate, teachers create resources and relationships for students to use language authentically and develop language proficiency. They become empowered for ongoing learning, using self-selected strategies and relationships with classmates to work through reading or language challenges.

Methods and Participants

I developed a series of lessons in my 12th grade English language arts (ELA) class for a study of one grade-level text, consisting of pre-reading, during-reading, and post-reading strategies. All students participated in the lessons and data was collected from LTEL students, including notes from pre-reading and during-reading activities, an oral language assessment of English language development (ELD) standards during small group discussion, and responses from a post-reading comprehension assessment. The reading comprehension test assessed four informational reading standards specific to the text studied. The final question of the comprehension assessment was an ungraded reflection about student perception of each strategy.

Data collection took place during one week of class in four sections of 12th-grade ELA at a comprehensive suburban high school. Six LTEL focal students were identified and their notes, assessment results, and reflections were examined. Five of these students were U.S.-born, and all were primary-language Spanish speakers who had been in U.S. schools since kindergarten.

Strategies Implemented and Results

Prior knowledge discussion: Before reading a grade-level text, students completed a modified “Inside Out” discussion activity (Myers & Hightower, 2019). They identified their knowledge and experiences about key words related to the text, then discussed their ideas with classmates. All students were able to identify facts, ideas, or examples related to the text. Responses were largely definitions and general statements. Three students recorded experiences related to their own or family members’ lives.

Text annotations: Students first read the grade-level text independently with a prompt to underline vocabulary, examples of misinformation, or study results. The following day, students prepared for a group discussion by making annotations to explicitly draw on their thoughts, knowledge, and experiences. They were prompted to write at least one personal connection and one question for discussion. Students could choose to write a clarifying question, a question for the author, or something to ask about classmates’ perspectives. All LTEL students successfully created annotations. Three wrote clarifying questions to ask their classmates later, and one wrote a question for the author. All participants wrote at least one question to ask the perspective of classmates. In addition, all students were able to make a connection to a personal experience, three students wrote emotional reactions to the text, and four students made general comments that were relevant to the topic and appeared to paraphrase or summarize the text.

Structured reading discussions: Academic discussions took place using the prepared text annotations and a modified “Save the Last Word for Me” protocol (Facing History and Ourselves, 2020). LTEL students were grouped strategically with reclassified and monolingual classmates and observed for approximately five minutes using an ELD standards-based observation sheet. All LTEL students who participated in the discussion contributed ideas, followed turn-taking rules, asked or answered relevant questions,

and made connections between the ideas of the text. Other significant skills demonstrated included affirming others’ ideas, articulating relevant text evidence, and asking for clarification.

Standards-based reading assessment: After the group discussion, students completed a standards-based reading assessment about the text. Five open-ended questions were presented as a reading quiz, and students were permitted to use their text with annotations. Four of the California Reading for Information standards were assessed, with partial credit allowed. One student achieved 100% on the assessment, four students answered with 80% accuracy, and one earned 50%. They were most successful with analyzing text structure, and least successful with the author’s purpose.

Strategy reflection: All strategies were meant to elicit and build on students’ prior knowledge. To examine their perception of these, students completed a reflective survey asking how they viewed each activity as having an impact on their own academic growth and feelings of success. They viewed five classroom strategies completed before the assessment and could select any number they felt had a positive impact on their skill levels or feelings of success.

All six LTEL students completed the reflection, resulting in 83 total selections. Students identified reading skills as most impacted by the lessons and perceived a positive reading outcome from any strategy 17 times. They also noticed an improvement in discussion skills, giving a positive response 15 times. Feeling proud about their knowledge and experience was chosen 13 times and feeling empowered to teach themselves or others was chosen 15 times. The specific strategies that were perceived most positively were listing personal knowledge or experiences and discussing that knowledge with classmates, which were both selected 18 times. Making text annotations was chosen seventeen times. The least frequently selected strategies were thinking about how a text connects with their own lives, and discussing a text with classmates, which were each chosen 15 times.

Discussion of Results

Despite a short observation period, LTEL students demonstrated high levels of academic discourse. The structured discussion protocol provided an expectation of participation while empowering students to engage classmates in a variety of ways. Having text annotations prepared in advance meant that students could confidently share their personal insights on the topic while seeking out the knowledge they needed to fully comprehend, or explore ideas within the text.

With one exception, LTEL students performed at or near grade level on the reading assessment, indicating that the pre-, during-, and post-reading activities had a positive impact on



their comprehension skills in English. This is often in contrast to standardized tests of comprehension, the data from which is used to reclassify students as fully English proficient.

Finally, although students needed prompting to make connections with the text and with each other, their time and effort to think, write, and discuss prior knowledge and experiences served to activate valuable information in their lives, unlocking crucial knowledge and experiences for LTEL students to access grade-level text. The strategies allowed students to feel proud of the knowledge they bring to the classroom, indicating that they found the activities to validate their unique experiences as multilingual students, and to contribute to their learning. In addition, students were empowered to choose how they could approach unknown information in the text and what topics to bring to the discussion. Knowing that their lived experiences could help classmates understand a difficult text seemed to give them the confidence to share unique ideas, even if they did not always feel like an expert.

Each strategy was designed to build on the next, creating a pathway for success through the reading process. Discussing prior knowledge with classmates provided LTEL students with practice of discussion skills before the assessment in the small group discussion. It also unlocked experiences they could consider while they read the article in-depth. Annotation prompts ensured focused reading took place and served as a reference for the reading assessment. The strategies not only accessed but leveraged

students’ unique experiences and perspectives throughout the lesson sequence, making them truly an asset to their learning.

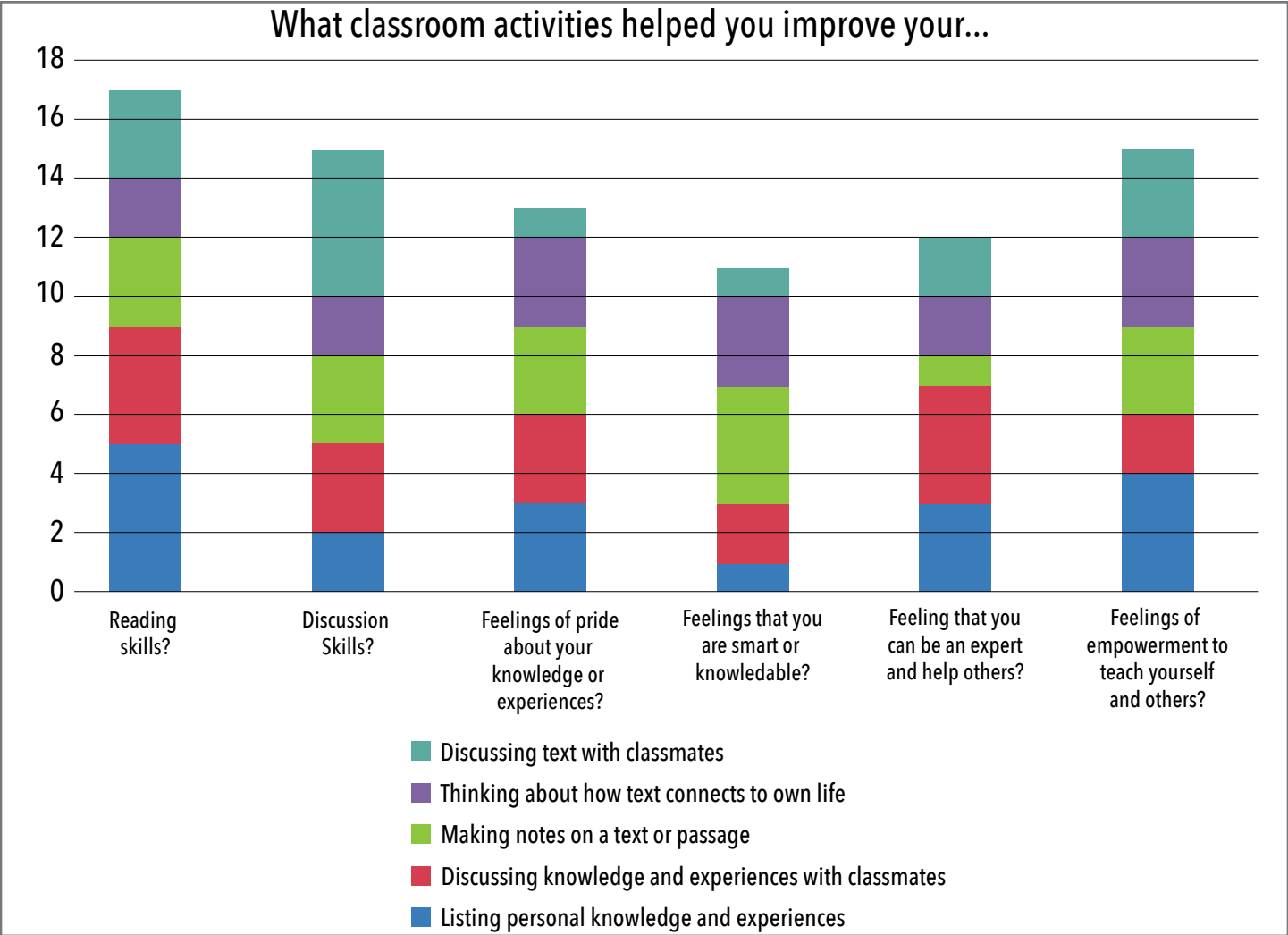
Implications

LTEL students continue to need a variety of language supports in the classroom. Annotation, collaboration, and structured discussion can support struggling readers (Boardman et al., 2015; Fisher & Frey, 2014; Hall et al., 2017), including long-term English learners. Combining language scaffolds with culturally responsive strategies, such as integrating prior knowledge, can improve their achievement in the classroom (Cervetti & Hiebert, 2018) because they validate students’ lived experiences and empower them towards further learning (Gay, 2018).

The strategies from this investigation can be implemented in secondary ELA classrooms with LTEL students and other emerging multilinguals. It can be adapted for other content area class readings such as history, science, and the like. They serve as a set of linguistic supports that are also culturally responsive, creating more equitable classroom experiences for culturally and linguistically diverse students. With implementation at earlier grades, emergent bilingual students are validated and empowered sooner in their school career, gaining additional tools to grow their language and academic skills. 🌸

Notes and references are available in the appendix of the online version: https://www.gocabe.org/index.php/multilinguaeducator_publication/

Chart 1: Results of reflective survey



Multilingualism: Building Bridges to a Golden Future

We live in a multilingual universe that depends on us being able to build bridges that connect us across our diversity. Language can divide us, but multilingualism helps us create the bridges to our united future. Because I am multilingual, I will be able to follow my dreams and enjoy the many dreams that live in the world around me. This world belongs to us, and there will be no limits to our dreams. Being multilingual gives us the power to communicate across an entire universe with people who think in different ways and who have their own beautiful dreams. Multilingualism helps us create a world that is more understanding and capable of solving the big dilemmas we face today and in the future. We can use our words like weapons to defeat our problems, thanks to the power of multilingualism.

We can be poets and artists, and we can paint a new universe with our words. With this in mind, I would like to share a poem with you that I wrote in Spanish. It's called *Con ser bilingüe, cambio mi futuro*.

Como un colibrí que canta su canción carmesí por el aire,
Oigo las voces de mi comunidad como una sinfonía
Natural de muchos idiomas rítmicos y maravillosos.

Ser bilingüe es lo mejor para mi comunidad querida.
Elegante y ecológica, ella nos provee una excelente educación.
Rimas radiantes y rebeldes juegan por cada esquina.

Bienvenidos a mi comunidad y al español. Nos
Inspiramos a ser más inteligentes. Con nuestra imaginación,
La oscuridad del anochecer se enciende e
Inventamos nuevas maneras de convivir y de compartir.

Nadie puede decirnos que no vale el bilingüismo.
Mi Generación es global, y nuestra geografía no tiene fronteras.
Unidos por nuestra diversidad, sabemos luchar.
Escribimos nuestro propio futuro eléctrico.

Celebro los idiomas que florecen entre familia
Abrazo las sílabas sabrosas de mi lenguaje.
Mi corazón crece sin límites al oír español, y
Brotan raíces fuertes y ramas como pinceles
Impresionantes, que pintan un arco iris de idiomas.

Maravillosos, iluminan el horizonte con colores
Iridiscentes y prismáticos, infinitos
Formando el mundo futuro que nos espera,
Único y resplandeciente. Es un calidoscopio, un
Tesoro dramático que cambia sin fin.

Unida, mi comunidad nos promete una buena vida.
Reconoce su responsabilidad de luchar para
Oportunidades para nosotros.

Con ser bilingües, ha cambiado nuestro futuro.
Con ser bilingües, hemos cambiado nuestro futuro.



Liliana Isabella Honeywood Sánchez
Student, Spelman College

En esta temporada celebramos a los estudiantes que se han ganado el Sello de bilingüismo. Hay que promover de manera mucho más visible estos logros. Por ejemplo, debemos poner el mismo nivel de atención al bilingüismo y el multilingüismo que damos a los logros deportivos. ¡Imagínense cómo cambiaría nuestro mundo si pudiéramos realizar esa pequeña meta!

ABOUT THE AUTHOR

Liliana is a graduate of Patterson High School and a student at Spelman College. She speaks Spanish and English and is learning Arabic. She was selected to provide the opening address for her school's Seal of Biliteracy Awards Celebration. She has multiple talents and interests: She is the percussion section leader in the school band and also plays bass guitar, acoustic guitar, the ukulele, and the doumbek, or Arabic drum. She has presented testimony on the value of the arts and multilingual programs before both houses of the California legislature. As a writer, poet, dancer, musician, photographer, world traveler, and motivational speaker, she believes that the world is more beautiful with many languages and the arts. She admits that by nature, she is a very passionate person with big ideas that carry with them some inevitable chaos, disruption of the status quo, and powerful emotions. As a young woman of color with a strong alpha personality, she is proud of her level of advocacy, self-respect, and self-initiative. 🌸

Strategies and Cultural Awareness Around Helping English Learners with a Chinese Background



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*Stonebrae Elementary School,
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Helping English language learners can be daunting, especially for educators who do not share the same linguistic and cultural background with their students. In this article, I will share useful tips, practical strategies, and cultural awareness to help educators more effectively help English learners (ELs) from a Chinese background.

Linguistic Characteristics of the Chinese Language

- **Chinese has many dialects (Mandarin, Cantonese, etc.).**
The Chinese language has a lot of different dialects, many of which are mutually unintelligible. Mandarin is the most common and official dialect used in China and among Chinese-speaking communities in countries such as Singapore and Malaysia. Cantonese is a dialect widely used in southern China around Guangdong (Canton) Province, Hong Kong, and Macau areas, as well as among some communities overseas, such as in the United States. Other less commonly used dialects, such as Hokkien, Shanghaiese, etc., are spoken in certain areas. Speakers of different dialects usually have a hard time understanding each other. However, most dialect users have a certain level of understanding of Mandarin, the most commonly used dialect. When you have ELs coming from a Chinese background, it can be useful to learn which exact dialect(s) they speak.
- **Chinese is a tonal language.**
Unlike most languages worldwide, Chinese (all dialects) is a tonal language. Saying a syllable in different tones can result in different words (Connine, C. M. & Ye, Y., 2010) and, thus, different meanings. For example, mā(妈, mother), má(麻, numb), mǎ(马, horse), and mà(骂, to scold) can sound identical to a non-Chinese speaker, yet they are distinctively different to a Chinese speaker, regardless of which dialect(s). Moreover, some words in Mandarin will have the same tone and pronunciation, which requires context to understand the meaning (e.g., homonyms).
- **Chinese is “slower” than most other languages.**
Partially thanks to its tonal feature, each Chinese syllable can carry more information than a single syllable in most other languages. This caused the Chinese language to have a high syllable data density, and the spoken Chinese language can sound “slower” than most other languages. As a result,

for learners from a Chinese background, the spoken English language can sound very fast, even if the English speakers think they are talking at a “normal” speed.

- **The syllables are distinct from each other.**
In the Chinese language, each character typically makes one syllable, and words are comprised of one or multiple characters. Each character/syllable is independent and can be separated from the others; therefore, Chinese speakers tend to separate syllables in other languages. Without conscious training, this feature might carry over to English learning and cause difficulties in blending sounds as they tend to “articulate” each syllable too much.
- **Chinese is not phonetic.**
For the most part, Chinese is not a phonetic language. The Chinese characters are known as pictographs and are recognized by their shapes. Learners from a Chinese background might have difficulty initially learning the letter-sound connection in English and other phonetic languages. Some may not be aware that this connection exists. Others may be aware of it because of “pinyin,” which can be used to phoneticize and type words in Mandarin.
- **Chinese grammar is fluid.**
While the grammar rules in the Chinese language are flexible within reason, a general syntactic structure is still followed. Sometimes, switching the sequence of words in a phrase does not interfere with understanding. As a result, learners from a Chinese background might initially have difficulty understanding grammar rules in other languages, especially when the rules tend to be rigid.
- **A bigger language difference means a longer silent period.**
Due to many factors, the linguistic difference between the Chinese and English languages is bigger than that between English and other phonetic languages, such as Spanish. Consequently, ELs from a Chinese background might experience a longer silent period than learners from other linguistic backgrounds, such as English and Spanish.

Strengths of ELs from a Chinese Background

Learners from a Chinese language background possess many strengths that educators and families might want to take advantage of. Some of them include:

- **They are good with sight words.**
Learners from a Chinese language background tend to be very used to remembering words as a whole (given that every Chinese word is basically a sight word) and might need less time remembering sight words compared with most learners.
- **They are good with spelling and writing in general.**
Once taught the rules and patterns, learners from a Chinese language background can usually become good spellers who actively apply old rules and patterns to new words. They are also generally good with writing once taught the basic structure of different genres.
- **They are quick in learning new vocabulary, especially when grouped by theme.**
Instead of grouping new vocabulary words by similar sounds or spellings, grouping them by themes and topics is a good idea.
- **They are good with articulation and intonation.**
Learners from a Chinese language background are generally good at learning the intonation of words and phrases. Still, educators need to consciously teach them the difference between tones and their indication (for example, emotions). The Chinese language also does not differentiate between stressed and unstressed sounds, which is something educators need to teach. They also need to specify what the stress indicates. For example, REcord is a noun, and reCORD is a verb.

Areas of Focus for Learners from a Chinese Language Background

- **Long and short vowels.**
The vowels in the Chinese language are usually not differentiated into short and long vowels. Therefore, many learners might have a hard time telling them apart. Educators should consider spending more time explicitly teaching and practicing long and short vowels (such as the long /ee/ sound as in “sheep,” the short /i/ sound as in “ship,” etc.)
- **Certain consonants such as th, v, r, g.**
Many consonants in the Chinese language are pronounced similarly to those in English, such as the /m/, /n/, and /l/ sounds. However, some consonants are different, such as the /r/ consonant and the soft /g/ consonant (as in giraffe). Educators will benefit from explicitly teaching these sounds.



In addition, consonants such as the /th/ sound (as in thing) and the /v/ sound (as in verb) do not have equivalences in Chinese, vary by Chinese dialect, and must be taught separately.

- **Letter blending (str, spl, etc.).**
As mentioned before, students who speak Chinese as a first language might have difficulty learning letter blending. This is an area that educators would want to spend extra time working on. In previous experiences, teachers sometimes had students observe how our tongue and face muscles move, and let them hold up a mirror and try to observe themselves in the mirror to mimic the sound. This practice has been helpful in many cases.
- **Verb tense (past, third person singular)**
In Chinese grammar, verb tenses are marked by separate “markers” and not through changes made to the verb words. For example, “I kick the ball” is “我踢球”, while “I kicked the ball” is “我踢了球”. The verb 踢 itself was not changed, and the past tense was indicated by adding a 了 after the verb. Therefore, many learners from a Chinese background might initially have difficulty learning verb tenses, especially the past tense of irregular verbs and the rule of adding an “s” after a third-person singular verb (e.g., She likes coffee.).
- **Singular vs. plural forms of noun (irregular)**
Similar to verb tenses, plural forms of nouns in Chinese are marked by separate words, and most nouns stay the same whether used in singular or plural form. For example, “one apple” is “一个苹果”, and “two apples” is “两个苹果”, and the noun 苹果 (apple/apples) stays the same. In another example, “he” is “他”, and “they” is “他们”, and the plural form is indicated by adding the “们”. This is an area where learners need extra help and reminders.
- **Use of articles.**
The usage of articles (a/an, the) is very different in Chinese. There is no good equivalent to the article “the,” and learners might have a hard time understanding how and when to use this word. Educators need to model with a lot of examples and explicit corrections.
- **Placement of adverb or adverbial phrases.**
In a Chinese sentence, the adverb or adverbial phrase is usually placed in front of the verb (e.g., “I in bed sleep” instead of “I sleep in bed”). Students need to be explicitly taught to change the order in phrases and sentences.
- **Questions**
In Chinese, the order of words in a question is mostly the same as that in a narrative sentence. For example, “What is your name?” would be “Your name is what?” in Chinese. Learners from a Chinese background might initially have difficulty transitioning sentences into a question and must be explicitly taught how to do so.

Activities for Supporting Direct Instruction

Similar to learners from other linguistic backgrounds, learners from a Chinese background can benefit from being immersed in an environment with abundant exposure to the English language. Resources such as bilingual flashcards, word walls, and dictionaries (for older students) are helpful to have at hand. It is also important to teach students how to use these resources.

Hands-on activities help students make the connection between letter shapes and sounds. For example, students

(especially younger ones) can use playdough and sandbox to make or draw letter shapes. Moreover, students benefit greatly from instruction by modeling, such as shared reading, shared writing, and using mentor texts.

When supporting English learners from a Chinese background, it is important to keep in mind that due to linguistic and cultural factors, they might need a longer time for observation (silent period) before they can actively participate in literacy activities. Instruction and practice need to allow different levels of participation. For students who need to work on reading fluency but are too introverted to participate in class, having them record themselves with Google Voice and send the recording to the teacher might be a good idea for homework assignments.

Lastly, here are a few tips about cultural awareness when working with families coming from a Chinese background. They generally respect educators a lot and regard their opinions as

sacred. Families are usually willing to help with the student's learning when given practical suggestions and resources. For adults who don't speak English fluently, remind them that reading and speaking in their home language can also promote literacy development. Educators should be discouraged from giving students "English" names that are "easier to pronounce." Given the benefit of the doubt, educators don't want to embarrass themselves by mispronouncing students' names. Still, they need to model being a learner by learning to pronounce their students' names. Only when educators truly respect and appreciate different languages can they be role models for multilingual learners, and learning how to pronounce each other's names is a good starting point. 🌸

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Using Transliteration to Create Reading Materials for Heritage Language Acquirers



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The advantages of bilingualism and multilingualism in a globalized world have been highlighted through decades of research. These advantages include achieving cognitive advantages of knowing more than one language, gaining financial benefits with more international business possibilities, and developing more empathy through multiculturalism (Krashen, 1998; Cho & Krashen, 2000; Ashtari & Krashen, 2020). Annually, millions of families immigrate to other countries in search of better lives and opportunities for themselves and their children (United Nations Migration Report, 2020). Heritage languages are languages spoken at home by children of immigrant families. However, as the children get older, there is a significant decline in their heritage language competence and use. There are various barriers responsible for this lack of advanced proficiency in heritage languages. One of the main obstacles is the lack of comprehensible and compelling reading materials written in heritage languages (Ashtari, 2023; Ashtari, 2020; Ashtari & Krashen, 2020). One of the most effective solutions is creating more reading materials that are appropriate and interesting to heritage language acquirers.

Transliteration and romanization are also ways to bridge the gap between languages that do not use a Latin-based alphabet and those that do. Considering the lack of helpful reading materials as a barrier to heritage language development, we decided to write and illustrate a series of books to help Farsi/Persian heritage language acquirers in the US become more proficient in their heritage language and culture. “The Adventures of Ilya and Iran” book series (see Figure 1) follows the journey of a half-Persian/half-Russian/all-American boy named Ilya, based on the author’s nephew, who was born to immigrant parents and is currently being raised in the United States. Throughout the books, Ilya learns more about Iran and his heritage language so that he can talk more with his Persian-speaking family and friends and celebrate more Iranian traditions. “Ilya and Alphabet”, “Ilya and Norouz”, and “Ilya and Yalda” are the next books in the series, with each book focusing on separate key traditions and aspects of the Persian language and culture.

Figure 1: The Adventures of Ilya and Iran

Note. By Nooshan Ashtari and Yixuan Ji. 2022. Ketab Publishing House.





