



Loyola Marymount University  
School of Education

Center for Equity for English Learners



# Ensuring Equity and Excellence for English Learners:

An Annotated Bibliography  
for Research, Policy, and Practice



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An Annotated Bibliography  
for Research, Policy, and Practice

**LMU - Center for Equity for English Learners**



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## **About the Center for Equity for English Learners**

The Center for Equity for English Learners (CEEL) at Loyola Marymount University enriches and supports the work of schools, school systems, educational/community partners, and policy makers. CEEL exists to serve the unique academic, social, and linguistic needs of linguistically and culturally diverse students in California and throughout the nation. CEEL's staff provides consistent, high quality services, programs, resources, and professional development that promote equity and excellence for English Learners and advance multilingualism.

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# INTRODUCTION

The Center for Equity for English Learners is committed to contributing to the knowledge infrastructure for English Learner (EL) students<sup>1</sup> by providing resources for practitioners, scholars and policymakers to advance equity and social justice for the state's and nation's students. This annotated bibliography contains over 350 annotations categorized according to 23 topics that are relevant to English Learner education, policy, and research. The works cited were chosen for *representation* and *legitimation* across a broad range of sources, including empirical and theoretical research articles, books, dissertations, governmental documents, professional magazines, websites, monographs, and technical reports (Onwuegbuzie et al., 2012).<sup>2</sup> An experienced six-member research team reviewed and selected the sources for each topic.

## Methodology

Our search process included purposeful internet key word searches on topics relevant to English Learner education. We consulted annotated bibliographies from American Institutes for Research (2010) and the National Writing Project (2007),<sup>3</sup> and built from CEEL's first annotated bibliography, *Leveraging equity and excellence for English Learners: An annotated bibliography* (Center for Equity for English Learners, 2021). We acknowledge that our annotated bibliography is not exhaustive as we delimited the search from 2006 to the present and to the 23 major topics in the current version. We also included earlier work from authors with seminal publications that have influenced the field. We reviewed, and when necessary, created the key words for each annotation.

## Organization

The remainder of this publication provides the selected annotations organized by topic area, within which the annotations are presented in alphabetical order. We determined the 23 topics before, during, and after engaging in several iterative rounds of close review of the selected sources. We recognize that several of the annotations can be categorized across multiple topic areas; in order to select the topic, our team recommended the most fitting topic for each annotation. To guide the reader, we provide a topic definition for each set of annotations. The topics include *Comprehensive National Research* which contains the report of the National Literacy Panel on Language Minority Children and Youth (August & Shanahan, 2006) and *Promoting the Educational Success of Children and Youth Learning English*

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<sup>1</sup> We use the federally-recognized term "English Language Learners (ELLs)" and "English Learners (ELs)" interchangeably to refer to students who are adding English to their home languages from a broad range of diverse cultural and linguistic backgrounds. We encourage more assets-based terms for English Learners, such as Emerging Bilinguals, and dual language learners (DLLs, for language learners from birth to age 5). Many of the annotations also use such terms interchangeably.

<sup>2</sup> Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. T. (2012). Qualitative analysis techniques for the review of the literature. *The Qualitative Report*, 17, Article 56, 1–28. Retrieved from <http://www.nova.edu/ssss/QR/QR17/onwuegbuzie.pdf>

<sup>3</sup> Hector-Mason, A., & Bardack, S. (2010). *English Language Learners annotated bibliography*. American Institutes for Research. Rance-Roney, J., & Jacobs, L. (2007). *Resources for educators of English Language Learners: An annotated bibliography*. Retrieved from [https://www.nwp.org/cs/public/download/nwp\\_file/9034/Resources\\_for\\_Educators\\_of\\_English\\_Language\\_Learners\\_-\\_An\\_Annotated\\_Bibliography.pdf?x-r=pcfile\\_d](https://www.nwp.org/cs/public/download/nwp_file/9034/Resources_for_Educators_of_English_Language_Learners_-_An_Annotated_Bibliography.pdf?x-r=pcfile_d)

(National Academy of Sciences, Engineering, and Medicine, 2017). The remaining 22 topics contain between seven and nineteen annotations. Each annotation includes: (1) the source description (e.g., book, journal article, report); (2) the type of source (e.g., empirical, guidance, theoretical); (3) key words that provide additional information for readers; and (4) the summary of the selected material with a focus on research objective, methodology, key findings, and implications. To construct each annotation, our team participated in multiple cycles of review and revision to maximize clarity and accuracy. References are provided in APA 7 format and include a DOI or URL where available. If accessing this file electronically, DOIs/URLs are live links that are provided as a convenience and for informational purposes only.\*

### **Learning from Research**

The researchers whose works are included in this annotated bibliography support our understanding of the breadth and depth of research about English Learners and our ability to conduct research that impacts policies, procedures, and programs for them. We are especially appreciative of those researchers who conducted extensive literature reviews of extant research which help the reader develop an in-depth and nuanced understanding of the research. Such reviews are built on the work of individual researchers contributing to the large field of research. The research included in this annotated bibliography uses various qualitative, quantitative, and mixed methodologies. In using this annotated bibliography, it is important to remember that the results of all research need to be considered based on the soundness of the methodological approach, the extent to which conclusions and inferences are supported by the research evidence, evidence from multiple studies, and the long-term impact of the results (Murnane & Willett, 2011).<sup>4</sup> Deductions about data and research are also informed by considering the relevance of the research to your context and needs for future research, policy development, or programmatic decision-making (Gordon & Conaway, 2020).<sup>5</sup> We also express our appreciation for our readers whose interest and commitment to conduct and apply research continue to positively impact equity and excellence for English Learners.

**\*Note:** Links to sites or sources do not constitute an endorsement or an approval by the LMU Center for Equity for English Learners of any of the products, services or opinions of the corporation, organization, or individual. CEEL LMU bears no responsibility for the accuracy, legality, or content of the external site or for that of subsequent links. Contact the external site for answers to questions regarding its content.

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<sup>4</sup> Murnane, R. J., & Willett, J. B. (2011). *Methods matter: Improving causal inference in educational and social science research*. Oxford University Press.

<sup>5</sup> Gordon, N., & Conaway, C. (2020). *Common-sense evidence: The education leader's guide to using data and research*. Harvard Education Press.

# ASSESSMENT

Broadly defined, assessment is the gathering and integration of data to document, measure, and evaluate student progress. For English Learners (ELs), assessments include both language proficiency assessments and tests of academic performance. The majority of these measures use standardized, summative assessments; however, more recent measures of language and achievement include formative assessments that can be used to plan instruction, services, and programs for ELs.

**Abedi, J. (2016). Utilizing accommodations in assessment. In E. G. Shohamy, I. G. Ore, & S. May (Eds.), *Language testing and assessment: Encyclopedia of language and education* (3rd ed., pp. 1–20). Springer International Publishing.**

English Language Learners (ELLs) in the U.S. are required to be included in large-scale national and local summative assessments. However, most assessments are ill-equipped to measure the skills and abilities of ELLs. Research demonstrates a substantial performance gap between ELLs, for whom the assessment language is a second language, and students who are native speakers of the assessment language, particularly on academic subjects that are high in language demand. To offset these language challenges, ELLs are provided with test accommodations. Test accommodations refer to changes in the test process (e.g., providing extra time, providing glossaries or dictionaries, reading aloud directions or test items), in the test itself (e.g., simplifying language, Braille, translating the test), or in the test response format (e.g., dictating responses to a scribe, marking answers in test booklet instead of answer sheet) and are given to ELLs and students with disabilities. The goal of accommodations is to provide a fair opportunity for nonnative speakers of the assessment language (and students with disabilities) to demonstrate what they know and can do without giving them an advantage over students who do not receive the accommodation. If ELLs gain an advantage on the assessment when using the accommodations, then the accommodated assessment outcomes will not be valid. Therefore, effectiveness and validity are two important characteristics of all forms of accommodations. An accommodation is effective if it helps remove the construct-irrelevant sources and makes assessments more accessible for the recipients and is valid if it does not alter the focal construct. The review of literature on accommodations to date suggests that: (1) existing research on some forms of accommodations is not conclusive, and (2) there is very limited empirical data to support their validity for many forms of accommodations used by different states. Therefore, care must be exercised in selecting appropriate accommodations. Based on an extensive literature review on accommodations for ELLs, Abedi describes five important conditions under which accommodations can be validly used for ELLs (and students with disabilities): (1) Effectiveness, (2) Validity, (3) Differential Impact, (4) Relevance, and (5) Feasibility. Based on these criteria and extant literature, Abedi reviews accommodations that have been shown to be valid (and invalid) for ELLs. He concludes with a call for future research that will help users judge the effectiveness, validity, and use of many of the existing accommodations for ELLs.

*SOURCE:* book chapter      *TYPE:* review

*KEY WORDS:* accommodations, summative assessment, students with disabilities, validity

**Abedi, J., & Gándara, P. (2006). Performance of English language learners as a subgroup in large-scale assessment: Interaction of research and policy. *Educational Measurement: Issues and Practice*, 25(4), 36–46. <https://doi.org/10.1111/j.1745-3992.2006.00077.x>**

Abedi and Gándara identify factors that affect the performance gap between EL and non-EL students to strengthen assessment practices for ELs. Abedi and Gándara highlight literature covering both cognitive and non-cognitive factors that contribute to a performance-gap between EL and mainstream students. They organize cognitive factors into the following areas: (1) reading skills, (2) language, (3) language and accountability, (4) accommodations, and (5) research findings that may improve assessment validity and accountability systems. They organize non-cognitive factors into the following areas: (1) communicative competence and socio-cultural factors, (2) affect, and (3) motivation. Abedi and Gándara highlight research findings that point to simple changes that may contribute to EL assessment practices that most accurately reflect EL student knowledge and skills. This work has implications for policy makers, educational researchers, and practitioners to understand the complex nature of the academic life of EL students so they can be applied to curriculum, instruction, and assessment accordingly.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* assessment, language, accountability, accommodation

**Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). *Focusing formative assessment on the needs of English Language Learners*. WestEd. [https://www.wested.org/wp-content/uploads/2016/11/1391626953FormativeAssessment\\_report5-3.pdf](https://www.wested.org/wp-content/uploads/2016/11/1391626953FormativeAssessment_report5-3.pdf)**

Formative assessment has the potential to enhance teaching and learning, especially for EL students. Formative assessment, as defined in this article, is “the process of monitoring student knowledge and understanding during instruction in order to give useful feedback and make timely changes in instruction to ensure maximal student growth” (p. 3). In this paper, the authors broadly examine issues related to achievement, instruction, and assessment of ELs. Current state and national standards include more language demands in academic content areas, providing a pivotal and critical role for formative assessment. Because ELs are learning content, academic skills, and language simultaneously, they are more likely than non-ELs to develop misconceptions in the course of learning academic practices taught in English—misconceptions that need early detection through formative assessment so that the course of learning can be reset. The authors review the literature on formative assessment for students in general with the literature on effective instruction and assessment of ELs to recommend a particular approach to formative assessment of EL students. This recommendation makes use of established stages of the formative assessment process: (1) articulation of the construct being taught and assessed, (2) elicitation of evidence about students’ learning, and (3) interpretation of this evidence for future instruction. The authors posit that formative assessment is a promising strategy for helping ELs with learning rigorous academic content simultaneously with English. Additionally, more research on formative assessment is needed to better support ELs.

*SOURCE:* report                                      *TYPE:* review

*KEY WORDS:* formative assessment, teacher knowledge of language, standards, assessment, language learning, integrated ELD, academic language, validity, professional development

**Avenia-Tapper, B., & Llosa, L. (2015). Construct relevant or irrelevant? The role of linguistic complexity in the assessment of English language learners' science knowledge. *Educational Assessment, 20*(2), 95–111. <https://doi.org/10.1080/10627197.2015.1028622>**

Avenia-Tapper and Llosa employ systemic functional linguistics (SFL) to examine the issue of language-related construct-irrelevant variance on content area tests. Specially, the authors argue that linguistic features are important meaning-making tools; therefore, complexity alone does not justify the claim that specific language features are irrelevant to the science achievement construct. SFL posits that the meanings that constitute content area knowledge are inseparable from the symbolic systems, or language, that allow us to accumulate knowledge beyond our sensory experience. It follows that language and knowledge mutually shape each other, and certain linguistic features function to facilitate science meaning making. Therefore, understanding these linguistic features might be relevant to understanding the target science constructs. Avenia-Tapper and Llosa propose the target language use (TLU) domain matching as an alternative approach to identifying construct-irrelevant language. TLU is the context in which test-takers will use the language outside a test and matching the language and characteristics of a test with TLU allows us to judge the relevance of task features. In science knowledge assessment, TLU domain is the grade-level science language and literacy. Avenia-Tapper and Llosa then demonstrate the application of the TLU domain matching approach with a number of K-12 science talk and text features. Results indicate that some complex linguistic features considered as construct-irrelevant in the literature are not documented in the TLU domain, so they may be considered construct-irrelevant within the TLU domain matching, too. In contrast, certain linguistic features of science tests match the TLU domain and might be considered construct relevant; therefore, they do not pose a validity threat to science knowledge assessments of English language learners (ELLs). Finally, the authors recommend that teachers, especially those who teach ELLs, should create opportunities, and regularly engage in the use of grammar and text features commonly found in their grade-level science texts. In addition, assessments of science achievement constructs should explicitly define the linguistic features necessary for participation in grade-appropriate written and verbal discourse.

*SOURCE:* journal article                      *TYPE:* theoretical

*KEY WORDS:* English language learners, science tests, difficulty level, language usage, linguistics

**Bailey, A. L. (2010). Implications for instruction and assessment. In M. Shatz & L. C. Wilkinson (Eds.), *The education of English Language Learners* (pp. 222–247). Guilford Press.**

When ELs enter schools in the U.S., their English language abilities are immediately assessed; this evaluation of ELs' English proficiency continues throughout their schooling until they are assessed to be proficient in English and exit out of EL status. The main purpose of this chapter is to provide an overview of language assessment practices for ELs. Bailey raises concerns that are found in every part of the EL language assessment system (e.g., validity issues), from a family's initial encounter with a home language survey, to the neglect of classroom-level assessment of student learning during content-area instruction, to a student's final exit from EL programming. The chapter also focuses on strategies that promote language teaching and learning in which assessment and instruction (e.g., formative assessment) inform each other. In particular, Bailey examines the construct of academic language, its definition, and how the lack of a common

definition affects assessment development. This chapter covers a review of the literature on language assessment for ELs, as well as some in-depth descriptions of studies and classroom practices, that help inform where the field of education can work to improve the system of English language and literacy assessment for EL students.

*SOURCE:* book chapter                      *TYPE:* review

*KEY WORDS:* academic language, assessment system, validity, formative assessment, home language survey

**Duckor, B., & Holmberg, C. (2020). Seven high-leverage formative assessment moves to support ELLs. *Educational Leadership*, 77(4), 46–52. <https://www.ascd.org/el/articles/seven-high-leverage-formative-assessment-moves-to-support-ells>**

Duckor and Holmberg summarize seven formative assessment strategies to enhance support for English language learners (ELLs) and promote their understanding of academic language. The first strategy is priming, or preparing students for the intensive formative assessment activities in classroom listening and speaking, which tend to be different from the activities when they engage in daily conversations with friends and families. Second, teachers can employ the posing strategy, i.e., instead of asking yes-no questions, teachers can ask students to clarify why they adopt a certain option, which requires students to analyze and synthesize knowledge and boost their participation. Third, because ELLs need more time to process the questions and information to respond, teachers should pause, allow more wait time and listen more carefully. Fourth, probing, or asking follow-up questions to deepen learning, is essential for language development, as it allows students to think, revise, and articulate their speaking and writing the subject matters with others. The fifth strategy is bouncing, which means teachers using formative assessment need to gather a range of students' responses on a topic, not just answers from the most active and verbal students. Bouncing also addresses the concern for equity in the sense that teachers create multiple opportunities for the voices of ELLs to be heard. The sixth strategy is tagging, which is to make students' responses visible by writing them and making them readable to all students. Tagging not only helps teacher accurately represent students' responses to inform the ongoing lesson, but it also enables ELLs to comprehend other students' thinking and see their own contributions are valued. Finally, the seventh strategy of binning means recognizing patterns in students' responses and sorting them into 'bins'. Duckor and Holmberg illustrate the binning strategy with the use of a progress guide to identify ELLs' progressions and trajectories to inform lesson planning and differentiating for student needs. Formative assessment moves combined with the goal of fostering academic language development help students from diverse backgrounds make sense of the curriculum and make students visible and heard in manners that connect assessment and teaching for in-depth understanding.

*SOURCE:* journal article                      *TYPE:* guidance

*KEY WORDS:* English language learners, formative evaluation, learning strategies, preservice teachers, language proficiency

Foster, E. (2019). How assessment supports English learners. *The Learning Professional*, 40(2), 22–25.  
<https://eric.ed.gov/?id=EJ1215367>

The purpose of this guide is to inform teachers and leaders on ways in which assessments can support their instruction and provision of equitable access to academic content for ELs. To better understand the research, the author interviewed Margo Gottlieb, an expert in curriculum, instruction, and assessment of ELs. Gottlieb distinguishes among three types of assessments: assessment *as* learning, assessment *for* learning, and assessment *of* learning. Assessment *as* learning puts students at the center and provides students with opportunities to think about their own learning and progress over time to reflect and discuss their learning with peers. Assessment *for* learning is associated with formative assessment and involves timely and actionable feedback for purposes of learning and improvement. Assessment *of* learning is associated both with standardized tests as well as teacher-made tests that reveal students' strengths and inform next steps for learning. Together, the three assessment types can form an assessment system that provides a broad and balanced view of student learning. The system can be supported by the provision of a culture of support including professional development that leverages the latest research for teaching and learning of ELs.

*SOURCE:* journal article      *TYPE:* guidance

*KEY WORDS:* student evaluation, English language learners, second language learning, bilingual students

Goodrich, J. M., Thayer, L., & Leiva, S. (2021). Evaluating achievement gaps between monolingual and multilingual students. *Educational Researcher*, 50(7), 429–441.  
<https://doi.org/10.3102/0013189X21999043>

The seminal study by Kieffer and Thompson (2018) concluded that multilingual students' performance improvement is masked by the methodology used to label students as English Learners (ELs) because students reaching a certain threshold of English proficiency are no longer classified as ELs and are removed from the comparison group. Goodrich et al.'s study extends Kieffer and Thompson's (2018) investigation by breaking down the National Assessment of Educational Progress (NAEP) reading and mathematics data at district and state levels to examine the correlates of achievement gaps between monolingual and multilingual students. Goodrich and colleagues sought answers to three questions: (1) whether state and large district data exhibit similar changes in achievement gaps between multilingual and monolingual students over time, as compared to national changes in Kieffer and Thompson's (2018) study, (2) whether state and district demographic characteristics predict the level and rate of achievement gap change over time, and (3) what characterizes state-by-state and district-by-district achievement gap changes. NAEP fourth- and eighth-grade reading and mathematics achievement data were analyzed using the growth curve modeling technique with years nested within districts and states. Monolingual students were operationalized as those never speaking another language at home, and multilingual students as those speaking a language other than English at home most or all of the time. Three potential correlates of educational achievement gap under examination included the percentage of the multilingual population, the percentage of school-age multilingual children, and the number of dual language programs in each state/district. It was found that while state-level data exhibited narrowing achievement gaps

over time between monolingual and multilingual students, analysis showed no achievement gaps for large district data, which partly supported hypothesis 1 regarding the national trend in Kieffer and Thompson's (2018) study. In addition, large numbers of dual language programs and large percentage of multilingual students were linked to smaller achievement gaps for fourth graders in both math and reading at state level. Achievement gaps were initially larger in states with greater percentages of Spanish-speaking students, but these gaps narrowed more over time in comparison to states with smaller percentages of Spanish-speaking students. While the authors acknowledged that the findings of this study must be interpreted with caution (e.g., correlation between factors at fourth grade but not eighth grade; non-significant result from the underpowered growth model), these findings lay the foundation for future research into influential factors to narrow the achievement gaps between multilingual and monolingual students.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* achievement gaps, bilingual/bicultural, correlational analysis, effect size, literacy, longitudinal studies, mathematics, mathematics education, multilingual learners, reading

**Guzman-Orth, D. A., Lopez, A. A., & Tolentino, F. (2019). Exploring the Use of a Dual Language Assessment Task to Assess Young English Learners. *Language Assessment Quarterly*, 16(4–5), 447–463. <https://doi.org/10.1080/15434303.2019.1674314>**

The purpose of this study was to create and prototype a dual language assessment task (DLAT) which allows young ELs to use their cadre of linguistic resources to demonstrate their emergent language abilities. The study included the following research questions: (1) How do young Spanish-speaking ELs perform on a dual language assessment task? (2) How do students use their language and non-verbal resources to demonstrate their cross-linguistic emergent language skills? and (3) What information can we learn about students' cross-linguistic emergent language skills from taking the DLAT? Intended to serve as a supplement and not a replacement of an English language proficiency test, the DLAT measured young EL's ability to describe a picture, predict a story, and retell a story using any of their language and non-verbal resources. The authors administered the DLAT within the first 30 days of the school year to a convenience sample of 17 Spanish-speaking kindergarten students enrolled in ESL or two-way dual immersion program; their school was located in a U.S. urban area. Results showed that some students were fully capable of comprehending and producing meaningful language across the three language functions when able to use verbal and non-verbal communication strategies in both languages. Findings suggest that using assessment tasks, like the DLAT, together with English proficiency screeners could provide information about what a student is able to do at a functional level without restricting language and choice. Possessing this type of information may help teachers to identify more appropriate instructional approaches for individual students.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* bilingualism, English language learners, language tests, task analysis



Hamill, C., Wolf, M. K., Wang, Y., & Banerjee, H. L. (2019). *A review of digital products for formative assessment uses: Considering the English learner perspective* (Research Memorandum No. RM-19-04). Educational Testing Service. <https://www.ets.org/Media/Research/pdf/RM-19-04.pdf>

Research suggests that digital and computer-adaptive instructional tools have potential for positive outcomes for EL students and their teachers. In this review, the authors aim to: (1) identify which technology features have currently been implemented in digital materials intended for formative assessments of ELs, and (2) identify areas in which technology features could be further utilized in formative assessment practices of ELs. To conduct their review of digital products with formative assessment features for ELs, the researchers searched online using key words including formative assessment, formative use, English language learners, and English learners. They set their criteria to digital assessment tools with formative assessment features, U.S.-based, and for use in K–12 education. These efforts led to a sample of 30 products that they reviewed for this study. The researchers then coded the product features for each of the 30 digital assessment tools based on information that they gathered from the assessments' websites including materials such as sample items, example score reports, and other resources freely available online. Despite a plethora of digital products for K–12 education, researchers found relatively few tools intended for the formative assessment of ELs. Findings reveal that useful features currently being implemented include delivery on mobile devices (smartphones and tablets), adaptive content, flexibility for teachers to create and embed new content, L1 support, feedback, and progress tracking. With exception of L1 support (read-aloud translations and interactive glossaries to help ELs complete tasks), these products and their features largely fail to target specific needs of EL students. Based on these findings, there are implications for developing the next generation of digital learning products for formative assessment uses for ELs and their teachers. Specifically, feedback functionalities already in place could be expanded for ELs to model language use, language-oriented scaffolding, and linguistically well-formed responses. Further, clickable glossaries and visual aids could also support ELs with complex texts.