Figure 2: Sample Page Note. Using both Farsi and English Scripts

The books use transliteration and romanization to make the content more accessible and comprehensible for readers. Transliteration refers to converting one script into another, while romanization is using the Roman (Latin) alphabet to represent non-Latin scripts such as Farsi. The Adventures of Ilya and Iran books are formatted by using the Farsi script in addition to *English*, or the Romanization of the Farsi alphabet using the Roman alphabet. Studies have shown that when using concurrent translations in bilingual books, the readers mainly focus on the language they know and tune out the language they are unfamiliar with (Ulanoff & Pucci, 1993; Lindholm-Leary, Genesee, 2010). Therefore, we decided not to include the English translations of the book on the main pages of the story and only focus on the Farsi and Finglish versions, as shown in Figure 2.

The books also come with a Farsi to Finglish guide in the beginning sections that closely match each Farsi letter and sound with their Roman representations in order to make the reading experience easier and more straightforward for the readers (see Figure 3).

When it comes to languages that do not use a Latin-based writing system, the acquisition and instruction of such languages can come with their own set of challenges and triumphs. By using transliteration and romanization to create reading materials for heritage language acquirers, we can benefit from them as stepping stones for the readers' language development. Once the heritage language acquirers are more comfortable with the new words, meanings, and sentence structures, they can more easily move forward with the main writing systems in languages such as Farsi to become more proficient. This method can be used in all languages that have writing systems that do not match those of the learners' first languages so that readers can begin their adventures of acquiring a new language with interest and enthusiasm about stories and illustrations before slowly and strategically progressing in all other aspects of their target languages. 🌸



Figure 3: Farsi to Finglish Guide

Note. Clear guidelines for Farsi letters/sounds and their corresponding Roman representations

Farsi to Finglish Guide راهنمای الفبای فارسی به فینگلیسی			
Letter	حرف صدا	Example	نمونه فارسی
Āā	ع/آ	Āb	آب
Aa	ا	Az	از
Ee	اِ	Esm	اسم
Ii	ای	Miz	میز
Oo	او	Bozorg	بزرگ

References are available in the appendix of the online version:
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An Equity-Focused New Three-Year LCAP: New Requirements for Addressing English Learners?



**CALIFORNIANS
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Shelly Spiegel-Coleman, M.A.
Californians Together

Since the beginning of the Local Control Funding Formula (LCFF) in 2013-14, Californians Together, the Center for Equity for English Learners (CEEL) at Loyola Marymount University, the California Association for Bilingual Education (CABE), and many other organizations and educators have been focused on making the needs of English learners (ELs) transparent through the indicators on the Data Dashboard. The data on the Dashboard should create incentives to comprehensively uplift and address the needs of ELs in the district's Local Control Accountability Plans (LCAPs).

Over the last 8 years, our organizations read and analyzed district LCAPs and subsequently published four reports. The titles of the reports alone tell the story: *Falling Short on the Promise for English Learners*, *A Weak Response to English Learners*, *Masking the Focus on English Learners*, and *In Search of Equity for English Learners*. In these reports, we documented years of neglect when addressing language, academic, and program needs. Each of these reports also provided recommendations to intentionally target the needs of ELs for local districts, county offices, and the state. In response to our reports, language was inserted in the 2018-19 budget requiring districts to include in their LCAPs a

description of their English learner programs and the professional development they offer to the teachers of ELs. Although important, these two new requirements did not get to the heart of the issue. How were districts progressing in closing opportunity and outcome gaps? What goals did districts have to align services, programs, and financial support for ELs? How were the LCAPs addressing the diverse needs and various profiles of English learners, knowing that they are not a homogenous group?

Finally, with gratitude to the Governor and the State Board of Education and ten years of Local Control Funding Formula advocacy, many of these issues were addressed in the final 2023-24 budget trailer bill (AB 114). The following sections address some of the ways that these new requirements will direct districts to represent a more complete picture of goals, actions, and services leading to a comprehensive approach informed by actionable data for English learners. Now is the time to make sure that the new requirements are welcomed and discussed front and center in the development of next year's new three-year LCAPs.

Setting Goals for English Learners: In October '22, the study, *In Search of Equity for English Learners*, published by CEEL and

Californians Together, reviewed districts with large numbers or percentages of ELs and found that only 15% of the LCAPs in the study had set a goal (and related actions) for English learners or English language development (ELD). Without clear goals, there are no required actions and services and without actions and services, minimal financial support is allocated. The following language from the 2023-2024 budget trailer bill raises the bar with a new mandate:

This bill would revise and recast provisions involving the contents of these instructions to, among other things, require these instructions to specify that school districts, county offices of education, and charter schools are required, commencing with 2024–25 local control and accountability plans to include certain actions in the LCAP when a school or pupil group within a local educational agency, or a pupil group within a school, received the lowest performance level on one or more state indicators on the California School Dashboard, as provided, and, for local educational agencies receiving Local Control Funding Formula Equity Multiplier funding, specific goals for each school generating that funding, as provided.

This means that any district or school with a red performance level on one or more indicators for English learners must include a goal for ELs in their LCAPs with actions, services, and budget allocations aligned to the goal(s). Districts that have written goals for “all students” now need to be intentional about what is expected for growth for specific student groups.

Sample EL Goal:

ALL English learners will be provided integrated and designated English learner support, guaranteeing access to the core curriculum, and ensuring successful reclassification by the end of the elementary school experience and/or 5 years of US instruction, thereby decreasing the number of long-term English learners (LTELs) as measured by state and district level assessments.

Addressing Opportunity and Outcome Gaps and Disparities:

In the same report, Californians Together and CEEL revealed that 81% (21 out of 26 LCAPs) had ratings of “weak” or “no evidence” for *Desired Outcomes for English learners*. We recommended that districts use metrics and differentiate growth targets to set expectations to close these gaps. The budget trailer bill addresses this recommendation with the following language:

The process of developing and annually updating the local control and accountability plan shall support school districts, county offices of education, and charter schools in comprehensive strategic planning, accountability, and improvement across the state priorities, particularly to address and reduce disparities in opportunities and outcomes between pupil groups indicated by the California School Dashboard, and any locally

identified priorities through meaningful engagement with local stakeholders. (2) In developing the template for the local control and accountability plan and annual update to the local control and accountability plan, the state board shall ensure that school districts, county offices of education, and charter schools track and report their progress annually on all state priorities, including the applicable metrics specified within each state priority and, for charter schools, in accordance with Section 47606.5. (3) For each action and budgeted expenditure provided to all pupils on a districtwide, countywide, or charter wide basis pursuant to Section 42238.07, one or more specific metrics to monitor the intended outcome of that action and budgeted expenditure shall be identified.

No longer shall districts include generic growth targets such as, “All students will grow 3% on the California Assessment of Student Performance and Progress (CAASPP) for English language arts.” Specific metrics must be included to show the expectation for English learners to grow at a faster rate to close gaps. The language further requires monitoring of the growth and funds allotted to support actions to accelerate growth for ELs.

Long-Term English Learners:

Lastly, since the publication of *Reparable Harm: Fulfilling the Unkept Promises to Long-Term English Learners*, in 2010, our organization has continued to address the needs of long-term English learners (LTELs) through reports, webinars, and legislation. California is one of the very few states to report on LTELs and students at risk of becoming LTELs by district and statewide. However, in the review of LCAPs in the October report, we found that while there was notable mention of LTELs; there was limited description of programs, actions, and services designed to respond to their differentiated needs. The legislative language now requires significant attention to LTELs in the district’s LCAPs:

Existing law requires the single multiple measures public school accountability system authorized by the provisions requiring the state board to adopt evaluation rubrics to measure the overall performance of numerically significant pupil subgroups in schools, including charter schools, school districts, and county offices of education, as provided. Existing law includes within these numerically significant pupil subgroups, among others, English learners. This bill would include English learners and, separately, long-term English learners for this purpose. For a subgroup of pupils who are foster youth, or homeless or long-term English learners, a numerically significant pupil subgroup is one that consists of at least 15 pupils.

With the new threshold of 15 students, a vast majority of schools and districts will have to address LTELs in their LCAPs. This means goals, actions, and services specific to their needs will become part of the LCAP. Although not required, those

The chart below is from a district example from an LCAP illustrating differentiated growth targets for the student groups.

Metric	Baseline	Year1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Programs and services developed and provided to duplicated pupils and students with exceptional needs (EL = Emergent multilingual students; FY = Foster Youth; HY = Homeless youth students; SWD = Students with disabilities)	Reading; Math NWEA High Average or High EL: 2.98%; 2.79% Foster: 11.32%; 9.40% Homeless 11.96%; 8.67%; SWD: 5.56%; 4.11% in winter administration 2020-2021	All: 21.24%, 14.34% EL: 4.1%, 4.7% FY: 19.6%, 11.7% HY: 14.6%, 7.2% SWD: 4.7%, 3.4% Reading; Math NWEA High Average or High on the Spring 2021-2022 administration			EL: 10%, 10% Foster: 15%; 15% Homeless:15%; 15%; SPED: 10%; 10%

Metric	Baseline	Year1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Percent of emerging bilingual students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores. (Outcome not available Year 1) Source: California Dashboard	2019 45%	2021 Not Available (Dashboard Measure Suspended)			≥ 55%
Reduction of the percent of emerging bilingual students who are Long Term English Learners (LTELs = categorized as EL for more than 6 years)	2020-2021 LTEL rate 38% (new metric)	2021-2022 LTEL rate 29%			Reduction of rate ≥ 5%

preparing LCAPs should be advised to not only address how best to serve current LTELs, but to preventatively look at addressing the needs of the students identified as being at risk of becoming LTELs in order to prevent students from becoming LTELs. This strategy of shining a light on a cohort of English learners with a distinct profile is something that can be adapted to other cohorts such as newcomers or dually identified special education and EL students. English learners are not a homogenous group and using the LCAP to establish a plan that recognizes the distinctions is valuable.

LCAP Sample LTEL and Reclassification Metrics and Expectations:

In 2023, we are just at the beginning of committing serious attention and accountability for California's 1.1 million English

learners. Each of us plays an important role to see to it that the new requirements are welcomed, discussed, and front and center in the deliberations over the content and language in our district's LCAPs. How these new elements will be interpreted and integrated into a revised LCAP template is an important next step. It is critical that English learner educators and specialists serve on state and local LCAP committees and provide input making sure these new requirements are a significant part of the developmental process. No longer should we be "in search of equity" in the LCAPs. These new elements should be roadmaps to success and set aspirations for all students, including English learners, to achieve and thrive in our schools and communities. 🌸

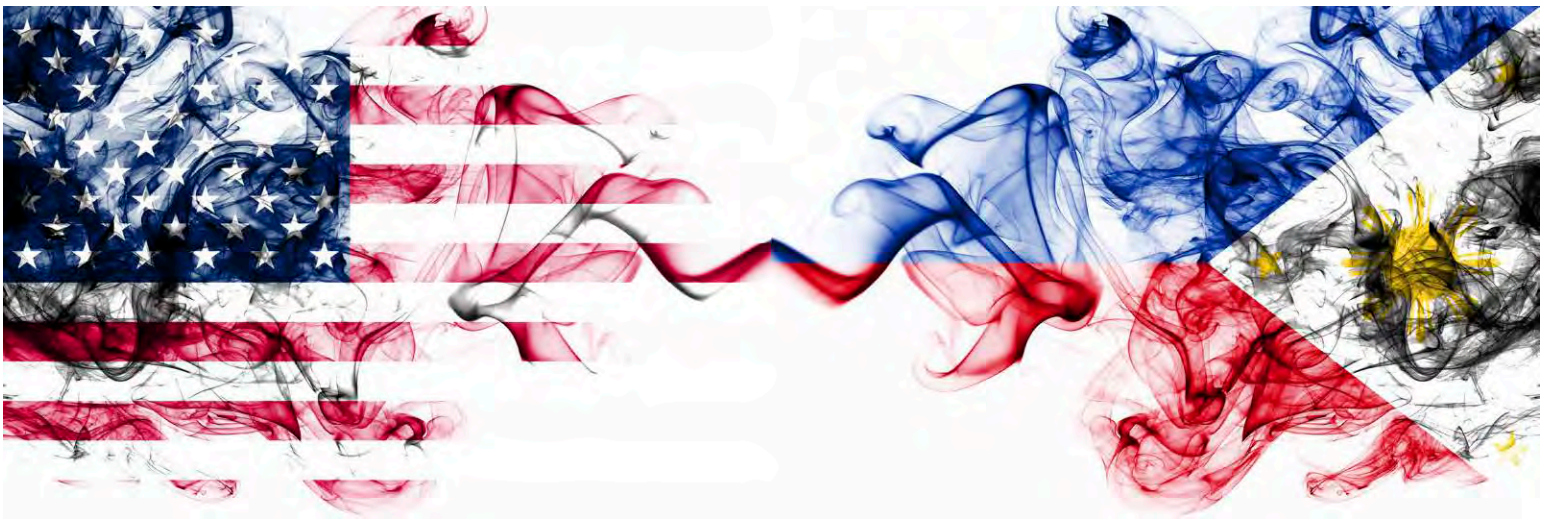
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Hindi Pa Huli Ang Lahat: Pagpapasigla sa Kumukupas na Pilipinong Wikang Pamana

(It Is Never Too Late: Revitalizing the Fading Filipino Heritage Language)



nilikha ni Nirmla G. Flores, Ed.D.
California State Polytechnic University Pomona

Nag-uumpaw ang aking kagalakan dahil sa pagkakataon na ito na maibahagi ko ang aking pananaw tungkol sa kasalukuyang kondisyon ng wikang pamana, lalo na para sa mga masisiglang kababayan at katutubong Pilipinong nandito sa Amerika. Nagsimula akong magmuni-muni noong ako ay naimbitahang magsalita sa Asian Languages Institute na organisado ng CABE (California Association for Bilingual Education) noong nakaraang Marso 2023, para sa taunang kumperensya sa Long Beach. Ang aking presentasyon ay nakatuon para sa aking mga kapwa Pilipinong guro para matutunan ang mga epektibong estratehiya ng pagtuturo ng Pilipinong wikang pamana para sa mga Pilipinong kabataan dito sa Amerika.

Ako ay nagulat dahil hindi ko akalain na kakaunti lang ang dadalo ng aking sesyon. Hindi ako makapaniwala na iisa lang na guro, matapang na kaluluwa, ang dumalo noong unang 30 minutos. Hanggang halos patapos na ang sesyon na biglang dalawa pang guro ang napadpad sa aking sesyon. Sa ganitong pangyayari nagsimula akong magtaka at mag-isip ng maraming dahilan. Kahit pitong tao ang nagsabi sa listahan na makakapunta, tatlo lang ang kusang dumalo. Bakit kaya?

Unang-una, haka-haka ko, bukas-palad na ibinigay ang aking perlas ng karunungan sa sesyon na ito. Dahil sa libre ang kumperensiya sa pangkalahatan,

yung mga nag-rehistro ay binalewala ang halaga ng pagpupulong. Pangalawa, siguro dahil ang sesyon ay ginanap ng Sabado nang umaga, nagbago ang kanilang pag-iisip at mas pinili nila ang ibang bagay gaya ng mas mahabang pagtulog o makasama ang pamilya kaysa sa libreng kumperensya. Pangatlo, dahil hindi ako ganoon kakilala at hindi pang-Hollywood ang aking reputasyon, nagdalawang isip sila at posibleng nagdesisyon na hindi pumunta dahil hindi sila makatiyak na mayroon silang mapupulot mula sa aking presentasyon. Ang lahat ng tatlong dahilan na ito ay posibleng rason kung bakit tatlong tao lang ang dumalo ng presentasyon ko.

Pero, itong pang-apat na rason ang palagay ko ang nakanakaw ng pansin ng madla at ang pinakakapani-paniwala sa lahat dahil mula noon hanggang ngayon, ito ang kondisyon na hindi pumapanaw—ang tawag ay mentalidad na kolonyal—isang relik na umusbong noong sinakop ng mga Espanyol ang Pilipinas nang tatlong daang taon (1565-1898) at ang hegemonya ng Amerika (1898-1946) na halos kalahating siglo. Dahil sa sobrang impluwensiya ng mga mananakop, nalinlang nila ang mga katutubong mamamayan sa isang baluktod na pag-iisip, na sa katagalan ay naturingang mentalidad na kolonyal, na ang mga bagay-bagay na galing sa mga mananakop ay mas maganda, mas magaling, mas matibay, at di hamak na superyor sa lahat ng mga nilikha ng mga katutubong mamamayan. Ang

The English translation of this article is available in the appendix of the online version: https://www.gocabe.org/index.php/multilinguaeducator_publication

tawag dito ay kolonyal na mentalidad—isang klaseng pananaw na mas mataas ang kalidad ng anumang bagay, pangyayari, aspeto ng buhay, na nangagaling sa labas ng Pilipinas, lalung-lalo na sa Estados Unidos at mga bansa sa Europa. Kabilang sa mga bagay na ito ay ang mga produkto, tradisyon, pananamit, pagkilos, pananalita o wika, at kung anu-ano pa.

Kahit na ang pagsakop sa Pilipinas ay nangyari noong nakaraan at matagal nang panahon, itong pag-iisip na kolonyal ng mga Pilipino ay nangyayari pa rin hanggang ngayon. Kahit saan lumingon ang kapwang Pilipino, itong pananaw ay makikita sa lahat ng sector ng lipunan at bawat henerasyon ng Pilipinong komunidad. Halimbawa, mas pinapahalagahan ng karamihang Pilipino at parang may hilig sa mga produktong gawa sa ibang bansa, lalo na mula sa Amerika or Europa, kumpara sa gawa sa Pilipinas. At saka, ang taong marunong mag-Ingles (kahit iyon lang ang kanyang wika) ay pinaparangalan bilang diyos sa wika, samantalang ang isang Pilipinong bihasa sa Tagalog, Ingles, at kung anu-ano pang wika o dialekto ay nakakatanggap lang ng simpleng tango.

Dito sa Amerika, patuloy ang alamat. Karamihan sa mga Pilipino rito sa Amerika ay mas gustong kausapin ang kanilang mga anak sa Ingles kaysa sa Tagalog/Pilipino. Kadalasan kong naririnig sa mga magulang ay “Para saan pa ang pagsasalita ng Tagalog sa mga bata. Nandito na tayo sa Amerika?” Sa totoo lang, ganyan din ako noong umpisa, noong pinapalaki ko ang aking mga anak na lumaki sa dalawang lahi. Ang asawa ko ay Meksikanong Amerikano sa pang-apat na henerasyon, na ang tanging wika ay katulad ng kay Shakespeare. Habang lumalaki ang mga anak namin, hindi ko maiwasan na kausapin sila kadalasan sa Ingles, lalo na kapag nakaharap ang kanilang ama. Noong dati, paminsan-minsan lang ako nagkakaroon ng oportunidad na kausapin sila ng Tagalog lalo na kapag kami-kaming tatlo (ako at mga anak ko) lang ang magkakasama.

Ngayon na lang na medyo malalaki na ang mga anak ko (panganay ay 21 na taon, bunso ay 18 na taon) na sumiklab ang kanilang paganasang matuto ng wikang Pilipino. Mabuti na lang na sa ngayon, lubusan silang nakakaintindi ng Pilipino pero kahit hindi sila ganoon kabihasa sa pagsasalita ng Pilipino, misyon nila na sakupin ang unang wika ng kanilang ina. Nagsisisi ako na hindi ko pinagpursigi ang pagtuturo sa kanila ng aking wika nang mabuti, simula noong maliit pa lang sila. Nagpapaumanhin ako na hindi ko napakitang gilas ang aking kakayahan sa wika noong panahon na pinakamahalaga. Palagay ko, kasalanan ko rin dahil sa tagal ko dito sa Amerika (tatlumpu’t tatlong taon—mas maraming taon na nandito sa Amerika kaysa sa Pilipinas), naging komportable na akong hindi hasain ang aking wikang Pilipino. Sa katunayan, habang sinusulat ko itong artikulong ito, isinulat ko muna ang aking balangkas sa Ingles, imbes na Pilipino. Nakakatawang isipin na nakakahiya, pero totoo—isang testamento sa aking sariling leksikal na telenobela. Ganoon pa man, ang punu’t dulo ng ganitong kondisyon para sa akin at sa ilan pang kababayan na nakatira na rito sa Amerika nang matagal ay ang mentalidad na kolonyal na nanggaling pa sa ating mga ninuno.

Ano ngayon ang implikasyon nitong mentalidad na kolonyal sa ating mga kapwa Pilipino rito sa Amerika? Paano ito nakakaapekto sa ating sariling wikang pamana?



Una, malaking impluwensiya ng mentalidad na kolonyal sa pagpapalaki ng mga Pilipinong magulang kung paano turuan ang kanilang mga anak. Kumpara sa ibang grupo ng mga Asyano rito sa Amerika, ang mga Pilipinong magulang ay hindi nagpa-planong magtaguyod ng o ipadala ang kanilang anak sa mga programang nasa labas ng paaralan na may kinalaman sa pag-aaral ng Pilipino (Huang, Chu, & Macaranas, 1980 binanggit sa Baratz-Snowden et al., 1988). Akala nila na mayroong simbolo ng katayuan (status symbol) sa pagiging bihasa sa Ingles (Constantino, 1982). Nagkakaroon tuloy ng mas mataas na paggalang sa mga kabataang Pilipinong nakakasalita ng Ingles na walang aksento ng wikang Pilipino (Strobel 1994). Kaya naman, mayroong pagsalungat ang mga magulang na turuan ang kanilang anak ng Pilipino lalo na dito sa Amerika. Sa mentalidad na kolonyal, may mga magulang na nakikilaro sa pangkat ng Ingles, binabalewala ang mga programang nakatuon sa pag-aaral ng wikang Pilipino na parang alikabok.

Pangalawa, ang patuloy na pagkawala ng wikang pamana at pagkakakilanlan ng kultura ay dulot ng mentalidad na kolonyal. Nakakalungkot mang isipin na pinipili ng mga Pilipinong kabataan ngayon, sa pangkalahatan, na hindi sila magpakilala bilang Pilipino. Mas higit pa dito ay ang ibang kabataan ay nahihiyang ipakilala nila ang kanilang sarili bilang Pilipino dahil sa pag-aakala na mababa ang tingin ng tao sa kanila. Dahil dito, mas gugustuhin pa nilang ipakilala ang kanilang sarili bilang Amerikano kaysa bilang Pilipino. Ang pamanang wika ay papalabas kasama ng kultural na pagkakakilanlan.

Pangatlo, mayroong tensyon sa pagitan ng mga Pilipinong laki sa Pilipinas at mga ipinanganak dito sa Amerika. Malaki ang impluwensiya ng mentalidad na kolonyal dahil ang punu’t dulo ng hindi pagkakaintindihan nitong dalawang grupo ay ang wikang pamana. Pinahihirapan ng mga Pilipinong laki dito sa Amerika ang mga kababayang laki sa Pilipinas dahil hindi sila makasalita ng Ingles. Ganoon din ang kabilang kampo—ang mga laki sa Pilipinas ay binabalisa (distress) ang mga laki rito sa Amerika (Katz, 2000).

Ang tatlong implikasyong ito ay nakakabahala sa kondisyon ng ating mga kababayan dito sa Amerika. Sa lakas ng negatibong impluwensiya ng mentalidad na kolonyal, mayroon ba tayong magagawa para malabanan ito? Ang simpleng sagot ay oo, pero ang solusyon ay kumplikado.

Mayroong mga paraan para kontrahin itong mentalidad na kolonyal lalo na sa panahong ito na kung saan ang mga dalawahang programa sa wika ay pinahahalagahan. Ayon kay Kotok at DeMatthews (2018), ang mga edukasyong programa na pangdalawang wika ay nagbibigay ng pagkakataon para hikayatin ang mga mag-aaral na palawakin ang kanilang kaalaman sa kanilang lahi, kultura, at sariling wikang pamana. Higit dito, ang mga programang ito ay nagdudulot ng tagumpay akademiko para sa mga mag-aaral. Ang tagumpay sa paaralan ay bumubunga mula sa matibay na pundasyon ng wika sa tahanan (Legarreta-Marcada, 1991). Ang mga programang ito ay hindi lamang pang-edukasyonal na linya ng buhay, pero ito rin ay tiket patungo sa kaliwanagang kultural.