*SOURCE:* report

*TYPE:* guidance/review

*KEY WORDS:* formative assessment, English learners, digital learning and assessment

Kachchaf, R., & Solano-Flores, G. (2012). Rater language background as a source of measurement error in the testing of English language learners. *Applied Measurement in Education, 25*(2), 162–177. <https://doi.org/10.1080/08957347.2012.660366>

Literature on language and assessment shows that the language in which tests are administered and students' language ability play a more critical role in performance on constructed-response tasks (e.g., short-answer, open-ended items) than in multiple-choice tests. This article addresses the possibility that the language background of raters may influence their interpretations of student responses that may account for some of the variance in the testing of ELLs. To conduct the study, the authors purposely selected eight teachers from different school districts to serve as test raters based on the following criteria; four were native English speakers and four were native Spanish speakers; all were certified bilingual teachers; and all had experience teaching ELLs or teaching in linguistically diverse classrooms. The teachers rated student responses to five open-ended math items from the National Assessment of Educational Progress (NAEP, 1996;

NAEP, 2000) exam. English Learner students were in either the 4th or 5th grade and attended school districts in the east and west coast of the U.S. Students were first generation immigrants predominantly from Mexico and from the Dominican Republic; some tested in English and others in Spanish. Each of the eight raters independently scored all the student responses to all five items after going through training with the researchers and establishing interrater reliability. Kachchaf and Solano-Flores used generalizability (G) theory—a psychometric theory of measurement error—to examine the amount of score variation among raters. On average, raters whose native language was English gave higher scores than raters whose native language was Spanish to the responses from items administered in either language. Results further indicated that the largest source of measurement error (36%) was due to the interaction of the student and the item and that the rater's language background was not a meaningful source of measurement error (4%). These findings should be interpreted with caution considering the small sample size; however, they have implications for ensuring proper training of raters and for raters of different language backgrounds to be represented in rater pools for large-scale testing.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* error of measurement, English language learners, scoring, bilingual teachers, English

**Kieffer, M. J., & Thompson, K. D. (2018). Hidden progress of multilingual students on NAEP. *Educational Researcher*, 47(6), 391–398. <https://doi.org/10.3102/0013189X18777740>**

Kieffer & Thompson analyzed the National Assessment of Educational Progress (NAEP) dataset using a more inclusive methodology to track achievement of multilingual students. Rather than comparing the test scores of English Learners (ELs) or "ever ELs" to their non-EL counterparts, Kieffer & Thompson examined NAEP reading and math scores for "monolingual" and "multilingual" students from 2003–2015. Multilingual students were identified as students who reported a home language other than English and monolingual students who reported an English-only home language. They offer several justifications for their alternative methodology, including the argument that because ELs are identified as those below an established English proficiency threshold, the present system of analyzing achievement for only students currently classified as ELs does not include the entire demographic group. Kieffer & Thomson found that between 2003 and 2015, NAEP achievement differences between monolingual and multilingual students narrowed by 24% for 4th grade reading, 27% for 8th grade reading, 37% for 4th grade math, and 39% for 8th grade math. Trends were similar even when controlling for race/ethnicity, socioeconomic status, and U.S. region. They argued that focusing exclusively on current ELs obscures the progress made by educational systems in moving students toward English proficiency and academic achievement. Kieffer and Thomson explored several possible explanations for their findings including the rapid expansion of dual language immersion programs across the nation and recent expanded certification requirements for teachers of ELs. They called for future research of the relationship between policy, practices, and multilingual student achievement considering the new Every Student Succeeds Act.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* achievement gap, bilingual/bicultural, correlational, analysis, educational policy, NAEP, regression analyses, secondary data analysis

**Solano-Flores, G., Backhoff, E., Contreras-Niño, L. A., & Vázquez-Muñoz, M. (2015). Language shift and the inclusion of indigenous populations in large-scale assessment programs. *International Journal of Testing, 15*(1), 136–152.**

This investigation informed the National Institute for Educational Evaluation (INEE)—Mexico's institution charged with providing national indicators of educational achievement—about ways in which Indigenous populations could be tested to be fairly included in its large-scale assessment program, which was created for the majority of Spanish-speaking students. This article addresses issues of fairness and validity in the assessment of indigenous populations. The evaluators and a team of 26 local teachers/assessors tested 356 Mayan indigenous children, ages 5 and 6, across 60 indigenous schools in the southern Mexican state of Yucatán. Mayan was the predominant language spoken at home for 15% of the students and the only language spoken at home for 21% of the students. Further, 31% of families preferred that the teachers speak to their children in Spanish predominantly and another 31% preferred that the teachers speak to their children in Spanish only. The evaluators used an existing INEE assessment in mathematics (assessment 1) and accessed local community member knowledge to translate the assessment into Mayan (assessment 2). Together, the researchers plus local community members also created assessment 3, in Mayan, that assessed similar mathematical skills as the original INEE math assessment in Spanish. Each assessment consisted of ten items read out loud to groups of three students and students individually marked their answers (non-verbally). All three assessments were administered to all students. The assessment results for all three versions of the test were reviewed through generalizability theory-based analyses. Researchers found low student performance on all three versions of the assessment. Each version of the items appeared to have posed different sets of linguistic challenges to students. Language shift from Mayan towards Spanish appeared to be related to the instability of student performance across items and version of the assessment. These findings indicate that testing indigenous populations in their country's dominant language is inappropriate and testing them in their native language is also inappropriate if instruction is not provided in this language. These findings have implication for assessment policies for indigenous students. Although this study was not conducted in the United States, issues of language shift—the gradual replacement of one language for another—is universal and should be considered in the assessment of indigenous populations everywhere. Future research should examine the extent to which these findings can be generalized to other content areas and grades.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* fairness, indigenous populations, language shift, large-scale assessment, linguistic minorities, validity

## BILINGUAL TEACHER PREPARATION

Preservice candidates preparing to become bilingual teachers need to develop knowledge and expertise in serving the needs of students enrolled in bilingual or dual language programs. In addition to their teaching credential, bilingual teachers are required (or encouraged in some states) to earn a Bilingual Authorization that covers the study of bilingualism and biliteracy development, prepares teachers to utilize linguistic features to support bilingual and biliteracy development, and encourages them to advocate and communicate the benefits of bilingual programs to students and families.

**Alfaro, C. (2019). Preparing critically conscious dual-language teachers: Recognizing and interrupting dominant ideologies. *Theory into Practice*, 58(2), 194–203.**  
<https://doi.org/10.1080/00405841.2019.1569400>

Drawing from empirical and theoretical work, Alfaro posits that critically conscious dual-language teaching is crucial to create culturally and linguistically rich democratic learning environments that confront inequities and social injustices and commit to bilingual learners for whom initially, the dual-language programs was intended. The author proposes Ideological Clarity as a framework of thought that serves as an anchor for equity and social justice in dual-language teaching. Alfaro argues that a concentrated effort must be made to prepare dual-language teachers, including those who speak their students' native language and are members of the same cultural groups, to perceive potentially negative ideologies more lucidly and intervene more proactively since being a member of the same ethnolinguistic group does not guarantee that a dual-language teacher holds the same views as their students. The author concludes that unless teachers engage in the process of consciously questioning the status quo, their beliefs, and their classroom practices, they will continue to perpetuate the status quo in gentrified dual-language classrooms.

*SOURCE:* journal article            *TYPE:* theoretical

*KEY WORDS:* bilingual education programs, bilingual teachers, teacher education, teacher educators

**Alfaro, C., & Bartolomé, L. (2017). Preparing ideologically clear bilingual teachers honoring working-class non-standard language use in the bilingual education classroom. *Issues in Teacher Education*, 26(2), 11–34.**

The purpose of this paper is twofold. In the first part, Alfaro and Bartolomé discuss the concept of ideological clarity and argue for the need to develop ideologically clear bilingual teachers. Later in the article, the authors review the research on teachers' ideologies and beliefs about linguistic minority students, and elaborate on the incorporation of the "cultural wealth" model in bilingual teacher preparation to improve academic and linguistic achievements of minority students. Ideology is defined as the ruling class ideas that wipe out competing views and become common sense worldview. Explicit studies of ideology should be a key principle in preparing bilingual teachers because they help teachers critically examine their practice and deconstruct the negative stereotypes of linguistic minority and immigrant students. While the

teacher education research on this topic is limited, the extant research shows that preservice teachers often uncritically endorse harmful dominant ideologies (e.g., underprivileged cultural groups are responsible for their plight, linguistic minorities should assimilate into the mainstream culture), and may unconsciously reproduce the unjust social order. Studies conducted by the authors themselves suggest that successful teachers reject the deficit view of non-mainstream students, possess a counterhegemonic belief, and act as advocates to create more democratic schools for the students. By studying how dominant ideologies manifest themselves in schools, preservice teachers can develop critical thinking and create their pedagogical structures and spaces to enhance minority students' ability to acquire standard English/Spanish, and make their cultural voices heard. The authors then demonstrate the need for bilingual teachers to examine their low regard for students' nonstandard Spanish and codeswitching practices with a classroom vignette. Seven forms of cultural wealth (aspirational capital, linguistic capital, familial capital, social capital, navigational capital, resistance capital, and spiritual capital) that students bring to schools and should be acknowledged have been identified, and research has recently started exploring the characteristics of linguistic cultural wealth and how it positively influences students' schoolwork. To conclude, the authors point out the need to honor the diversity of working-class languages and students' multiple voices and ways of being in a multicultural world as part of bilingual teacher preparation.

*SOURCE:* journal article      *TYPE:* theoretical/review

*KEY WORDS:* bilingual teachers, language usage, nonstandard dialects, working class, code switching (language)

**Alfaro, C., Cadiero-Kaplan, K., & Ochoa, A. M. (2017). Teacher education and Latino emergent bilinguals: Knowledge, dispositions, and skills for critically conscious pedagogy. In P. C. Ramirez, C. J. Faltis, & E. J. de Jong (Eds.), *Learning from emergent bilingual Latinx learners in K-12: Critical teacher education* (pp. 15–39). Routledge.**

This book chapter explores the intersectionality of theory, culture, policy, and bilingual teacher preparation. Given the currently prevalent language policies that restrict biliteracy in K–12 classrooms and in teacher education programs in the U. S., Alfaro and colleagues start by providing an overview of language policies at the state and national level, including the Supreme Court *Lau v. Nichols* decision in 1974, the *English for the Children* initiative in California 1998, No Child Left Behind in 2001, and the Every Student Succeeds Act (ESSA) in 2015; they discuss how ideological perspective rather than research has influenced policies affecting bilingual education and the historical lack of acknowledgment of the values of bilingualism and biliteracy. Amid the increase in the number of Dual Language Education programs, particularly in states like California, bilingual teacher educators identify three major issues, including: (1) challenges of creating dual language programs, (2) the need for ideological clarity to sustain and guide these programs, and (3) culturally democratic and inclusive community support to transform the schooling pedagogy. The authors then describe five knowledge, dispositions, and skills (including ideological clarity; biliteracy development across the content areas; engagement and collaboration with peers, students, parents, and community; inclusive learning environments; and critical global literacy) that guide the bilingual teacher education program at San Diego State University's Department of Dual Language and English Learner Education (DLE). In light of the DLE teacher education program's proximity to the U.S.-Mexico border and the large Latino

student population in San Diego County, the authors recommend (1) the incorporation of the Latino community's cultural and linguistic funds of knowledge into classroom practices, and (2) the creation of pathways for teachers to obtain the critical knowledge, dispositions, and skills needed to serve culturally and linguistically diverse students.

*SOURCE:* book chapter                      *TYPE:* theoretical/review

*KEY WORDS:* bilingual teacher education, language policy, Dual Language and English Learner education, cultural and linguistic assets, culturally and linguistically diverse students

**Brown, J. E., Smallman, S., & Hitz, R. (2008). Partnerships to recruit and prepare bilingual teachers. *Metropolitan Universities, 19*(3), 54–67. <http://archives.pdx.edu/ds/psu/11085>**

Brown and colleagues analyzed the Bilingual Teacher Pathway (BTP) program, a nine-year program to recruit and prepare bilingual/bicultural teachers developed by the consortium of Portland State University (PSU), three community colleges, and 17 school districts in 1996. The BTP program received multiple funding sources from PSU and the Oregon Department of Education, plus two federal grants for development and tuition support. The Consortium started by investigating the infrastructure gaps and weaknesses that hindered bilingual/bicultural education paraprofessionals from obtaining college degrees and teacher licensure, such as the lack of a program to serve in-service paraprofessionals. In order to broaden access to licensure to non-traditional candidates, the BTP offered both undergraduate and graduate pathways with four components: (1) recruitment, (2) a teacher licensure and degree program, (3) course work and field experiences for paraprofessionals, and (4) individualized financial, academic and mentoring support for candidates. Between 25 to 30 candidates employed in partner school districts were admitted for both undergraduate and graduate pathways each fall semester since the program started. Multiple assessments (focus groups, qualitative study, and Web survey) indicated favorable perceptions of the program. For example, program students were confident in their skills in communicating with parents and students, were keenly aware and proud of their positions as role models, and were able to “cross the borders” which made them valued in their school districts. Students also commonly described the program as flexible and full of opportunities. Positive comments from faculty included the clear focus of the program and supervisors’/faculty’s responsiveness to address student needs. The authors also identified a number of areas that could be improved such as the need for deeper connections between students in the Graduate Teacher Education Program and the BTP, concern about the future of the program once federal funding expired, and the unaddressed diversity of languages in schools, given that most BTP students were Spanish speakers. Overall, the program had an over 95% success rate and a very low attrition rate (no more than a few students each year). The authors attributed this success largely to the support for each candidate, especially in terms of tuition and staffing.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* English language learners (ELLs), bilingual/bicultural teachers, Bilingual Teacher Pathway (BTP) program, program assessment, teacher workforce diversity

Caldas, B., Palmer, D., & Schwedhelm, M. (2019). Speaking educación in Spanish: Linguistic and professional development in a bilingual teacher education program in the US-Mexico Borderlands. *International Journal of Bilingual Education and Bilingualism*, 22(1), 49–63.  
<https://doi.org/10.1080/13670050.2018.1510894>

Caldas and her colleagues examined the effects of a university-based bilingual teacher preparation program on the Spanish language development of four pre-service bilingual education teachers. The authors focused on one course in the teacher preparation program that was characterized by its use of translanguaging and language choice for Spanish language and content mastery. This case study was situated within a required foundational course for bilingual education majors at a university in Texas, taken early in the sequence leading to teaching certification. The authors collected data for 12 weeks (one semester) during Fall 2014. The researchers purposely selected four students in the bilingual teacher preparation program who had low scores on a Spanish language test administered before the start of the course. The authors analyzed video recordings of all 12 weekly courses and written homework for the four focus students using discourse analysis of intertextuality, linguistic complexity and accuracy analysis, and critical narrative analysis to capture the development of participants' Spanish over the course of the semester. Findings showed that the professor utilized instructional practices including translanguaging, language swaps, dynamic bilingualism, and provided student choice for which language to use in class; the researchers referred to this language policy as pedagogy in translanguaging spaces. Analysis of written homework assignments over time indicated that at the start of the 12-week course, students often drew on their linguistic background in English to take command of Spanish and often produced nonstandard approximations of Spanish – resembling the language progression documented with young emergent bilinguals. Results indicated differences in the linguistic development among the four target participants due to their diverse backgrounds and linguistic histories. With time, students became more aware of the development of their language proficiency in Spanish. Their participation in a translanguaging space allowed them to consider language policies for their future bilingual classrooms. They began to grapple with language mixing vs. language separation but all agreed that using both languages in class was positive and beneficial for their Spanish acquisition and that they planned to welcome their future students' full linguistic repertoires. This study contributed to the literature on the integration of content and language development in teacher education and to the debate regarding use of L1 in content-based lessons with English learners. It also suggested implications for bilingual teacher preparation programs to offer models for pluralistic policies and practices and to promote awareness and commitment to asset-based bilingual education for their own future students.

*SOURCE:* journal article            *TYPE:* empirical

*KEY WORDS:* Bilingual teacher education, language policy, Spanish development, content-based instruction, translanguaging

**Cervantes-Soon, C. G. (2018). Using a Xicana feminist framework in bilingual teacher preparation: Toward an anticolonial path. *Urban Review: Issues and Ideas in Public Education*, 50(5), 857–888. <https://doi.org/10.1007/s11256-018-0478-5>**

According to the author, teacher education programs tend to overlook the needs of Latinx preservice teachers and fail to leverage their knowledge and experiences, as evidenced by silencing, racist and stereotypical assumptions, and low expectations of these teacher candidates as reported in the literature. In addition, Latinx preservice teachers are poorly equipped to critically analyze how their teaching and learning experiences are situated in the social systems of oppression. Scholars in the field have argued that bilingual education must move beyond the technical, instrumental aspect of teaching languages to take a clear ideological stance and empower linguistically and culturally diverse teachers and students alike. Against this backdrop, Cervantes-Soon proposes that the anticolonial Xicana feminist framework offers bilingual teacher education an explicit stance on social justice to transgress Eurocentric values and promote humanizing pedagogies. The author writes “Xicana feminist scholarship is rooted in its ability to recognize, expose, and respond to the colonial histories that we embody, and because it demands that we give serious considerations to how coloniality shapes our subjectivities, understandings, and positionality in the world” (p. 866). Via Xicana feminism, an anticolonial path could be forged in four interrelated realms of bilingual teacher preparation. First, Xicana feminism creates an anticolonial vision by excavating the race radical vision of bilingual education that has long been buried under neoliberalism and building its own political principles. Second, the Xicana feminist framework forges anticolonial identities, i.e., it allows teachers to engage in anticolonial processes in personal ways by creating spaces for self-reflexivity and development of activism and advocacy. Third, Xicana feminism fosters an anticolonial approach to languages by reclaiming the silenced voices of the subaltern, whose living conditions, knowledge, and experiences have been invalidated and language practices stigmatized in the bilingual language classrooms. Finally, Xicana feminism promotes anticolonial pedagogies by transgressing schooling spaces and dominant knowledge, i.e., developing a transformative pedagogy that guides bilingual teachers’ advocacy and resistance against oppression. The author calls for future research investigations into the practical applications and impact as well as obstacles of anticolonial frameworks such as Xicana feminisms in bilingual teacher preparation.

*SOURCE:* journal article                      *TYPE:* theoretical

*KEY WORDS:* bilingual education, dual language, teacher preparation, Chicana feminisms, coloniality

**Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly*, 32(3), 397–417. <https://www.jstor.org/stable/3588114>**

In this introduction to a special-topic issue of the TESOL Quarterly Journal, Freeman & Johnson intend to fill a research gap (signaled in 1998) on the education of language teachers, more widely known now as the field of bilingual teacher preparation. Although the field of bilingual teacher preparation has become more robust since this article was first written, the authors’ writing was pivotal in broadening the lens of how language teachers learn to teach. Freeman and Johnson review the history of general education teacher preparation and argue that



teaching teachers was considered a matter of transferring knowledge of effective practices and in some cases, field experience to apply their new knowledge. The authors shift away from a behavioral view of what people do when they teach language to a constructivist view of how people learn to teach. They propose a framework for the knowledge base of language teacher education composed of three domains: (1) teacher-learner, (2) social context, and (3) pedagogical process. In defining the knowledge base, Freeman and Johnson see teachers as learners of language teaching, consider both schools and schooling as the social and cultural contexts where teacher learning is established, and distinguish between content and subject matter in the language teaching pedagogical process. In summary, the knowledge base of language teacher education is presented as a theory of second language teaching positioned within a larger social context. This article has implications for teacher educators to articulate, stand behind, and conduct research that utilizes this theory as the foundation of language teacher education.

*SOURCE:* journal article                      *TYPE:* theoretical

*KEY WORDS:* elementary, secondary education, English (Second Language), higher education, knowledge base for teaching, knowledge level

**Hernández, A. M. (2017). Reflective and transformative practice in bilingual teacher preparation, examining cross-cultural and linguistic equity. *Issues in Teacher Education*, 26(2), 67–86.**  
<https://files.eric.ed.gov/fulltext/EJ1148167.pdf>

Dual language programs tend to focus on two primary goals: bilingualism/biliteracy and academic achievement. A third goal, cross-cultural competence, is generally ignored and not surprisingly, vaguely addressed in bilingual teacher preparation programs. In this work, Hernández presents a research-based theoretical approach to the development of cultural-competencies of bilingual teacher candidates with the purpose of contributing to transformative practices and to the development of a workforce that will advocate for bilingualism, biliteracy, and biculturalism. Hernández reviews existing research on teacher preparation programs, including practices of the teacher preparation program at California State University, San Marcos where she is faculty. She presents a theory that places self-knowledge and self-exploration at the center of cross-cultural competence arguing that in order for bilingual teacher candidates to understand cross-cultural competence, they must understand their own cultural identity. Hernández further asserts that bilingual teacher preparation programs must develop teachers' social and linguistic dispositions, their ability to build a sense of community in the classroom, their use of translanguaging, and their ability to identify and level any unevenness that may exist between languages. This work has implications for further research into bilingual teacher preparation particularly for areas where teachers are the most challenged. Hernández specifically calls for research that is qualitative and descriptive of the inner workings of bilingual classrooms, teacher reflections, and student voices.

*SOURCE:* journal article                      *TYPE:* theoretical

*KEY WORDS:* teacher education programs, bilingual teachers, bilingual students, culturally relevant education

**Hernández, A. M., & Alfaro, C. (2020). Naming and confronting the challenges of bilingual teacher preparation: A dilemma for dual language education in California —lessons learned. *NABE Journal of Research and Practice*, 10(2), 31–46. <https://doi.org/10.1080/26390043.2019.1653053>**

Hernández and Alfaro discuss the current status and issues surrounding California bilingual teacher preparation, identify the challenges, and provide lessons reaped from their thirty years of practice, field work, and research. The Bilingual Authorization (BILA) is a California Commission on Teacher Credentialing (CTC) approved certificate that allows the holder to provide instruction to English Learners (ELs) in four options: English Language Development, Primary Language Development, Specially Designed Academic Instruction Delivered in English, and Content Instruction Delivered in the Primary Language. Most BILA programs (84%) prepare teachers to work with Spanish-speaking ELs. There continues to be a shortage of bilingual teachers in California; a 2016 study projected that the state would need an additional 100,000 teachers in the next decade. The linguistic skills of bilingual teacher candidates in languages other than English are vast and varied, and teacher preparation programs generally do not address this diversity in language identification and proficiency among preservice teachers. While California still remains the country's leader with 417 dual language education (DLE) programs, the lack of collaboration with linguistic and foreign language departments, and changes in program development, course content, and attitudes towards bilingual education further lower the chance for an equitable education for these teacher candidates. The authors then share the story of how one of them engaged faculty and local stakeholders to take the stance against a leadership initiative to strip a bilingual teacher education program of its autonomy and embed it into the English-only teacher education program. Reflections of bilingual teacher candidates from another California BILA program reveal that many felt lost in the English-only instruction programs they experienced as K–12 students, and there was a lack of support for native language development, even at home. In addition, it is difficult to admit highly qualified candidates because many preservice teachers enter the credential programs with naturally developed Spanish instead of academic language and high levels of proficiency. The authors call for continued efforts to address the harm caused by Proposition 227 that requires English-only instruction and to meet the increasing demands of preparing bilingual teacher candidates highly skilled in both their content areas and linguistic abilities in California.

*SOURCE:* journal article      *TYPE:* review

*KEY WORDS:* bilingualism, teacher education programs, bilingual teachers, English (second language), second language instruction

**Hopkins, M. (2013). Building on our teaching assets: The unique pedagogical contributions of bilingual educators. *The Journal of the National Association of Bilingual Educators*, 36(3), 350–370. <https://doi.org/10.1080/15235882.2013.845116>**

With few exceptions, studies that examine bilingual teachers' instructional practices have tended to rely on case studies of individuals enrolled in teacher preparation programs and not experienced teacher practices. This article contributes to the literature by comparing reported pedagogical practices of current bilingual and bilingually credentialed teachers to those of teachers who are not bilingual (or credentialed) across school and district contexts. Hopkins used a mixed methodological study to approach her investigation. She purposely selected the

states of Arizona, California, and Texas to conduct her study because they all serve a dense EL community of predominantly Spanish speakers of Mexican origin. These are also states with quite diverse language education policies ranging from Arizona as most restrictive to Texas as most supportive. Hopkins purposely selected districts within these states with 20% or more ELs to recruit teacher participants. In total, 474 teachers across the three states completed a 30-minute survey about their background, training, and instructional practices. Multiple regression models were developed to examine the relationship between teachers' bilingualism and certification and their reported pedagogical practices. A sample of the teachers participated in a follow-up interview. Findings showed no significant differences between states in teachers' reported use of cross-linguistic practices or practices that build on emergent bilinguals' prior knowledge and experiences. The study indicated that bilingual teachers in English-only contexts leverage their unique skills in utilizing research-based approaches in their instruction of ELs. This article shed light on the unique contributions that bilingual and bilingual credentialed teachers make to the instruction of ELs. These findings suggested the need for federal and state policies to incentivize bilingual individuals to become certified bilingual educators as they already utilize students' linguistic assets to bolster content and language. Such policies could address the bilingual teacher shortage.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* bilingual teachers, mixed methods research, educational policy, language planning

**Johannessen, G. G., Thorsos, N., & Dickinson, G. (2016). Current conditions of bilingual teacher preparation programs in public universities in USA. *Education and Society, 34*(2), 27–48.**  
<https://doi.org/10.7459/es/34.2.03>

This study examined the policies and practices of 78 U.S. public university bilingual teacher preparation (Spanish-English specific) programs across six states, chosen for their concentration of Spanish-speaking populations. The authors' research question was: *What do bilingual programs look like in public universities across the U.S. particularly for Spanish-speaking populations?* The researchers examined the websites of all programs involved including the number of clicks it took to find program information to entrance, course, and exit requirements. In addition, researchers conducted a random selection of fifteen faculty members from various bilingual teacher preparation programs and conducted telephone interviews to confirm the information that they had obtained online. Findings revealed inconsistencies in the implementation of bilingual teacher preparation programs across U.S. public universities. The inconsistencies ranged from language entrance requirements to language exit requirements. Interview data validated the evidence of inconsistent language proficiency requirements, assumption of competence based on ethnicity rather than qualifications, and a perception that Spanish is a lower status language. Researchers also found that in general, university websites did not fully describe their programs, or were not up to date. The researchers argued that inconsistent language proficiency requirements for both entry and exit are a matter of concern. They suggested further research on bilingual teacher preparation to research-based practices, particularly in language development and its impact on teacher quality.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* bilingual, policies, programs, teacher preparation

**López, F. & Santibañez, L. (2018). Teacher preparation for emergent bilingual students: Implications of evidence for policy. *Education Policy Analysis Archives*, 26(36), 1–47. <http://dx.doi.org/10.14507/epaa.26.2866>**

López & Santibañez contributed to the policy discourse in bilingual teacher preparation by conducting a comparison study across three U.S. states (Arizona, California, and Texas) on teacher certification requirements for teaching ELs, who they refer to throughout the study as Emergent Bilinguals (EB). Their study targeted the following research questions: (1) How well do states prepare their teachers to meet the needs of EBs?; (2) What knowledge specific to meeting EBs' needs do states require their teachers to demonstrate?; (3) How are these requirements related to teacher perceptions of their preparedness to effectively teach EBs? To examine EB student achievement, López & Santibañez examined fourth- and eighth-grade reading and math scores for EBs, former-EBs, and non-EBs in Arizona, California, and Texas between 2005–2015. To examine state requirements for teaching EBs, the authors conducted a qualitative content analysis of documents detailing teacher requirements from each state; they coded the documents for evidence of the following domains: knowledge of pedagogy, knowledge of linguistics, and knowledge of cultural and linguistic diversity. To investigate teacher self-efficacy, López & Santibañez examined an existing dataset from the Institute of Educational Sciences Schools and Staffing Survey (SASS). Their final sample consisted of 780 teachers in Arizona, 1,590 teachers in California, and 1,200 teachers in Texas. They used regression analysis and hypothesis testing to examine the magnitude of the differences across the states. The researchers found that there were marked differences across the three states in terms of how well they prepare teachers of EBs. Arizona EB teachers had the fewest requirements of all three states where teachers are at best required to have only cursory and superficial knowledge about specific EB needs. California covered all three domains of best practices for EBs (knowledge of pedagogy, knowledge of linguistics, and knowledge of cultural and linguistic diversity), while Texas had the highest degree of correspondence to the domains of best practices for EBs and further required deep content knowledge in both L1 and English. In Arizona and California, bilingual teacher training was related to self-efficacy, but this did not hold true for teachers in the Texas sample. López & Santibañez also found that EB achievement variations across the three states were consistent with their teacher preparation practices; in both fourth and eighth grade reading and mathematics, Arizona EBs had the lowest achievement trends, California EBs outperform Arizona EBs, and Texas EBs outperform EBs in both Arizona and California. The authors point to the need for all states to consider adopting requirements similar to those in Texas, which requires bilingual/ESL certification in situations where a critical mass of EBs share a primary language. In situations where bilingual/ESL certification is not plausible, authors argue that EBs should have access to ESL certified teachers with the expertise to scaffold both language and content development.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* English language learners, teacher preparation, teacher effectiveness

**Martínez-Álvarez, P. (2020). Essential constructs in the preparation of inclusive bilingual education teachers: Mediation, agency, and collectivity. *Bilingual Research Journal*, 43(3), 304–322. <https://doi.org/10.1080/15235882.2020.1802367>**

Martínez-Álvarez proposes the incorporation of three essential constructs in preparing bilingual teachers to work in an inclusive environment for emergent bilinguals (EBs) and EBs with disabilities. First, bilingual teacher education must be grounded in mediation. Mediation conceptually refers to the indirect influence that humans exert on the environment using tools/artefacts to obtain their goals. The concept of mediation in educational settings enables an understanding of how learning and development occur when learners employ concrete (external) tools such as textbooks and abstract (internal) artifacts such as beliefs and values in actions that result in learning. Second, students can exercise their agency by deciding how learning is mediated (e.g., resist and recontextualize the learning activities) based on their learning contexts and experiences. A form of agency known as compensation, which means choosing alternative ways to self-mediate learning in the presence of difficulty, is particularly relevant to the education of EBs with disabilities. Third, mediation and agency are collective processes in which teachers and students work together to make learning happen in inclusive bilingual environments. EBs with disabilities can enact agency by seeking new ways to access material and mediate learning, but they need teachers' support to accomplish these tasks (i.e., the learning process requires collectivity). Martínez-Álvarez then provides several praxis examples to illustrate how the three constructs (mediation, agency, and collectivity) are manifest in two afterschool programs for EBs and a teacher preparation program. These examples demonstrate that effective practices to include bilingual learners with disabilities by attending to (1) how artifacts mediate learning, (2) aspects of power so that teachers can provide care without interfering with agency opportunities for students, and (3) collectivity as necessary conditions for learning across languages, cultures, and abilities. The author posits it is necessary to examine the effective practices that bilingual teachers embrace to fully engage EBs with disabilities so that teacher preparation programs can purposefully incorporate them in nurturing teacher candidates.

*SOURCE:* journal article      *TYPE:* theoretical

*KEY WORDS:* inclusion, teacher education programs, knowledge base for teaching, educational practices, bilingual education programs

**Ostorga, A. N., & Farruggio, P. (2020). Preparing bilingual teachers on the U.S./Mexico border: Including the voices of emergent bilinguals. *International Journal of Bilingual Education and Bilingualism*, 23(10), 1225–1237. <https://doi.org/10.1080/13670050.2018.1438348>**

Ostorga and Farruggio examined the perspectives of Latinx preservice teachers who were transitional bilingual education (TBE) students at elementary schools in the Rio Grande Valley of south Texas (RVG). Two questions guided their study: (1) What are preservice teachers' perspectives on TBE in relation to their experiences as students?, and (2) What are their perspectives on the current bilingual education practices? The authors employed three specific components of Latino Critical Race Theory (LatCrit) as the theoretical framework for the study, including challenges to dominant ideologies, commitment to social justice, and the central role of experiential knowledge. The teacher preparation program in this study was established on a

constructivist framework that provided student-centered instruction and a balanced approach to reading instruction and additive bilingualism/biliteracy development, whereas most local schools in the RGV employed subtractive methods. The research reported in this article was part of a larger project known as Curriculum Assessment for Successful Students' Outcomes (CASSO). This article focused on a cohort with 26 female preservice teachers who led a summer library program in a local border town while completing an English language development course. The authors analyzed eight semi-structured focus group discussions and one set of online asynchronous discussions among these teacher candidates. Two overarching themes emerged from the data analysis: linguistic development and teaching for social justice. Under linguistic development, Latinx preservice teachers reported feeling incompetent to teach Spanish due to the language education they received at elementary school, which did not support the development of their first language. However, some participants demonstrated a shift from a feeling of incompetence to a critical analysis of the status quo and the language education they were exposed to as children. Regarding the second theme, the participants developed a critical perspective on student learning, from blaming students for failing to learn to critiquing the hegemonic and instructional practices devoid of linguistic and cultural relevance to the students they served. The findings of the study highlighted the importance of negotiating spaces for reflection guided by LatCrit so that preservice teachers can connect their personal experiences with their training in the bilingual teacher preparation program, critique hegemonic systems, and contribute to the educational dialogue as critical pedagogues and agents of change.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* Bilingual education, language ideologies, teacher preparation, emergent bilinguals; LatCrit; U.S./Mexico border

**Scalafani, C. (2017). Strategies for educators of bilingual students: A critical literature review. *International Journal of Education & Literacy Studies*, 5(2).  
<http://dx.doi.org/10.7575/aiac.ijels.v.5n.2p.1>**

The goal of this literature review is to provide bilingual teachers, across all grade levels, with relevant theories and useful strategies that can assist them in understanding bilingual students and enhance their overall knowledge base. Scalafani takes a holistic approach and reviews literature on translanguaging (including biliteracy and English as a contact language), teacher preparation, parent training, and direct strategies (including language buddies, using events to celebrate different ethnic backgrounds, identity projects, and cooperative learning groups). Scalafani holds that teachers in bilingual classrooms must create learning environments where they step out of their traditional teacher-centered role and facilitate learning to engage “with or by students”. In this role, teachers are not solely responsible for imparting knowledge about language and culture; students are given the space to engage in language with each other. This review includes implications for further research particularly in the area of cooperative learning, the use of language buddies, and social emotional support for ELs.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* bilingual education, biliteracy, translanguaging, teaching strategies, school community

# BILITERACY AND BILINGUALISM

Bilingualism is the ability to communicate successfully in two languages, with the same relative degree of proficiency, although there may be variations in language fluency. Biliteracy is the ability to communicate and comprehend thoughts and ideas using grammar and vocabulary from two languages, and to read and write in both languages. Both are influenced by societal, national, community, familial factors, language status and linguistic diversity, as well as opportunities.

**Baker, C., & Wright, W. E. (2017). *Foundations of bilingual education and bilingualism* (6th ed.). Multilingual Matters.**

In its sixth edition, this comprehensive volume addresses the broad variety of complex issues in bilingual education and bilingualism. The authors focus on topics that range from individuals' bilingual development and schooling to community issues and beyond. Covering broad dimensions including theories of curriculum and instruction in bilingual programs and efficacy research, the text serves as a primer on the sociopolitical and psychological aspects of individual bilingual/biliteracy development, ideological issues related to the language contact, and world English and bilingualism.

*SOURCE:* book

*TYPE:* review

*KEY WORDS:* bilingual education, bilingualism, biliteracy, policy

**Bialystok, E. (2018). Bilingual education for young children: Review of the effects and consequences. *International Journal of Bilingual Education and Bilingualism*, 21(6), 666–679. <https://doi.org/10.1080/13670050.2016.1203859>**

This review examines research evaluating the outcomes of bilingual education for language and literacy development and academic achievement. Included research met the following criteria: focused on the first three years of schooling, empirical, U.S. -based, focused on language and/or cognitive outcomes for ELs, and methodologically sound. The researchers explored studies of bilingual education that control for confounding variables of ethnicity and social class (Lindholm-Leary & Block, 2010; Lindholm-Leary, 2014). They also highlight the study by Bernett et al. (2007) who compared the performance of children in bilingual programs to the performance of children in English-only programs, assigned by lottery, an optimal condition of randomized control trial assignment. Children in both programs were comparable in their development of English skills, and the children in the bilingual program had the added benefit of developing their L1 skills. The researchers point out that studies of bilingual English and Spanish programs in the U.S. have similar outcomes to research on bilingual programs operating in other languages (e.g., Italian and English, Mandarin and English) and internationally. They conclude there is no evidence of harm in bilingual education and much evidence of its benefits.