Dahil sa matinding kahalagahan na idinudulot ng mga programang pangdalawahang-wika, panahon na para palaguin at pasiglahin ang kumukupas na wikang Pilipinong pamana. Ito lang ang ilan sa mga paraan:

Kumbinsihin ang mga kapwa Pilipino na baguhin ang pananaw—na ang mga aspetong Amerikano ay hindi superyor (o mas mahalaga, mas matibay, mas maganda, etc.) sa mga aspetong Pilipino. Ipamulat sa mga kapwa Pilipino ang kaluwalhatian at kahalagahan ng pagpapanatili ng sariling wikang Pilipino. Ang mga bagong pananaliksik ay nagsasabi na ang pagbabago ng tao, kahit gaano pa kalalim ito, ay nagsisimula sa pagbuo ng bagong paniniwala. Pwedeng mangyari ang pagbabago kung sang-ayon ang taong makinig at makita ang mga ebidensiya ng kabilang panig. Sa ganitong paraan, ipakita natin sa ating mga kapwa Pilipino ang mga tagumpay na nagaganap sa mga programang pang-dalawahang wika.

Bumuo ng liga ng mga mandidigma ng wikang pamana. Makipagtulungan sa mga taong malakas ang paniniwala na ang pagpapasigla ng kumukupas na wikang Pilipino ay bubuhay sa

pagkakilanlan ng Pilipinong kultura. Sa palagay ko, mas epektibo ang pagkumpanya na palawakin ang kamalayan ng mga kapwa Pilipino kung maraming kababayan ang magsasamang makipag-ugnayan para maabot ang layunin na pasiglahin ang kumukupas na wikang pamana. Kapag mas maraming boses, mas malakas ang koro sa awit ng pagpapasigla ng kumukupas na wika.

Magmartsa tayo sa tunog ng pagbabago. Ituloy ang laban sa pamamagitan ng pag-angat ng boses patungo sa mga pinuno ng pamahalaan para baguhin o pagandahin ang mga patakaran sa pambatasan. Itong mga regulasyon na nauukol sa pagpaparami at pagpapasigla ng mga kursong pang-Pilipino na nauugnay sa kultura at wika. Ang boses natin ay magsilbing malakas na aparato para sa ating pamanang wika.

Ito ang ilan sa mga paraan para pabuhayin ang kumukupas at unti-unting nawawalang wikang pamana ng mga Pilipino dito sa Amerika. Hindi ganoon kadalang gawin dahil marami pa rin ang naiimpluwensiyahan ng mentalidad na kolonyal—ang mga kuko nito ay malalim. Pero hindi pa huli ang lahat lalo na kung ating pagsisikapan at pagtutulungan na makarating tayo sa lugar na lahat (o halos lahat) tayong mga Pilipino ay magkakaisa sa pagtataguyod ng ating sariling wika. At balang araw, ang pangarap ko ay makita hindi lang isa, dalawa, o tatlong partisipante ng mga guro ang dadalo sa isang pagpupulong gaya ng nangyari sa CAFE noong nakaraang Marso 2023, kundi marami pa sa isang daan o mahigit para sa nalalapit na hinaharap. Hindi pa huli ang lahat dahil nakikita ko na ang mga kapwa kong Pilipino rito sa Amerika ay unti-unting namumulan ang pag-iisip sa kasaganahan na naidudulot ng pagpapasigla ng ating sariling wika at kultura. Ipahiwatig ang matagumpay na tunog dahil ang rebolusyon ay nagsisimula na sa atin! 🌸

The English translation of this article is available in the appendix of the online version:

https://www.gocabe.org/index.php/multilinguaeducator_publication



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The California English Learner Roadmap: Aligning P–12 Policy to Educator Preparation



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Adopted by the California State Board of Education in 2017, the English Learner Roadmap (ELR) [<https://www.cde.ca.gov/sp/el/rm/rmpolicy.asp>] is designed to address the practical and structural deficiencies that have led to underachievement in California’s P-12th grade English learner (EL) population (CDE, 2022). Subsequently, the California legislature approved SB-594 Pupil Instruction: ELR Initiative (2019-2020) to support the implementation of the statewide policy. In order to bring greater alignment between P-12 policy and practices in the CA ELR implementation, educator preparation programs should consider the implications of the ELR for their courses and programs. Institutions of higher education (IHEs) can better align to the ELR through their program philosophies, design, coursework, clinical/field experiences, and evaluation.

The ELR outlines an aspirational policy with a mission and vision that have the potential to propel California’s professional pre-service preparation programs for teachers, school counselors, and educational administrators/leaders in addressing the knowledge, skills, and abilities that are necessary for their candidates to adequately meet the needs of California’s EL students once these professionals enter the field (California Commission, 2004; Darling-Hammond & Orphanos, 2007; de Jong & Naranjo, 2019; Johnson & Cain, 2019; Markos, 2012; Turkan & Oliveri, 2014). Over the years, research has identified edu-

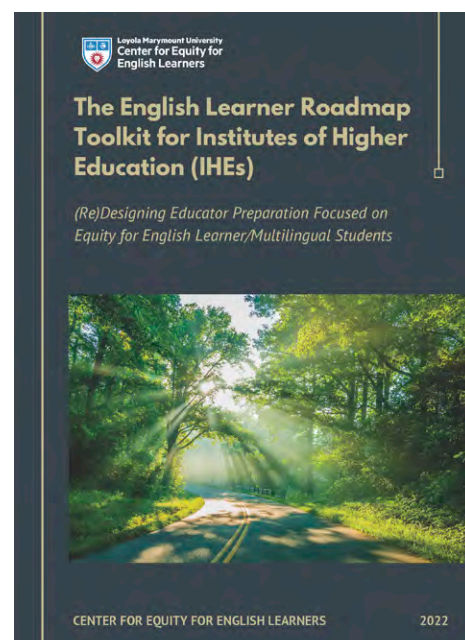
cation practices and opportunity gaps that have failed to address the strengths and critical needs of the EL student population (Cook, Pérusse & Rojas, 2012; National Center for Education Statistics, 2017).

While some efforts have been made to prepare candidates to teach, counsel, and lead ELs using pedagogical strategies in selected coursework and fieldwork, our analysis found that the principles and elements of California’s ELR have been essentially missing from the California Commission on Teacher Credentialing (CCTC) program standards. For new professionals to be successful with ELs, we must attend to the serious gaps in credentialing areas—particularly teaching, counseling, and administration. For example, Esch et al. (2005) found that “...special education students and ELs are more likely to have teachers who are not adequately prepared to teach them” (p. viii). There is a clear and compelling need to focus on strengthening the structure, coursework, and fieldwork of these preparation programs.

The CA English Learner Roadmap is grounded in evidence-based literature about structural elements, including the ways schools are designed and how EL students’ linguistic, academic, and social needs can be met. This leads to questions about how credential programs are preparing education professionals (Darling-Hammond et al., 2002). Prior to hiring, efforts at the pre-service level, are required to prepare educators to increase the academic

performance of English learners, prevent long-term English learners, improve lagging graduation rates, and increase access to post-secondary education (Gándara & Hopkins, 2010; Lavadenz, 2011; Pew Research Center, 2015), Johnson & Sengupta, 2009).

This article provides an overview of **how and why** the ELR policy, principles, and elements should be integrated into the IHE context to strengthen pre-service educator preparation programs in ways that promote equity and excellence for our linguistically and culturally diverse students. Furthermore, it calls for policies to respond to the misalignment in California’s credentialing programs and the ELR. With the



support of the Sobrato Foundation, Loyola Marymount University's (LMU) Center for Equity for English Learners (CEEL) created the California English Learner Roadmap Toolkit for Institutions of Higher Education [https://soe.lmu.edu/media/lmuschoolofeducation/centersandinstitutes/ceel/documents/IHE_English_Learner_Roadmap_Toolkit_v2_CEEL-LMU_October_2022.pdf] (Colón-Muñiz, Lavadenz, & Armas, 2022). This toolkit was developed in response to the urgent need to build coherence between current credential programs and P-12 EL policy. We conclude with recommendations for policy and practice.

The California English Learner Roadmap P-12 Policy

At the P-12 level, concerns about the education gaps faced by ELs led to the formation of a roadmap and policy to usher in a set of principles in schools by which EL students could be guided towards a more successful

educational trajectory, with higher performance resulting from holistic, culturally relevant, comprehensive EL programs, and improved conditions for better schooling (see Figure 2). The corresponding professional learning for in-service educators is underway since the policy was approved. Higher education should follow suit.

The ELR policy authorizes districts and schools to implement the principles outlined in Section 1 of the law as follows:¹

- (a) The State Board of Education adopted the California English Learner Roadmap policy on July 12, 2017, to assist the State Department of Education in providing guidance to local educational agencies in welcoming, understanding, and educating the diverse population of pupils who are English learners attending California public schools.
- (b) The California English Learner Roadmap policy is designed to strengthen comprehensive educational

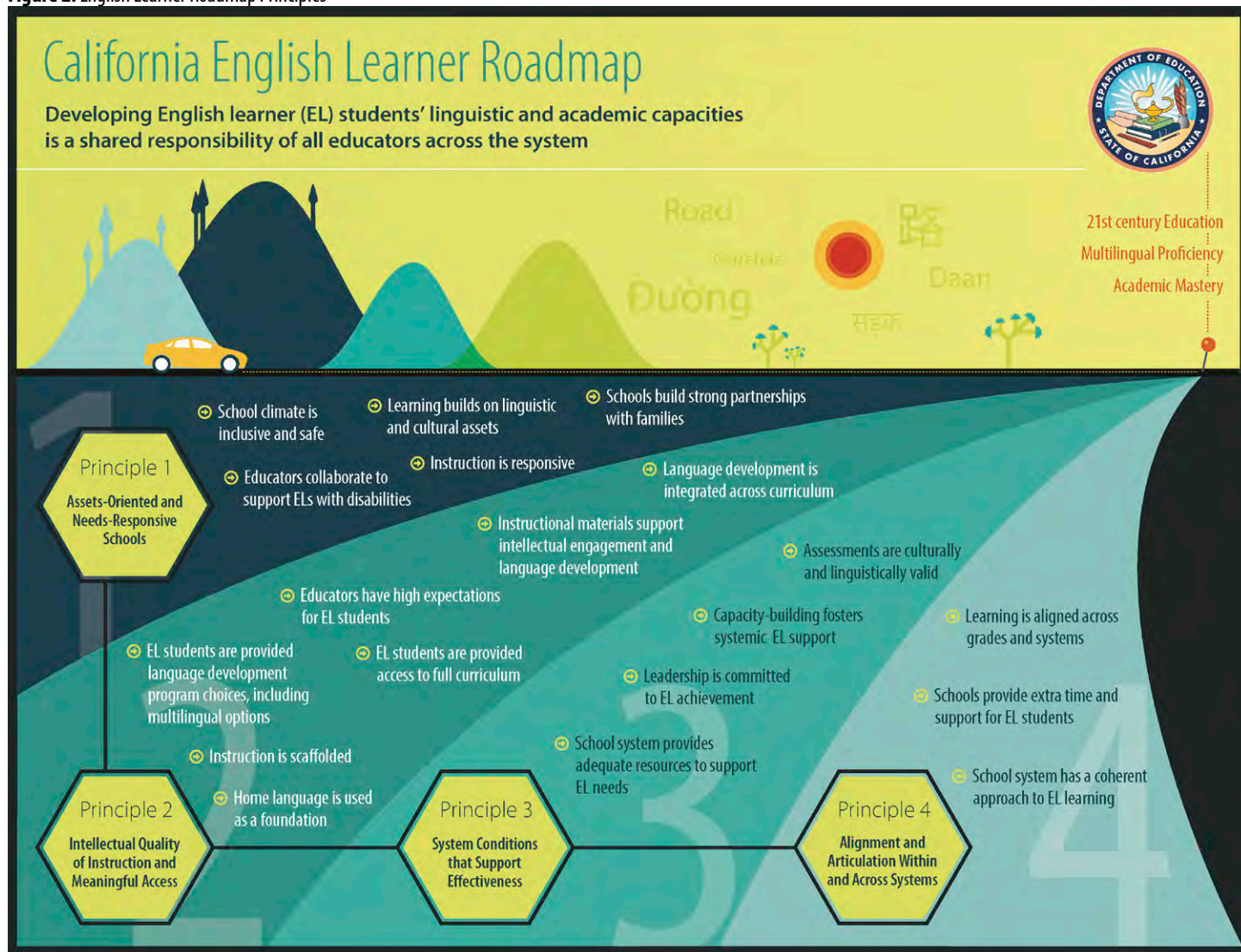
policies, programs, and practices for English learners, and it explicitly focuses on English learners in the context of the state's efforts to improve the educational system, the quality of teaching and learning, and educational outcomes.

(c) If the California English Learner Roadmap policy is properly articulated and coordinated with other efforts to improve learning outcomes in this state, it will enable the state's large population of English learners to attain college- and career-ready standards.

The Need for Higher Education to Catch Up

Since the adoption of the ELR state policy, teachers, school leaders, and support staff have been called to initiate improvements based on these ELR key principles. Shouldn't IHEs, and others charged with preparing California's educators,

Figure 2. English Learner Roadmap Principles



¹ From Today's Law as Amended –SB-594 Pupil Instruction: English Learner Roadmap Initiative, by Office of Legislative Counsel, 2022 (https://leginfo.ca.gov/faces/billCompareClient.xhtml?bill_id=20190200058594&showamends=false).

Teachers
<ul style="list-style-type: none"> Classroom environment/climate and organization for ELs Rigorous and relevant EL curriculum, materials, and instruction Effective classroom management, social-emotional support, and positive behavioral intervention support Communication, collaboration, and engagement with immigrant and EL parents and families
School Counselors and Other Pupil Services
<ul style="list-style-type: none"> Course scheduling (especially for secondary ELs) EL Advisement (college and career) Crisis management and social-emotional support Work with at-risk students Positive behavioral intervention and support
Administrators
<ul style="list-style-type: none"> Development and functioning of school systems, structures, programs, and communication Scheduling, assignment and professional development of EL teachers and other personnel EL budgeting and resource allocation EL parent, advisory groups, and community relations Articulation with school boards, state educational agencies, businesses, and community stakeholders
Key Areas that Impact Systems
<ul style="list-style-type: none"> Graduation rates Truancy and dropout rates School to prison pipeline College acceptance and entrance Community growth and stability School, district, and statewide EL student performance P-12

Figure 3. Ways Educators Impact ELs' Quality of Schooling

be equally responsible for alignment to the ELR? Alignment would lead to programs that are more focused, well researched, and responsive to our P-12 partners. To redress the systemic educational inequities for ELs in California schools, the CCTC, college deans, associate deans, program coordinators, faculty, and staff should have an opportunity to engage in reflective processes to plan, improve, and redesign programs as needed.

The four principles embedded in the ELR make clear how every element contributes to how we design, support, and monitor schooling experiences from preschool to high school graduation: from the physical building to the curriculum, to the pedagogy, to the social environment, to the leadership, and to the assessment and evaluation. Figure 3 illustrates just some of the ways teachers, school counselors, and administrators impact the quality of schooling for English learners and multilingual students.

Our Review Process: Degree of Alignment with the ELR

As part of the plan to develop an ELR toolkit for higher education, the LMU|CEEL team questioned the degree of alignment that currently exists. A detailed process was followed using coding (Elo, et al., 2014) and relational analysis (Holsti, 1968) to determine which of the current educator performance expectations for teaching, school counseling, and administration/leadership are aligned with the ELR, and how strongly. This was followed by a validation procedure with a team of field experts, which then led to the final Toolkit itself. Below is an outline of the two-step alignment process.

Step 1 LMU/CEEL Team

1. Reviewed standard performance expectations and their elements.
2. Conducted preliminary relational content analysis comparing ELR principles and elements with educator expectations.
3. Assigned initial calibration based on keyword indicators and four degrees of alignment.

4. Created the matrices for the three programs.
5. Convened an expert panel of representatives from teaching, school counseling, and administration preparation programs to calibrate alignment as part of a validation process.

Step 2 Field Experts Team

1. Compared the standard expectations to the ELR principles.
2. Provided feedback to validate/adjust the initial calibration process.
3. Shared reflections and recommendations.

Analysis and Reflections of Findings with Input from Field Experts

In analyzing the California standard expectations, we learned that there are clear gaps between these and the ELR. Credentialing systems evolve; thus, opportunities exist for ground-level input to inform licensure policies, performance standards, and the IHE programs they oversee. While efforts are being made to improve performance standards, there are still areas that need to be addressed. In the process of calibration and validation, we received input from our expert panelists who represented each of the three credential areas.

Comments and Suggestions by Expert Panelists:

- "...Based on a preliminary analysis of the correlation between TPEs [teacher performance expectations] and ELR principles, it is apparent that...there are qualitative distinctions in language use and expression, scope, and depth of expectations for these two documents."
- "The ELR Principles are more elevated, responsive to ELs in ways that TPEs are not; so, a recommendation is to think of ways to elevate TPEs, so they address and respond to ELLs."
- "Delineate the process and results of an examination of the alignment between the performance expectations for Teacher Education, School Counseling, and Educational Administration."
- "Offer tools that can support the urgent need for a more precise alignment of the educator expectations and the CA English Learner Roadmap to meet the needs of California's English learner student population."

These considerations affirmed that tools and training were needed to support a more precise alignment of the educator expectations and the CA English Learner Roadmap.

Call to Action: Using the ELR IHE Toolkit to Support P-12 Alignment

There are many compelling reasons to engage in policy directives and program guidelines for credential programs to undergo review(s), refinements, and/or program redesign to prepare education professionals to support ELs (Clemente & Collison, 2000; Matthews, 2007; Portman, 2009). Beginning by addressing the gaps in preparation programs, the CCTC, as well as those who lead and teach in credential programs, have the opportunity to create greater coherence regarding EL education. More specifically, the intentional and strategic alignment in educator preparation programs is addressed in the creation of philosophy statements, program elements, structures, and program design, as well as coursework and fieldwork. To that end, the California English Learner Roadmap Toolkit for Institutes of Higher Education (CEEL, 2022) [<https://soe.lmu.edu/media/lmuschoolofeducation/center->

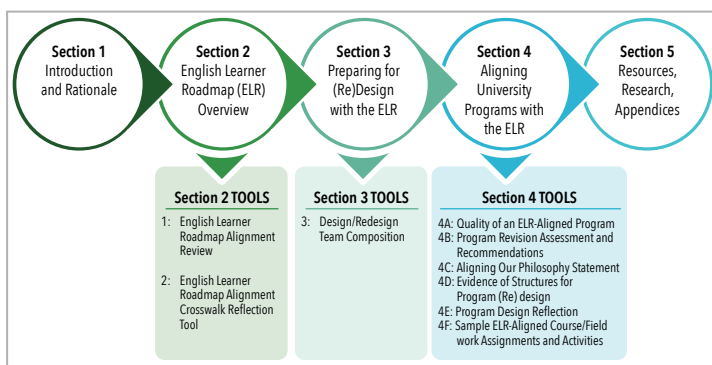


Figure 4. ELR-IHE Toolkit Overview

sandinstitutes/ceel/documents/IHE_English_Learner_Roadmap_Toolkit_v2_CEEL-LMU_October_2022.pdf] does the following:

1. Provides a **context** for California's university and other professional credentialing programs' obligation to engage in reflection and (re)design processes that prioritize the preparation of candidates to become well equipped to serve culturally and linguistically diverse students in P-12 settings.
2. Delineates the **process and results** of an examination of the alignment between the standard expectations for Teacher Education, School Counseling, and Educational Administration/Leadership Credential Programs and the CA English Learner Roadmap.
3. **Offers tools and resources** that respond to the urgent need for a more precise alignment of the sets of standard expectations with the CA English Learner Roadmap to meet the needs of California's English learner and multilingual student population.

Figure 4 provides an overview of the components in the Toolkit for educator preparation programs, which was designed to be a collaborative and cross-program guide.

As an example, Tool 4A in the toolkit invites a reflective and collaborative process to align and redesign credentialing programs:

Policy and Practice Recommendations for California's Higher Education Systems

Educator Preparation Policies

The CCTC should update educator program standards and candidate expectations to align with the ELR.

Educator Preparation Programs

Institutions of higher education, county offices of education, and local education agencies that offer credentials must update their policies and practices to ensure excellence in the preparation of credential candidates to meet the needs of their future students according to the principles outlined in the ELR. Deans and associate deans should support and bridge collaboration within and across programs and departments and leverage the expertise of bilingual/EL faculty experts.

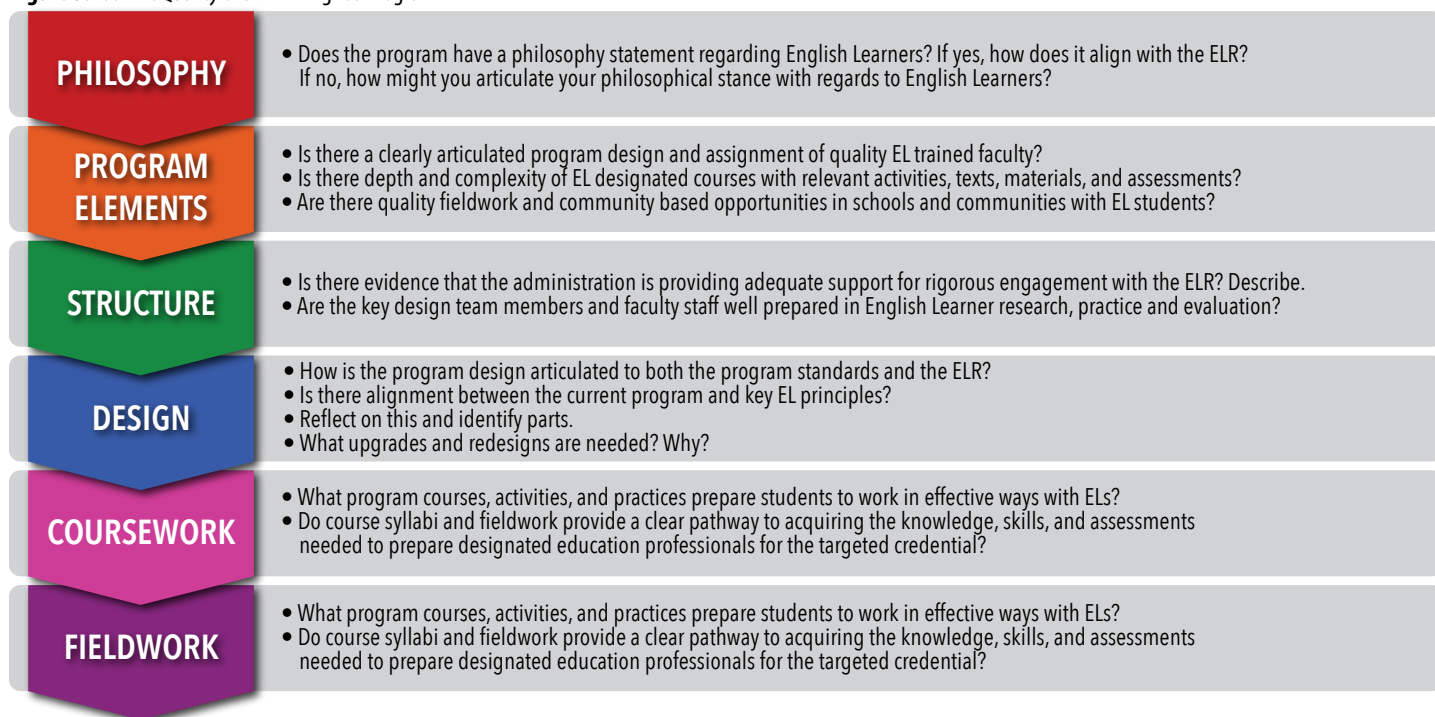
At the program level, department chairs and program coordinators/directors refine district partnerships, program design, faculty professional learning, and course assignments that align with the California P-12 ELR Policy.

At the course level, all faculty explicitly identify ELR-aligned content, assignments, and field experiences.