*SOURCE:* journal article

*TYPE:* review

*KEY WORDS:* bilingual education, language proficiency, academic achievement, specific language impairment, socioeconomic status

**Bialystok, E., Craik, F. I. M., & Luk, G. (2012). Bilingualism: Consequences for mind and brain. *Trends in Cognitive Science*, 19(4), 240–250. <https://doi.org/10.1016/j.tics.2012.03.001>**

A growing body of research in neuroscience and psychology shows that the development, efficiency, and decline of crucial cognitive abilities are different for bilinguals than for monolinguals. This literature review, authored by one of the leading researchers on bilingualism and cognition, examines how bilingualism affects cognitive ability, from childhood to adulthood. Reviewing more recent studies (at the time of publication) that used both behavioral and neuroimaging methods (e.g., functional magnetic resonance imaging [fMRI], electroencephalogram [EEG]), this article discusses the neural and brain mechanisms behind the bilingual brain and its cognitive advantages. Central to this field of research is the concept of functional neuroplasticity, or the study of how experience modifies brain structure and brain function. The very nature of the bilingual brain is the joint activation of two languages, and some interaction between them, at all times, even in contexts that are entirely driven by only one of the languages. This joint activation results in greater executive control, more sustained attention, greater working memory, and better representation and retrieval of information. The research shows some evidence that the bilingual advantage is greatest in children and in older adults, but less constantly present in young adults. There is also recent evidence that bilingualism is associated with a delay in the onset of symptoms of dementia. From the current research evidence, the authors conclude that lifelong experience in managing attention to two languages reorganizes specific brain networks, creating a more effective basis for executive control and sustaining better cognitive performance throughout the lifespan.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* cognition, brain, neuroscience, functional neuroplasticity, bilingual advantage, executive control

**Bialystok, E., Craik, F. I., Klein, R., & Viswanathan, M. (2004). Bilingualism, aging, and cognitive control: evidence from the Simon task. *Psychology and Aging*, 19(2), 290. <https://doi.org/10.1037/0882-7974.19.2.290>**

This article is one of the earliest to study the effects of bilingualism on aging and cognitive processing. Previous research on childhood bilingualism has shown that bilingualism is associated with more effective controlled processing; the theory is that the constant management of two competing languages enhances executive functions. These authors attempted to determine whether this bilingual advantage persists into adulthood and whether bilingualism lessens the negative effects of aging on cognitive control in older adults. The three studies reported in this article compared the performance of monolingual and bilingual middle-aged and older adults on the Simon task. The Simon task is based on stimulus–response (e.g., colored stimuli presented on either the left or the right side of a computer screen and associated with a response key that was also on one of the two sides of the keyboard) that assesses if irrelevant spatial information affects participants’ response to task relevant information. The time needed to respond to the stimuli that don’t correspond to the response keys is the Simon effect. Higher reaction times means slower cognitive processing. Participants for all three studies were English monolingual or bilingual (English and another language, e.g., Tamil, Cantonese) and ages ranged from 30–88 years old. For the bilinguals in the studies, all



were long term bilinguals (i.e., bilingual since age 10). Each study reported in this article refined and built on the previous study, and the results of each added to the researchers' increased understanding of the nuanced cognitive abilities between bilinguals and monolinguals and older and younger participants. Overall, the results of the three studies showed that bilingualism was associated with smaller Simon effects for both younger and older groups; bilingual participants responded more rapidly to conditions that placed greater demands on working memory; and the bilingual advantage was greater for older participants. As one of the first studies to examine cognitive benefits for older bilinguals, results from this article suggest that bilinguals and bilingualism helps to offset age-related losses in certain executive processes.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* cognition, controlled processing, executive control, bilingual advantage, aging, adults

**Collier, V., & Thomas, W. (2017). Validating the power of bilingual schooling: Thirty-two years of large-scale, longitudinal research. *Annual Review of Applied Linguistics*, 37, 203–217.**

**<https://doi.org/10.1017/S0267190517000034>**

Collier and Thomas summarized the findings of 32 years of research from all of their longitudinal studies to date. With more than 7.5 million student records analyzed, these large-scale, policy-oriented studies answered questions regarding program effectiveness for policymakers. Conducted in 36 school districts, spanning across 16 U.S. states, Collier and Thomas' studies followed individual English Learner students from grades K–12, over 3–5 years at minimum. Their research findings indicated that English-only and transitional bilingual programs of short duration only close about half of the achievement gap between English Learners and native English speakers. In comparison, high-quality, longer-term bilingual programs close all of the gap after 5–6 years of schooling through the students' first and second languages (L1 and L2). Furthermore, their findings suggested that it would take an average minimum of six years for student groups who start in kindergarten and receive quality dual-language schooling in both L1 and L2 to reach grade-level achievement, and 7–10 years or more if students only attend schooling in L2, with many never reaching grade-level achievement. Additionally, throughout their studies, Collier and Thomas have developed and refined their theoretical *Prism* model, which defines children's major developmental processes that need to be supported at school for full, complete language acquisition and academic learning to take place. In summary, the researchers have found that the amount and quality of L1 support in the school program is the most powerful predictor of the long-term success of language-minority students.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* effective instructional programs, bilingual education, achievement gap

Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction. In B. Street & N. H. Hornberger (Eds.), *Encyclopedia of language and education: Volume 2 - Literacy* (2nd ed., pp. 71–83). Springer Science + Business Media LLC.

The concepts of basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP) were first introduced by Cummins in 1979. Since their introduction, the distinction between two types of language proficiency have been widely used and debated to discuss second language learners' acquisition of English, particularly. BICS refers to conversational, or every day, social language. CALP refers to students' ability to understand and express academic concepts and ideas that are relevant in school. In this chapter, Cummins revisited these terms BICS/CALP by first explaining their origins and rationale, then describing the evolution of the BICS/CALP definitions based on empirical research since their introduction. Cummins related the BICS/CALP distinction to similar theoretical constructs that distinguish between informal and more formal language registers. He also listed ways that BICS/CALP has influenced policies and practices of second language learners' instruction and assessment. Lastly, Cummins addresses the critiques of BICS/CALP. According to Cummins, much of the BICS/CALP criticism is based on taking the BICS and CALP constructs out of context. He concludes this chapter by focusing on future directions: scholars' efforts on creating rich instructional and learning environments that maximize the academic language and literacy development of socially marginalized students.

*SOURCE:* book chapter                      *TYPE:* review

*KEY WORDS:* academic language, social language, BICS/CALPS, second language acquisition

Douglas Fir Group. (2016). A transdisciplinary framework for SLA in a multilingual world. *The Modern Language Journal*, 100(S1), 19–47.

In full recognition that multilanguage teaching and learning involves cognition, emotion, consciousness, experience, brain, self, human interaction, society, culture, instruction, and history, a group of 15 academic scholars (who call themselves The Douglass Fir Group) from distinct disciplines, come together to synergize towards a new understanding of multi-language teaching and learning. Seeing past the boundaries of the disciplines in which they've conducted most of their research and academic work and inspired by Brofenbrenner's (1979) ecological framework for human development, The Douglas Fir Group propose a transdisciplinary, three-layered framework, for understanding multi-language teaching and learning. Their Multifaceted Nature of Language Learning and Teaching framework consists of three interdependent concentric circles; it begins at the micro level of social activity (the smallest circle), situated within the meso level of sociocultural institutions and communities (middle concentric circle), situated within the macro level of ideological structures (largest concentric circle). While each level has its distinct characteristics, no level exists on its own. Ensuing from the framework are 10 transdisciplinary agreements or themes developed by The Douglass Fir Group, namely: (1) language competencies are complex, dynamic and holistic; (2) language learning is semiotic learning; (3) language learning is situated and attentionally and socially gated; (4) language learning is multimodal, embodied, and mediated; (5) variability and change are at the heart of language learning; (6) literacy and instruction mediate language learning; (7) language learning is identity work; (8) agency and transformative power are means and goals for language

learning; (9) ideologies permeate all levels, and (10) emotion and affect matter at all levels. This work has implications for researchers and teachers alike to expand their lens and think integratively about second and multilanguage teaching and learning. Considering the novelty of this approach, the Douglas Fir Group cast an open invitation to debate, scrutinize, and improve this framework for the purpose of improving approaches to second language teaching and learning.

*SOURCE:* journal article                      *TYPE:* theoretical

*KEY WORDS:* language teaching, language learning, second language acquisition, transdisciplinary theory, multilingualism, multilingual

**Escamilla, K., & Hopewell, S. (2010). When learners speak two or more languages. In D. Lapp & D. Fisher (Eds.), *The Handbook of research on teaching the English Language Arts* (3rd ed., pp. 17–21). National Council of Teachers of English.**

Drawing on research on bilingualism and biliteracy, the authors contend that implementation of research-based instructional practices for learners who speak two or more languages requires a more robust and appropriate learning paradigm for these students, beginning with a shift in definitions and label from English Language Learners to emerging bilingual learners. This chapter discusses critical elements for understanding and defining bilingualism to reflect the desirability of bilingualism and biliteracy as academic outcomes for our diverse population of emerging bilinguals in K–12 U.S. schools. Although much is written about research-based instructional practices for students who speak or are learning two languages, the authors assert that there are issues in quality instruction for emerging bilingual learners and that the field must have the will to implement and research comprehensive, long-term programs designed for diverse emerging bilinguals with consideration for their unique strengths and needs.

*SOURCE:* book chapter                      *TYPE:* review

*KEY WORDS:* emergent bilingual, bilingualism, biliteracy, literacy

**García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-Blackwell.**

In this book, García provides a comprehensive overview and analysis of bilingual education, helping readers make connections between theory, policy, and practice, and in-turn offering a text that is thought provoking and useful for educators and policy makers alike. The book is divided into five interrelated parts: (I) Bilingual Education for All, (II) Bilingualism and Education, (III) Bilingual Education Policy, (IV) Bilingual Education Practices, and (V) Bilingual Education for the 21<sup>st</sup> Century. It tackles the many misconceptions surrounding bilingualism and bilingual education and offers a dynamic view of bilingualism that is grounded in social justice. In critically examining the history and current state of bilingual education programs across the globe, García privileges and advocates for multilingual fluidity as a societal and cultural necessity.

*SOURCE:* book                                      *TYPE:* review

*KEY WORDS:* bilingual education, bilingualism, policy, social justice, multilingualism

Larsen-Freeman, D. (1997). Chaos/complexity science and second language acquisition. *Applied Linguistics*, 18(2), 141–165. <https://doi.org/10.1093/applin/18.2.141>

Larsen-Freeman draws the similarities between complex nonlinear systems in nature and those in language and second language acquisition (SLA). The author begins by delineating the features of the complex nonlinear systems in natural sciences such as physics and biology. These systems are dynamic, complex, nonlinear, chaotic, unpredictable, sensitive to initial conditions, open, self-organizing, sensitive to feedback, and adaptive. Complex, nonlinear systems also exhibit a different attractor, i.e., they repeat themselves in cycles that do not follow the exact paths of other cycles. Larsen-Freeman then points out the parallel characteristics of language. For example, language is simultaneously static (consisting of paradigmatic and syntagmatic units) and dynamic (constantly changing and growing in an organic, nonlinear manner), and complex (comprising many interdependent subsystems). Similarly, SLA involves dynamic processes (evolution of learners' interlanguages), complexity (many influencing factors), and nonlinearity (the learning curve with progress and relapse). Although the author acknowledges that these comparisons are metaphoric and that many ideas about language and SLA preceded the arrival of chaos theory, such a perspective can shed new light on SLA issues like mechanisms of acquisition, determination of when learning has taken place, instability of interlanguage, individual differences, and the effect of instruction. Larsen-Freeman recommends blurring the boundaries between false dichotomies (viewing SLA as both/and rather than either/or) and avoiding theory construction through synthesis of simple univariate causal links.

*SOURCE:* journal article                      *TYPE:* theoretical

*KEY WORDS:* chaos theory, creative expression, grammar, individual differences, interlanguage

Leonard, D., Vitrella, A., & Yang, K. (2020). *Power, politics, and preservation of heritage languages*. Education Evolving. <https://www.educationevolving.org/files/Heritage-Languages-Paper.pdf>

This report, a product of the partnership between the Coalition of Asian American Leaders (CAAL) and Education Evolving after the 2019 CAAL summit, emphasizes the need to invest more in diverse students in Minnesota, especially Hmong students and their heritage language. According to the Minnesota Department of Education, over 140,000 students in the state speak a non-English primary language; the top five heritage languages are Spanish, Somali, Hmong, Karen, and Vietnamese. Research indicates that multilingualism offers numerous benefits to cognitive and social-emotional development, identity formation, family and community bond, English language learning, and economic well-being. As such, by including heritage language as part of school programming, schools recognize and value students' powerful assets and talents. While the state of Minnesota has a strong reputation for high performing students, it also has the largest academic achievement gap between white and nonwhite student groups, and between students whose first language is English and multilingual students of color. For example, despite the Asian model minority myth, in 2018, the average ACT scores of Asian students was 20.8 compared to 21.3 for all students in Minnesota; the corresponding average ACT scores for Hmong students in Minneapolis and St. Paul public schools were only 17 and 18, respectively. Currently, several state and federal policies to support heritage language are in effect, including All Kids Count Act, Every Student Succeeds Act, and Learning for English

Academic Proficiency and Success Act. The All Kids Count Act, for example, requires the Minnesota Department of Education to use data disaggregation for student characteristics such as race, ethnicity, and English language ability to support informed decision making and equitable resource allocations. Leonard and colleagues describe selected strong heritage language programs in Minnesota and nationwide and include the stories of students to honor their experiences and voices. According to practitioners from the 2019 summit, the most common challenges facing heritage languages include the lack of materials, unavailability of a pathway to full teacher licensure, courses not respected or publicized, vulnerable elective courses, and the oral tradition of many heritage languages versus the one-language classroom system in Western education. The strong programs of heritage language evidence the power possessed by families and communities to initiate change and reimagine a student-centered, equitable education for all students.

*SOURCE:* report

*TYPE:* review

*KEY WORDS:* language maintenance, heritage education, language skill attrition, English (second language)

**MacSwan, J. (2017). A multilingual perspective on translanguaging. *American Educational Research Journal*, 54(1), 167–201. <https://doi.org/10.3102/0002831216683935>**

Translanguaging, a planned and systematic use of two languages inside the same lesson at school, is a relatively new term within bilingual education that values bilingualism as a sustainable community resource rather than a transition to majority language monolingualism. In this review of research, MacSwan proposes a multilingual perspective on translanguaging, which acknowledges the existence of discrete languages and multilingualism, including language rights, mother tongues, and codeswitching. MacSwan's perspective (that bilinguals have a single system with many shared grammatical resources but with some internal language-specific differentiation) is offered as an alternative point of view to the theory of bilingualism that is unitary (bilinguals are the same as monolinguals in that the structural knowledge of supposedly two discrete languages actually reflects a single, internally undifferentiated system). The article is organized in three parts. First, MacSwan discusses the idea of discrete languages, particularly using Chomsky's distinction between E-language (language in the external sense) and I-language (language in the internal sense). In the second part, MacSwan presents the question of whether bilingual individuals have internally differentiated linguistic systems and distinguishes between three views of multilingualism—a unitary model, a dual competence model, and an integrated multilingual mode. He leans into the literature on language alternation and mixing to show that bilinguals have internally differentiated systems that are integrated. Lastly, MacSwan distinguishes between mental grammars and linguistic repertoires, focusing on the oneness of a bilingual's language use without denying the existence of community or individual multilingualism. MacSwan concludes with a brief section advocating for a multilingual perspective on translanguaging, one that affirms the value and multiplicity of linguistic diversity for children, families, and communities.

*SOURCE:* journal article

*TYPE:* review

*KEY WORDS:* translanguaging, theories on bilingualism/multilingualism, cognition, sociolinguistics

Olsen, L., Martinez, M., Herrera, C. B., & Skibbins, H. (2020). Multilingual programs and pedagogy: What teachers and administrators need to know and do. In California Department of Education (Ed.), *Improving education for multilingual and English learner students: Research to practice* (pp. 115–188). California Department of Education. <https://www.cde.ca.gov/sp/el/er/improvingleeducation.asp>

In this chapter from the California Department of Education's *Improving Education for Multilingual and English Learner Students* (2020), Olsen et al. provide an overview of multilingual education intended for teachers and administrators. Specifically, the authors seek to provide answers to the following questions: Why has California shifted away from English-only education? What are multilingual programs? What are dual language programs? What are the most effective pedagogical approaches for biliteracy development? What do teachers and administrators need to know in order to ensure quality programs? They begin with a review of the research-based benefits of multilingual education. Next, they provide a typology of multilingual programs in California and characteristics of effective programs shared across models. The authors describe seven research-based pedagogical practices in DL programs (including why the practice is important, what it looks like, and challenges): (1) establishing clear language allocation and strategic separation of the languages; (2) affirming and equalizing the status of the non-English language and building sociocultural competence; (3) providing students with literacy instruction in both languages; (4) building cross-language connections, transferring, and metalinguistic understanding; (5) promoting opportunities for language choice, bilingual identities, and active bilingualism; (6) integrating content with language and literacy development; and (7) assessing in both languages to inform instruction. Vignettes present various real-life applications of the pedagogical practices. This piece has implications for multilingual practitioners—including teachers and administrators implementing purposeful and intentional programs to understand and be able to articulate the benefits of multilingualism. Clarity about the program is essential to the quality of the program. The authors provide a list of resources at the end of the chapter for practitioners as they plan, expand, or improve their multilingual programs.

*SOURCE:* book chapter                      *TYPE:* review/guidance

*KEY WORDS:* multilingual programs, English learners, pedagogy, effective program models, review, research-based practices

Oppenheim, G. M. Griffin, Z., Peña, E. D., & Bedore, L. M. (2020). Longitudinal evidence for simultaneous bilingual language development with shifting language dominance, and how to explain it. *Language Learning, 70* (suppl 2), 20–44. <https://doi.org/10.1111/lang.12398>

Oppenheim and his colleagues investigated the shifts in L1 and L2 in children who transition from Spanish speaking homes to English speaking schools. This was the first longitudinal study of long-term shifts in language dominance, as assessed via performance measures of word production. To conduct the study, 139 native Spanish speaking emergent bilingual students were recruited to participate—all from a metropolitan area in Austin, Texas. Children were in kindergarten, 2nd, or 4th grade during the first year of the study and each were tested annually for 2 years or more (up to 4 years). The parents of all study participants initially reported more than 50% Spanish use at home. The annual test consisted of two batteries; one created by the researchers, and a more widely used battery called the Expressive One-Word Picture Vocabulary

Test (EOWPVT) in English (Brownell, 2000) and Spanish (Brownell, 2021). The test created by the researchers was a timed test for speed during which children were instructed to name 40 pictures of nouns (e.g., dog, shoe) as quickly as possible as soon as they appeared; it was computer-based which made it possible to measure and record response time down to the millisecond. The EOWPVT was not timed and consisted of 170 pictures that appeared in order of complexity in English; this test was for accuracy and a measure of students' vocabulary size. Oppenheim and his colleagues found that many students became more proficient in English than Spanish around 3rd grade. They also found that their Spanish also improved in speed and accuracy during the period of the study. The authors argued that although these findings appear surprising or even contradictory to other studies that show language loss in L1, both findings are explained by computational models of incremental language learning that include forgetting or "unlearning." This study has implications for the continued use of L1 at home and for practitioners to encourage and promote it among families of emergent bilingual students.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* bilingualism, incremental learning, longitudinal study, shifting language dominance, word production

**van Lier, L. (2008). Ecological-semiotic perspectives on educational linguistics. In B. Spolsky & F.M. Hult, *The handbook of educational linguistics* (pp. 596–605). Blackwell Publishing. <https://doi.org/10.1002/9780470694138>**

Author van Lier (2008) discusses educational linguistics from an ecological and semiotic perspective. The author draws on the theory of ecological perception and how it can revolutionize educational linguistics. The theory of ecological perception, with James and Eleanor Gibson as major contributors over several decades from the 1970s to the early 2000s, emphasizes the reciprocity of perception and action, and the multisensory nature of perception. From this perspective, van Lier posits that in language learning, language must be viewed as part of a larger meaning making network that includes all the physical, social and symbolic relationships. The entire resources involved in meaning making and meaning using, or semiotics, is dialogical in nature. van Lier argues for viewing language not as a product (static system) but a process of meaning co-making and exchanging across speakers, time, and space. In second language development, environmental and cognitive processes interact, and both play a role. The teaching and learning of language should be designed so that learners are invited to be active in the learning environment with all the senses and meaning-making resources. Language education must evolve from the input-output model to task and project-based learning in which learner agency is the focus and learner activity is the unit of analysis.

*SOURCE:* book chapter                      *TYPE:* theoretical

*KEY WORDS:* linguistics, ecological perception theory, language learning, action-based teaching/learning

**Walqui, A., & Bunch, G. C. (2020). Reenvisioning literacy development for English Learners: Amplifying the curriculum, amplifying leadership. *Journal of Adolescent & Adult Literacy*, 63(5), 577–582.**

One year after publishing a book focused on the theory and research behind reenvisioning literacy development for English Learners (ELs) (Walqui & Bunch, 2019), Walqui and Bunch focus this article on the critical role that school leaders play in this work— an area that they admittedly did not sufficiently address in their book. To do this, they tell the transformational story of one Texas school and its leadership who turned a failing school around and engaged ELs by amplifying (not simplifying) the curriculum. The leaders in this school partnered with WestEd's Quality Teaching for English Learners (QTEL) initiative for three years. Walqui & Bunch uplift four instrumental characteristics demonstrated by the leaders in the story and essential for transformational change. They are: (1) professional, (2) courageous, (3) collegial, and (4) transparent. These findings have implications for leaders looking to make transformational changes for quality teaching for ELs at their school.

*SOURCE:* journal article                      *TYPE:* guidance

*KEY WORDS:* English learners, transformative leadership, amplification, language and literacy, Quality Teaching for English Learners (QTEL)



## COLLEGE, CAREER, COURSE ACCESS

Systemic, institutional practices in schools have contributed to the lack of opportunities for many ELs in secondary schools to enroll in college preparatory or advanced courses and advanced career technical courses. English Learners are often tracked from elementary to middle to high school, based on their language needs but often resulting in lack of access to college and career preparation courses. These course trajectories can significantly limit students' postsecondary options.