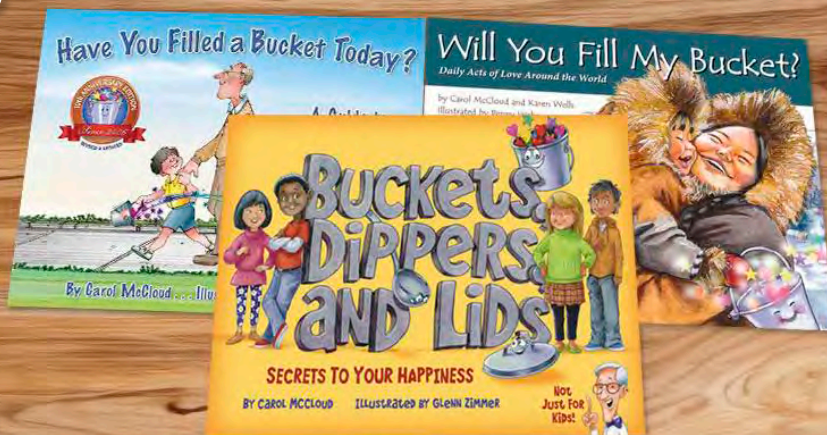
If we are to see a positive change in the outcomes of English learners in California, we must ensure the exceptional and rigorous preparation of candidates who will be charged with providing distinctive educational, social, and emotional services essential to the education of English learners. We can accept nothing less if we are to ensure the course of EL and multilingual student success in our state. 🌸

References are available in the appendix of the online version: https://www.gocabe.org/index.php/multilinguaeducator_publication/

Figure 5. Tool 4A: Quality of an ELR Aligned Program



Bucket Fillers and Bucket Dippers/ Water Waste and Water Conservation



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I applied for a grant from the Upper District Water Education Grant Program this year, and I was awarded the grant. I have never applied for a grant in all my years of teaching, but this one really interested me. I am not a science teacher; I am an English language development (ELD) teacher, but after having gone through CAFE's ELD training this year, I became even more interested in sharing with others the importance of language instruction across the curriculum, of teaching language not only in designated ELD classes, but also in integrated content area classes.

I ordered the books by Carol McCloud: *Have You Filled a Bucket Today?* *Will You Fill My Bucket?* and *Bucket Dippers and Lids*. I also ordered little metal buckets and drawing pads. After the materials arrived in our classroom, my students were excited to start our beautiful project. Our goal was first to discuss the difference between a bucket filler and a bucket dipper, then discuss water waste and water conservation, and finally, show the relationship between bucket-fillers and dippers and water waste and water conservation.

We started by discussing what we thought bucket-filling and bucket-dipping meant. We concluded that by treating each other nicely and always using kind words with each other, we are filling each other's buckets and our own. When we are mean and rude to each other by not recognizing each other's assets, languages, cultures, and traditions, we are bucket dipping. We decided that when we are rude, don't listen, don't hear correctly, or don't interpret accurately, we are bucket dipping. When we misunderstand, blame, use negative stereotypes, etc., we are bucket dipping, and by doing this, we hurt each other and ourselves.

Next, we read together the three books about bucket filling and bucket dipping. As we read them, we looked carefully at

more than just the words. We looked at the photos taken of many different people worldwide. We saw what happens to others when we say mean things or even exhibit rude and hurtful gestures. We also saw the power of bucket filling, of always sharing kindness and understanding with each other.

After our discussions and readings, the students chose partners. Together, they had to create two dialogues, first with bucket-dipping words, and then with bucket-filling words. In other words, they created the first dialogue using mean, rude, and hurtful words and the second using the same dialogue but preparing and presenting it with kind words. For example, Dialogue 1: "Why are you always eating lunch with them and never with me? Is it because I don't speak English like they do? I hate you." Dialogue 2: "Would you and your friends like to eat lunch with me today? I know I am just learning English, but I would love to sit with all of you and listen to you speak in English. I can save a nice table for us." Their presentations were very powerful and made them think about some of the things they say to each other, what they hear on the news and other media, and how this hurts us so much.

Next, we distributed the buckets, and I asked them to fill them with three bucket-filling words and three bucket-dipping words. They exchanged their buckets with another student. The students took the words out of their buckets and had to create/present a monologue where the bucket-filling words erased the bucket-dipping words. This was another very powerful and meaningful activity.

Following this activity, we discussed ways my students conserved or wasted water at home. We had fascinating discussions. We talked about what they did with the water when their toothbrush was in their mouth. Did they leave the water on or turn it off? We talked about the length of time they spent in the



shower, etc. One boy from El Salvador said he and his family always took short, cold showers because that was the only way they could shower when they lived in their home country. They thought this would be a good custom to use here rather than wastewater. These discussions were very personal and intimate, bringing us closer as a class. The students were all telling their water stories here.

Then, we viewed and discussed several videos and read articles on the universal problem of water waste and water conservation. I surveyed their opinions about the seriousness of this problem. I surveyed their opinions both before we studied water waste and conservation and again after we studied it. Some had a lot of academic knowledge and personal experiences with water waste and water conservation, and others did not. Some cared about the issue, and others did not. After studying the problem, all the students understood the importance of water conservation.

We arrived at the most challenging part of our project: We explored the relationship between bucket filling (kind words), bucket dipping (mean words), and water waste/water conservation. We had interesting discussions as we worked together to find a direct relationship between the two.

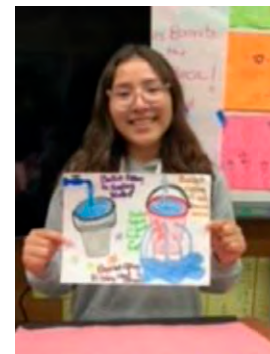
As a final project, the students drew their perceptions of the problem of water waste/water conservation and presented their projects to the class. They created a water conservation event and invited their classmates to the event to help conserve water (beach cleaning, learning class, protest, etc.). They had to include the day, time, and location of the event, as well as transportation, cost, etc. They had to present an emotional and vocabulary-rich call to action, and they all did an amazing job.

To conclude, they had to draw something representing the relationship between bucket filling/bucket dipping and water waste/water conservation. They presented this drawing to the class, too. Again, their work was excellent.

My students enjoyed doing this multi-faceted project, and they learned A LOT about the need to conserve water and that it all starts inside the walls of their own homes. I think they also learned A LOT about the importance of using kind words to communicate rather than mean and cruel words and that this also starts at home and carries into our classroom and out into the community. The project was a huge success, both in understanding water waste/water conservation and improving their oral communication and academic language skills. It was truly an integrated lesson and what we need to work on in our schools. I have included a few photos of my students' work for you to see. 🌸



These discussions were very personal and intimate, bringing us closer as a class.



SAN DIEGO STATE
UNIVERSITY

MCAP SDSU University Global Seal of Biliteracy & Cultural Competence Toolkit

The SDSU University Global Seal of Biliteracy Toolkit was developed to extend the recognition of bilingual and biliterate students throughout the CSU system

The University Global Seal of Biliteracy & Cultural Competence Toolkit is made possible through a three-year grant awarded to CABE, COEs, and SDSU partners by the CDE EWIG EL Roadmap implementation grant.

For information, contact MCAP Director, Dr. Alma Castro, at alma@gocabe.org or visit bit.ly/MCAPsealofbiliteracy.



SCAN CODE
Access a PDF Copy of
this Handbook



Advocate with Art! Ignite the Spark!

[<https://theartofeducation.edu/2017/11/4-effective-ways-can-advocate-arts/>]



Sandra Silberzweig
Artist

Art As A Political Act

Take creative action to be an effective changemaker! Tell the world how you feel about the social issues you want to change or support through expressive art! Make your intentions clear by creating a powerful visual statement that will bring awareness to a social or emotional cause you feel passionate about. Art enables you to create a positive social impact without saying a word. Let your emotional colors, shapes, imagery, lines, and lettering elevate your convictions!

Socially engaged artists throughout history have advocated for decisive change using graphic banners, posters, signs, and pamphlets. Think about the artwork and imagery that permeate the air at protests, sit-ins, and rallies. Artistic self-expression can convey the essence of a cause through its visuals by communicating that cohesive feel. Art is the backdrop that engages people and communities to spark debates and form collaborations and interactions.

Examples of Activist Art



Activist Artist in Action

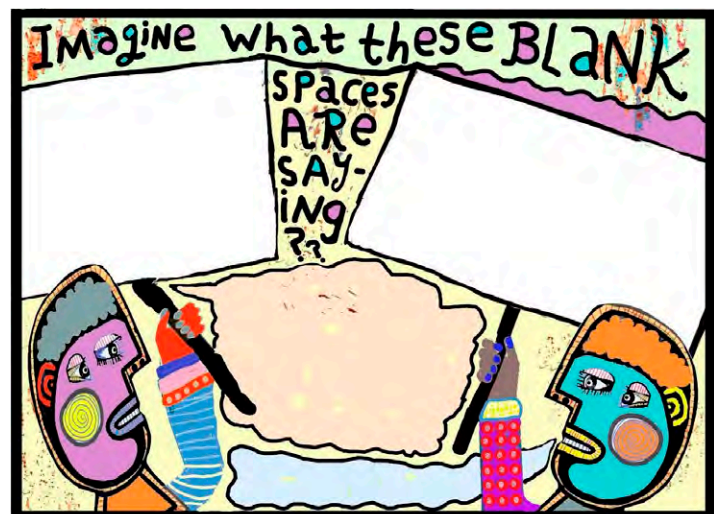
Just for fun, create your own protest poster or sign!

- Do you find yourself passionate about certain issues and feel compelled to take part? Well, you can participate in your own safe space protest by using your imagination to transport you to any time or place in the world!

- Use your imagination! Think visually. Feel the colors. Create the image/s in your mind.
- Now, sketch the possibilities! Walk away, then come back and revise/decide.
- Now, you are ready to design and paint or use colored markers or pencils.

Ask Yourself in Advance...

- "What will my poster sign say?"
- Make the message powerful and poignant.
- Start by gathering the materials needed.
- You will need poster board, colorful markers, a ruler, and assorted paints.
- Draw a general outline so that all your words and thoughts are included and are clear and legible. Imagine others reading your poster from farther away. They want to read your message, too.
- Consider decorations like glitter and bright colors that are eye-catching! Outline the words in dark markers. Fill in the letters with wild designs.
- Make your poster a sign by attaching a handle (made from a hollow cardboard tube) with hot glue. What a great way to support and cheer your cause on!
- Below is a template you can use to start.



**WISHING YOU THE BEST IN CREATING YOUR OWN
POLITICAL ART PIECE!**

facebook.com/Silberzweig.Artwork

Leveraging Text Sets to Amplify Literacy, Social Justice, and Educational Equity

*Saber leer es saber andar, saber escribir es saber ascender.
(Knowing how to read is knowing how to walk, knowing how to
write is knowing how to soar.)*
– José Martí, 19th century Cuban poet



Julie Goldman, Ed.D.
San Diego County Office of Education
Jaguanana "Jag" Lathan, Ed.D.
New Generation Equity

For more than three decades—one decade internationally (Mexico, Taiwan, Spain, and Argentina) and two in California (and two brief stints in Texas)—I (Goldman) have dedicated my work and research to literacy instruction for diverse learners, including leading the program design, professional learning, and curriculum development for the San Diego County Office of Education's Writing Redesign for Innovative Teaching and Equity (WRITE) Initiative, a National Academic Excellence Model and recent Multilingual California Alliance Project innovation. In my work with schools and districts, perhaps the question I receive most frequently from teachers who want to redesign their literacy instruction for equity is "Where do I start?" I typically respond with some version of this answer: Begin with the end in mind. What do you want your students to know and be able to do? How will you get them there? What kinds of texts do you want your students to produce in spoken and written forms? What kinds of experiences do you want to design for your students? In a 2021 Multilingual Educator article [https://drive.google.com/file/d/1w-fYguhyX_gUxC6dlp4aGcQxf1YC_YSF5/view], I describe an equity-centered approach to writing instruction to meet the needs of culturally and linguistically diverse learners and provide a recipe to align a genre-focused instructional approach to six high-leverage research-based practices (Goldman, 2021). In the following article, Dr. Jag Lathan, educator and founder of

New Generation Equity, joins me to explore a critical component of an equity-centered approach to literacy instruction: text sets.

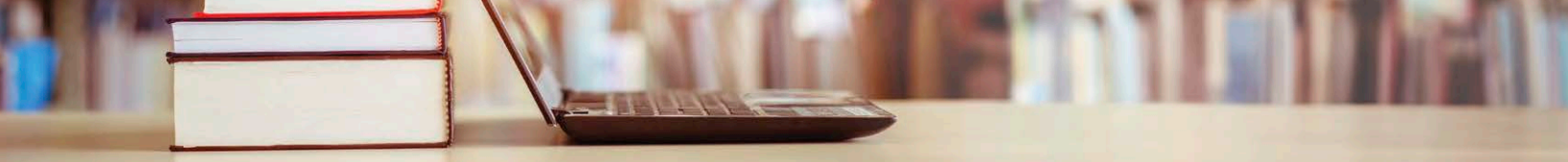
Creating Culturally and Linguistically Responsive Text Sets

To create compelling curricular connections, students need access to high-quality instructional materials that integrate real-world community challenges—texts worth reading, researching, writing, and speaking about. Text sets, a collection of resources about a given topic, can create these captivating connections. Typically, text sets include a range of media types, including books, stories, excerpts from books, articles, art, music, interviews, podcasts, infographics, political cartoons, speeches, and TED Talks. To begin, select an anchor text. Most often, this will be an expository or narrative text. Then, decide on a theme in the anchor text to explore through other texts. Text sets can also include categories (i.e., watch, read-aloud, create, listen, poetry, food, craft) to support specific genres, language functions, and critical thinking (i.e., compare/contrast, narrate, summarize, research). A few of our go-to places to build text sets include ADL Education, Facing History and Ourselves, Learning for Justice, museum websites, Newsela, News Literacy Project, TEDTalks, and Storyline Online.

In her 2020 book, *Cultivating Genius*, Gholdy Muhammad underscores the need to use at least three text sets to design lesson plans for social justice. She focuses

on four pursuits or areas of focus in lesson planning: (1) identity: helping youth to make sense of themselves and others; (2) skills: developing proficiencies across the academic disciplines; (3) intellectual: gaining knowledge and becoming smarter; and (4) criticality: learning and developing the ability to read texts, including print and social contexts, to understand power, equity, and anti-oppression (Muhammad, 2020). Importantly, In her 2023 book, *Unearthing Joy*, she adds a fifth pursuit: joy (Muhammad, 2023).

Text sets present a far-reaching opportunity to ensure accurate and positive portrayals of authors, characters, and topics. The striking lack of representation in children's literature has been well-documented (CCBC, 2023). Representation matters—and this begins by building student agency through interacting with thought-provoking TK-12 text sets. When educators center joy, they affirm their students' identities and experiences (Vasquez, 2014). To fully engage in this culturally and linguistically responsive design work, it is also beneficial to understand the significant role literacy has played in American history (Baker-Bell, 2020). For example abolitionists who sought to end slavery in the early 1800s spread their message largely through the written word (Coleman, 2020). In response, supporters of slavery in the antebellum South began tightening literacy laws in the early 1830s (encyclopediavirginia.org, 1831). Simultaneously, young Black communities



started what were called literary societies, where they discussed and debated their new learning to create a more just society. These 19th-century Black literary societies offer a blueprint for how to improve literacy instruction in California today: connect the curriculum to students' cultural and linguistic histories, lived experiences, and collective activism (Muhammad, 2020). Acknowledging how historical and current inequities and power dynamics have harmed communities across our nation informs how to select texts that support students to see their perspectives, their ways of being and themselves in the world.

Cultivating Collaborative Literacy Learning

Another significant aspect of selecting (and co-selecting) powerful texts for (and with) students to engage with is nurturing a classroom climate where a range of voices engage in meaningful speaking and writing: journals, presentations, debates, portfolios, and projects. Decades of research and best practice indicate that teachers who intentionally create collaborative literacy opportunities improve outcomes for their students (Elabdali, 2021). Designing instruction for equity conversations requires empathy—listening, connecting, and building relationships—and a desire to know, value, and affirm our students—who they are, where they are from, and what is important to them. Multilingual learners are not a monolith. They come from culturally rich homes and communities and a variety of ethnicities.

When teachers cultivate students' abilities to recognize, understand, and address injustices, students begin to see themselves as community change agents—and the texts they read and wrestle with are critical. This social justice instructional lens also includes empowering students as authors of their own lives. For example, students learn about the world around them through community-based literacy projects. For multidialectal and multilingual learners, developing student authors also includes leveraging text sets for cross-linguistic connections. For example, this might include dedicated instructional time to intentionally analyze texts in two languages side-by-side to notice specific ways the languages are similar and different (i.e., cognates/false cognates).

To leverage riveting text sets for collaborative literacy instruction, educators need to understand the established body of literacy research and best practices that support diverse learners. This research base should not be limited to a narrow binary. The research is clear: a lack of adequate phonics instruction is a social justice issue (Goldenberg, 2020). Additionally, educators need to amplify literacy instruction to include best practices for diverse students (The Council of Great City Schools, 2023). Notably, most research highlighted in research of the science of reading has been conducted on White, monolingual students (Milner, 2020). Ethnically and linguistically diverse learners have experienced significant inequities in accessing evidence-based reading instruction (Milner, 2020). For this reason, an equity-conscious approach grounded in multilingual/dialectal pedagogies for diverse learners, whose pathways to literacy may vary, is paramount.

Developing Equity-Conscious Leaders

To create the conditions for excellent, culturally responsive, and affirming literacy practices in schools and districts, TK-12 students need equity-conscious leaders. Equity-conscious leaders inspire passion, purpose, and action in people to actively disrupt systemic inequities (New Generation Equity, 2023). Here are some specific action items that equity-conscious leaders focus on to support high-quality instructional materials—including dynamic text sets—that integrate real-world community issues:

- Create and sustain a climate of rigor and joy-filled learning for adults and students.
- Understand that literacy is a fundamental right for all students and is taught across all subject areas.
- Create space for staff to interrogate their beliefs about literacy. (i.e., Reframe “I teach X and not reading” to “I teach students to think critically about X through literacy.”)
- Understand what high-quality literacy instruction looks and sounds like in order to recognize it, evaluate its effectiveness, and provide ongoing support to staff.
- Study and integrate learning on Targeted Universalism (i.e., specifical-

ly focus on ethnic and linguistically diverse students and students with disabilities as “focal students” to ensure significant progress is made in their literacy learning).

- Put structures in place for teachers and staff to design robust literacy instruction (i.e., grade-level collaboration, cross-subject area collaboration, vertical articulation, and full or half-day design sessions).
- Ensure structured time (i.e., grade-level collaboration, professional learning series) for teachers and staff to consistently engage in cycles of inquiry or improvement cycles to review data and make adjustments to literacy instruction as needed).
- Co-create the standards-aligned metrics with staff.
- Use qualitative and quantitative data frequently to monitor student progress in reading, writing, and speaking across all subject areas.
- Provide relevant feedback to individual teachers, grade/subject matter teams, and the entire school (i.e., share noticeable gains and areas of improvement).
- Work with staff to create the criteria for high-quality text sets (i.e., ensuring texts are culturally affirming, connected to student interests, rigorous, and vocabulary rich).
- Create space for teachers and staff to engage in vertical articulation to ensure literacy instruction is developing across grades and subject areas.
- Engage in frequent classroom walkthroughs to observe literacy instruction across subject areas and observe students in action (i.e., use a co-created walkthrough protocol/tool to ensure staff knows what is being observed and the expectation is clear about what the administrator is looking for).
- Engage families in understanding the focus on literacy and provide tangible resources and tips for at-home support and learning (i.e., family literacy nights, student-led conferences).
- Celebrate student success! 🌸

Notes are available in the appendix of the online version: https://www.gocabe.org/index.php/multilingualeducator_publication/

BILINGUALISM IS YOUR **SUPERPOWER!**

**CREATING ECOSYSTEMS OF BILITERACY THROUGH
TRANSLANGUAGING—FOCUSED PARENTAL
ENGAGEMENT WORKSHOPS**



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YES!

The Project

The *Languages and Literacies Learning Lab at McDowell Elementary School* was developed in response to longstanding challenges exacerbated by regional and global crises in the San Francisco Bay Area (including fires, floods, and a global pandemic) which left many parents and families feeling more disconnected from their children's schooling lives than ever. Part of a larger project, *Biliteracy and Content Area Integrated Preparation (BCAIP)*¹, our *Language and Literacies Learning Lab* was a two-week summer program for TK-7th grade bilingual students and their families modeled after the Family Writing Project (Kelly, 2006) and the National Writing Project. During this program, we aimed to target less-engaged children and families to support the development of and engagement around literacy. While literacy skill development was an important aspect of this program (for instance, students were given pre- and post-assessments of comprehension, fluency, and writing), the overarching goal was to support self-efficacy—that the students believed in their capacity as readers and writers, and that their families believed in their capacity as literacy support partners. We wanted everyone to walk away saying, “I am a reader. I am a writer.”

In developing the *Languages and Literacies Learning Lab*, we focused on a set of beliefs that informed our instruction, pedagogy, materials, and experience:

1. Families are critical partners in literacy development.
2. Biliteracy and bilingualism are assets.
3. Communities are inherently literacy-rich.

Families as Partners

Scholars have critiqued traditional family literacy programs as one-way, deficit-oriented, English-dominant, and not inclusive of non-traditional literacies that take place in the home (Early, 2017; Reyes & Torres, 2007). Unlike these programs, the *Languages and Literacies Learning Lab* emphasized a reciprocal learning relationship that required “working in solidarity with families and communities” (Zeichner et al., 2016, p. 277).

The value of family as partners in literacy learning was discussed and explicitly reinforced. Parents were given basic research and theory regarding the value of translanguaging, and they learned that using their home language with their child's English texts reinforced their child's development of biliteracy and bilingualism. Instead of merely monitoring the completion of literacy tasks, parents came to understand that their children

could be reading or writing in English for school, but talking about those texts with their family in the home language. Previously they had believed that if their child was reading in English for homework, then the conversations about the reading must be in English, leaving many parents feeling inadequate as literacy partners. Furthermore, translanguage emphasizes literacy development in all of the child's languages.

The Parent Workshops were intentionally developed to (1) share the theory and research regarding biliteracy and translanguage with parents and families; (2) learn specific reading comprehension strategies that could be supported at home regardless of the language of instruction at school; (3) practice the reading comprehension strategies—and the prompting of these strategies—with other adult participants of the workshops; (4) provide parents with the opportunity to “push-in” to their child’s classroom to practice the strategies under the support and guidance of a literacy educator.

During these workshops, parents created foldable organizers that included a description of the strategy (as well as questions to prompt conversations about the text) and sentence frames/sentence starters (to scaffold the responses). Moreover, the texts that we used throughout the *Language and Literacies Learning Lab* were intentionally selected based on their ability to support families as partners. Before selecting a text, we asked ourselves the following questions:

1. Is this text culturally relevant and/or culturally sustaining?
2. Does this text support and/or model bilingualism, biliteracy, and/or translanguage?
3. Does this text have engaging characters, illustrations, ideas, or content?

While we had a robust set of classroom texts (see image 1), the Family Workshops revolved around *Soñadores/Dreamers* (Morales, 2018) as our focal text. An immigration story contextualized in the San Francisco Bay Area. This particular book resonated with the families for a variety of reasons, resulting in families who were motivated to read and re-read the story over and over. All families were given a copy of the English

Image 1. Selection of culturally-relevant and culturally-sustaining texts used during the Languages and Literacies Learning Lab with children in grades TK-6.



Image 2. Family workshop participants with their *Dreamers/ Soñadores* texts. Notice the multilingual slide deck in the background.

text and a copy of the Spanish text to use during the workshops and keep at home (see image 2).

BILITERACY & BILINGUALISM ARE ASSETS

All of the participating children in this program were bilingual; most were bilingual in Spanish/English with one Arabic/English-speaking family. While situated in a multilingual community, at that time the school was an “English-only”² school where the language of instruction was English. This meant that all children were required to read English texts in school, but spoke other languages at home. This also meant that many families felt disconnected from their children’s literacy worlds because they just did not understand them. In our goal to connect the home and school literacies to create one holistic literacy ecosystem, we had to focus on the idea that bilingualism and biliteracy are assets. We explicitly challenged “the monolingual notions currently underlying policy, curriculum, and practice” (Osorio, 2020). The home language is not less important than the language of school (English), despite the pervasive rhetoric focusing on the acquisition of English. In fact, maintaining the home language is of equal importance in the pursuit and development of bilingualism and biliteracy. We discussed this perspective explicitly with the students, their families, and the participating teachers. To families and children, we often say, “Bilingualism is your superpower.”

In our approach centering biliteracy and bilingualism as an asset, we intentionally supported and focused on *translanguage*—or the idea that bilinguals are always using their “full linguistic repertoire” (Garcia, 2009) while thinking and communicating, and that translanguage was a complex skill that demonstrated cognitive flexibility. This belief directly contradicted what some parents had previously understood: that “switching” between languages demonstrated a lack of proficiency in either language and therefore must be discouraged. In our family workshops, we discussed, modeled, and practiced translanguage; we also selected texts and activities that would support translanguage at home.

In addition to teaching the families about the economic, academic, and cognitive benefits related to being bilingual, we modeled bilingualism and biliteracy throughout our workshops. The presenter, who was bilingual in English and Spanish, orally presented the material in English and Spanish, bouncing back

and forth between the two fluidly in an organic demonstration of translanguaging. On the PowerPoint slides, the information was presented in three languages (Spanish, Arabic, and English). This intentional decision illustrated the value that we placed on the community languages (Canady et al., 2018). It also demonstrated that even when we do not all speak the same language, we can use available resources (in this case, Google Translate) to work together and support one another.

LITERACY-RICH COMMUNITIES

In focusing on repairing the perceived disconnect between home and school literacies, we came to the table believing and reinforcing the idea that communities are inherently literacy-rich environments, and we wanted to focus on “shared meaningful experiences” (Casesa et al., in press) within and between families as an inspiration for writing. Therefore, a critical component of the *Languages and Literacies Learning Lab* was the reciprocal learning environment between the school and the families. We blurred the traditional boundaries of home and school by inviting families into classrooms to teach/practice literacy comprehension skills to/with their children; we further blurred this boundary by asking children and their families to compose and share collective, intergenerational stories both at school and at home. These stories began in *cajitas*. (see image 3).

The *cajitas* sacred box activity (Rendon, 2009) allowed families—experts in their own lives and experiences—to explore, investigate, and share important personal artifacts with their communities. All families were provided with a small box and were told to fill the box with small objects that helped tell a family story. Over the course of a week, the families filled the boxes with small toys, photos, tickets, receipts, trinkets, etc. Through the artifacts, many of the children told stories of their family’s immigration history, of ancestors and other family members, and of struggles with English. These stories provided an opportunity for participating teachers to learn more about the language and lived experiences of the families while at the same time encouraging families to recognize the assets they bring to schools and communities.

Learnings & Takeaways

Throughout the arc of the *Language and Literacies Learning Lab*, bilingual students developed and expanded upon literacies that supported them in content area learning, caregivers created a repertoire of biliteracy resources to support their children at home, and families informed and transformed how teachers leveraged family funds of knowledge and linguistic resources to make learning meaningful.

While the Lab had been thoughtfully and intentionally developed with the intent to support students and families, there were some aspects of the program that, according to the parent participants, were exceptionally helpful and supportive:

1. *Incorporating all community languages in the family workshops, regardless of the number of speakers or presenter fluency.* Our family workshops were accessible to Spanish, English, and Arabic speakers simultaneously; all language groups were in the same room at the same time. While most of the parent participants were either Spanish and/or English speakers, one mother was a native Arabic speaker who was learning English. Being the only Arabic-speaking family in a community that primarily speaks English and Spanish,

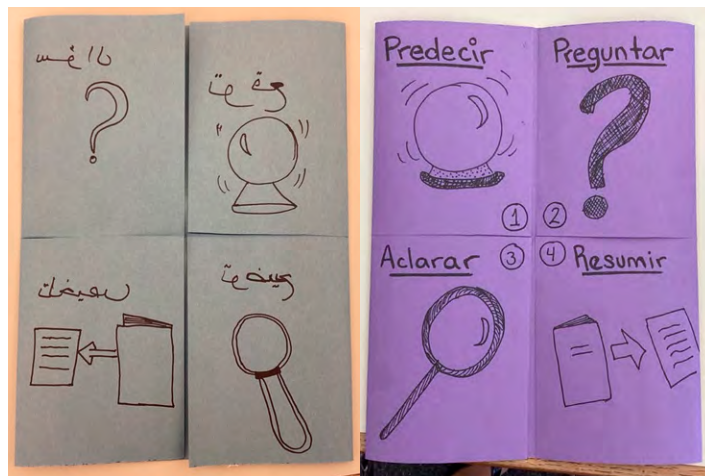


Image 3. Student's *cajita* which included drawings, little toys, and writing.

the mother had never been in an educational space (in the US) where her own language was used. Because the faculty facilitators knew that this family would be participating in the Lab, we intentionally included written Arabic (via Google Translate) in the written slides during the parent workshops, and we encouraged the mother to create her foldables in Arabic for use at home. (See image 4). After the first workshop, this mother (bilingual in Arabic and English, but Arabic-dominant) brought her mother (monolingual Arabic-speaking) to the following workshops. This was the first time her mother had participated in a formal school event and, post-workshop (through her daughter as translator), she told the presenter, “Thank you for doing this for us.” In initially designing the parental workshops, we understood the importance of language inclusivity from a practical and pedagogical perspective; what we did not anticipate was the socioemotional value that the parent participants would place on inclusion. By incorporating all the community languages into the *Languages and Literacies Learning Lab*, we were able to further support and illustrate the value of bilingualism and biliteracy in our community and demonstrate that even when the presenters (or teachers) do not speak the home language, progress, and learning can happen communally.

2. *Collaborative development and practice of reusable support materials for home:* Parents were used to being given packets of work in English to complete at home with their kids—without understanding what was being asked of them, the purpose, or even many times the content. If and when the packet was completed, they turned them in to the classroom teacher, only to be given a new and different packet of work—and again they didn’t understand the task, purpose,

or content. In our family workshops, participants created their own foldables to take home to use with their children over and over. These foldables provided guiding questions and sentence frames in the home language that could be used with any text in any language, so caregivers were able to use and re-use the foldables to prompt conversations about text. During our workshops, not only were caregivers explicitly taught how and why to use them with their children, they practiced using them with each other and then with their children. Furthermore, they were explicitly encouraged to use foldables over and over again in order to reinforce reading comprehension-related behaviors. Unlike packets of work that are “one and done,” the life of these foldables—and the conversations around text supported by these foldables—was (theoretically) unlimited. Again, while the use of foldables was instructionally strategic, we did not recognize their full value until the parents compared them with the “reading support work” that they were accustomed to receiving from their children’s teachers. 🌸



Images 4 and 5. “Reciprocal teaching” foldables in Arabic and Spanish. The four panels read “predict,” “question,” “clarify,” and “summarize.” These skills and the descriptions had been translated into Arabic from Spanish via Google translate for the family workshop.

Notes and references are available in the appendix of the online version:
https://www.gocabe.org/index.php/multilinguaeducator_publication/



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Rimas para recitar y aprender



Lada Kratky, M.A.
National Geographic Learning



Recita rimas para repasar las letras. Rimas en español e inglés.

Aa antílope
Es veloz, sí lo es.

Bb búfalo
Oye cómo bufo yo.

Cc camello
Yo soy muy bello.

Dd delfín
Soy un saltarín.

Ee elefante
Soy alto y elegante.

Ff flor
Soy tricolor.

Gg gorila
Ojo que vigila.

Hh hipopótamo
Tiene un gran estómago.

Ii iguana
Toma una banana.

Jj jaguar
¿Quieres jugar?

Kk koala
No come en la sala.

Ll león
Es el campeón.

Ll ll llama
Descansa en su cama.

Mm mono
Mangos yo me como.

Nn nido
¿Dónde has nacido?

Ññ ñandú
¿Cuántos años tienes tú?

Oo orangután
Dame un tulipán.

Pp pingüino
Por el hielo vino.

Qq quetzal
No come sal.

Rr rinoceronte
Corre por el monte.

Ss sol
Lo sigue el girasol.

Tt tigre
En la selva vive.

Uu unicornio
En fila yo me formo.

Vv víbora
Es carnívora.

Ww wapití
En el campo yo te ví.

Xx oryx
Se llama Mónix.

Yy yac
Dice mu, no cuac.

Zz zoológico
Con animales exóticos.

Now recite rhymes in English.

Aa antelope
Catch me with a rope.

Bb buffalo
I say 'Moo' to say hello.

Cc camel
I'm a desert mammal.

Dd dolphin
A one-fin, two-fin, three-fin
dolphin.

Ee elephant
Tall, dark and elegant.

Ff flowers
They need sun and showers.

Gg gorilla
He likes vanilla.

Hh hippo
Underwater see me go.

Ii iguana
Have a banana.

Jj jaguar
I can run so very far!

Kk koala
I eat eucalyptus salad.

Ll lion
I love dandelions!

Mm monkey
Fast and light, not chunky.

Nn nest
Way up high is best.

Oo orangutan
They call me forest-man.

Pp penguin
My name is Edwin.

Qq quetzal
Would you like a pretzel?

Rr rhino
I am scary. Yes, I know!

Ss sun
Sea and sun mean fun.

Tt tiger
Quiet as a spider.

Uu unicorn
I don't wear a uniform.

Vv viper
Just don't get hyper.

Ww wapiti
Riding it is choppity.

Xx oryx
Are those horns or sticks?

Yy yak
White, brown, or black.

Zz zoo
See zebras and kangaroos.



Recita rimas con los nombres de tus compañeros. Como por ejemplo, éstos:

NOMBRES EN RIMA

Ana, Ana, toca la campana.
Amalia, Amalia, riega la dalia.
Abel, Abel, dame papel.
Alicia, Alicia, llama a Patricia.

Beto, Beto, tiene un secreto.

Carla, Carla, charla y charla.
Camilo, Camilo, estás tranquilo.
Clara, Clara, pasa la cuchara.
Chela, Chela, prende la vela.

Diego, Diego, flores riego.
Diana, Diana, mira esa rana.
Ema, Ema, ¡qué problema!
Felipe, Felipe, ¿tiene gripe?
Francisco, Francisco, come mariscos.

Gloria, Gloria, come zanahoria.
Gelacio, Gelacio, va despacio.

Hugo, Hugo, toma jugo.
Isa, Isa, qué rica la brisa.
Inés, Inés, es muy cortés.

Jimena, Jimena, vio una ballena.
José, José, ¿cómo está usted?
Julieta, Julieta, va en bicicleta.
Julia, Julia, ve a la tertulia.

Luz, Luz, va en autobús.
Luisa, Luisa, ven de prisa.

María, María, come sandía.
Miguel, Miguel, toma el pincel.
Mirella, Mirella, es una estrella.
Mercedes, Mercedes, ven si puedes.

Nico, Nico, ¡ay qué chico!
Ñato, Ñato, como el gato.
Omar, Omar, come calamar.
Pablo, Pablo, te hablo y hablo.
Patricia, Patricia, hace caricias.
Quico, Quico, ¡ay, qué rico!

Rita, Rita, tiene una perrita.
Rosa, Rosa, amorosa.
Ramón, Ramón, come jamón.

Susana, Susana, te veo mañana.
Tina, Tina, es mi vecina.
Una, Una, está en la cuna.
Violeta, Violeta, tiene bicicleta.
Walter, Walter, que no falte.

Xóchitl, Xóchitl, tiene un cochí.
Yiyo, Yiyo, tiene un grillo.
Zagal, Zagal, va al carnaval.



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- Distance Learning and Technology Integration
- DELAC, ELAC and Parent Committees



Advocacy for Multilingual Learners



“Do the best you can until you know better. Then when you know better, do better.”
— Maya Angelou



Elsie Solís, Ed.D.
California State University, San Marcos
Maxine Sagapolutele, M.A.
Grossmont Union High School District
Nirmla G. Flores, Ed.D.
California State Polytechnic University, Pomona
Clara Amador-Lankster, Ph.D.
National University

Guadalupe Díaz Lara, Ph.D.
California State University, Fullerton
Adriana Cervantes-González, Ph.D.
The California Center on Teaching Careers
Tulare County Office of Education
Adam Sawyer, Ph.D.
California State University, Bakersfield

Voices of the Next Generation Leaders

As educators who have committed our careers to advocating for justice for multilingual education, we often feel isolated and alone. We have worked diligently to ensure we are at the table to be a voice, but our voices have not always been heard. We continuously seek out information, research, experts, and strategies to employ when standing up for what we believe. We often hear the saying that “It takes a village to raise a child”—the same can be said for educators. Educators need a team of allies to advocate for their students. The English Learner Leadership and Legacy Initiative (ELLLI) was established by a group of experienced activists who aim to equip a new generation of leaders with the skills and knowledge to continue providing equity for multilingual learners (Olsen, 2021). As ELLLI creates an opportunity for us to find like-minded professionals in a growing network of advocates, we found new ways to leverage our advocacy skills. Seven voices from this community of next-generation leaders gathered together to share part of their journey, including their narratives of advocacy and their future endeavors to continue the battle for multilingual learners.

Inspiration Toward Advocacy

Dr. Nirmla G. Flores, California State Polytechnic University Pomona

Being uprooted from my home country to migrate here to the United States, I have always felt the need and have had this innate desire to support those who may have similar experiences as mine—learning a new language, assimilating to society’s norms, acculturating to one’s heritage, or simply making both ends meet. In any case, I gravitate toward advocating for people from linguistically and culturally diverse backgrounds because I identify with them. Fortunately, as a former bilingual classroom teacher, my day-to-day teaching reflected a sense of empathy, which translated into a passion for advocacy, guiding my students to navigate through the educational system that I had to traverse myself. My advocacy work became more pronounced when I started joining organizations such as CABA (California Association for Bilingual Education), CABTE (California Association

of Bilingual Teacher Education), and CAAPLE (California Association of Asian & Pacific Leaders in Education) because I have witnessed such unrelenting commitment from like-minded people who never cease to support those who are marginalized and deprived of access to educational resources. In my current position as an assistant professor, I continue to experience how advocacy solidifies my identity as an educator, with a passion for amplifying the voices of those who are silenced to speak up for themselves. Most recently, I have been privileged to be part of ELLLI—a network of advocates who continue to fight for multilingual learners. This strong, cohesive team not only inspired me to grow toward advocacy but also inspired me to further amplify the voices of our multilingual learners.

Taking Collective Action

Maxine Sagapolutele, *Grossmont Union High School District*

“Advocacy is not what we do *for* others but what we do *with* others to transform our community” (NEA ELL Advocacy Guide, 2015, p. 7). Through ELLLI, I learned this transformational lesson. Before ELLLI, I was advocating for others. As a teacher, I was dedicated to ensuring access and equity for multilingual learners by influencing decisions beyond the four walls of my classroom. Some of my efforts were successful, while others were not. I learned it takes much more than one person. Successful advocacy involves a community willing to take action. The careful planning and strategizing of those actions must involve the people you wish to impact and others who can lend their support through their expertise inside and outside the educational system. There is much to learn from each other, and learning directly from the experienced advocates who fought for educational justice for multilingual learners has proved to be a crucial component in taking action. Now that a network of ELLLI advocates has formed, we have access to cross-generational relationships with mentors who guide us along our path. We also call on each other to leverage our knowledge and positions in support of each other. Instead of trying to solve an issue alone, I call on the ELLLI community. When another advocate calls on me, I respond. I learned that the teacher’s voice is powerful, and decision-makers want to hear directly from teachers in the field.

Connecting Research & Advocacy

Guadalupe Díaz Lara, *California State University, Fullerton*

“Publish or perish” and “You don’t get it; you are a researcher” were the loud and clear messages I received as I started working on connecting my research to policy and practice. The message that publications are the sole currency that leads to promotion and that, as a researcher, I just didn’t understand the realities of practitioners created internal conflicts and doubt. If my sole purpose was to publish, then *why* was I publishing? *What was the purpose of my research?* I often felt that my efforts to leverage the research to inform policy and practice were pointless.

On the one hand, leveraging research to inform policy and practice was deemed “not the purpose of research.” On the other hand, the notion that, as a researcher, I had any understanding of the reality of practitioners was ludicrous. I often questioned the value of my research and whether the idea that I could inform policy and practice was realistic. Becoming an ELLLI advocate reinvigorated my efforts to make research accessible to policy-makers and practitioners, helped me continue to challenge the narrative of what the purpose of research is, and reminded me that research has consequences and, therefore, *as researchers, it is our responsibility to reflect on what the purpose of our research is and how it can influence policy and practice. I happily coexist between research, practice, and policy spaces to advocate for multilingual learners and their families.*

Community

Dr. Adriana Cervantes-González, *The California Center on Teaching Careers - Tulare County Office of Education*

At the first in-person ELLLI Institute I attended post-pandemic, I realized how much I needed and missed being “in community” for the full experience and the beauty of what connects us all. I found *mi gente*. The hallway conversations, breaking bread, and seeing both new and familiar faces were a breath of fresh air. We were all instantly “familia,” sharing stories of similar struggles when it came to our individual journeys as multilingual learners. We were brought together to build our advocacy skills for the benefit of the diverse students we serve in a geographic region that continues to be under-resourced. There is an energy that lifts the spirit when being around others and realizing that although, at times, in the world of advocacy, one can feel lonely, that one just has to find the networks and spaces to realize that others care about the same issues and seek solutions to make a difference. Immediately following the institute, some of us decided to continue collaborating and co-presented at other conference events, ultimately leading to this paper, to which we collectively contributed. All things done in collaboration and community help with the Herculean lift that often feels like it is being carried in solitude. It is this community that I am grateful for; this community gets it; this community understands the needs, challenges, and opportunities that together (and only in community) can lead toward making the world a better place for the students we serve.

Talking the Talk - Walking the Walk

Dr. Clara Amador-Lankster, *National University*

In my role as a bilingual professor, it is easy to devise a vision void of collaboration and partnerships with others in the pursuit of advocacy. Becoming an ELLLI advocate defied that notion! I have always functioned as a *de facto* advocate for the language rights of English learners (EL) and emergent bilinguals in public schools, county offices of education, and with EL and bilingual teachers nationwide. We became a *Think Tank* at LMU in 2019 to brainstorm about new Bilingual Program Standards since the existing ones were obsolete. Our *White Paper* supported the newly configured Official Bilingual Work Group that would consult with the California Commission on Teacher Credentialing (CCTC) to adopt new Bilingual Program Standards with Bilingual Teaching Performance Expectations (BTPEs). That is policy and programmatic advocacy! Once that was finalized, I was selected to become a member of a literacy group to assist the CCTC in the implementation of SB 488 with the purpose of creating new literacy TPEs for all teacher preparation programs. Many ELLLI advocates spoke up about the need to respond to our multilingual learners with these new literacy TPEs. In Fall 2023, as a program director, I will be launching the first *Master of Bilingual Education with MS (Multiple Subject) and SS (Single Subject) plus Bilingual Authorization* at National University statewide. We are not apologetic about preparing highly effective bilingual teachers in response to the needs of English learners and bilingual learners. That is teacher professional preparation advocacy!

"Be the Echo in the Room"

Dr. Adam Sawyer, Associate Professor and Director of Liberal Studies and the Bilingual Authorization, California State University, Bakersfield

"Be the Echo in the Room." From the learnings and inspiration put forth at the 2021 ELLLI Institute in Lodi, this aphorism remained. Meditating on its significance in the weeks and months ahead, it has come to have multiple meanings. For one, it is the literal call to not remain in silence when a colleague, student, or community member takes a brave stand. Perhaps most significantly, it also has come to convey serving as an "echo" for those not in the room at all. Within my faculty role at California State University Bakersfield, it has meant strategic advocacy on behalf of the region's deserving multilingual learners and dual language programs that rely on the University's capacity to certify bilingual educators. Ground zero in this effort was to secure a new tenure-track faculty hire with dual language expertise. This effort involved both "backroom" discussions and several public-facing forums with administrators, program leaders, and faculty, which required direct pleas to these varied constituencies. It was here that the strategic public speaking training received first at ELLLI and later as a Valley English Learner Allies Fellow (under the mentorship of the great Martha Zaragoza-Díaz) paid dividends. Trained to connect both to the emotions and logic of those "in the room" through anecdotes and indisputable facts, this outreach eventually succeeded, and we have hired a promising new dual language faculty member. As the cause for expansive and high-quality multilingual education marches forward, may we all be "echoes" in the wondrous tune of *equidad y justicia*.

Making Waves through Advocacy

Dr. Elsie Solís, California State University, San Marcos

It was not until I was in ELLLI that I truly understood what it meant to call myself an advocate. I never saw myself as an advocate, but I always tried to do what was right for my students and our community. After our ELLLI institute, I grew more confident with a clear understanding of what it takes to fully be an advocate. It takes a team and a group of allies to work together to make waves and bring about changes for our multilingual learners in our PK-20 system. I am thankful for the relationships I have made, which allowed me to go beyond what I could do alone. Currently, in my role as assistant professor in the Multilingual and Multicultural Education department at California State University San Marcos, I get to do what I am passionate about – teach, research, and help our communities. I have been able to support our multilingual learners locally, statewide, nationally, and internationally. I am also a board member of the California Association for Bilingual Teacher Education (CABTE) and part of other organizations that advocate for bilingual education, serving our culturally and linguistically diverse students. My ultimate goal is to continue this journey but to do it smarter by working with my colleagues, friends, and ELLLI *familia*, as part of a team that works together to make waves that provide equity, inclusion, and social justice for our multilingual learners.

Motivation to Move Forward

As an outcome of the institute and its resulting relationships, projects, and growing community, we have found our people to continue this legacy of multilingual learner advocacy. We are all grateful to have met each other through this dynamic network. We are aware of the work we are all capable of doing on our own, but now we know we must move forward together to unify our voices and be intentional about how to leverage and optimize our efforts in advocating for multilingual learners. While intersecting in spaces that bring us together to build a strategic plan, we aspire to maximize the tools and resources we have gained through our advocacy work and connections. We are now, more than ever, motivated to move forward and continue the fight. 🌸

References are available in the appendix of the online version: https://www.gocabe.org/index.php/multilingualeducator_publication/



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Poesías educativas y de conciencia social



José Hugo Moreno, Ph.D.
Educador, Escritor, Poeta

The usual stereotypes portrayed by political pundits and some media outlets often encourage the ignorance that leads to racism and bigotry, as we have seen historically.

These are poems to address that misinformation and bring about consciousness.

¿Latinos?

Cabezas rapadas, brazos tatuados, pantalones guangos. Así es como nos ve la sociedad en las pantallas de la televisión y en los medios de comunicación día tras día, cuando se refieren a los latinos. Estos estereotipos se prestan a perpetuar las incurables llagas que separan a nuestras comunidades. Porque estas perspectivas de la sociedad opresora perpetúan la ignorancia, el racismo, y la violencia hacia nuestra gente.

¿Por qué nos protagonizan como delincuentes y no como seres humanos?

¡Cuando se le niega a un individuo o a una comunidad su humanidad, se le denomina como una bestia incontrolable!
¡Como una bestia de trabajo y no como un ser humano con valor y dignidad!

El Cruce (La frontera/La línea)

Es de noche y los helicópteros vuelan sobre nosotros como buitres en busca de su presa. Las patrullas, patrullan como chacales en busca de la oportunidad de demostrar su bestialidad sobre su inocente presa que busca un porvenir para ofrecérselo a sus hijos. Así son las noches en la línea. Hay que despistar al chacal y aturdir al buitre para que el soñador pueda llegar a la tierra prometida. Que en esta época ya es un mito.

Y aunque el mito no es más, nuestros pueblos cruzan las líneas de las fronteras fabricadas por el hombre. Negándole al prójimo el pan de cada día. Simplemente por las ideologías de egoísmo y explotación. Deshumanizan a su hermano por el hecho de ser de compleción cobriza o de tener un acento o apellido que no refleja el estado social del privilegiado. O que simplemente está ciego a su humanidad.

Nunca termino

Siempre luchando otra batalla
Nunca termino...nunca termino

187—Xenofobia, inmigrantes
Vistos como lacra humana...

Siempre luchando otra batalla
Nunca termino...nunca termino

209—Ignorancia, opresión,
Marginación...

Siempre luchando otra batalla,
Nunca termino...nunca termino

227—Ignorancia, discriminación, racismo,
Y temor...

Siempre luchando otra batalla,
Nunca termino...nunca termino

No puedo respirar me siento traicionado
Pero mi labor aún no está terminado...

Siempre luchando otra batalla
Nunca termino...nunca termino

Las pirámides

En las pirámides del ayer mis antepasados buscaban la aceptación de sus dioses. Utilizaban el sacrificio humano para encontrar las respuestas a sus preguntas y a sus temores. En las pirámides de hoy buscamos nuestro lugar en la sociedad, buscamos aceptación, reputación y admiración. Y a la vez no ofrecemos un sacrificio humano como ellos, pero sacrificamos nuestro intelecto y el cuerpo para ser semi-aceptados en una sociedad que nos ve como una carga y no como una parte de ella. Las pirámides de ayer y las de hoy tienen mucho en común. Las dos fueron y son, respectivamente, los espejos donde las culturas se reflejan y expresan las actitudes, las ideologías, las debilidades, y las fuerzas de la gente a la cual representan más allá del tiempo y el espacio.