**Callahan, R. M. (2005). Tracking and high school English Learners: Limiting opportunities to learn. *American Educational Research Journal*, 42(2), 305–328. <https://doi.org/10.3102/00028312042002305>**

Callahan's seminal piece on English Learner (EL) students' tracking examined whether track placement or English proficiency predicts academic achievement. The study was conducted in a rural high school in northern California where one-third of students spoke a language other than English at home. Data sources included academic achievement (e.g., grades, number of credits earned, assessment scores) and individual characteristics (e.g., grade level, gender, English proficiency level) for the entire EL population (N = 355) in the district. Through a series of linear regression models, Callahan found that track placement was significant in predicting all four non-language academic outcomes (i.e., GPA, credits, and standardized test scores in two math assessments), whereas English proficiency level only predicted outcomes in reading and language arts on two different assessments. In addition, there was an overall absence of EL students placed in college preparatory courses, with 98% of students in the sample not enrolled in eligible courses required for a four-year college. The results of the study highlighted the prominence of tracking in limiting EL students' access to high-quality and rigorous content.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* academic achievement, limited English proficiency, high school, opportunities to learn, tracking

**Callahan, R. M., & Humphries, M. H. (2016). Undermatched? School-based linguistic status, college going, and the immigrant advantage. *American Educational Research Journal*, 53(2), 263–295. <https://doi.org/10.3102/0002831215627857>**

This study investigated the perceived "immigrant advantage," or the assertion that first- and second-generation students experience greater academic achievement relative to their native-born peers. Looking to understand how this apparent advantage varied by school-based linguistic status, the authors closely examined four discrete groups: third plus-generation students, native English speakers, language minorities not in English as a second language (ESL), and English Learner (EL) students. Positioning college-going as a measure of immigrant achievement, the authors explored the relationship between immigrant status and college-going patterns, as well as the relationship between school-based linguistic status with enrollment in math courses and two- and four-year colleges, across the four groups of students. Using data acquired from the 2002 Education Longitudinal Study (students: n = 11,740, schools: n = 745), the authors applied multivariate methods (e.g., multinomial logistic regression models,

mediation analyses) to complete their analysis. Results showed that significant differences in attending four-year college exist across all four groups; in particular, language minorities are significantly more likely to enroll in two-year colleges than native English speakers, and EL students are significantly less likely to go to a four-year college, or to ever enroll than non-EL youth. A significant interaction between taking college preparatory math course and ESL placement suggests that taking college preparatory math course is significantly associated with two-year college enrollment among EL students. However, for all other groups, taking college preparatory math course results in higher enrollment in 4-year colleges, except for the immigrant EL student group, who was the least likely group to enroll in any college, most likely to go to a two-year college when prepared for a four-year, and least likely to take college preparatory math. Thus, for immigrant EL students alone, college preparatory math is necessary to move onto a two-year college pathway, but insufficient to ensure entry into a four-year college. The authors suggest that there appears that a mismatch exists between immigrant EL students' potential and their post-secondary choices based on physical, social, and academic segregation that have come to define EL educational experiences, which leads to a label-specific pattern of undermatching, where high-achieving EL students are pursuing postsecondary options for which they are over-prepared.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* immigrant advantage, ESL placement, academic achievement, college preparation, postsecondary education

**Callahan, R., Wilkinson, L., Muller, C., & Frisco, M. (2009). ESL placement and schools: Effects on immigrant achievement. *Educational Policy*, 23(2), 355–384.**  
<https://doi.org/10.1177/0895904807310034>

The authors of this study explored the relationship between immigrant students' placement in English as a Second Language (ESL) courses and their academic success, hypothesizing that ESL placement had different effects on achievement in high- and low-immigrant enrolling schools. Employing data from the Adolescent Health and Academic Achievement Study and the National Longitudinal Study of Adolescent Health, the authors measured achievement of immigrant students in grades 7 to 12 (n= 1,683) using several variables: math and science enrollment, college preparation coursework, junior-year grade point average, and cumulative course failures. Of the 26 schools included in the sample, six were considered high-concentration immigrant schools, while 20 were low-concentration immigrant schools. Using propensity score matching, the authors learned the immigrant student placement in ESL led to significantly lower levels of academic achievement compared to their mainstreamed peers in low-immigrant concentration schools, while ESL placement had a positive effect in high-immigrant concentration schools. The authors ultimately contend that there are multiple mechanisms for marginalization of immigrant students, and that future research should look more closely at the curricula made accessible to these students.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* educational policy, immigrant students, academic achievement, college preparation, ESL placement

**Carlson, D., & Knowles, J. E. (2016). The effect of English language learner reclassification on student ACT scores, high school graduation, and postsecondary enrollment: Regression discontinuity evidence from Wisconsin. *Journal of Policy Analysis and Management*, 35(3), 559–586. <https://doi.org/10.1002/pam.21908>**

Carlson and Knowles set out to inform EL reclassification policies with a focus on secondary ELs and their postsecondary education. Specifically, they were interested in understanding the optimal reclassification grade (9th, 10th, or 11th grade) for student post-secondary attainment. To conduct their study, Carlson & Knowles examined an existing statewide, student-level dataset from Wisconsin, specifically, records for students ever classified as EL between 2006–07 and 2012–13. The dataset included student demographics, language classification data, ACT scores, graduation data, and postsecondary enrollment data for all students in the sample. They conducted a series of regression discontinuity models that they first put through a series of validity checks to gain confidence in the model's ability to return valid causal estimates. Findings indicated that being reclassified as English proficient in the 10th grade had greatest, positive effect on student ACT scores. There were no definitive conclusions regarding the effect of reclassification by the 10th grade on high school graduation. Although not statistically significant, the results suggest that reclassification in the 10th grade may also have a positive effect on college enrollment after graduation. Further, 9th grade reclassification had no effect on students' postsecondary outcomes and 11th grade reclassification had a negative effect on high school graduation and postsecondary enrollment. This study supports literature on the importance of EL student reclassification at the start of their junior year in high school as it drives exposure to college preparatory coursework and college counseling. The authors suggest that schools and districts may do more to reclassify 10th grade students who score one or two points below the reclassification threshold. Results may provide valuable information to states that have exhibited growth in EL student population similar to Wisconsin but are unlikely to be as relevant to states with well-established EL populations and policies such as Arizona, California, and Texas.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* college entrance examinations, English language learners, classification, scores

**Contreras, F., & Fujimoto, M. O. (2019). College readiness for English language learners (ELLs) in California: Assessing equity for ELLs under the Local Control Funding Formula. *Peabody Journal of Education*, 94(2), 209–225. <https://doi.org/10.1080/0161956X.2019.1598121>**

Contreras & Fujimoto examined the structures that perpetuate inequities for English language learners (ELLs) and determined the areas that school districts need to improve to better prepare ELLs for college. Specifically, the authors sought answers to three questions: (1) what student achievement data revealed about the effectiveness of the Local Control Funding Formula (LCFF), (2) how districts identified the target of their service and distributed their resources, and what principles guided them, and (3) whether district resource allocations increased ELL and Latino students' college access. Contreras and Fujimoto analyzed student outcome data from 13 school districts and their Local Control and Accountability Plans (LCAPs) from 2015 and 2017. The districts were chosen to reflect the geographic, residential, educational, and socioeconomic status diversity of students in California. The focus of the analysis of LCAPs was on the resources

to serve ELLs, ELLs' performance compared to their peers, and district strategies to minimize the number of ELLs becoming long-term English learners. It was found that ELL students were less academically prepared than their peers and had limited rigorous high school curriculum, even for high achieving ELLs. Three patterns of ELLs' needs emerged from LCAP reports: pathway to college, access to rigorous coursework, and support for culturally and linguistically diverse students. To address these needs, districts employed strategies such as offering concurrent or dual enrollment, and pathways from high school to community college to four-year university; increasing outreach to ELLs for A–G courses and offering A–G courses in Spanish; and offering dual immersion programs and academic literacy English Language Development (ELD)/Academic Language Development (ALD) classes for long-term English learners. Districts resorted to the horizontal equity principle (equal resources to all members of a group) or vertical equity principle (distribution of resources based on needs variations) or both principles to implement these strategies. The direct impact of LCFF remained unclear. Contreras & Fujimoto called for more detailed and transparent reporting on resource allocation and efforts to meet ELLs' needs. The authors also recommended that districts revise curriculum to expand course access for ELLs and help them meet A–G requirements, and provide teacher professional development on college readiness, as previous research indicated that teachers served as the primary source of college information for ELLs and Latinos.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* college readiness, English language learners, school districts, Hispanic American students, academic achievement

**Estrada, P. (2014). English Learner curricular streams in four middle schools: Triage in the trenches. *The Urban Review*, 46(4), 535–573. <https://link.springer.com/article/10.1007/s11256-014-0276-7>**

Curricular Streams, a term coined by author Peggy Estrada, is a concept that encompasses the English Language Development (ELD) and core curriculum offered to English Learner (EL) students in schools. Estrada did a case study of four urban middle schools to uncover whether schools truly provided ELD instruction and full access to core curriculum, if schools prioritized EL proficiency over core academic content, and the school culture surrounding the Curricular Streams. She found that there was a continuum of implementation of Curricular Streams that could be characterized by what the programs deemed most important. On one end of the continuum was the emphasis on English language proficiency, remediation, and some degree of isolation from their non-EL peers. On the other end of the continuum was the emphasis on giving students full access to core curriculum and integrating them into the classroom. Overall, the research implies that if Curricular Streams emphasize the use of ELD to develop academic proficiency and is supported by school leadership, students will likely be more academically successful in the future.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* middle school, ELD instruction, access to core curriculum, reclassification, English language proficiency

**Kanno, Y. (2018). Non-college-bound English learners as the underserved third: How students graduate from high school neither college- nor career-ready. *Journal of Education for Students Placed at Risk (JESPAR)*, 23(4), 336–358. <https://doi.org/10.1080/10824669.2018.1516554>**

The term “the underserved third” denotes high school students who are neither college-bound nor career-ready, and who are likely to be English language learners (ELLs) and are from low socioeconomic backgrounds. This study was part of a larger ethnographic study of eight student participants from a multiethnic, multicultural school in Pennsylvania. In this study, Kanno sought to understand how two non-college-bound ELLs with considerable talents and strengths from a fairly well-resourced high school became the underserved third. The two participants were among the lowest performing students and the only two who did not attend college. Specifically, the author examined the institutional structures which limited these students’ opportunity to learn, how educators interpreted their underachievement, and which assets and strengths they possessed that remained unrecognized. Kanno conducted interviews with the two participants from 2011 to 2013 and observed them in their classrooms to assess the academic instruction they received. She also interviewed four English language (EL) teachers and other school/district personnel who worked with ELLs. The author conducted the within-case analysis to identify shaping factors in students’ educational experiences, and the cross-case analysis to determine the structural barriers, educators’ interpretation, and students’ strengths. It was found that most of the courses the two participants had were either EL sheltered or remedial courses, partly because of their poor academic records and limited English proficiency, but part of the reason was the school’s pattern of placing ELLs in remedial courses upon their completion of EL sheltered courses. An additional barrier was the school’s strong college-for-all emphasis and less concern with career-readiness. Despite the wide range of career and technical education programs, the two participants were not qualified to enroll, again due to their poor academic and EL outcomes. Teachers and school personnel were blinded to the institutional obstacles facing ELLs and instead attributed their underachievement to students’ deficits. Kanno’s interviews with the student participants revealed many counternarratives of students’ strengths and assets. Both students wanted to be viewed as good students, had career aspirations, and also benefited from family support, but they were constantly compared against the English monolingual standards and their bilingual abilities were ignored. Based on the findings, Kanno argued that postsecondary alternatives to college are needed for non-college-bound students and would be particularly useful for ELLs so that their strengths and interests are discovered and nurtured at an earlier stage.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* noncollege bound students, English language learners, college readiness, career readiness, underachievement

**Kanno, Y., & Kangas, S. E. N. (2014). "I'm not going to be, like, for the AP": English language learners' limited access to advanced college-preparatory courses in high school. *American Educational Research Journal*, 51(5), 848–878. <https://doi.org/10.3102/0002831214544716>**

Several studies have found that ELs have limited access to advanced-level high school courses such as honors and advanced placement that are major predictors of college access. Kanno & Kangas examined the educational practices that result in restricted curricular choices for ELs. They conducted a qualitative case study of EL education at a large public suburban high school in Pennsylvania with a student population of 2,500 (42% White, 42% Black, 13% Asian, 3% Latino). They selected eight students to participate in the case study: two recent RFEP students, two ELs with high academic performance, two ELs with middle range academic performance, and two ELs with low academic performance (at risk) –all with an expressed desire to attend college after high school. The fieldwork lasted from May 2010 to August 2012 during which they visited the school 70 times to conduct observations and interviews with students about their experiences in their coursework, college planning, and changes over time (if any) in their postsecondary education plans. Kanno & Kangas also conducted document analysis of student transcripts, state test scores, language proficiency test scores, and class rosters. They uncovered several institutional mechanisms that inhibited ELs from accessing high-track classes regardless of academic performance level. Redesignated ELs were typically placed in remedial courses first and rarely had time to work their way up to high level courses before the end of high school. Further, high-track courses were reserved for students who had demonstrated advanced academic performance on state tests where ELs tended to score basic and below. Teachers and counselors were inclined to steer ELs away from high-track courses as a way of "protecting ELs" from the amount of reading and writing that was expected in these courses, and, although students and parents had the right to request high-level courses, EL students and parents never did. Despite some study limitations, these findings demonstrate the process through which EL course options became restricted. Implications for EL course access were made including the elimination of remedial courses upon redesignation; this would increase their chances of reaching high-track courses by 12th grade. Further implications included allowing ELs to take courses where college-bound peers could provide models for self-advocacy, and to address teacher preparation for linguistic scaffolding in the context of rigorous academic instruction.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* English language learners, college access, high school, tracking

**Kanno, Y., & Varghese, M. M. (2010). Immigrant and refugee ESL students' challenges to accessing four-year college education: From language policy to educational policy. *Journal of Language, Identity, and Education*, 9(5), 310–328. <https://doi.org/10.1080/15348458.2010.517693>**

Kanno and Varghese set out to examine the challenges that ESL students face in accessing four-year college institutions from students' perspectives. They draw on Bourdieu's cultural reproduction theory in this qualitative study informed by 33 interviews with first year and first year transfer ESL students at a U.S. public research university during the fall of 2006. Nearly half of the students identified as low-income and the remaining reported coming from middle-class backgrounds in their countries of origin. Altogether, they represented 17 national origins including China, Ethiopia, Iran, Korean, Mexico, Peru, Ukraine, Taiwan, and Vietnam. During the

interview, students were asked to reflect on their high school experience as well as on their current experiences in a four-year college. Kanno and Varghese also interviewed seven university administrators and instructors who were central to the admission and instruction of ESL students on campus. All interviews were recorded, transcribed, and qualitatively analyzed. Students revealed linguistic challenges—pointing to specific areas of difficulty in reading and writing, as a whole. Another challenge that was identified by many participants across the skill areas was the extra time it took to perform academic tasks in English; operating slowly was particularly detrimental during timed tests. Structural constraints were widely described. University policy required students to have taken four years of English in high school, three of which were required to be college-prep composition or literature which meant an impossibility for immigrants who arrived during their high school years. Two students in the sample were savvy enough to have resolved this problem by doubling up in English during the summers of their high school years; the majority of students arrived late and their only way to a 4-year university was through a community college. Further, university policy also required ESL students to pay for and take 5 non-credit bearing ESL courses on top of their core coursework, which at the time of the study was just over \$1,000 in additional tuition costs. The authors summarized their findings into three themes: institutional constraints, limited financial resources, and ESL student self-elimination because or perceived lack of legitimacy as full members of the university community. They called for a broader examination of ESL students' transition to college and changes in 4-year university policy that are not punitive to ESL students.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* immigrants, refugees, English language learners, ESL students, college access, Bourdieu, educational policy, language policy

**Santos, M., Castellón, M., Cheuk, T., Greene, R., Mercado-Garcia, D., Zerkel, L., Hakuta, K., & Skarin, R. (2018). *Preparing English Learners for college and career: Lessons from successful high schools*. Teachers College Press.**

Santos and her colleagues shed light on how educators at the high school level can effectively address the needs of ELs by identifying, documenting, and interpreting the efforts of six schools that have been successful at preparing ELs for college and careers. The following research questions guided their work: (1) What are some high school models that have demonstrated strong academic and postsecondary outcomes for ELs? and (2) How do school communities address the diversity of ELs across their classrooms and create learning environments that fully prepare students for college and careers? The researchers conducted the study during the 2013–14 school year and followed a four-step process to identify U.S. secondary schools with positive outcomes for ELs: (1) identified states with the highest EL enrollment and EL growth rates as determined by the National Center for Education Statistics; (2) created an online system for schools in step 1 to self-nominate or nominate schools with a successful academic track record for ELs; (3) reached out to colleagues—including researchers, practitioners, and policymakers in EL education to ask for additional nominations; and (4) identified six schools with strong quantitative academic and postsecondary outcomes for ELs. Of the six schools profiled in this book, five are in New York City and one is in Boston. Besides the quantitative data that the researchers collected online about each school, additional qualitative data came

from three sources: interviews and focus groups, classroom and school observations, and documents and artifacts. The six schools were found to have the following commonalities: (1) valued cultural and linguistic diversity and leveraged students' cultural and linguistic capital; (2) intentionally hired and supported staff with relevant backgrounds and experiences who shared the leadership's vision; (3) developed strong and unified language development frameworks that integrated language learning, literacy skills, subject-matter content, and analytical thinking; (4) benefited from the support of their districts and states, which created the conditions that allowed for innovation; and (5) partnered with local colleges and universities to offer students an array of academic and career-advancing opportunities. Santos et al. concluded that these conditions can exist in all schools for the success of ELs.

*SOURCE:* book

*TYPE:* empirical

*KEY WORDS:* English language learners, bilingual students, college readiness, career readiness

**Thompson, K. D. (2017). What blocks the gate? Exploring current and former English Learners' math course-taking in secondary school. *American Educational Research Journal*, 54(4), 41.**

**<https://doi.org/10.3102/0002831217706687>**

In this study, Thompson explored the barriers to enrollment in and successful completion of secondary math courses for students classified as English Learners (ELs). Although secondary mathematics courses are often seen as gatekeepers to postsecondary education, successful completion of secondary mathematics courses remains elusive for many, particularly ELs. This mixed-methods study coupled large-scale analyses of student course-taking with case study data from four cohorts of students who were enrolled in the sample districts in 7th to 10th grade from the 2005–2006 through 2011–2012 academic years ( $n = 11,966$ ). Initial quantitative findings revealed that half of all students across six California districts, including students who were ELs, repeated a math course between grades 8 and 10, with limited evidence of additional learning during students' second time in the course. Case study findings illustrated that interactions between institutional (course placement policies), classroom (ways of knowing), and individual (student motivation) factors shaped students' math course-taking trajectories, suggesting that opportunities to learn are necessary but not sufficient for educational success. Both findings suggest a need for earlier intervention and support to enable students to be successful in math courses.

*SOURCE:* journal article

*TYPE:* empirical

*KEY WORDS:* mathematics, high school, postsecondary education, early intervention



## COMPREHENSIVE NATIONAL RESEARCH

These national research publications examine and synthesize research and evidence-based practices related to the education of English Learners (ELs) and Dual Language Learners (DLLs). They provide guidance for researchers and practitioners to study and design effective research, policies, practices, and data collection focused on improving education for ELs/DLLs.

**August, D., & Shanahan, T. (Eds.) (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language Minority Children and Youth*. Lawrence Erlbaum Associates.**

Representing a collection of the most important scholars of the time, the authors examined the extant empirical research on the language and literacy development and teaching for English Learners. Drawing from the experimental and quasi-experimental research published by the year 2002, this volume provided the influential research on developing English Learners' oral language and literacy development. Specifically, one of the main findings was the influence of the first/primary language as a foundation for English language literacy. The authors also highlighted key instructional practices, such as comprehension skills, decoding skills, and fluency in the context of reading comprehension.