These two poems look at the possibility of what schools should be, especially with the community schools initiative, a great space of possibility and hope.

Educadores

En los pasillos de las instituciones
educativas nos encontramos con un dilema.
¿Cuál es el camino adecuado?,
el que debemos emprender
o el que hemos tomado.
En nuestras opiniones y decisiones
depende el futuro de los niños.
De los niños que como un libro abierto,
sin escritura aprenden lo que les enseñamos.
Nuestra instrucción es como tinta china,
la cual no se borra sino es perpetua.
La cual puede ser con amor y ternura
o con dolores y dictadura. Que los puede
endulzar o cicatrizar por siempre.

Escuela

Nuestra escuela trasciende la
Definición de un edificio
O una institución.
Como un espejo refleja
A nuestra comunidad.
Es un centro para el
Crecimiento personal y académico.
Aquí es donde se construyen los cimientos.
Donde los soñadores encuentran sus sueños,
Los poetas sus musas y metáforas,
Arquitectos de sus ángulos geométricos,
Y la humanidad su alma.
Es un lugar donde el sentido de familia
Es fomentado. Es nuestro hogar.



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Motivational Speaker and Author | Opening General Session | 8:30 am - 9:30 am

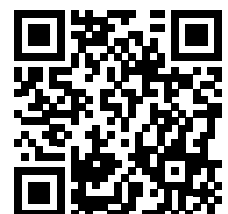
Jorge Dueñas is a former farm worker and English learner who has traveled and worked with his family in California, Oregon, and Washington. An educator for 35 years, he has three bachelor's degrees and a master's degree in Bilingual-Multicultural Education. He loves motivating students and trying to change the world one life at a time. His book, *Disciplina con Dignidad Siete Dias a la Semana*, won the International Latino Book Award (ILBA) in 2021. His focus as a motivational speaker is motivating people to analyze themselves in order to improve and change.

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Palavras: Criando pontes entre o orgulho da língua nativa enquanto estimulamos a aquisição do inglês como segunda língua



Juliano Calvo, B.A.
West Adams Preparatory High School -LAUSD

A linguagem idiomática não é apenas um meio de comunicação; é uma parte integral da nossa identidade, ligando-nos à nossa herança cultural e comunidade. A língua inglesa, com seu status de *língua franca*, é frequentemente vista como um passo essencial em direção à cidadania global. No entanto, a jornada para fluência em inglês nunca deve negar ou diminuir o valor da língua nativa de alguém. Como educadores, administradores escolares e pesquisadores, cabe a nós garantir um ambiente equitativo em nossas salas de aula, que encoraje os alunos a se orgulharem de suas línguas nativas enquanto embarcam em sua jornada pela aquisição da língua inglesa.

Navegar pelo cenário linguístico da minha própria sala de aula tem sido uma jornada única e enriquecedora na minha defesa por uma educação linguística equitativa. Nascido e criado no Brasil, o português é a minha língua nativa, e o inglês o meu segundo idioma. Ao exercer o meu papel como professor secundário ensinando em inglês para turmas compostas predominantemente por estudantes de língua espanhola, eu me tornei simultaneamente um aprendiz de idiomas, como meus alunos, e um instrutor de idiomas.

Essa singular interseção linguística - português, inglês e espanhol - na minha sala de aula me permitiu um entendimento profundo e compartilhado da jornada linguística dos meus alunos. Eu senti a emoção de entender novos idiomas, a luta com a sintaxe desconhecida, e o conforto de voltar à língua nativa. Como aprendiz de idiomas, eu consegui empatizar com os desafios e vitórias dos meus alunos, e isso enriqueceu profundamente minha abordagem e estratégias de ensino.

Minha jornada pessoal, combinada com a colcha de retalhos multilíngue da minha sala de aula, tornou-se o catalisador para uma compreensão mais profunda da aquisição de outras línguas. Fez-me apreciar o imenso valor da língua nativa de cada aluno e o papel crítico que ela desempenha em sua identidade, autoestima e desenvolvimento cognitivo. Isso me inspirou a defender um ambiente de aquisição de línguas mais inclusivo e equitativo, onde cada língua é respeitada, celebrada e usada como recurso para aprendizado.

Aprender e ensinar neste ambiente multilíngue incutiu em mim uma crença inabalável: a educação linguística não deve ser sobre substituir um idioma por outro. Deve ser sobre construir pontes entre

The English translation of this article is available in the appendix of the online version: https://www.gocabe.org/index.php/multilinguaeducator_publication

idiomas, fomentar o bilinguismo e nutrir um senso de orgulho no patrimônio linguístico de cada um. Essa crença continua a guiar meu trabalho como educador, enquanto me esforço para criar um espaço de aprendizado onde cada aluno se sinta visto, ouvido e valorizado - não apesar de sua formação linguística, mas por causa dela.

A necessidade de nutrir a diversidade linguística e promover o orgulho na língua materna é mais pertinente hoje do que nunca e as instituições educacionais desempenham um papel fundamental nesse empreendimento. No entanto, antes de mergulharmos em estratégias, é crucial entender as profundas implicações de cultivar um ambiente assim para estudantes multilíngues.

Na grande narrativa de incentivar o orgulho nas línguas nativas ao mesmo tempo que estimulamos a aquisição do inglês, existem histórias calorosas, engraçadas e inspiradoras que capturam a essência dessa jornada. Um desses episódios inesquecíveis se desenrolou na minha sala de aula durante um animado jogo de “Pictionary”. Aqui está meu testemunho. Um dia em nossa sala de aula, eu e meus alunos do primeiro ano do ensino médio estávamos determinados a ir além dos livros didáticos, tornando a aprendizagem da língua uma experiência imersiva e agradável. O “Pictionary” foi uma escolha popular para essa combinação de criatividade e habilidades linguísticas, e decidimos incluir um toque bilíngue: os alunos deveriam adivinhar os nomes dos objetos desenhados em inglês e espanhol. O jogo começou e a sala estava agitada de empolgação enquanto as equipes se revezavam desenhando e adivinhando. O momento mágico aconteceu quando um aluno desenhou algo que era inconfundivelmente um pacote de batatas fritas. A palavra era “CHIPS”, e em coro, o termo em inglês foi adivinhado corretamente. No entanto, quando chegou a hora de adivinhar o equivalente em espanhol, a sala mergulhou em um silêncio atordado.

Foi como se o tempo em si prendesse a respiração, aguardando a resolução desse impasse linguístico. Então, como um repentino estrondo de trovão, uma voz surgiu do fundo da sala. “EL CHIPS!”, anunciou triunfantemente. A sala irrompeu em gargalhadas, criando uma memória que ainda permanece gravada em nossos corações.

Embora esse momento tenha sido engraçado, também destacou o desafio e a beleza da aprendizagem de idiomas. Ele ressaltou a importância de aprender as nuances e os idiomas das línguas, além das traduções diretas. O riso, o entendimento compartilhado e a aprendizagem coletiva fortaleceram nossa crença no valor de criar uma sala de aula bilíngue e multicultural. Em outro exemplo notável, encontrei um lembrete comovente de como as jornadas de aquisição de linguagem podem ser repletas de obstáculos únicos. Recebi uma mensagem no portal da escola



de um dos meus alunos, que recorreu a um tradutor para se comunicar comigo. A mensagem em si era sincera e direta, mas houve uma reviravolta inesperada. O programa de tradução havia pego meu nome, Mister Calvo, e dado sua tradução literal em espanhol, me transformando em Señor Bald! Se você está se perguntando como isso aconteceu, calvo significa bald em inglês. Embora isso tenha me arrancado uma risada sincera, também foi um indicativo poderoso de que o aluno precisava de suporte extra em sua jornada de aquisição da linguagem.

Esses incidentes destacam a necessidade de um ambiente de apoio e incentivo na promoção da aprendizagem de idiomas. O jogo de “Pictionary” mostrou como o engajamento lúdico pode tornar a aprendizagem de um novo idioma menos intimidante, aumentando assim a confiança dos aprendizes. Da mesma forma, o episódio do tradutor destacou a importância da avaliação contínua e da atenção personalizada na identificação e superação dos desafios de aprendizagem individuais.

Todos os dias, nossas salas de aula testemunham muitas histórias como essas, destacando as alegrias, desafios e recompensas intrínsecas da aquisição de linguagem. Elas servem como lembretes de que nossa missão, como educadores e administradores, vai além da instrução da linguagem para fomentar um senso de pertencimento, confiança e orgulho na jornada linguística de cada aluno. À medida que continuamos a escrever essas histórias, vamos garantir que elas sejam repletas de risadas, empatia, respeito e aprendizado incessante, incorporando a essência da educação linguística equitativa. Em conclusão, a jornada linguística de cada aluno é única, e é nossa responsabilidade garantir que isso seja valorizado e respeitado. Ao criar um ambiente de aprendizagem que celebra a diversidade linguística e fomenta o orgulho nas línguas nativas, estamos promovendo um desenvolvimento holístico e proporcionando uma educação linguística equitativa para todos. Sigamos escrevendo histórias cheias de risadas, empatia, respeito e aprendizado contínuo, incorporando a essência da educação linguística equitativa. 🌸

*The English translation of this article is available
in the appendix of the online version:
https://www.gocabe.org/index.php/multilingualeducator_publication*

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Supporting Young Learners in their Mandarin Language Development



Cindy (Ai-Ling) Li, M.S. Ed.

*With support from Officers and Members of
CABE Mandarin Chapter 28 of Los Angeles*

Young Learners and Mandarin Language Development

For many young learners entering a Mandarin classroom for the first time, it is daunting for them to want to even step foot in the classroom. Ideally, one would expect young children to feel excited about learning another language, but realistically, extensive preparations need to be set in place in order to work effectively with young learners.

Although Mandarin (also referred to as “Chinese”) is a *highly* coveted language that many families are interested in having their children acquire, learning it as a new language at school does take effort and time for students whose home languages are significantly different, like Spanish and English. Languages Unlimited LLC states, “Chinese is a tonal language with complex characters that have evolved over thousands of years. The Chinese language has a unique structure and pronunciation system that is vastly different from English. Chinese is made up of tens of thousands of characters, each with its own meaning, and often multiple pronunciations.” These characters are not alphabetic, adding another challenge to literacy development for students familiar with the ABCs of the Roman alphabet.

For many young learners whose lives may have been encompassed around speaking, listening, and even reading

and/or writing in English in their community, becoming “immersed” in a Mandarin classroom for the first time can be filled with unfamiliarity and, therefore, fear of the unknown, since it is not a concept that young learners are accustomed to. The big question then becomes: How do educators engage and motivate young learners to learn a language such as Mandarin?

Considerations of Mandarin Early Language Educators

Below are a few considerations that Mandarin early language educators may want to ponder as they are preparing to work with young learners in their Mandarin language development:

1. What do my students know coming into the classroom?
(Pre-Assessment considerations)
2. What do I want them to learn?
3. How do I ensure that students meet their learning goals?
(Every student might have different goals, and that is fine.)

The following strategies are some examples of strategies that early learner educators can utilize in their classrooms to start engaging and motivating young learners to learn Mandarin:

“Find the Right Crayon”

[Chinese High-Frequency Character Flashcards]

找“蠟筆生字/蜡笔生字”



Ms. Cindy (Ai-Ling) Li (M.S. Ed.)

Former Mandarin Teacher, Alhambra Unified School District

Current Part-Time Lecturer and Co-Coordinator of Mandarin Bilingual Authorization Program, California State University, Los Angeles [CSULA]

One strategy that early learner Mandarin educators can use is called “找蠟筆生字/蜡笔生字” (“Find the Crayon” Character Flashcards). It is a fun, engaging, and kinesthetic method to engage young learners to practice their Chinese characters, as recognizing Chinese characters is one of the foundations of Chinese language learning. According to Language Limited LLC, “Chinese has tens of thousands of characters that need to be learned in order to read and write effectively.”

The materials that one would need in order to implement this strategy are:

1. Set of “crayon words” cards:
 - a. Print out “crayons” through online templates.
 - b. Print/write Chinese characters in the blank area.
 - c. Sketch a clue or glue a photo to contextualize the character’s meaning on the back side.
 - d. Then, color the crayon and laminate the cards.

****Have as many characters as needed for teaching (for the year). Add more words that come up during the school year as favorites of your specific group of students.**

2. Crayons (to color the “crayon words”).

3. Pointers (as needed).

Below are the steps that educators can follow as one way to utilize this strategy:

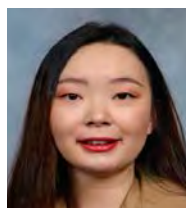
1. Have the students sit together in a circle.
2. Pull out the “Find the Right Crayon” Chinese Character Flashcards.
3. Place two to three cards in the middle of the circle (random cards, but one should be the “focus character of the week”).



4. Have two to three students come to the middle of the circle. Either hand students “pointers,” or have students point with their finger, or have students grab the card (the educator can decide how to implement this strategy based on the students).
5. Then, count to three. On the count of three, one child should have the correct “Crayon-shaped Chinese Character Card.”
6. The game would proceed until one student has the most cards.

****Disclaimer:** This strategy **needs to be** practiced with students with rules set in place before proceeding so the game does not turn into chaos. For example, 1-2 cards at a time would be taught through direct instruction using comprehensible input, visuals, acting out, singing songs, etc.

Promoting Motivation in Learning in Early Language Development through Bingo



Ms. Yiyuan (Tiffany) Zhang,

Mandarin Teacher, Field Elementary School, Pasadena Unified School District

“Bingo” is a game that is commonly played with young children. However, in particular, Bingo for Mandarin learning has many great benefits:

- Focus on language comprehension (input) and output using visuals with characters
- Game/competition - lowers the affective filter
- Easy to apply to any lesson topics
- Choices/curiosity in Mandarin reading/listening/speaking/writing

The materials needed, along with sample steps for playing Mandarin Bingo, are:

1. Set of **Bingo sheets** (one sheet per student or start with partners helping each other with one sheet) with a variety of different combinations of approximately 12-15 different **picture cards with characters** in grids of 8 pictures (start with 4x2, then graduate to 3x3 grids)
2. One teacher’s set of all 12-15 **picture cards with characters** printed out individually on cardstock and laminated (i.e., 8 ½ by 11 inches or more in size to be easily seen by all students) is kept by the teacher in a basket or big manila envelope to select one of the **picture cards with characters** at a time and present it to the class for the students to interpret, then match (or not) with their sheet.
3. To play the game, students are at desks or on the rug with a clipboard. The teacher is in front of them with all the big **picture cards with characters**. As the cards are displayed and interpreted, students will mark off, or place a marker on, the words selected randomly by the teacher or another student from the basket or big manila envelope (or just from a heap on the floor) **if they have the same one on their Bingo sheet**.
4. To maximize language comprehension and development, once a **picture card with characters** is selected from the basket or heap, it is shown to the class silently. If a gesture has been learned in connection with the meaning of the **picture**

card with characters, students are encouraged to make the gesture and call out the word. Once the correct meaning has been said, the teacher confirms and encourages everyone to “Say it with me” while making any gestures learned in connection with that word.

- Once a student has marked a whole row of **picture cards with characters** (or filled their entire sheet), they shout out “BINGO!” or “賓果/宾果！” to win first place. The game can continue and the teacher may invite the winner of first place to select the next **picture cards with characters** until there is a second-place winner, etc.
- The teacher emphasizes this is a **game of luck**, so if we don’t win this time, we can still win next time. Teach a phrase similar to the English “Better luck next time!” such as “下次加油！”.

NOTES: Before implementing the game, ensure that all Mandarin vocabulary has been taught directly! Have charts around the room with the same or similar illustrations of the words to use as resources and memory aids.

Bingo can also be used with small groups.

Make your own online templates based on the specific Mandarin language lesson or content area one may be teaching. What is great about the Bingo game is that it is versatile based on the lesson content the educator may be teaching. Below is a sample of a template that an educator may use:



“Picking Fruit” (摘水果)



Ms. Wanyi Wu,
*Instructional Coach, Field Elementary School,
Pasadena Unified School District*

One strategy that early Mandarin educators can use is the “Picking Fruit” (摘水果) game to review and internalize/memorize key vocabulary.

This game can be demonstrated to the whole class and then practiced in small groups or teams. The materials that one would need in order to implement this strategy are:

- Master set of the fruit illustrations with Mandarin characters.
- Set of individual fruit sheets for students to “pick”.
- A large background template with all the fruit trees. (Per

the illustration below.) Make your own templates based on the Mandarin lesson you may be teaching. For example, the template could be different for other topics— a store template with picture sheets of various products in the store, a zoo template with picture sheets of various animals, etc.

The intent of the game is to have students “practice” picking a “fruit,” depending on what the name of the fruit is in Mandarin. However, the game can be adjusted to have students “pick” different fruits or character words/phrases based on the lesson content.



Utilizing “Total Physical Response” (TPR) to Create an Interactive Language Learning Environment



Ms. Yuanxi (Sapphire) Shi,
*Hillcrest Elementary School,
Garvey School District*

Total Physical Response (TPR) is a method of teaching languages developed by Dr. James Asher in the 1960s. It’s based on the idea that coordinating speech and action will boost language learning. In a TPR classroom, teachers give commands to students in the target language, and students respond with whole-body actions. TPR has *many* great benefits, especially for young Mandarin learners:

- It makes language learning playful.
- It decreases anxiety in young children.
- It enhances memory skills in retaining Mandarin concepts.
- It creates active engagement.
- It is developmentally appropriate.
- It is a natural learning process for young learners.

An example of a game that Mandarin early language educators can utilize is the “頭、肩膀、膝、腳趾/头肩膀、膝、腳趾” (Head, Shoulders, Knees and Toes Song). Another game that Mandarin early language educators can utilize is the “[中文名字] 老師說/老师说” ([Mandarin Name] Teacher Says). Typically, it would be “Simon Says,” but personalizing the name of this game makes it more fun for the class).



Conclusion

All in all, Mandarin language learning is not an easy task. Especially for early language educators of Mandarin as a new language, teaching it is an even more formidable task. However, with careful planning and consideration, it can be fun and exciting to help shape the next generation of young learners' Mandarin language development.

The author would like to thank all the Mandarin educators featured in this article for their ideas. The strategies gathered were from a conference that the Southern California CABE Mandarin Chapter recently hosted called "Language Immersion Pedagogy for Young Learners."

CABE Mandarin Chapter 28 is a non-profit advocacy organization in Los Angeles whose mission is to promote educational achievement for students, develop a supportive professional network for educators, and increase Chinese-English bilingual awareness among parents and the community.

*If you are interested in becoming a Mandarin language educator, please contact the author (Professor **Cindy (Ai-Ling) Li, MS. Ed.**, Part-Time Lecturer and Co-Coordinator of the Mandarin Bilingual Authorization Program at California State University, Los Angeles) at ali28@calstatela.edu 🌸*



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One-Click Away: Multilingual Learning Toolkit



Luis Molina, M.A.
Early Edge California
Bernadette Zermeno, Ed.D.
Oakland Unified School District

In today's diverse and multicultural educational landscape, it is crucial for practitioners to be equipped with the knowledge and resources to support the unique needs of multilingual learners (MLs). Recognizing this need, Early Edge California [<https://earlyedgecalifornia.org/>], in collaboration with various stakeholders [<https://www.multilinguallearningtoolkit.org/about/partners-contributors/>], developed the Multilingual Learning Toolkit (Toolkit) [<https://www.multilinguallearningtoolkit.org/>]. This online hub provides educators, administrators, and higher education faculty with a comprehensive set of resources and best practices to effectively support MLs in preK-3rd grade.

The collaborative effort ensures that the Toolkit reflects the diverse perspectives and expertise of the stakeholders involved. By incorporating insights from researchers, the Toolkit bridges the gap between research and practice, translating scholarly knowledge into practical strategies that can be implemented in real-world classroom settings.

At the heart of the Toolkit is a Starter Guide [<https://www.multilinguallearningtoolkit.org/starter-guide/>] that lays the groundwork for educators by sharing research-backed, asset-based foundational principles. This guide provides practitioners with valuable insights into the unique strengths and abilities of MLs. By shifting the focus from deficits to assets, educators are encouraged to embrace and build upon the diverse linguistic and cultural backgrounds of their students.

The Toolkit goes beyond theoretical principles and offers 11 Instructional Topic Areas [<https://www.multilinguallearningtoolkit.org/instructional-strategies-resources/>] that cover essential elements for serving MLs effectively. These topic areas include family engagement, socio-emotional health and development, classroom environment, oral language development, literacy development, bilingual classrooms, home language development, additional English language development (ELD) strategies, content learning, assessment, and building educators' capacity. Each topic area is supported by evidence-based strategies and resources, empowering educators to implement effective instructional practices.

With over 400 free resources [<https://www.multilinguallearningtoolkit.org/resource-search/>] directly related to the Instructional topic areas, the Toolkit provides educators with a wealth of practical and easy-to-use materials. These resources include videos, lesson plans, handouts, vignettes, and more, catering to diverse learning styles and preferences. By offering such a wide range of resources, the Toolkit accommodates educators with varying levels of experience and expertise in supporting MLs.

The Toolkit is aligned with the vision of the California Association for Bilingual Education (CABE) of biliteracy, multicultural competency, and educational equity for all students. In a rapidly changing world, embracing multilingualism and promoting cultural diversity in education is crucial for fostering inclusivity and preparing students for an interconnected global society. The Toolkit serves as a powerful tool for educators, equipping them with the knowledge and resources needed to support MLs effectively.

Next, we highlight an example of a school district that uses the Toolkit in their work with teachers to better support their MLs and families.

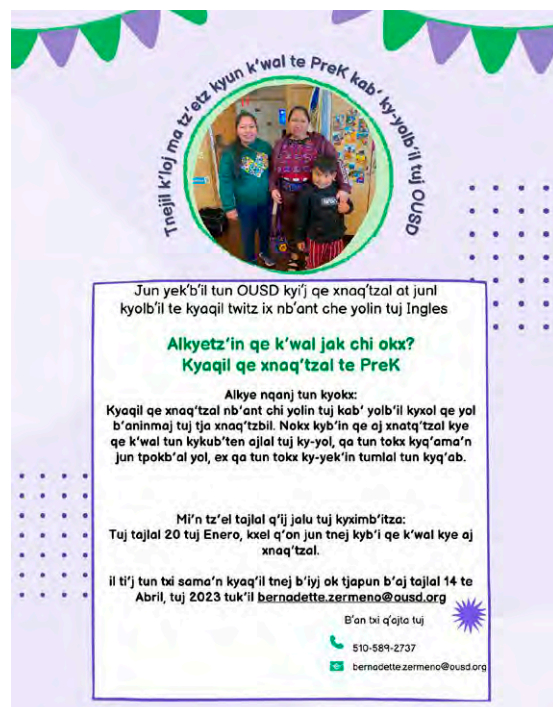
Oakland Unified School District (OUSD) was ready to use the Toolkit throughout many areas of their district, serving over 36,000 students. Close to 1 in 3 of these students is a designated English learner (EL), and half speak a language other than English at home. Additionally, OUSD continues to serve a large number of students who entered Oakland schools in pre-K or kindergarten as ELs and persist in this classification until reaching the official status of long-term EL (LTEL). LTELs are among district students at the highest risk of dropping out and plateauing at unacceptably low literacy levels, leaving them ill-prepared for college and career. In addition, early development instruction (EDI), a kindergarten readiness indicator measuring various domains, including language and cognition, highlights these gaps. The 2020 data found that only 50% of our early childhood dual language learners (DLLs) were considered "on track" compared to 75% of English-only students. To address these issues, district leaders turned to the Multilingual Learning Toolkit.



OUSD's initial plan was to engage schools with the highest concentration of multilingual learners (MLs), with special attention to our schools with bilingual/dual language programming and schools with high concentrations of EL newcomers. The Toolkit provided guidance and resources that enabled the district to deepen our current work. There are evidence-based strategies for engaging families as active partners and supporting students' multilingual oral and literacy development. We strived to see families as assets and wanted to use the Toolkit as a frame to build our biliteracy pathways [<https://www.cde.ca.gov/sp/el/er/blitoverview.asp>] starting in pre-K. The Biliteracy Pathway recognition awards help recognize, honor, and lift home languages as assets and are given to students who have demonstrated progress toward proficiency in one or more languages in addition to English. This year, we honored over 200 pre-K families with the biliteracy award for the first time.

Also, the Toolkit is particularly helpful in identifying and bridging strategies that are developmentally appropriate for the preschool and early elementary contexts and in determining strategies that take an asset-based approach across all language programming contexts. We used the evolving Toolkit as we adapted and expanded our tools and frameworks to describe our expectations for high-quality instruction for MLs more explicitly and to implement the strategies across our classrooms. OUSD has 16 elementary schools where at least 50% of the student population is designated as EL and/or have bilingual programming and 16 childhood development centers (CDCs) with 50% or higher DLL populations. With the support of the Multilingual Learning Toolkit, our goal was to reach 80% of the teachers in pre-K to 2nd grade from these schools through two primary strategies. Our first strategy was to provide invitational inquiry-based professional learning communities that bring teachers of pre-K to 2nd grades and school leaders together around common problems of practice grounded in the Toolkit. Throughout the year, OUSD has engaged in multiple professional developments and professional learning communities, building upon the research-based strategies found in the Toolkit. For example, we partnered with Lead by Learning [<https://weleadbylearning.org/>], an organization to help educators critically reflect on their own practice by looking at data and student learning. Our group focused on improving student success with oral language strategies, pre-literacy and writing, and complex language production using high-leverage *GLAD (Guided Languages Acquisition Design)* strategies and *POLL (Personalized Oral Language Learning)* strategies in the Toolkit. With over twenty educators, we met monthly to align, reflect, and practice PreK-3rd grade strategies found directly in the Toolkit. This was a pivotal professional learning community because we brought together PreK-3rd grade educators into one space to review and learn from the Toolkit. One educator commented, "The strategies in the Toolkit are great. So many resources all in one place. I feel as though I can use many in my classroom."

Another strategy aligned with the Toolkit was to improve and cultivate professional development across Early Childhood and Early Elementary grades by embedding common instructional strategies grounded in the Toolkit in existing professional learning spaces. We were fortunate to have multiple professional development and learning communities that embedded strategies from the Toolkit in all areas of the district, ensuring best practices for our language learners. For example, we collaborated with the Special Education department to build upon common strategies



found in the Toolkit, such as 4A) Provide high-quality, responsive, and extended talk in each language, including longer utterances with varied vocabulary, a mix of open-ended and scaffolding questions, providing child-friendly definitions for new or unfamiliar words, recasting or repeating an erroneous utterance in a corrected form, and engaging in back-and-forth exchanges [<https://www.multilinguallearningtoolkit.org/strategies-resources/oral-language-development/>]. This is something all educators may do, yet what does it look like in a Special Education class compared to a newly arrived 3rd-grade student or even a multilingual Arabic speaker in TK? By aligning the strategy, we were able to show educators different examples and scaffolds for each child and their unique experiences and learning styles. A high school educator said, "Wow, I did not know that the strategies used in PreK could support my multilinguals and newcomers." The educator learned about the importance of songs and chants to teach and practice vocabulary.

Lastly, the Toolkit has supported the development and research of many new and aspiring educators to begin understanding best practices for MLs. In addition to OUSD, Bernadette Pilar Zermeño [<https://www.bernadettezermeno.org/>], a professor at multiple community colleges and universities in the Bay Area, has aspiring PreK-high school educators research and use the Toolkit practices in their future classrooms, creating a pipeline for strategies that support students. Students have mentioned, "I love how all the resources are available for me when I begin my journey as a new teacher. I am better equipped in how to serve families and students." The Multilingual Learning Toolkit has resources that can shift the teaching practices of educators, all just in one click!

The Multilingual Learning Toolkit is an online hub of open-source resources and best practices for PreK-3rd practitioners. We encourage you to visit the website and use the resources with your students and families! To stay informed about the latest updates to the website, please subscribe to our mailing list: <https://www.multilinguallearningtoolkit.org/sign-up/>. 🌸

References are available in the appendix of the online version: https://www.gocabe.org/index.php/multilingualeducator_publication/

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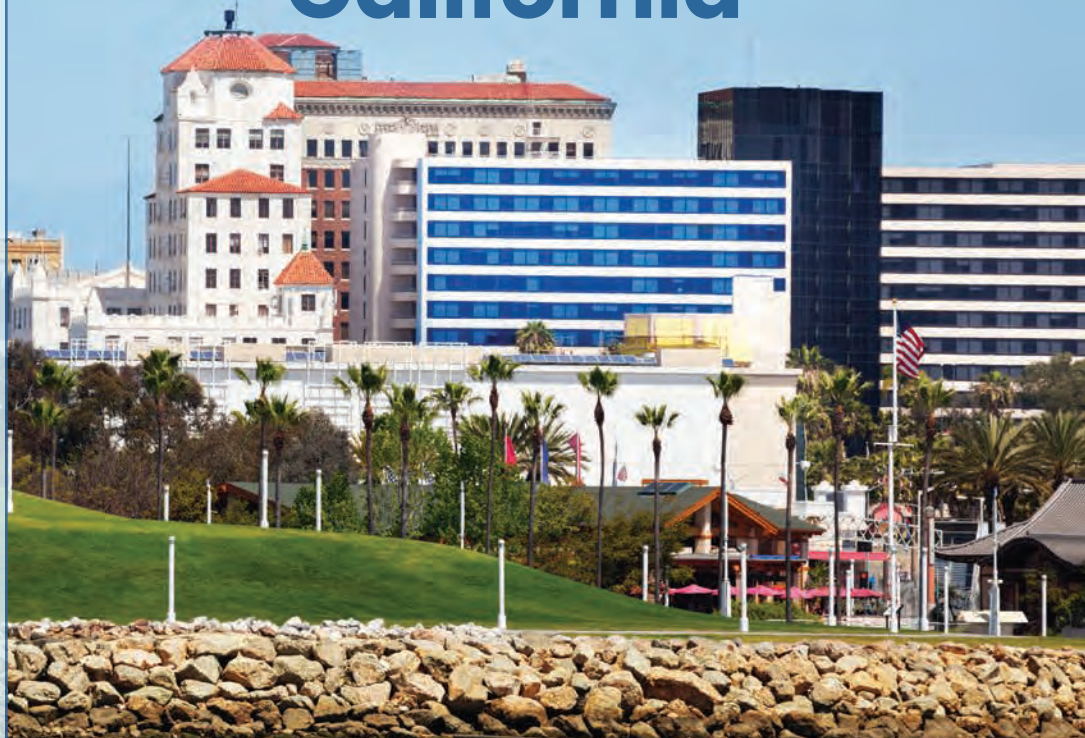


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CABE's Critical Effective Literacy/Biliteracy Pedagogy Framework

Bárbara Flores, Ph.D., Rubí Flores, M.A., Anya Bobadilla, M.Ed.,
Amanda Vanessa Noriega, M.A., & Jan Gustafson-Corea, M.A.

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Reaffirming Multilingual Educators' Pedagogical Knowledge Base

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Centering English Learner/Emergent Bilingual Students in Literacy Research and Instruction

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Note

¹There are several terms used to describe students in the U.S. who are learning English as a new language in preschool and K-12 settings. In this paper, we use the combined term of English Learners/Emergent Bilinguals (EL/EBs).

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Science of Reading in Bilingual Classrooms: Cautions and Research-based Solutions

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The Intersection of the Science of Reading and Biliteracy Development Via Four Instructional Spaces

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Enhancing Early Literacy for Dual Language Learners: A Critical Analysis

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Promoting Equity, Inclusion, and Diversity through the FACE of CABE

Antoinette Hernández, with contributions from the FACE Team and CABE Partner

Spanish Translation

Promoviendo la equidad, la inclusión y la diversidad a través de FACE en CABE

Artículo escrito por Toni Hernández con aportaciones del equipo FACE y socios de CABE

En la búsqueda de prácticas educativas equitativas y la protección de los derechos de estudiantes lingüística y culturalmente diversos, la Asociación de California para la Educación Bilingüe, (California Association for Bilingual Education, CABE por sus siglas en inglés) ha solidificado su posición como un defensor pionero. Demostrando su compromiso inquebrantable de garantizar la igualdad de oportunidades para todos los estudiantes, CABE encabeza una variedad de iniciativas y programas en todo el Estado que cultivan activamente la equidad, la inclusión y la diversidad dentro de las instituciones educativas. Entre estos esfuerzos influyentes, el departamento de Involucramiento Familiar y Comunitario (Family and Community Engagement, FACE por sus siglas en inglés) trabaja apasionadamente para empoderar a las comunidades, mejorar la capacidad y elevar los resultados de los estudiantes.

El legado de servicio de CABE se puede ejemplificar a través de Project 2INSPIRE, una serie exclusiva de talleres de involucramiento familiar que se ha entregado con orgullo a distritos y escuelas durante más de 15 años.

Diseñado como una plataforma de desarrollo de liderazgo, este programa capacita a los padres y cuidadores con las habilidades y conocimientos esenciales para participar activamente en el camino educativo de sus hijos. Estos talleres, que abarcan un amplio espectro de temas, operan en cuatro niveles de involucramiento de los padres. Refuerzan estrategias efectivas de comunicación multicultural, permiten el éxito académico tanto en el hogar como dentro de la comunidad escolar y fomentan el crecimiento socioemocional dentro de una atmósfera que fomenta experiencias de aprendizaje positivas. Al unir a las familias, las escuelas y la comunidad en general, estos talleres desempeñan un papel fundamental en la solidificación del esfuerzo colaborativo necesario para el avance educativo integral de un niño. Los padres que se gradúan del programa tienen la oportunidad de crear sus propios grupos de liderazgo para seguir creciendo y colaborando a través de la realización de eventos multiculturales y la conexión con otras agencias comunitarias y distritos escolares.

Otro ejemplo del alcance de CABE en el apoyo a las escuelas es la Iniciativa de Involucramiento Comunitario, (Community Engagement Initiative, CEI por sus siglas en inglés). Desde 2018, CABE ha formado una alianza sinérgica con la Colaboración para la Excelencia Educativa de California, (California Collaborative for Educational Excellence, CCEE por sus siglas en inglés), la Oficina de la Superintendencia de Escuelas del Condado de San Bernardino (San Bernardino County Superintendent of Schools, SBCSS por sus siglas en inglés) y las Familias en las Escuelas (Families in Schools, FIS por sus siglas en inglés) para facilitar CEI. Esta iniciativa está dedicada a fomentar alianzas auténticas entre estudiantes, familias, distritos, y comunidades. Gira en torno a fomentar las relaciones, infundir confianza, defender la equidad cultural, racial y lingüística, y catalizar los resultados transformadores de los estudiantes. El objetivo central de CEI es facilitar conversaciones productivas, cultivar la confianza y mejorar los resultados de los estudiantes. Se logra esto a través de colaboraciones entre los distritos escolares y las oficinas de educación del condado, lo que permite la implementación extensible de modelos exitosos de involucramiento comunitario en todo el Estado. La incorporación de prácticas efectivas para el mejoramiento continuo sigue siendo un sello distintivo de los esfuerzos de CEI, impulsado por una robusta Red de Liderazgo y Aprendizaje entre Compañeros. Peer Leading and Learning Network, PLLN por sus siglas en inglés). Los equipos del distrito, que incluyen a padres, estudiantes, socios comunitarios, administradores escolares, maestros y consejeros, convergen dentro de esta red para intercambiar, compartir y asimilar estrategias eficaces de involucramiento comunitario, unificados por una base de construcción de confianza intencional. La introducción de la actividad "conocimiento" en CEI es un testimonio del enfoque innovador de CABE para el intercambio productivo de experiencias y la creación de confianza. Esta adición reflexiva se introduce en cada reunión, fomentando un entorno propicio para compartir prácticas exitosas de involucramiento comunitario mientras se abordan conjuntamente desafíos específicos. Desde sus inicios, CEI ha defendido la creación de consenso y la representación equitativa de las voces, lo que sostiene su éxito.

El fomento de alianzas inclusivas encuentra una mayor expresión a través de Plazas Comunitarias, un programa que ha sido motivo de orgullo durante más de 15 años. CABE ha colmado una brecha crucial en la accesibilidad educativa creando espacios educativos accesibles adaptados a personas hispanohablantes a partir de 15 años, independientemente de su estatus migratorio. Estas iniciativas impulsadas por la comunidad, apoyadas por organizaciones de la sociedad civil, el Instituto Nacional de Educación de Adultos (INEA) y el Instituto de los Mexicanos en el Exterior (IME), operan en colaboración con los consulados de México en los Estados Unidos. Ofrecen servicios esenciales de alfabetización y educación primaria y secundaria, empoderando a las personas con oportunidades de aprendizaje transformativo. Los participantes que completan sus estudios en Plazas Comunitarias reciben un certificado de estudios avalado por la SEP (Secretaría de Educación Pública), con reconocimiento tanto en México como en Estados Unidos. Plazas Comunitarias funcionan como un canal fundamental para que los miembros de la comunidad realicen estudios básicos en español, que abarcan la alfabetización, la educación primaria y secundaria. Además, se alienta a los estudiantes a continuar su educación en línea, aprovechando las oportunidades para realizar estudios secundarios (preparatoria) y explorar programas universitarios en línea de instituciones en México y en el extranjero. Plazas Comunitarias también ayuda a personas con antecedentes profesionales a validar sus títulos universitarios, independientemente de su estatus migratorio, ofreciendo información esencial y orientación durante todo el proceso.

PROMESA (Promoción de Resultados Rigurosos para la Multiliteracidad y el Rendimiento de los Estudiantes Aprendices de Inglés), en colaboración con el Distrito Escolar Unificado de Corona-Norco y el Distrito Escolar Unificado de Woodland, es una subvención nacional para el desarrollo profesional financiada por el departamento de educación de los Estados Unidos. Esta subvención tiene como objetivo mejorar la instrucción de los estudiantes aprendiendo inglés (EL por sus siglas en inglés) y cultivar programas escolares excepcionales de doble inmersión. Basado en un estudio de diseño cuasi-experimental (QED por sus siglas en inglés), PROMESA evalúa su impacto en los resultados de los estudiantes en seis escuelas. La iniciativa brinda desarrollo profesional para los líderes del distrito y la escuela, presenta estrategias basadas en evidencia para elevar los logros de los alumnos aprendiendo inglés y fomenta el liderazgo de los padres para generar el involucramiento familiar en el camino educativo de sus hijos. El centro de este esfuerzo es la Academia de Liderazgo y Alfabetización Familiar (Family Literacy and Leadership Academy, FLLA por sus siglas en inglés), una plataforma facilitada por especialistas de padres de CABE. Las sesiones de FLLA estimulan el involucramiento de los padres, fomentan la confianza y un sentido de comunidad. Las sesiones de Libroterapia de FLLA no solo refuerzan las habilidades de lectura y escritura, sino que culminan en que los padres asuman el papel de autores, iniciando transformaciones positivas dentro de la comunidad escolar en general.

En un paso hacia la eliminación de las barreras lingüísticas, CABE lanzó recientemente Soluciones Lingüísticas Multilingües (Multilingual Language Solutions, MLS por sus siglas en inglés), un servicio que extiende la traducción escrita y la interpretación oral a distritos escolares, escuelas y otras entidades en todo California. El servicio se basa en un firme compromiso con la traducción e interpretación de alta calidad, asegurando servicios de manera oportuna y con tarifas razonables. CABE MLS empodera eficazmente a los hablantes de diversos idiomas para que estén bien informados y participen activamente en diálogos educativos fundamentales, tal como conferencias de padres y maestros, reuniones de programa individualizado de educación (IEP por sus siglas en inglés), Comité Asesor del Distrito para Alumnos Aprendiendo Inglés (DELAC por sus siglas en inglés), Comité Asesor para Alumnos Aprendiendo Inglés (ELAC por sus siglas en inglés), Consejo Directivo Escolar (SSC por sus siglas en inglés) y reuniones de la mesa directiva escolar. Al cerrar esta brecha de comunicación vital, CABE MLS contribuye sustancialmente a fomentar la colaboración entre las familias y las escuelas.

Fomentando las relaciones y los lazos comunitarios: elevando las voces

En el corazón de FACE reside una firme creencia en el potencial transformador de las relaciones y la construcción de comunidades. CABE reconoce que la equidad y la inclusión auténticas sólo pueden florecer cuando todas las voces son reconocidas y apreciadas. Al participar activamente en el diálogo y escuchar genuinamente las necesidades de diversas comunidades, los programas FACE implementan la teoría del aprendizaje comunitario, basada en el trabajo del Dr. Roberto Vargas. Adoptando esta filosofía, FACE facilita el intercambio de experiencias respaldado por la teoría del aprendizaje comunitario, cultivando conexiones genuinas entre los padres y las partes interesadas de la escuela. Este enfoque colaborativo no sólo empodera a las personas individualmente, sino que también fomenta la visión colectiva y el crecimiento personal. El co-empoderamiento, caracterizado por elevar la confianza, la energía y la agencia edificantes, reemplaza la dinámica del poder jerárquico implicado a menudo en el concepto de "empoderamiento". Esta ética transformadora forma la base de las iniciativas de FACE. Los principios esenciales de la teoría del aprendizaje comunitario son:

- Los diálogos significativos forjan el aprecio y la comprensión mutuos entre los padres participantes;
- Toda experiencia es válida, constituyendo una valiosa fuente de conocimiento;
- El acto de compartir experiencias puede generar un conocimiento profundo;
- Compartir las luchas personales genera confianza mutua y compañerismo; y
- La confianza mutua corrobora la creencia de que la sabiduría y la capacidad colectivas pueden superar los desafíos.

El liderazgo paralelo, fomentado a través de planes prácticos, emerge como testimonio de las relaciones nutridas entre padres, educadores, administradores y directores. Este concepto empodera las voces marginadas arraigado en la confianza compartida, la direccionalidad colaborativa y el espacio para la expresión individual. Impulsa a las familias, los estudiantes y los educadores a desempeñar un papel activo en la configuración de políticas educativas fundamentales como El Modelo Educativo para Alumnos Aprendiendo Inglés y prácticas transformadoras como El Marco de Capacidad Dual. Este enfoque defiende la colaboración sobre la jerarquía, amplificando así las voces marginadas.

El impacto en las escuelas y las comunidades

En todo California, las escuelas y los distritos han cosechado los beneficios de los programas FACE de CABE. El Distrito Escolar de Oxnard (OSD por sus siglas en inglés), por ejemplo, ha experimentado de primera mano el poder transformador de las iniciativas de CABE. Al participar en la iniciativa de involucramiento comunitario (CEI) y CABE Project 2INSPIRE, la directora de equidad de Oxnard, Teresa Ruvalcaba, percibe el involucramiento familiar y comunitario activo como fundamental para lograr un objetivo del Título I: garantizar una educación culturalmente diversa dentro de un entorno seguro y enriquecedor que prepara a los estudiantes para oportunidades futuras. De manera similar, Alberto Mendoza, enlace de apoyo para padres de OSD, defiende las conexiones comunitarias, proporcionando recursos y plataformas de empoderamiento para padres. El distrito también celebra eventos culturales y comunitarios. El compromiso de CABE de reconocer y honrar cada voz ha establecido el camino para la equidad y la inclusión de la familia en OSD, lo que permite a los padres moldear activamente la educación de sus hijos y lograr resultados óptimos.

En el Distrito Escolar Unificado de Calexico, Hortencia Armendáriz, coordinadora del centro de recursos familiares, elogia al equipo FACE de CABE por su impacto transformador. Armendáriz destaca el establecimiento de un grupo de apoyo dedicado, proporcionando un espacio seguro para que los padres compartan experiencias y busquen orientación. Ella reconoce el papel de FACE en equipar a los padres con habilidades y conocimientos esenciales, impulsando mejores logros estudiantiles y un mayor involucramiento familiar. El apoyo continuo y el reconocimiento otorgado a cada voz han encendido un fuerte sentido de comunidad y conexión entre las familias dentro del Distrito Escolar Unificado de Calexico.

Creando capacidad: fomento de la inclusión y la experiencia

El concepto de desarrollo de capacidades es fundamental para fomentar la equidad y la inclusión en los marcos educativos. El programa FACE da prioridad a esta tarea, con el objetivo de cultivar el conocimiento, las habilidades y la experiencia de padres, estudiantes, educadores, administradores y líderes comunitarios. A través de iniciativas como la Iniciativa de Involucramiento Comunitario (CEI), en colaboración con SBCSS, FIS y CCEE, el Programa Project 2INSPIRE (P2I por sus siglas en inglés), el Proyecto Multilingüe de California (Multilingual California Project, MCAP por sus siglas en inglés) y las subvenciones de PROMESA, FACE brinda oportunidades de desarrollo profesional que brindan a los educadores metodologías de enseñanza culturalmente sensibles, estrategias de adquisición de idiomas y pedagogías inclusivas.

N.E.W. Academy Canoga Park, una escuela primaria subvencionada, se erige como un brillante testimonio de la potencia transformadora de los talleres de Project 2INSPIRE de CABE. Vanessa García, coordinadora y enlace del centro de padres, da fe de que Project 2INSPIRE no sólo empodera a los padres, sino que también celebra sus habilidades y talentos únicos. Las contribuciones de los participantes individuales son reconocidas y entrelazadas en un tejido colaborativo, cultivando un ambiente de apoyo. El programa no sólo ha fortalecido el valor de los padres, sino que también ha inculcado una mentalidad de preparación universitaria para sus hijos, fomentando un profundo impacto en la comunidad escolar.

De manera similar, el Dr. Alejandro Cisneros, anteriormente coordinador de involucramiento familiar del Distrito Escolar Unificado de Alvord (AUSD por sus siglas en inglés), y actualmente director de la escuela primaria San Marino en Centralia ESD hace eco del impacto transformador del programa Project 2INSPIRE de CABE en AUSD. El Dr. Cisneros elogia la virtud de las asociaciones y afirma que las colaboraciones sólidas

confieren una miríada de beneficios a los estudiantes, las familias y el personal. El compromiso del Dr. Cisneros y de AUSD con el Project 2INSPIRE facilitó el desarrollo de capacidades dentro de los padres del distrito. Los graduados hicieron la transición de aprendices a líderes, dirigiendo debates y apoyando a la comunidad de Alvord.

La profunda influencia del programa ha empoderado a los padres participantes, animándolos a compartir sus experiencias y cultivar un sentido de empoderamiento que se extiende hacia afuera.

Elevando los resultados: empoderando a los estudiantes, las familias y las escuelas

La base de los programas FACE de CABA radica en elevar los resultados de los estudiantes, las familias y la escuela. Iniciativas como CEI, Project 2INSPIRE y PROMESA canalizan su energía para empoderar a los estudiantes y las familias, impulsando la participación activa en los caminos educativos. Proporcionando recursos esenciales, orientación y apoyo constante, los programas FACE de CABA tejen un tapiz complejo de colaboración entre las escuelas y las familias. Este enfoque impulsado por el compañerismo genera un sentido de pertenencia entre los estudiantes y sus familias, fomentando así los logros académicos y cultivando el bienestar integral de los estudiantes.

Los testimonios de personas como Luz León del Distrito Escolar de Ontario Montclair se destacan como evidencia convincente de los profundos efectos de los esfuerzos de CABA. La participación de Luz en las iniciativas de CABA la empoderó para convertirse en una socia activa en la educación de sus hijos, impulsando a contribuir a los grupos asesores y los procesos de toma de decisiones escolares. Ella afirma que iniciativas como estas han equipado a los padres con voces, fomentando una experiencia educativa de riqueza multicultural e inclusiva. Estas iniciativas han inspirado a los padres a continuar su educación, aventurarse en nuevas carreras y adoptar el espíritu emprendedor, al mismo tiempo que alientan a sus hijos a seguir sus sueños.

Imaginando un futuro brillante e inclusivo

El compromiso de CABA con la promoción de la equidad, la inclusión y la diversidad brilla sin disminuir. Un panorama educativo en evolución requiere una adaptación continua a las necesidades de estudiantes lingüística y culturalmente diversos. Adoptando esta perspectiva, FACE se esfuerza por ampliar su impacto. FACE se propone ampliar su impacto por medio de la creación de alianzas estratégicas, aprovechando tecnologías innovadoras para una mayor accesibilidad y abogando por políticas educativas equitativas. Esta visión tiene sus raíces en el fomento de un panorama donde la equidad es primordial y donde se cultiva y se celebra el potencial de cada estudiante. El equipo de FACE se mantiene firme en su misión de cultivar un sistema educativo que aprecia la diversidad, asegura la igualdad de oportunidades e impulsa a los estudiantes hacia un futuro rico en posibilidades.