*SOURCE:* book

*TYPE:* review and guidance

*KEY WORDS:* second language literacy, oral language development, primary language development

**National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the educational success of children and youth learning English: Promising futures*. The National Academies Press.**

This volume represents the most recent and comprehensive synthesis of the research literature on Dual Language (DLL) and English Language Learners (ELs), spanning a broad range of topics that address the complexities in the educational attainment and achievement of a significant and growing population of DLLs and ELs from birth to age 21. Through its Board on Children, Youth, and Families and the Board on Science Education, the Academy convened the Committee on Fostering School Success for English Learners: Toward New Directions in Policy, Practice, and Research and charged the Committee with reaching consensus on the evidence based on research to inform education and health policies and practices. The Report is organized around thirteen chapters, each grouped around the consensus literature selected and reviewed by the Committee. The chapters present the broad range of topics addressing the language development of DLLs/ELs from birth to age 21, reviews of effective educational practices for DLLs/ELs during this age span, and recommends policies and practices. The report concludes by providing fourteen recommendations, ten of which are focused on specific education policies and practices at the national, state, and local levels, and are summarized below.

Recommendation 1: Federal and state agencies with oversight responsibilities for early childhood programs from birth to age 5 should follow Head Start's recommendations for serving DLLs.

Recommendation 2: All agencies serving children from birth to age 5 should conduct social marketing campaigns about the capacity of DLLs, including those with disabilities, to learn more than one language.

Recommendation 3: All agencies that fund and regulate programs and services for ELs in Pre-K–12 should examine the adequacy and appropriateness of practices and evidence of these effective practices should be in accordance with the Every Student Succeeds Act.

Recommendation 4: All agencies should be provided information about the range of valid assessment methods and tools for DLLs/ELs as well as guidance for their appropriate use. There should be a national clearinghouse established for validated assessment methods and tools, including those for DLLs/ELs with disabilities.

Recommendation 5: Federal guidance should be provided to states and districts for the development of individualized learning plans for students in special education who are DLLs/ELs. Family participation and language accommodations should be provided accordingly.

Recommendation 6: The U.S. Department of Health and Human Services and the U.S. Department of Education should strengthen their referral and linkage roles in order to address the low rates of referral, identification, early intervention services of developmental disorders and disabilities in DLLs/ELs, to include the examination of multidimensional patterns of underrepresentation and overrepresentation at the national, state, and district levels in early childhood (birth to 5) and by grade (Pre-K–12) and for all disability categories.

Recommendation 7: Local education agencies serving American Indian and Alaska Native communities working towards the revitalization of indigenous heritage languages should work in consort with schools' promotion of English literacy supports.

Recommendation 8: Research, professional, and policy associations whose members have responsibilities for improving and ensuring the high quality of educational outcomes among DLLs/ELs should implement strategies designed to foster assessment literacy.

Recommendation 9: State and professional credentialing bodies should require that all educators with instructional and support roles (e.g., teachers, care and education practitioners, administrators, guidance counselors, psychologists, and therapists) in serving DLLs/ELs be prepared through credentialing and licensing as well as pre- and in-service training to work effectively with DLLs/ELs.

Recommendation 10: All education agencies responsible for early learning services and Pre-K–12 should support efforts to recruit, select, prepare, and retain teachers, care and education practitioners, and education leaders qualified to serve DLLs/ELs.

*SOURCE:* report

*TYPE:* review and guidance

*KEY WORDS:* dual language learners, English Learners, achievement, policies, practices, research

## CULTURALLY SUSTAINING PEDAGOGY

Culturally Sustaining Pedagogy (CSP) builds on asset-based pedagogical research, including Culturally Relevant Pedagogy, and Culturally Responsive and Linguistic Pedagogy. CSP affirms the key components of the asset-based pedagogies and also seeks to promote linguistic and cultural pluralism in education. CSP views schools as places where the cultural ways of being in communities of color are sustained, rather than eradicated. CSP also supports students to problematize White-centered and English-monolingual systems.

**Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106–116. <https://doi.org/10.1177/0022487102053002003>**

Culturally responsive teaching is the use of “cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively” (p. 106). This seminal article supports the research base that shows when the teaching and learning of academic skills and knowledge use students’ cultural frames of reference, students have higher engagement and academic achievement. In this article, the author advocates for preparing all teachers in pre-service education programs with the knowledge, attitudes, and skills needed to enact culturally responsive teaching to improve the school success of ethnically diverse students. The author describes six aspects of culturally responsive teaching that teachers need to learn to meet the educational needs of ethnically diverse students: (1) explicit knowledge about cultural diversity (e.g., ethnic groups’ cultural values, traditions, communication, learning styles, contributions, relational patterns); (2) detailed factual information about the cultural particularities of specific ethnic groups to make schooling more interesting and stimulating; (3) more knowledge about the contributions of different ethnic groups to a wide variety of disciplines and a deeper understanding of multicultural education theory, research, and scholarship; (4) classroom climates conducive to learning; (5) effective cross-cultural communication; and (6) delivery of instruction that uses appropriate strategies and curriculum. The responsibility of teachers reaching ethnically diverse students is large, and teacher preparation programs need to meet the challenge of ensuring that all teachers gain a “more thorough knowledge of the specific cultures of different ethnic groups, how they affect learning behaviors, and how classroom interactions and instruction can be changed to embrace these differences” (p. 114).

*SOURCE:* journal article      *TYPE:* review

*KEY WORDS:* culturally responsive teaching, pre-service teachers, in-service teachers, teacher preparation programs

**Gutiérrez, K. D., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational Researcher*, 32(5), 19–25. <https://doi.org/10.3102/0013189X032005019>**

In cultural-historical theory, learning is a process occurring within ongoing activity, and not divided into separate characteristics of individuals and contexts. Cultural differences are attributed to people's participation in common practices of particular cultural communities. Importantly, through participation in culturally mediated, historically developing, practical activity with cultural practices and tools, human psychological processes emerge and develop. Gutierrez and Rogoff describe this theory and how it applies to teaching and research contexts. In particular, they address the issue of the characterization of learning approaches of individuals who are members of ethnic groups that historically have been underserved in U. S. schools. They caution against using cultural differences as individual traits, in which educators and researchers tend to categorize individuals based on their membership, assuming that all group members share the same set of experiences, skills, and interests. This practice can lead to overgeneralizations and has led to a kind of tracking in which instruction is adjusted merely on the basis of a group categorization. Instead, the authors advocate attending to individuals' linguistic and cultural-historical repertoires, or the ways of engaging in activities stemming from observing and otherwise participating in cultural practices. The authors conclude the article by offering four specific suggestions that are useful in moving into this approach from a research perspective: using the past tense when describing findings, describing participants narratively instead of labeling, treating background factors as a "constellation" of factors, and avoiding generalizations.

*SOURCE:* journal article      *TYPE:* theoretical

*KEY WORDS:* cultural historical theory, repertoires of practice

**Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491. <https://doi.org/10.3102/00028312032003465>**

Since its publication in 1995, this work has gained seminal status as foundational to Culturally Sustaining Pedagogy. Ladson-Billings takes focus on the academic success of African-American students in an intentional break-away from a dense literature that had focused on their failure. She intends to generate a theory of "fit" between students' home and school culture to achieve three goals: (1) produce students who can achieve academically, (2) produce students who demonstrate cultural competence, and (3) produce students who can both understand and critique the existing social order. Drawing from her own experience as a mother, teacher educator, and researcher, Ladson-Billings situates her work from the context of Black feminist thought as she works with eight successful teachers of African American students. The eight teachers who participated in this study had between 12–40 years of teaching experience with African American students. Taking the role of ethnographer, Ladson-Billings conducted the data collection in several rounds beginning with ethnographic interviews and observations and ending with a series of discussions during which the teachers watched video footage and analyzed and interpreted their own and one another's practice. Ladson-Billings observes three overarching themes: (1) teachers believe that all students are capable of academic success, see their pedagogy as a process of becoming, and see themselves as part of the community, and considers teaching as giving back to the community; (2) teachers maintain fluid student-teacher

relations and encourage students to learn collaboratively and be responsible for each other; and (3) teachers view knowledge as non-static, flawed, measured in multiple ways, and as a source of passion. Taken together, Ladson-Billings broadens pedagogy beyond psychological realms and proposes a Theory of Culturally Relevant Pedagogy which meets three criteria: develops students academically, nurtures and support cultural competence, and develops critical consciousness. This work has implications for teacher preparation programs to re-educate teacher candidates towards more expansive views of pedagogy and towards a deep understanding of culture (their own and others) and the ways it functions in education. It also has implications for teaching in general as it shifts focus away from students and instead problematizes teaching and encourages teachers to ask about the nature of the student teacher relationship, the curriculum, schooling, and society.

*SOURCE:* journal article      *TYPE:* theoretical

*KEY WORDS:* black students, cultural differences, culturally relevant education, educational anthropology

**Louie, B., & Sierschynski, J. (2020). Culturally sustaining instruction for Arabic-speaking English learners. *Reading Teacher, 74*(2), 159–167. <https://doi.org/10.1002/trtr.1920>**

Arabic is the second most common home language of ELs in the U.S., and religion in Arabic culture is fundamental—influencing family life, child-rearing, and views on education and psychology. Louie & Sierschynski reported on their investigation of Arabic values and language practices as an initial step in developing a culturally sustaining pedagogical framework for Arabic ELs. Qualitative interviews with three Arabic mothers from Kuwait and Yemen informed this study. The Arabic mothers were recruited from two U.S. schools through their children's teachers. During the interviews, the mothers read six books and then provided their perceptions of each book after reading it; three books were English picture books, and three books were Arabic picture books. Teachers provided the books from their classroom library because they were books to which the children had access. Interviews were recorded and then analyzed through constant comparison methodology. Louie & Sierschynski found that although the Arabic mothers were more fluent in Arabic than English and used only Arabic at home, they chose to read to their children in English. They knew that reading could improve their children's English language proficiency and agreed that books were good as long as they promoted family values including trust, caring, kindness, and respect. Applying lessons from their study, Louie & Sierschynski recommended and provided examples of five pedagogical strategies supported by standards from the Center for Research on Education, Diversity, and Excellence (CREDE): (1) Value-Centered Literacy Activities, (2) Family-Connected Reading Instruction, (3) Interethnic Contact Zones, (4) Culturally Sustaining Pedagogical Conversations, and (5) Sensitivity to Culturally Specific Communication Patterns. The data gathered and presented here can provide information to develop language and literacy instruction for Arabic EL students, honoring and building upon their linguistic and cultural practices. Implications for further research and understanding of all 22 Arabic-speaking regions were also made.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* English language learners, culturally relevant education, native language, Semitic languages

**MacSwan, J. (2020). Academic English as standard language ideology: A renewed research agenda for asset-based language education. *Language Teaching Research*, 24(1), 28–36.**  
<https://doi.org/10.1177/1362168818777540>

In this theoretical piece, MacSwan argues that the field of education has not progressed in taking an assets approach to teaching language as it continues to hold Academic English as the gold standard. To build his theory, MacSwan refers to the research by Labov (1965, 1970), Fasold (1972), Wolfram (1969), and others that found that the stigmatized language varieties spoken by African Americans were just as rich and complex as the language of the educated class. MacSwan also highlights Heath's 1983 focus on not what poor children lack with respect to language but on what they have. Building on his seminal work, MacSwan reminds the field of education and the field of teacher education in particular, about how far they have come, yet how little has changed. MacSwan argues that while research on Academic English sometimes includes a note affirming linguistic equality, its focus on discourse and structure conveys the impression that there are special features in Academic English that are absent from home and out-of-school English, which reinforces standard language ideology in teacher education. MacSwan calls for a return to a more asset-based approach and revitalization of the progressive roots of sociolinguistics research in education and a decreased focus on Academic English and the language of the social elites.

*SOURCE:* journal article                      *TYPE:* theoretical

*KEY WORDS:* academic language, African American English, basic interpersonal communication skills (BICS), cognitive-academic language proficiency (CALP), common core state standards, standard language ideology

**Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132–141.**  
<https://doi.org/10.1080/00405849209543534>

In this landmark study, Moll, Amanti, Neff, and Gonzalez expanded the anthropological concept of “funds of knowledge” to the field of teaching and learning. Funds of knowledge is the “historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (p. 133). The qualitative study presented in this article was part of a broader, multidimensional research project examining how households, particularly of Mexican American families, capitalized on household and other community resources to inform classroom instruction. The authors utilized a combination of ethnographic methods including observations, open-ended interviews, and case studies to accurately portray the complex functions of households within their socio-historical contexts. Unique to this study was the inclusion of one classroom teacher during a home visit. The teacher’s insights on the funds of knowledge she gained from the home visit resulted in a more sophisticated, elaborate understanding she developed about the student and his experiences. From this experience, the teacher developed a meaningful instructional activity based on her home visit data, which was based on an inquiry process, on the students becoming active learners, and on strategically using their social contacts outside the classroom to access new knowledge for the development of their studies. This study showed how the teacher is ultimately the bridge between the students' world, theirs and their family's funds of knowledge, and the classroom experience. By

visiting students' homes and communities to gather data about their funds of knowledge, teachers can create home-school relationships that are about a symmetrical exchange of knowledge about family or school matters, reducing the insularity of classrooms and contributing to a lesson's academic content.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* qualitative methods, ethnography, funds of knowledge, teacher-researcher, home visits

**Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93–97. <https://doi.org/10.3102/0013189X12441244>**

In this groundbreaking theoretical piece, Paris proposes a new framework known as culturally sustaining pedagogy (CSP) as an alternative instructional approach to valuing and nurturing the cultural and linguistic practices of marginalized students. The author begins with a review of the historical responses to the deficit approaches that permeated U.S. schools in the 1960s and 1970s, and then delineates the necessity of a new framework to support the values of multiethnic and multicultural education. The deficit approaches posited the cultural ways of students and communities of color as being illegitimate and aimed to replace them with White, middle-class norms. Efforts to move from these deficit approaches gave rise to multiple frameworks, including the difference approaches, resource pedagogies (with important concepts such as funds of knowledge and third space), culturally relevant pedagogy, and culturally responsive pedagogy. While acknowledging the seminal influences of culturally relevant pedagogy and culturally responsive pedagogy in both educational research and practice, Paris argues that these terms do not fully capture the nature of research and practice founded upon them, and the conceptualizations underlying them are not extensive enough to ensure the languages, literacies, and cultural ways of beings of students are valued and maintained in our increasingly diverse society. Paris maintains the terms and the stances endorsed by these previous frameworks do not explicitly support the goal of ensuring the continuing presence of the linguistic and cultural pluralism in our schools, communities, and students' practices. The author then proposes CSP as an alternative term and stance to denote that our pedagogies go beyond relevance and responsiveness to support marginalized students in sustaining the cultural and linguistic practices of their communities while acquiring the dominant cultural competence. Paris writes that CSP "seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling" (p. 95). Paris rejects the static notion of language and culture and suggests a dynamic conceptualization, i.e., the languages and cultures of minority communities must be sustained in both traditional and evolving ways as the current generations live and practice them. Finally, the author positions CSP as part of the larger project of social justice.

*SOURCE:* journal article      *TYPE:* theoretical

*KEY WORDS:* Bilingual/bicultural, cultural analysis, diversity, equity, instructional practices, multiculturalism, social justice

Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review*, 84(1), 85–100. <https://doi.org/10.17763/haer.84.1.982l873k2ht16m77>

Deficit approaches to teaching and learning have existed for decades in the U.S. and have influenced the education of low-income students and communities of color. The authors offer asset-based pedagogies as a solution to recognize linguistic and cultural practices of these communities. They argue that students' assets are often used as starting points from which to teach working-class, multilingual, students of color to speak, read, and write like the White middle-class; they extend their theory by critically examining their own data as well as the work of others. Culturally sustaining pedagogy is extended along three areas of scholarship and practice: (1) deeper analysis of the difference between asset pedagogies and culturally sustaining pedagogy, (2) flexibility and adapting to evolving ways that language and culture is experienced and lived by young people of color, and (3) critical analysis of youth cultural practices. Paris and Alim conclude by inviting youth, educators, and researchers to take up the three critiques in the name of educational justice for people of color.

*SOURCE:* journal article                      *TYPE:* theoretical

*KEY WORDS:* culturally relevant education, sustainability, heritage education, educational practices

Prasad, G., & Lory, M. P. (2020). Linguistic and cultural collaboration in schools: Reconciling majority and minoritized language users. *TESOL Quarterly*, 54(4), 797–822. <https://doi.org/10.1002/tesq.560>

This article consisted of two parts. In part 1, Prasad and Lory proposed the linguistic and cultural collaboration (LCC) framework as an extension of the culturally sustaining pedagogy (CSP). LCC is a way of establishing reconciliation among dominant and minority language users and sustaining diverse languages in school contexts. They described reconciliation as a product and a process simultaneously, as it is forged through purposeful instructional design and ultimately allows minority and dominant language users to live together in mutually enriching ways. In the second part, the authors described the design-based research as part of a researcher-practitioner partnership (RPP) with a public elementary school in Midwestern U.S. The purpose of the research was to explore how teachers could leverage students' home languages in their instructions to promote greater understanding of linguistic and cultural diversity. The project spanned from 2016 to 2018 and was conducted in three cycles. In the first cycle, 12 kindergarten and first-grade teachers worked with the first author to engage students and their families to design six multilingual science texts. In phase 2, a multilingual educator was recruited to collaborate with K–5 teachers to design and implement literacy projects that led to the production of 17 schoolbooks across content areas such as science and social studies in multiple languages (e.g., Arabic, French, and German). In the third phase, Prasad and the multilingual educator designed a critical multilingual language awareness (CMLA) curriculum based on the cognitive, affective, social, performance, and power domains of language awareness, and taught a weekly 30-minute class from kindergarten to fifth grade. Data were collected from all cycles of the research project, including interviews with teachers and school personnel, classroom observations, student work products, and family survey. Analysis of the data that illustrated LCC revealed the necessity to go beyond CSP (i.e., support linguistic minority students) to create a



mutual understanding across students of all backgrounds, and the importance of purposefully including students' home languages to ensure students felt their linguistic and cultural identities were safe and valued at school. The implementation of LCC required not only the involvement of teachers and students but also the commitment of researchers, policy makers, and administrators to support the antiracist multicultural paradigm for linguistically expansive pedagogy.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* language minorities, culturally relevant education, language usage, cooperative learning

**Santamaria, L. J. (2009). Culturally responsive differentiated instruction: Narrowing gaps between best pedagogical practices benefiting all learners. *Teachers College Record*, 111(1), 214–247.**

Culturally responsive teaching (CRT) is an instructional approach grounded in a sociocultural context that uses cultural content and references to create an effective learning environment to empower students intellectually, socially, emotionally, and politically. Differentiated instruction (DI) is a group of common theories and practices that acknowledges student differences (e.g., in background knowledge, readiness, language, learning style, and interests), resulting in individually responsive teaching appropriate to particular student needs. In this article, Santamaria explores the common ground between these two distinct instructional approaches to find effective teaching practices for all students, particularly culturally diverse and English language learners (ELLs). The article first presents a thorough review of the two instructional frameworks, including strengths, weaknesses, and gaps the theories have in relation to learners. Following the literature review is a description of a case study in two schools which were selected for their high levels of academic achievement and closing achievement gaps for culturally and linguistically diverse (CLD) students. The author coded over five years of data (i.e., observations; recorded conversations among teachers, administrators, students, and parents; and supporting documents) to identify data relevant to general features of DI and CRT instruction occurring in the schools. The codes were illustrated with examples from teacher practice. Results from the case study indicate that DI and CRT can function as complementary teaching practices. The author concludes teachers can reconcile these two teaching frameworks to create hybrid pedagogies that will be critical in addressing CLD students.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* culturally responsive teaching, differentiated instruction, qualitative methods, pre-service teachers, in-service teachers

**Spycher, P., Girard, V., & Bao, M. (2020). Culturally sustaining disciplinary language and literacy instruction for Hmong-American children. *Theory into Practice*, 59(1), 89–98.**  
<https://doi.org/10.1080/00405841.2019.1665410>

Spycher and colleagues presented culturally sustaining pedagogy (CSP), which aims to promote cultural and linguistic pluralism in schools, as opposed to the deficits-oriented framework which views students of color, immigrant students, and students from low socio-economic backgrounds as problems that schools need to fix. The authors argued that CSP must be centered in instructions for students of color, immigrant students, and students from low socio-economic backgrounds so that their background knowledge and community values are incorporated to support their disciplinary language and literacy development. Spycher and colleagues then demonstrated CSP with an example of a two-year researcher-practitioner partnership focused on improving educational experiences and academic outcomes for multilingual students, especially Hmong American students. The professional learning opportunity involved teachers, instructional coaches, and school and district leaders in 10 full-day sessions and multiple grade-based classroom coaching sessions over two years. The researcher-practitioner partnership was built on two key principles. The first principle was that culturally sustaining instruction affirms, empowers and expands student voice, and is illustrated in such classroom activities as learning about Hmong New Year traditions and a healthy diet through which Hmong elders share their traditional agriculture knowledge in a community gardens lesson. The second principle was that disciplinary language exploration scaffolded students' disciplinary skills (both verbal and written), and it was demonstrated via an interactive reading routine known as Sequenced Process for Interactive Reading and Attending to Language (SPIRAL). In SPIRAL, the use of a culturally relevant book allowed students to relate to the main character's experience of living in a culturally and linguistically diverse but under-resourced neighborhood, engage in extended text-based discussions, and write their own stories that met the requirements of the literature genre. The authors concluded with the recommendation that teachers, school leaders and researchers embrace CSP to honor and leverage culturally and linguistically diverse students' assets in daily curricular activities.

*SOURCE:* journal article      *TYPE:* theoretical

*KEY WORDS:* Hmong people, culturally relevant education, elementary school students, literacy education

## DESIGNATED ELD

The California English Language Arts/English Language Development Framework (CDE, 2015) defines designated English Language Development as a dedicated time during the regular school day when specialized instruction is provided to English Learners based on the English Language Development Standards, students' English language proficiency levels, and their English language learning needs. It includes developing English Learners' oral language proficiency, discourse practices, reading, and writing necessary for successful participation in academic tasks in all content areas. This type of instruction is also known as English Language Development, English as a Second Language, English for Speakers of Other Languages, or English as a New Language. Although designated English Language Development differs from integrated English Language Development (see section below), both are needed for a comprehensive English Language Development program offered in grades preK–12.

**Collier, V. (1995). Acquiring a second language for school. *Directions in Language and Education*, 1(4), 1–12. <https://files.eric.ed.gov/fulltext/ED394301.pdf>**

This landmark article discusses the amount of time necessary for English Language Learners (ELLs) to acquire the academic language of school at a level commensurate with their grade level native-English-speaking peers. Its main purpose is to present a conceptual model for second language acquisition for school. The framework consists of four components: sociocultural, linguistic, academic, and cognitive processes. The article further examines factors in the acquisition rate including societal factors, input and interaction, and the value of bilingual/biliteracy programs for ELLs. The article also provides a literature review of the past 25 years of research prior to its publication to inform educators about second language acquisition. This article is an important historical record related to the field of second language acquisition for ELLs, and much of the content, including findings and recommendations related to ELLs' acquisition of English that are still relevant and cited.

*SOURCE:* journal article

*TYPE:* review and theoretical

*KEY WORDS:* academic language, societal factors, bilingualism, biliteracy, effective instructional programs, second language acquisition, sociocultural patterns, role of language

**Dutro, S., & Kinsella K. (2010). English Language development: Issues and Implementation at grades six through twelve. In F. Ong & V. Aguila (Eds.), *Improving education for English Learners: Research-based approaches* (pp. 151–208). California Department of Education Press.**

Adolescent ELs need a comprehensive, standards-aligned English language development (ELD) curriculum taught during a dedicated course of study. At the time of publication, the extant literature presented in this chapter suggests that ELs in secondary schools were not getting a comprehensive approach to ELD: explicit English language instruction throughout the day, which includes a dedicated course for teaching English as its own content area, complemented by targeted academic English instruction across the subject areas. The authors take a functional, communicative competence approach to English learning in which ELs are provided the purposes for paying attention to language, authentic and functional uses of language being

learned, and activities beyond the students' current level of proficiency. The chapter reviews the literature related to secondary ELs, including: a discussion of the linguistic challenges adolescent English Learners face; an overview of the diversity among English Learners in grades 6–12 and standards-based English Language Proficiency levels; and an analysis of common course placements for adolescent ELs and the potential shortcomings of those placements. Additionally, this chapter explains the difference between instructed (or dedicated) ELD vs. integrated ELD, and it presents an in-depth model for instructed ELD for adolescent English Learners based on research and promising practices. The model components include purposeful uses of language identified in ELD standards (e.g., language functions and cognitive tasks), language tools needed to accomplish these goals, and robust and contextualized instruction that includes many opportunities to engage in language practice (e.g., accurate fluency and vocabulary development).

*SOURCE:* book chapter      *TYPE:* review

*KEY WORDS:* adolescent ELs, functional language approach, academic language, long-term ELs, teaching strategies

**Gibbons, P. (2003). Mediating language learning: Teacher interactions with ESL students in a content-based classroom. *TESOL Quarterly*, 37(2), 247–273. <https://doi.org/10.2307/3588504>**

Using the constructs of *mediation* and *mode continuum* Gibbons investigated how teacher-student talk in a science classroom contributed to ESL students' language development toward more formal and written registers of content-based curriculum. Gibbons characterized mediation to involve communication between two different orders of discourse: the current levels of students' knowledge and second language (L2) abilities, and the broader knowledge and specialist language of the science community into which the students are being apprenticed. Mode continuum refers to the different orders of discourse as the students were assisted in moving from less formal, oral registers to more formal academic registers in writing. Participants were two fifth-grade teachers who taught in ESL classrooms in an urban, low socioeconomic school in Australia. Data used in this study were transcribed texts from teacher-guided sessions, where teachers and students reconstructed what had occurred in the face-to-face science experiments and began to recontextualize these interactions toward the more formal register of written science discourse. The texts illustrated how the teachers mediated language and learning in mode shifting to support ESL students' understanding of the science content. The teachers did this through recasting, signaling to the students' self-reformulation, indicating where a reformulation was needed to hand this task over to the student, and modeling alternative recontextualizing of personal knowledge. The data suggested that these types of interactions are effective in terms of L2 development as both teachers and students were active participants in the co-construction of language and curriculum knowledge. By examining the process of mediation across a mode continuum classroom, Gibbons provided a way of focusing on the of building bridges between learner language and the target register, in which new and unfamiliar language is also used to construct new content knowledge.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* sociocultural theory, systemic functional linguistics, second language acquisition (SLA), L2 learning, qualitative methods

Ginsberg, D., Honda, M., & O'Neil, W. (2011). Looking beyond English: Linguistic inquiry for English language learners. *Language and Linguistics Compass*, 5(5), 249–264. <https://doi.org/10.1111/j.1749-818X.2011.00271.x>

Ginsberg and colleagues tackled two research questions: (1) whether linguistic inquiry has a role in high school ESL and (2) whether an analysis of students' home languages motivates and engages students in critical inquiry. The pilot project reported in this article took place at a public school in Massachusetts where the first author was an ESL teacher. The study spanned one academic year with 10 class meetings exclusively focused on linguistic inquiry (with 50 minutes per class meeting on average). About 10 students participated in the study (the exact number of students fluctuated across the year due to the changes in their proficiency, assessment outcomes and modification of course assignments). Most students were in grades 10 to 12, and had passed an intermediate level high school ESL course. Students were speakers of a variety of languages such as Cantonese, French, and Haitian Creole. The curriculum designed for the study covered four topics: noun phrase (NP) pluralization, language acquisition, writing system, and translation. When students were asked to write about what they learned from the linguistic inquiry class, a diversity of comments were observed from their notes, such as the similarities between languages and their broader understanding of languages beyond English and their own home language. The authors also reported that while students had different levels of literacy in their home languages, the course authentically positioned students as experts and engaged them in investigating their home languages in both oral and written forms. Given the findings of the pilot study, the authors answered yes to both research questions. Amid the emphasis of English only education in the U.S at that time, this study highlighted the importance of students' various home languages in the ESL classroom and made the case for an additive approach to bilingualism, i.e., the goal of ELL education is to preserve and enhance students' home languages while supporting students' English language development to function in an English dominant society. Students' bilingual abilities were assets rather than obstacles in their education, and English language then is seen as an additional rather than the only language inside and outside the classroom.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* English language learners (ELLs), home languages, linguistic inquiry, additive bilingualism, pilot study

Hammond, J., & Gibbons, P. (2005). Putting scaffolding to work: The contribution of scaffolding in articulating ESL education. *Prospect: An Australian Journal of TESOL*, 20(1), 6–30.

Hammond and Gibbons presented the model of scaffolding developed from an English as a Second Language (ESL) research project in the context of Australian education. A total of 30 researchers, ESL consultants and teachers participated in the collaborative project of the University of Technology, Sydney, and the NSW Department of Education and Training. The research was conducted in two phases. In the first phase of exploration and model building, the authors documented and analyzed pedagogical practices designed to support ESL students in mainstream classrooms. In the second phase, the authors evaluated the impact of action research at six participating schools (3 primary and 3 secondary). The authors drew on the sociocultural theory of learning by Vygotsky (1978) and Halliday's (1978) functional theory of

language to develop their model. At the macro designed-in level, scaffolding was realized in classroom goal identification, classroom organization, and task selection and sequencing. The critical elements of the proposed scaffolding model included students' background knowledge and prior experience, task selection and sequencing, participant structures, semiotic systems, mediational texts, and metalinguistic and metacognitive awareness. These elements were integral to the processes of program/unit design. At the micro level, interactional scaffolding was the teacher-student interaction contingent on the specific teaching and learning opportunities. Some common features of interactional scaffolding included linking to prior experience and pointing forward, recapping/meta comment, appropriating, recasting, and cued elicitation. Hammond and Gibbons acknowledged that the scaffolding model focused on teachers' role and its features, thus, reflected teachers' behavior rather than students' behavior. The authors suggested that perspectives of students in the learning process and other unincorporated dimensions such as the affective dimension of learning deserve a closer analysis.

*SOURCE:* journal article            *TYPE:* empirical

*KEY WORDS:* sociocultural theory, functional theory of language, scaffolding model, designed-in level, interactional level

**Lantolf, J. (2000). Second language learning as a mediated process. *Language Teaching*, 33, 79–96.**  
<https://doi.org/10.1017/S0261444800015329>

Lantolf reviews the research on second language learning as a mediated process during the five years prior to 2000. The author first clarifies the central concept of mediated from the perspective of sociocultural theory, which posits that in the same way humans rely on tools and labor to act on the physical world, humans employ symbolic tools (signs) to mediate and regulate our relationships with ourselves and others. For mediated learning to lead to development, it must be sensitive to the developmental stage in learners' zone of proximal development. Lantolf then divides the literature on language learning as a mediated process into three general groups: mediation by others in social interaction, mediation by the self through private speech, and mediation by artifacts. Social mediation research consists of expert (e.g., teachers), novice (students), and peer mediation, and the controversial mediation through the first language. In collaborative learning activities, speech not directed at peers but intended for the speakers themselves is known as private speech, which often takes the form of questions answered by the speakers. Vygotsky (1987) explained that students gain control over their ability to think, plan, evaluate, and learn in the process of producing self-directed speech. Finally, in cultural artifact mediation, the author discusses the existing research on the mediating effects of portfolios, tasks, and video and computer technologies. Given the amount and content of the research on mediated learning, Lantolf calls for more in-depth examinations of the role of metatalk, and the appropriation and use of gestures on second language learning. The author suggests that there might be value in training second language learners to verbally externalize effective learning strategies and recommends that teachers attend to learners' private speech as well as metatalk during peer mediated activities.

*SOURCE:* journal article            *TYPE:* review

*KEY WORDS:* mediation, mediated learning, sociocultural theory, zone of proximal development, second language learning

**Larsen-Freeman, D. (2018). Looking ahead: Future directions in, and future research into, second language acquisition. *Foreign Language Annals*, 51(1), 55–72. <https://doi.org/10.1111/flan.12314>**

Larsen-Freeman, one of the foremost researchers in second language acquisition (SLA), is to discuss the future of SLA research in a globalized world. Larsen-Freeman reviews the historical underpinnings of SLA, which developed in the 1960s during a time of cognitive research that linked linguistics, psychology, education, and other disciplines to understand how people acquired and developed new languages. SLA research mainly focused on the idea of grammatical knowledge and rule-governed learner performance. Critique of SLA research came from researchers who had a functional view of language and focused on social practices. As the field of SLA moves forward into the 21<sup>st</sup> century, researchers are finding relationships between cognitive and social approaches to language acquisition and examining a socio-cognitive process. Furthermore, SLA research has been turning toward neurobiological methods that examine the brain and language. Framed by this past work, Larsen-Freeman puts forth two new approaches to the future of SLA research: adopting an ecological perspective (i.e., systems of interconnected components) and a renewed focus on the importance of context (e.g., sociopolitical context). Larsen-Freeman concludes by discussing implications for assessment and language teaching, especially in emerging technologies, accessibility, social justice, and diversity.

*SOURCE:* journal article      *TYPE:* review

*KEY WORDS:* second language acquisition (SLA), socio-cognitive approaches, ecological theory, social justice

**Lavadenz, M. (2010/2011). From theory to practice for teachers of English Learners. *The CATESOL Journal*, 22(1), 18–47.**

Teaching and learning English in the U.S. is a complex process not explained by language theories alone. In this article, Lavadenz provides an overview of the theories, approaches, and practices in teaching K–12 students in the U.S. who speak languages other than English. The overview is comprehensive and covers learning theories, language theories, models of second language acquisition, and theories on teaching English as a second language (Cummins' Contextual Interaction Theory and Krashen's Hypotheses). She also reviews program models in K–12 schools, which at the time the article was written included Dual Language Programs, Early Exit, Late Exit, Sheltered instruction, Structured English Immersion, ESL Instruction, Newcomer Programs Types I and II, and English Only. The overview ends with approaches to developing teacher expertise for teaching K–12 ELs and describes Wong Fillmore and Snow's (2000) five functions of language teaching: communication, education, evaluation, as a life-long learner, and as an agent of socialization. Lavadenz guides readers through the sociopolitical considerations that have influenced the trajectory of teaching ELs in K–12 U.S. schools, leaning often on sociocultural and constructivists theories and approaches that capture the complexities and experiences of ELs that must be front and center for their teachers to effectively guide their instruction.

*SOURCE:* journal article      *TYPE:* review

*KEY WORDS:* theory/practice relationship, English (second language), second language learning, second language instruction

**O'Brien, G. (2007). *The instructional features across three different approaches to oral English language development instruction* (Doctoral dissertation).**

This descriptive observational study sought to explain the differences in oral language gains across three different approaches to oral English Language Development (ELD): ELD Opportunities through Language Arts (OLA; an explicit block of ELD instruction consisting of a 12-component language arts program model for ELs and incorporating small groups), ELD Other (explicit block of ELD instruction), Whole Group, and No ELD. The data for this study were drawn from a sample of 105 first-grade English Learner students from three elementary schools in a large, urban Southern California school district. Findings revealed that ELD Other and No ELD approaches focused mostly on vocabulary teaching. A focus on form clarification, function and correction was found only in the OLA approach teacher-led small group instruction. Teacher correction for form clarification requests occurred at a higher rate in the OLA lessons, primarily during the small group instruction suggesting that the structure allowed both teachers and students to attend more carefully to the targeted form and decreased the level of ambiguity in teachers' corrective feedback. Overall, the study results indicated the possible benefit of incorporating form-focused small group instruction into ELD instructional time.

*SOURCE:* dissertation

*TYPE:* empirical

*KEY WORDS:* ELD instruction, bilingual education, elementary school, bilingualism, oral language

**Saunders, W., Foorman, B., & Carlson, C. D. (2006). Is a separate block of time for oral English language development for English Language Learners needed? *Elementary School Journal*, 107(2), 181–198. <https://doi.org/10.1086/510654>**

In this article, Saunders, Foorman, and Carlson explored whether it is better to separate English language development (ELD) into its own separate instructional block or whether to integrate it within reading/language arts instruction. To address this long-standing debate, the researchers employed a 2 × 2 design: program (English immersion or bilingual) crossed with class type (no ELD block or ELD block). They observed instruction in 85 kindergarten classrooms that varied in (a) whether ELD was a separate block and (b) whether the program was characterized as English immersion or bilingual. A total of 1,399 kindergarten students participated in the study over the course of the school year. Observational data indicated that classrooms with separate ELD blocks had greater percentages of instructional time devoted to oral language and literacy activities for both types of programs. In comparison to English Learners (ELs) in classrooms without separate ELD blocks, ELs in classrooms with separate ELD blocks had modest but significantly higher English oral language and literacy scores on the Woodcock Language Proficiency Battery assessment. Educational implications from this study suggest that despite the use of English throughout the day, the presence of the ELD block in English immersion classrooms might have allowed teachers to concentrate more on English oral language objectives during the ELD block and English reading objectives during the reading/language arts block.

*SOURCE:* journal article

*TYPE:* empirical

*KEY WORDS:* bilingual education, integrated curriculum, kindergarten, immersion programs, reading, language arts, literacy, ELD instruction



**Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English language development: Guidelines for instruction. *American Educator*, 27(2), 13–25. <https://files.eric.ed.gov/fulltext/EJ1014023.pdf>**

Despite a growing literature on educating English Learners (ELs), there is little existing research that examines the effects of instruction on ELs' English language development (ELD). Recognizing the long-standing controversy over bilingual versus English-only education that has dominated research and policy discussions of ELs, Saunders, Goldenberg, and Marcelletti synthesized research that provided guidelines for ELD instruction. This included resources such as theory, ELD standards, practitioner experience, and published programs. The authors focused on individual studies and research that point to how educators might provide effective ELD instruction that focused specifically on helping ELs develop English language skills and that is delivered in a portion of the school day separate from the academic content that all students need to learn. Overall, the authors asserted that although no single guideline will be sufficient to help ELs gain access to high-level, mainstream academic curriculum, attention to ELD instruction is growing, and important efforts are underway to develop effective ELD programs for both elementary and secondary school students.

*SOURCE:* journal article                      *TYPE:* guidance

*KEY WORDS:* ELD instruction, bilingual education, program effectiveness, educational practices, elementary school

**Schleppegrell, M. J. (2012). Academic language in teaching and learning. Introduction to the Special Issue. *The Elementary School Journal*, 112(3), 409–418. <https://doi.org/10.1086/663297>**

This introductory chapter to a special issue of the *Elementary School Journal* focuses on academic language reviews of seminal work in the field of academic language including the work of Heath (1983), Snow (1983), and Cummins (e.g., 1981, 1994) to serve as a foundation for the work presented by various authors contributing to the issue. The focus expands to academic language development for all students but does consider academic language for ELs. Themes across the articles in the issue are identified, namely: (1) the important role of task or genre on the language that children produce, (2) the role of schooling in supporting language-minority children's academic language development, and (3) the role of academic language in schooling suggesting that every teacher is a language teacher. The research presented in this special issue offers new insights into the challenges and affordances of developing academic language and suggests implications for pedagogy, teacher education, and further research.