Para obtener más información sobre CABA y sus talleres y recursos de desarrollo de liderazgo para padres, visite www.gocabe.org. Explore una variedad de programas, incluyendo Project 2INSPIRE, Multilingual Language Solutions, Libroterapia y Plazas Comunitarias.

**University Seal of Biliteracy & Cultural Competence: A San Diego State University
and Multilingual California Partnership**

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**Am I Deficient or Balanced? Cross-cultural Concinnity Theory (AKA Neoterism*):
Exploring a New Perspective on Bicultural Identity Development**

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El Dictado: A Wonderful Literacy Strategy to Promote Sociocultural Competence!

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Más allá de la A y la O: Dismantling Heteronormative Spanish

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English Translation

Bilingual education is in a process of evolution in which paradigms that a few years ago were cited as absolute and immovable principles are being questioned. One of these paradigms was and still is in force is the separation of named languages. Many continue to support that when a named language (e.g., Spanish) is being taught, teachers and students should only use Spanish as a tool for communication. Those who support this premise argue that individuals who draw from their full linguistic repertoire to translanguage can lead to confusion and lack of rigor.

If we critically analyze this language separation construct, we will realize that it goes against the nature of languaging as a practice whose main goal is to communicate in an inclusive way with the people with whom we are speaking and learning. In this context, languaging goes beyond communication and includes co-constructing and negotiating meaning with individuals who have various intersectional identities and emotions.

Inclusiveness means that the speaker feels empowered to use their entire linguistic repertoire fluently and without restrictions—appropriate language and correct language imposed by those who call themselves purists and protectors of standardized language (Rosas Xelhuanzi, 2018). The language practices of people and communities of Color intersect with their backgrounds and identities. For example, Gloria Anzaldúa (1987) describes the critical value that a language has with which languages: “puedan conectar su identidad, una lengua capaz de comunicar las realidades y los valores auténticos para ellos, una lengua con palabras que no son ni español ni inglés, ni Spanish ni English, sino las dos cosas a la vez” (p. 106).

In this essay, we want to stretch the concept of inclusivity not only to how and why we language but also to the nature of the named language by itself. In particular, we analyze the heteronormative character that Spanish has as a language that fluctuates between binomials –a and o– leaving out and excluding people who identify with other genders and, therefore, other users of the language.

Over a year ago, the California Commission on Teaching Credentialing approved the new Bilingual Teacher Performance Expectations (Commission on Teaching Credential, 2021). In this new set of standards and expectations, one of the key elements is linguistic inclusiveness. We fully agree and support the importance of preparing educators to develop spaces where all students' named languages inform, enrich, and amplify the curriculum taught in the classroom. However, we believe that inclusiveness is more than that. Being inclusive is not only dismantling systems that perpetuate monolingual and monoglossic, but also removing linguistic and grammatical barriers that perpetuate masculinity in language, who uses it, and how it should be communicated.

We invite teachers, administrators, and policymakers to think and question whether it is possible to talk about linguistic inclusiveness/inclusivity without questioning the tool per se: Spanish and not only the language but the meaning that “Spanish” has historically as a colonizer. We wonder how we can say that we are inclusive within a framework where there is only room for the masculine and the feminine and where masculinity erases the feminine within the plural.

When interlocutors/people use español como named language heteronormativa

The debate on the prevalence of binary systems (masculine and feminine) and the control of the masculine in plural forms has led to the creation of new endings: the sign (@), X, and E. The response to these possibilities has been, in many belligerent cases, from a grammatical preserve, that is to say, the least outdated. Champions

of grammatical rules and the danger that Spanish runs if it amplifies its endings, many have argued against the evolution of language and the opportunity to increase inclusiveness in the use of Spanish as a languaging tool. Being more concrete and upfront, we are not talking about grammar but about people.

Our arguments in this debate expand and support Anzaldúa's (1987) analysis of tolerance for ambiguity. She clearly and concisely points out the need to eliminate sexism and the embedded totality in binary and gender. Using her words: "Lo mestizo y lo queer existen en este momento y en este punto del continuo evolutivo por una razón. Somos una mixtura que demuestra que toda la sangre está íntimamente mezclada, y que hemos sido engendrados de almas afines" (p. 143). The prevalence of the binary generates a phenomenon of monoglossia where there is only room for traditional genders and the supremacy of the white masculine as gender and voice that unites and controls the use of language (Bakhtin, 1987).

In this context, we wonder what changes are necessary so that Spanish as a named language and its use/languaging have an inclusive character where all genders and voices are equally represented and included. We are aware of the challenge of changing the grammar of a named language such as Spanish that was published (colonized) for the "first time" in 1492 under the seal of Antonio de Nebrija. What is possible, and we propose below, is how we can promote a language that is inclusive, critical, and equitable. The use we make of Spanish is controlled by us. We do not have to pay attention or pay homage to any institution that is not open and predisposed to review the dynamic nature of language. It is time to abolish paradigms that position the o and the a as the parameters of gender within Spanish.

What we emphasize here and reflect on is how an individual's use of language is connected to how people are perceived (Rosa, 2019). When this occurs, language becomes a tool to further stigmatize people's identities. In other words, while we agree that changing the grammatical structure of a language is symbolic - we also know that thought influences action.

Inclusividad y fluidez lingüística

Teachers have the capacity and power to use named language(s) as a tool to raise awareness about the inequities that emerge when languaging takes on standardized norms. As mentioned, linguistic inclusivity in bilingual (Spanish/English) classrooms not only centers the use of an individual's full linguistic repertoire, it goes beyond el uso de la a y la o and critically examines equity and how language use positions people. Both linguistic inclusivity and fluidity involve the role of the teacher and the responsibility they have to create spaces in the classroom to develop critical language awareness.

Argumentamos el concepto de fluidez lingüística como esa destreza que tanto estudiantes y educadores tienen para languaging beyond heteronormative constructs that constrain both language and racialized people who identify as being a part of the Lesbian, Gay, Bisexual, Trans, Queer/Questioning, Intersex, Asexual (LGBTQIA+) community. Both linguistic fluidity and inclusivity are a part of oppressive systems that continue to marginalize communities of Color. When bilingual educators aim to disrupt these oppressive systems regarding the bilingual rights of children, it should also include the gender-inclusive rights of *all* children. It is urgent that educators, parents, and administrators critically examine, reflect, and talk about the use of Spanish in tandem with the intersecting LGBTQIA+ identities of young children, especially those from racialized backgrounds.

Preparación de maestres

Es crucial preparar a futuros educadores bilingües para que estos enseñen español y materias (e.g., ciencias, arte, matemáticas) en español en un contexto y desde una perspectiva que va más allá del femenino o lo masculino. The preparation of bilingual educators to teach using a gender-inclusive lens is an area of research that warrants critical attention (Brochin, 2019). First and foremost, when teachers engage in critical pedagogy with and for students of color one of the crucial elements is *love*. Approaching topics related to LGBTQIA+ issues, which in this case includes the standardized use of the feminine a and the masculine o, teachers have the capacity to serve as allies.

When bilingual teacher preparation program standards emphasize “inclusivity” and “social equity/justice” themes, they should include concepts related to Queer theory, Xicana feminist pedagogies, etc. throughout the curriculum. Additionally, both professional learning experiences and teacher preparation programs should examine how the Spanish language perpetuates heteronormative and gendered social constructs (Dougherty, Palmer, Aldana & Gilreath, 2023). The examination of multicultural children’s literature offers students mirrors and windows to question why heteronormativity is dominant in the majority of books and/or the opportunity to see diversity in the representation of families (Brochin, 2019; Dougherty et al., 2023).

At a time when LGBTQIA+ people’s rights are being contested, bilingual (Spanish/English) teachers, administrators, and parents are called upon to dissent and dismantle heteronormative Spanish norms and build upon the languaging love for and with *all* bilingual children.

Conclusions

It is obvious that our language evolves, changes, and adapts to new spaces, new modes of communication, and new literacies. It would be a bit naive and, to some extent, irresponsible to think that a language and its 15th-century language can and should continue to be used in the same way seven hundred years later.

Back then, the language was controlled by a few who determined and dictated its parameters. The current reality has challenged the binary not to contradict or combat the feminine and masculine but because these two categories are not enough. In fact, they never were. If we agree on this need to dismantle the oppressive and heteronormative nature of the Spanish language, we have to take several steps forward and go beyond *de la a y la o*.

This article is one of the steps we have taken in our journey as critical educators and users of Spanish. Teaching affection is not only tolerating others from a heteronormative positionality and language loaded with privileges. We all have our armor, and we use it to protect ourselves from stereotypes, biases, sexism, and all the other -isms present in our society. If we do not break with the heteronormative, we will always continue to wonder what exists under that armor: a heart or a wound.¹

Nota

Verso del poema de Sara Búho en su libro: *La inercia del silencio*

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Empowering Long-Term English Learners with Culturally Responsive Reading

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Notes

First Reading Prompt: As you read the article, “Students Have “Dismaying” Inability to Tell Fake News from Real, Study Finds,” by Camila Domonoske (2016), underline these ideas in the text:

- Ways that people are misled online
- Results of scientific studies or research
- Words from the Word Wall or vocabulary activity
- Interesting ideas

Second Reading Prompt: In our second read, you will prepare to have a discussion with classmates. You will write your own discussion questions, so consider what information you need help with, or what you want to discuss about the text. You will also add a personal connection to the text. This will help your classmates learn about your unique insights and learn different ways of thinking about the information in the text.

1. Draw lines on your text to create four sections that will be discussed separately.
 - Paragraphs 1-4
 - Paragraphs 5-8
 - Paragraphs 9-11
 - Paragraphs 12-15
2. For each section, write one question that you can ask your team during the discussion. You can choose which type of question you’d like to ask. Consider what you want to know:
 - You want clarification on something that is confusing.
 - You understand it but want more information from the author.
 - You want to hear others’ opinions about something in the text.
3. Write a personal connection to an idea in each section of the text. Remember that your unique experiences can help others consider the text in new ways.
 - What reminds you of
 1. People: family member, friend, classmate, coach, coworker, etc.
 2. Memories: conversation, experience, day, period in your life, etc.
 3. Places: home, school, work, neighborhood, website, app, etc.
 4. Ideas: beliefs, values, traditions, rules, stereotypes, etc.
 - What is very similar or very different from your own life?
 - What is your reaction to a statement? How does it make you feel?

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Strategies and Cultural Awareness Around Helping English Learners with a Chinese Background

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Using Transliteration to Create Reading Materials for Heritage Language Acquirers

Nooshan Ashtari, Ph.D.

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**Hindi Pa Huli Ang Lahat: Pagpapasigla sa Kumukupas na Pilipinong Wikang Pamana
(It Is Never Too Late: Revitalizing the Fading Filipino Heritage Language)**

nilikha ni Nirmla G. Flores, Ed.D.

English Translation

I am overwhelmingly delighted for this opportunity to share my insights on the present condition of the Filipino heritage language, especially among the vibrant diaspora of homegrown Filipino immigrants and Filipino-American-born citizens here in the United States. I started reflecting on this when I was first invited to speak at the Asian Languages Institute organized by the California Association of Bilingual Education (CABE) last March 2023, during its annual conference in Long Beach. My presentation, which was geared towards my fellow educators, focused on the effective strategies of instruction of teaching the Filipino for the Filipino youth in the United States.

I was stunned because I did not expect that only a few would attend my session. I could not believe that only one brave soul showed up for the first 30 minutes. It was not until the eleventh hour that two more teachers stumbled into my session. In this situation, I started wondering and thinking of the many reasons. There were seven participants who originally registered for my workshop session, but only three of them attended. I wonder why?

First of all, could it be that my pearls of wisdom were too generously given away for free? With a free conference in general, those who registered did not place much value on the importance of the summit. Secondly, since the institute happened on a Saturday morning, perhaps the allure of snooze time triumphed over the excitement of a free conference. Third, perhaps my lack of a Hollywood-sized reputation left attendees questioning if I was worth their precious weekend. All these 3 reasons are possible why only 3 showed up in my presentation.

However, this fourth (4th) reason is what I think steals the spotlight because ever since the past and until now, this is the condition that has never changed—it is called colonial mentality. It is a relic that spawned when Spain conquered the Philippines for three hundred (300) years (1565-1898) and the hegemony of the United States (1898-1946) for almost half a century. Due to the heavy influence of these conquerors, they were able to brainwash the natives through a convoluted lens, which later became known as colonial mentality. This is a mindset that takes into account the perception of the conquered (i.e., Filipino natives) in terms of the conquerors' (i.e., United States) superiority and high quality in all aspects of life, such as the products, traditions, clothing, behavior, language, etc.

Even if the conquest of the Philippines happened a long time ago, this colonial mentality still prevails up to this day. Anywhere a fellow Filipino turns, this mindset can be seen in every sector of society and in every generation of the Philippine community. For example, most Filipinos seem to have a penchant for products made from another country, especially from the United States or Europe, compared to those made from the Philippines. Also, English-only speakers are hailed as linguistic deities, while a Filipino polyglot, well-versed in both Tagalog and English and any other languages or dialects, simply gets a polite nod.

Here in the United States, the sage continues. Most Filipinos here in America prefer to speak to their children in English more than Tagalog/Filipino. I often hear from parents: "Why do I have to speak Tagalog to my kids? We're already here in the United States?" Honestly, I was the same way at the beginning when I was raising my own kids who grew up in a bi-racial household. My husband is a fourth-generation Mexican American who only spoke the language of Shakespeare. When our kids were growing up, I could not help but speak to them mostly in English, especially when my husband was around. Before, I only had a few opportunities to speak to them in Tagalog, especially when only the 3 of us (me and my 2 kids) were together.

It is only now, when my children are much older (oldest is 21 years old, youngest is 18 years old), that their curiosity sparked to speak the Filipino language. Fortunately, they are completely proficient in comprehension, but they are on a mission to conquer the first language of their birth-giver. I regret the fact that I did not push myself hard enough to teach them my primary language well enough. *Mea culpa* for not flexing my linguistic muscles when it mattered the most. I guess it is my fault since I have lived so long here in the United States (about 33 years now—longer than I have lived in the Philippines), I became complacent and did not sharpen my skills in my Filipino language. In fact, while I was writing this article, I had to write my outline in English instead of Filipino. It is hilarious and cringe-worthy—a testament to my own lexical telenovela. Nevertheless, the bottom line here is that this condition that I have experienced and continue to do so, even for our fellow countrymen who have lived here in the United States, may still be highly influenced by the colonial mentality that originated from our ancestors.

What, then, are the implications of this colonial mentality to our fellow countrymen here in America? How does it affect our own heritage language?

First of all, there is such a huge influence of colonial mentality in terms of how Filipino parents should teach their children. In comparison to other Asian groups here in the United States, Filipino immigrant parents do not plan to build or send their children to after-school programs that involve learning Filipino (Huang, Chu, & Macaranas, 1980 cited in Baratz-Snowden et al., 1988). They think that it is a status symbol to be proficient in English (Constantino, 1982). There is a high level of respect for Filipino youth who can speak fluent English without the Filipino accent (Strobel, 1994). That is why there is opposition to parents teaching their children the Filipino language here in America. The colonial mentality has parents batting for Team English, leaving after-school programs for Filipino language learning in the dust. The goal is to collect as many English proficiency badges.

Second, the continued fading of the heritage language and cultural identity is brought about by colonial mentality. It is sad to think that Filipino youth, in general these days, choose not to identify themselves as Filipinos. Much worse, some Filipino youth are embarrassed to call themselves Filipinos because they think that others perceive themselves as inferior. As a result, they prefer to identify themselves as Americans, as opposed to Filipinos. Heritage language is waltzing toward the exit, arm in arm with cultural identity.

Third, there is tension between Filipino immigrants born in the Philippines and those who were born here in the United States. Colonial mentality has a significant influence on this because the root cause of the misunderstanding of these 2 two groups was the heritage language. Those who grew up here in America tormented those who were born in the Philippines, and vice versa (Katz, 2000).

These 3 implications are very disturbing in terms of the condition of my fellow countrymen here in America. Due to the heavy adverse effects of colonial mentality, is there anything we can do to fight it? The simple answer is yes, but the solution is complicated.

There are ways to contradict this colonial mentality, especially during these times when dual language programs are given value. According to Kotok and De Matthews (2018), dual language immersion programs provide opportunities to encourage learners to widen their scope of learning in the areas of race, culture, and heritage language. Moreover, these programs bring about academic success for students. Success in school results from a strong foundation in the home language (Legarreta-Marcaida, 1991). These programs are not just educational lifelines but also a ticket to cultural enlightenment.

Due to the value that dual language programs bring, it is about time to flourish and revitalize the fading Filipino heritage language. These are some approaches:

1. Convince your fellow Filipino to change his/her mindset regarding the superiority of anything American (i.e., more valuable, more durable, more beautiful, etc.) in comparison to anything Filipino.

Show them the glories of preserving their own Filipino language. Researchers have shown that in order for someone to change, despite its level of depth, there has to be a change of mindset or the construction of a new belief. It is possible to bring about change if the person is willing to listen and look at the evidence of the opposing side. In this case, it is best to provide evidence of the success of dual language programs.

2. Form a league of heritage language warriors. Collaborate with those who have a strong conviction that revitalizing the fading Filipino heritage language will ignite the Filipino cultural identity. I believe that it is a more effective campaign to widen the awareness of our fellow Filipinos if there are more countrymen who will come together to connect in order to reach their goal of revitalizing the fading heritage language. The more voices, the louder the chorus in the anthem of revitalizing our fading language.
3. Let us march to the beat of change. Continue the fight by raising our voices toward the leaders of our government to change or improve the legislative policies that pertain to the proliferation and revitalization of Filipino courses relating to culture and language. Let our voices be the megaphone for our heritage language.

These are some of the ways to reignite the fading and slowly disintegrating heritage language of the Filipinos here in America. It is not easy to do this because colonial mentality has its claws deep. However, it is never too late, especially when we can all persevere and support each other to reach that point for all (or almost all) to unite in revitalizing and re-establishing our heritage language. One day, my dream is to see not only one, two, or three teacher participants at CAFE, much like what happened last March 2023, but to see one hundred or more participants in the foreseeable future. It is never too late because my fellow countrymen here in the United States are waking up to the reality of the benefits of revitalizing our own language and culture. Cue the triumphant soundtrack because the revolution has already started with us!

The California English Learner Roadmap: Aligning P-12 Policy to Educator Preparation

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Leveraging Text Sets to Amplify Literacy, Social Justice, and Educational Equity

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Bilingualism is Your Superpower! Creating Ecosystems of Biliteracy through Translanguaging — Focused Parental Engagement Workshops

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Notes

¹*Biliteracy and Content Area Integrated Preparation (BCAIP): Bridging Teachers, University Educators, and Families for Emergent Bilingual Learning* is a federally-supported project out of the Office of English Language Acquisition which seeks to bring together families, teachers, and university experts to improve literacy outcomes for emergent bilinguals.

²“English-only” is in quotes to demonstrate that while instruction was in English-only, by nature of the community, English was not the only language spoken in school.

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Advocacy for Multilingual Learners

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Palavras: Criando pontes entre o orgulho da língua nativa enquanto estimulamos a aquisição do inglês como segunda língua

Juliano Calvo, B.A.

English Translation

Building Bridges Between Native Language Pride While Encouraging English Language Development

Language is not just a way of communication; it is an integral part of our identity, connecting us to our cultural heritage and community. The English language, with its status as a *lingua franca*, is often seen as an essential step towards global citizenship. However, the journey to English fluency should never deny or diminish the value of someone's native language. As educators, school administrators, and researchers, we are responsible for ensuring an equitable environment in our classrooms that encourages emergent bilinguals to take pride in their native languages while embarking on their English language acquisition journey.

Navigating the linguistic landscape of my own classroom has been a unique and enriching journey in my advocacy for equitable language education. Born and raised in Brazil, Portuguese is my native language, and English is my second language. As a secondary school teacher instructing in English to predominantly Spanish-speaking students, I have become both a language learner, like my students, and a language instructor.

This unique linguistic intersection -- Portuguese, English, and Spanish -- in one classroom has granted me a deep and shared understanding of my students' language journey. I have felt the excitement of grasping new languages, the struggle with unfamiliar syntax, and the comfort of returning to the native tongue. As a language learner, I have been able to empathize with my students' challenges and victories, enriching my teaching approach and strategies.

My personal journey, combined with the multilingual patchwork of my classroom, has become the catalyst for a deeper understanding of language acquisition. It has made me appreciate the immense value of each student's native language and the critical role it plays in their identity, self-esteem, and cognitive development. This has

inspired me to advocate for a more inclusive and equitable language acquisition environment where every language is respected, celebrated, and used as a resource for learning.

Learning and teaching in this multilingual environment has instilled in me an unwavering belief that language education should not be about replacing one language with another. It should be about building bridges between languages, fostering bilingualism, and nurturing a sense of pride in each person's linguistic heritage. This belief continues to guide my work as an educator, as I strive to create a learning space where every student feels seen, heard, and valued -- not despite their linguistic background, but because of it.

The need to nurture linguistic diversity and promote pride in native languages is more relevant today than ever, and educational institutions play a crucial role in this endeavor. However, before delving into strategies, it is crucial to understand the profound implications of cultivating such an environment for multilingual students.

In the grand narrative of fostering pride in native languages while stimulating English acquisition, there are warm, funny, and inspiring stories that capture the essence of this journey. One such unforgettable episode unfolded in my classroom during a lively game of "Pictionary." Here is my testimony:

One day in our classroom, my tenth-grade students and I were determined to go beyond textbooks, making language learning an immersive and enjoyable experience. "Pictionary" was a popular choice for this combination of creativity and language skills, and we decided to add a bilingual twist: students had to guess the names of objects drawn in English and Spanish.

The game began, and the room was filled with excitement as teams took turns drawing and guessing. The magical moment came when a student drew something unmistakably a bag of potato chips. The word was "chips," and in unison, the English term was correctly guessed. However, when it came time to guess the Spanish equivalent, the room fell into a stunned silence.

It was as if time itself held its breath, awaiting the resolution of this linguistic impasse. Then, like a sudden clap of thunder, a voice emerged from the back of the room. "EL CHIPS!" the student triumphantly announced. The room erupted in laughter, creating a memory that remains engraved in our hearts.

While this moment was amusing, it also highlighted the challenge and beauty of language learning. It underscored the importance of learning the nuances and idioms of languages beyond direct translations. The laughter, shared understanding, and collective learning strengthened our belief in the value of creating a bilingual and multicultural classroom.

In another notable example, I encountered a touching reminder of how language acquisition journeys can be filled with unique obstacles. I received a message on the school portal from one of my students, who resorted to a translator to communicate with me. The message itself was sincere and straightforward, but there was an unexpected twist. The translation program had taken my name, Mister Calvo, and given its literal translation in Spanish, turning me into Señor Bald! If you're wondering how this happened, "calvo" means "bald" in English. Although it elicited a genuine laugh from me, it was also a powerful indication that the student needed extra support in his language acquisition journey. These incidents highlight the need for a supportive and encouraging environment in promoting language learning. The "Pictionary" game showed how playful engagement can make learning a new language less intimidating, thus increasing learners' confidence. Similarly, the translator episode emphasized the importance of ongoing assessment and personalized attention in identifying and overcoming individual learning challenges.

Every day, our classrooms witness many stories like these, highlighting the joys, challenges, and intrinsic rewards of language acquisition. They serve as reminders that our mission, as educators and administrators, goes beyond language instruction to foster a sense of belonging, confidence, and pride in each student's

language journey. As we continue to write these stories, let us ensure they are filled with laughter, empathy, respect, and endless learning, embodying the essence of equitable language education.

In conclusion, each student's language journey is unique, and it is our responsibility to ensure that it is valued and respected. By creating a learning environment that celebrates linguistic diversity and fosters pride in native languages, we promote holistic development and provide equitable language education for all. Let's keep writing stories full of laughter, empathy, respect, and continuous learning, embodying the essence of equitable language education.

One-Click Away: Multilingual Learning Toolkit

Luis Molina, M.A. & Bernadette Zermeño, Ed.D

Reference Links

- <https://earlyedgecalifornia.org/>
- <https://multilinguallearningtoolkit.org/about/partners-contributors/>
- <https://multilinguallearningtoolkit.org/>
- <https://www.multilinguallearningtoolkit.org/starter-guide/>
- <https://multilinguallearningtoolkit.org/instructional-strategies-resources/>
- <https://www.multilinguallearningtoolkit.org/resource-search/>
- <https://www.cde.ca.gov/sp/el/er/blitoverview.asp>
- <https://weleadbylearning.org/>
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- <https://www.bernadettezermeno.org/>
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