*SOURCE:* journal article                      *TYPE:* theoretical/review

*KEY WORDS:* academic language, pedagogy, language-minority children, teacher education

**Spada, N., & Lightbown, P. M. (2008). Form-focused instruction: Isolated or integrated? *TESOL Quarterly*, 42(2), 181–207. <https://doi.org/10.1002/j.1545-7249.2008.tb00115.x>**

Recognizing that language acquisition is not an event that occurs in an instant, Spada and Lightbown explore the role of instruction that is provided in separate (isolated) activities or within the context of communicative activities (integrated). There is increasing consensus that form-focused instruction, attention to grammatical forms during language instruction (instead of just instruction primarily based on meaning), helps students to learn features of the target language that they may not acquire without guidance. Although research suggests that both types of instruction can be beneficial, depending on the language feature to be learned, as well as characteristics of the learner and the learning conditions, the authors illustrated how integrated instruction may be best for helping learners develop the kind of fluency and automaticity that are needed for communication outside the classroom. The evidence demonstrates that teachers and students see the benefits of both types of instruction.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* language acquisition, teaching strategies, program effectiveness

**Swain, M., & Watanabe, Y. (2013). *Languaging: Collaborative dialogue as a source of second language learning*. In C. A. Chapelle (Ed), *The encyclopedia of applied linguistics*. Blackwell Publishing. <https://doi.org/10.1002/9781405198431.wbeal0664.pub2>**

Swain & Watanabe provide a literature review on collaborative dialogue – that is, the action of co-constructing meaning, problem solving, and knowledge building, and its role in second language learning. Their review includes literature that (1) explicitly uses the term collaborative dialogue, or (2) provides data which they consider to be examples of collaborative dialogue although researchers may label it differently. They provide a typology for research on collaborative dialogue; those that include peer scaffolding (e.g., Donato, 1994; Ohta, 2000), the use of L1 (e.g., Villamil & deGuerrero, 1996), and repetition (e.g., DiCamilla & Anón, 1997). They also review the literature with a focus on aspects of the context that affect the quality and quantity of collaborative dialogue pointing out that the research has examined patterns of pair interaction (e.g., Storch, 2002), the level of L2 proficiency (e.g., Leeser, 2004), type of tasks (e.g., Swain & Lapkin, 2001), and computer-mediated communication (e.g., McDonough & Sunitham, 2009). Swain and Watanabe conclude that the studies they reviewed indicate that collaborate dialogue is a source of second language learning and identify that additional research is needed to investigate the effect of collaborative dialogue on second language reading and listening and pragmatics.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* collaborative dialogue, second language acquisition, inner speech

**Tong, F., Luo, W., Irby, B. J., Lara-Alecio, R., & Rivera, H. (2017). Investigating the impact of professional development on teachers' instructional time and English learners' language development: A multilevel cross-classified approach. *International Journal of Bilingual Education and Bilingualism*, 20(3), 292–313. <https://doi.org/10.1080/13670050.2015.1051509>**

The purpose of this study was to examine (1) the effect of two program types, transitional bilingual education (TBE) and structured English immersion (SEI), and two conditions (treatment vs. control) on teachers' time in teaching English cognitive academic language proficiency (CALP); (2) the effect of teachers' professional development on the distribution of CALP instruction on the performance of English language learners (ELLs); and (3) whether students' language and reading outcomes could be attributed to teachers' time usage in CALP. The authors followed Spanish-speaking ELLs from kindergarten to third grade in a Southeast Texas urban school district. Data were obtained from 21 schools with 369 students, 42 second grade bilingual/ESL teachers, and 34 third grade bilingual ESL/teachers. Schools were randomly assigned to treatment versus control conditions. The treatment condition consisted of two levels: level 1, professional development (fortnightly three-hour workshop sessions on implementation and delivery of intervention, including topics such as enhanced instruction via planning and vocabulary building), and level 2, student instruction with increased time (delivered during ESL blocks in both TBE and SEI programs). In the control condition, teachers received the standard professional development on assessment, cultural issues and teaching strategies. The control group involved a typical separate ESL block on a daily basis using either the SEI or TBE approach. The multilevel modeling technique was employed to capture the nested nature of data. A significant main effect of the treatment was found for both second and third grade teachers, i.e., teachers in the treatment group had a significantly higher percentage of time distribution of CALP instruction than their colleagues in the control group, and this effect was not moderated by the SEI condition. The main effect of the treatment was also found to be statistically significant for certain student outcomes, including English oral reading fluency (ORF), picture vocabulary (PV), and retell fluency. Finally, an exploratory analysis suggested an indirect effect of second grade teachers' professional development on students' retell fluency via teachers' CALP. Based on the findings of the study, Tong and colleagues recommended that future research continue to explore the mediation of time allocation to obtain more specific information for ELL teacher training. Given the lack of interaction between treatment conditions and program types, the authors also suggested that research and policy should move beyond the focus on language of instruction and instead seek solutions to improve the CALP for Spanish-speaking ELLs.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* time allocation, quality instruction, professional development, ELL, English language and literacy development

# DIGITAL LEARNING FOR ENGLISH LEARNERS

Digital learning resources include a wide variety of tool types and features in addition to considerations of access to and use of these tools by teachers and English Learners. The school closures brought on by the COVID-19 pandemic in 2020 highlighted the digital divide between English Learners and their counterparts. State, districts, and schools must work together to implement equitable systems that benefit English Learners both during distance learning and as English Learners begin to return to school. English learners benefit from digital learning resources that include functions such as audio, visual, translation, self-recording, and collaboration.

**Adair, J. K. (n.d). *Balancing Online/Remote and In-Person Learning for Young Children*. Agency & Young Children Research Collective. [http://sites.edb.utexas.edu/wp-content/uploads/sites/157/2020/03/English-ECE-Guidance\\_compressed.pdf](http://sites.edb.utexas.edu/wp-content/uploads/sites/157/2020/03/English-ECE-Guidance_compressed.pdf)**

This guide identifies research-based principles of early childhood learning that can be helpful to school leaders when developing their districts' distance learning program. The author organizes the guidelines in two major lists: (1) Ideas for Parents and Caretakers, and (2) Ideas for Schools and Districts. The following principles of early childhood learning guide the lists: balance guided and independent time with a 15/45-minute ratio, use the five senses, balance online with in-person learning, pass your knowledge, and learning happens by trial and error.

*SOURCE:* report

*TYPE:* guidance

*KEY WORDS:* early childhood education, distance learning, social-emotional health

**Billings, E., & Lagunoff, R. (2020). *Supporting English Learners during school closures: Considerations for designing distance learning experiences*. WestEd. [https://www.wested.org/wp-content/uploads/2020/05/Supporting\\_English\\_Learners\\_During\\_School\\_Closures-1.pdf](https://www.wested.org/wp-content/uploads/2020/05/Supporting_English_Learners_During_School_Closures-1.pdf)**

WestEd released this crisis response resource to help teachers of ELs make the shift to distance learning. Billings & Lagunoff identify four effective classroom practices for ELs and adapt them with illustrative examples of what they may look like in distance learning for synchronous, asynchronous, and no-tech contexts (for students experiencing a digital divide). The four key practices identified are (1) Provide students with linguistic and content supports to tackle academic activities that they cannot complete independently; (2) Engage ELs in routines that support socialization and focused learning of target concepts, skills, and the language to express them; (3) Provide frequent opportunities for ELs to engage in collaborative activities with meaningful exchanges of language to support understanding of key content; and (4) Invite ELs to engage in multimodal tasks that reinforce listening, speaking, reading, and writing in English for various content areas. Billings & Lagunoff encourage flexibility and creativity during distance learning while maintaining the goal of providing ELs with access to rigorous, grade-level content.

*SOURCE:* report

*TYPE:* guidance

*KEY WORDS:* Crisis Management, English Language Learners, Access to Education, Distance Education, Educational Technology

Guarino, H., Popelka, E., Horwath, B., Hesterberg, E., & Vranek, J. (2020). *Opportunities in the midst of COVID-19: Innovative ways states are using this moment to rethink Education*. Education First. <https://education-first.com/wp-content/uploads/2020/07/Rethink-Pub-Final1.pdf>

Abrupt school closures brought on by COVID-19 challenged the field of education. In response, the U.S. Department of Education's Rethink K–12 Education Models Discretionary Grant Program awarded between \$6.8–\$20 million to 11 U.S. states for proposing innovative and research-based strategies for new educational systems – either virtual or in person – to meet student needs. *Education First* worked closely with 9 of the 11 grantees and this report highlighted their most innovative, research-based strategies. Most grantees focused their remote learning plans on three areas deemed necessary to support educators and parents through 2020–21 and beyond, namely: (1) creating access to high-quality instructional materials in K–12 math and English; (2) maintaining and accelerating a consistent focus on early literacy; and (3) supporting and addressing the needs of special populations of students. Most state plans also reinforced the need for access to quality professional learning for educators and the provision of guided tools and supports for parents. The process of developing these plans prompted thoughtful discussions and innovative thinking among state leaders about how they could rely on technology and evolve to effectively meet the needs of every learner through technology, particularly those most vulnerable. In this work, Guarino et al. showcased selected examples intended to spur and inform state-level conversations as leaders in education worked to reconcile and redesign their own systems, and how, when, and if to adopt a remote learning model.

*SOURCE:* report

*TYPE:* guidance

*KEY WORDS:* educational leadership, models, best practices, distance learning

Hough, H. J., O'Day, J., Hahnel, C., Ramanathan, A., Edley, C. J., & Echaveste, M. (2020). *Lead with equity: What California's leaders must do next to advance student Learning during COVID-19*. Policy Analysis for California Education. [https://edpolicyinca.org/sites/default/files/2020-07/pb\\_hough\\_jul20.pdf](https://edpolicyinca.org/sites/default/files/2020-07/pb_hough_jul20.pdf)

The academic impact of the COVID-19 school closures predominately affects low income, black and Latinx students. This guide provides state leaders with ways to lead with equity when schools reopen. The researchers make recommendations based on their findings in the following areas: (1) critical state requirements, monitoring, and support related to teaching, learning, and social and emotional health, (2) flexible and equitable policies, and (3) funding. The education system's response to COVID-19 must not reinforce and deepen structural inequalities and racism. In order to address the current crisis and continue California's efforts to close opportunity and the achievements gaps, strong state level leadership is needed including setting high expectations for learning and ample and meaningful learning opportunities for students of color, English learners, low-income, special education students, and all other vulnerable groups so that they have equitable opportunities to succeed.

*SOURCE:* brief

*TYPE:* guidance

*KEY WORDS:* leadership responsibility, covid-19, pandemics, school closing

**Nowicki, J. M. (2020). *Distance learning: Challenges providing services to K-12 English Learners and students with disabilities during COVID-19*. US Government Accountability Office.**  
<https://www.gao.gov/assets/gao-21-43.pdf>

The U.S. Government Accountability Office (GAO) released this report eight months into the COVID-19 global pandemic to examine what was known about the challenges of and lessons learned from teaching ELs and students with disabilities during the COVID-19 school closures in the spring of the 2019–2020 school year. This report is part of GAO's COVID-19 monitoring and oversight responsibilities under the CARES Act. Representatives from 21 organizations (full list provided as an attachment in the report) were interviewed for this report including student advocacy groups, associations of educators and administrators, associations of service providers, and research organizations; they were asked about challenges faced by school districts due to school closures and the approaches used to address them. In addition, distance learning plans were reviewed from 15 selected school districts throughout the U.S. ranging in size from 147 to 495,255 students and representing rural, suburban, and city-located districts across the state. The districts were selected for their high proportion of EL or students with disabilities. Interviews with leaders from four of the fifteen districts were conducted to gain insight and details about their distance learning plans. Findings indicated that school districts faced the following challenges engaging ELs specifically: access to technology, language barriers compounded by technology, and demands of meeting basic family needs. School districts addressed the challenges by increasing outreach and adapting materials for ELs and their families. Findings further indicated that school districts faced the following challenges in providing distance learning to students with disabilities: delivering owed services, meeting the full range of student needs and services, and parental capacity to assist. School districts addressed the challenges by modifying instruction, holding virtual IEP meetings, and by encouraging parent and teacher collaboration. The report included unintended silver linings including increased collaboration among teachers and increased appreciation for special education and EL teachers from general education teachers. The report also presented implications for what may continue in terms of the use of technology in education and new methods of communications between school and home in hybrid learning and when students eventually return to the classroom.

*SOURCE:* report

*TYPE:* empirical

*KEY WORDS:* distance education, elementary secondary education, English language learners, students with disabilities, COVID-19

**Peterson, L. S., Pham, S., & Solé, M. (2021). *Supporting English Learners during virtual learning*. *Communiqué*, 49(6), 14–17.**

Amid the increasing number of English learners (ELs) in the U.S. public school system for the past decades and the COVID-19 pandemic, Peterson and colleagues discuss the risk and protective factors for English learners (ELs) during the COVID-19 pandemic of which school psychologists and other personnel should be aware. As technology access has become critical during the COVID-19 pandemic school closures, research suggests that ELs tend to come from families without adequate internet access for sustainable virtual learning, and they struggle with smaller living spaces, facing more environmental distractions while learning. Moreover,

coronavirus mortality rates are higher among ethnic minorities and immigrants due to possible reasons such as lack of access to healthcare and limited awareness of prevention due to linguistic barriers. Virtual learning also presents additional challenges for ELs' families to secure appropriate technological devices and to balance childcare and work demands. In addition to physical health, mental well-being is significantly affected during the pandemic, notable as a result of quarantine, domestic violence and xenophobia. Finally, because ELs depend on daily social interactions with teachers and peers to enhance their English language and literacy skills, remote learning strips them of these opportunities to practice language skills. Peterson and colleagues offer several strategies for school psychologists to support ELs. School psychologists can take steps to ensure that state policies regarding equitable technology access for ELs are followed and sufficient support is available for EL families. School psychologists could also work with other professionals to gather COVID-19 related resources and distribute them to the ELs' families. School psychologists could help by advocating for instruction in the ELs' home languages when possible and for the use of alternative strategies, including recorded demonstrations with visual aids and nonverbal cues. While it is difficult to identify students' mental health issues in virtual learning, school psychologists can provide consultation and professional development for teachers, who in turn will support their students. Finally, school psychologists can work with teachers to explore naturalistic ways to help ELs practice English language skills and facilitate unstructured social activities for students to socialize during virtual learning.

*SOURCE:* journal article                      *TYPE:* guidance

*KEY WORDS:* English language learners, electronic learning, distance education, English (second language), second language learning

**Rogers, J., & Ishimoto, M. (2020). *Learning lessons: U.S. public high schools and the COVID-19 pandemic in Spring 2020*. UCLA's Institute for Democracy, Education, and Access. <https://idea.gseis.ucla.edu/publications/learning-lessons-us-public-high-schools-and-the-covid-19-pandemic/>**

This study explored the ways in which U.S. public high schools adapted to remote learning by posing the following research questions: (1) How did U.S. public high schools respond to the public health and economic crises created by the pandemic? Were there differences across school communities? (2) How quickly and effectively did U.S. public high schools' transition to remote instruction? Were there differences across school communities? (3) What effect did the transition to remote instruction have on educational equity? A Learning Lessons survey was created and distributed to over 8,000 principals covering key issues about provision of social services, distribution of technology, building staff capacity, and other topics. A total of 344 principals completed the survey. The report was categorized into the following sections that further explored the findings: (1) Responding to the Public Health and Economic Crises, (2) Transitioning to Remote Instruction, (3) The Impact of Remote Instruction on Educational Equity. Rogers and Ishimoto identified five lessons learned. Lesson 1: Public schools played a critical role in sustaining communities threatened by COVID-19 and economic shutdown. Lesson 2: Unequal access to technology was a prime cause to the inequality in learning opportunities. Lesson 3: Principals from high poverty schools called for new initiatives to address inequalities in public schools. Lesson 4: The limitations of schooling under quarantine provided the opportunity to

reset and reflect on values and beliefs, and to even dismantle broken systems. Lesson 5: Public schools are public institutions and reflect the strengths and weaknesses of public life. The authors noted implications for policy and practice based on these lessons, including the need for policymakers to purposefully invest in community school strategies, making universal broadband a fundamental right for all students, targeting additional high-quality learning opportunities toward students underserved during the pandemic, and centering on social-emotional healing when schools begin to re-open. Rogers and Ishimoto concluded that a shared public commitment to the well-being and development of all young people will ensure that public schools fulfill their important role.

*SOURCE:* report

*TYPE:* empirical

*KEY WORDS:* educational equity, high school education, COVID-19, distance learning

**Sugarman, J., & Lazarín, M. (2020). *Educating English Learners during the COVID-19 pandemic*. Migrant Policy Institute. <https://www.migrationpolicy.org/sites/default/files/publications/mpi-english-learners-covid-19-final.pdf>**

Sugarman and Lazarín examine the inequalities that the COVID-19 pandemic exacerbated for ELs and immigrant communities. They review emerging literature to argue that once EL and immigrant students return to school in person, they will likely have fewer resources to draw from to support the learning loss. Sugarman and Lazarín highlight the COVID-19 school closures as an opportunity for states, districts, and schools to support ELs and immigrant communities by implementing various equity structures including: prioritizing ELs for in-person instruction when safe, ensuring that all teachers participate in professional development on digital instruction with a focus on serving ELs, coordinating a systemic and equity-based response at the state level, establishing a “maintenance of equity” requirement for use of federal funds, prioritizing parent engagement, growing partnerships between school districts and community-based organizations, and fair English proficiency assessment and evaluation practices and use of data in the years to come. With the federal government likely to play a key role in the financial support of schools post-pandemic, the authors call on state, districts, and schools to implement equitable systems that benefit ELs and immigrant communities.

*SOURCE:* brief

*TYPE:* review

*KEY WORDS:* COVID-19, pandemics, school closing, English language learners

**United States Department of Education, Office of Planning, Evaluation and Policy Development. (2018). *National study of English Learners and digital learning resources* [matrix]. <https://tech.ed.gov/files/2018/10/matrix-digital-learning-resources-supports.pdf>**

The U.S. Department of Education presents a two-page matrix with Digital Learning Resources (DLRs) and Digital Support Features embedded within the DLRs. These matrices are preliminary summaries intended to assist decision-makers to plan for supports for ELs through use of technology-based resources. They define DLRs as digital resources such as applications (apps), software, programs, or websites that engage students in learning activities and support students' learning goals. They identify three DLR categories: (1) digital academic content tools,



(2) digital productivity tools, and (3) digital communication tools; sub-categories and examples of each are provided. They further identify four digital support features embedded within these DLRs: (1) visual, (2) auditory, (3) translation, and (4) collaboration; they also provide specific examples of how these features benefit English learners.

*SOURCE:* report

*TYPE:* review

*KEY WORDS:* educational technology, English language learners, second language instruction, adoption (ideas)

**United States Department of Education, Office of Planning, Evaluation and Policy Development. (2019). *Supporting English Learners through technology: What districts and teachers say about digital learning resources for English Learners. Volume 1: Final Report.* <https://www2.ed.gov/rschstat/eval/title-iii/180414.pdf>**

The U.S. Department of Education and Westat sought to fill the gap in national data that informs the field on whether and how K–12 teachers of English Learners (ELs) use digital learning resources (DLRs) to instruct ELs. Specifically, the study sought to answer the following research questions: (1) How do districts and teachers identify DLRs for instructing ELs? (2) What types of DLRs do teachers use and how do they use DLRs in instructing ELs? (3) What are supports and barriers of using DLRs to instruct ELs? and (4) How can educators and technology developers improve the usefulness of DLRs for ELs? This study described data collected in 2016–17 to learn about the use of DLRs in instructing EL students through a nationally representative survey of districts that enrolled ELs and a teacher survey that included mainstream teachers of ELs and EL specialists. The study included six case studies to provide illustrative vignettes and practitioner comments. The authors highlighted several key findings that inform the field on current practice that may guide future research, practice, and policy to improve ELs academic achievement, among them: (1) Most teachers reported that the DLRs they use with ELs are based on recommendations of fellow teachers, district, and school administrators; (2) Reported barriers to using DLRs with ELs was lack of DLR access at home, and teachers' lack of time to learn and use DLRs; and (3) Educators suggested that DLRs could be improved to engage ELs in academic content while building language and literacy skills, by embedding support features (e.g., visual, auditory), providing multiple languages, and by providing grade-level content and age-appropriate content for older beginning EL students. The report included implications for additional research to understand the efficacy of the recommendations provided by the educators in the study and to expand the research to include use of DLRs with ELs with disabilities as this could inform teachers in selecting and using DLRs to better support ELs and general education students as well.

*SOURCE:* report

*TYPE:* empirical

*KEY WORDS:* English language learners, elementary secondary education, public schools, educational technology

# EARLY CHILDHOOD EDUCATION FOR DUAL LANGUAGE LEARNERS

Dual Language Learners (DLLs) are children birth to age five who live in a home where a language other than English is spoken. Participation in well-designed early childhood education that develops these young children's home language and a second language supports the development of linguistic, cognitive and pre-academic learning. Research at the local, national, and international levels demonstrates the effectiveness of dual language early childhood education and informs state policies and guidelines.

**Barac, R., Bialystok, E., Castro, D. C., & Sanchez, M. (2014). The cognitive development of young dual language learners: A critical review. *Early Childhood Research Quarterly, 29*, 699–714.**  
<https://doi.org/10.1016/j.ecresq.2014.02.003>

Barac and colleagues review the existing research on cognitive development in bilingual preschoolers conducted in the United States and abroad from the year 2000 to 2013 to provide a synthesis of this topic and to identify research gaps and methodological issues. The authors employ a broad definition of dual language learners (all children with exposure to two languages during early childhood years) to capture a comprehensive picture of cognitive development in young children in different settings and different language communities. The authors reviewed 102 journal articles based on a set of criteria: (1) peer reviewed publications, (2) investigation focus on children from zero to six years of age, (3) at least one assessment of children during this age span, (4) inclusion of DLLs as the only group of subjects or a subgroup for analysis, and (5) cross-sectional or longitudinal research designs. Of these 102 studies, 38 were conducted in the United States and 64 internationally. Although the studies embraced different definitions of bilingualism, sought to answer a variety of questions, and employed various measures of cognitive development, several consistent patterns of findings emerge from the synthesis. First, bilingualism changed non-verbal executive control and theory of mind abilities; bilingual preschoolers were usually found to be superior to their monolingual counterparts in these areas. Second, not all executive control advantages were associated with bilingualism, and existing evidence suggested that young bilingual children outperformed their monolingual peers in tasks with high executive demands. Third, different executive control skills were present in very early years of bilingualism vs. monolingualism, which suggested that exposure to two languages alone had an impact on cognitive processing. Fourth, bilingual preschoolers and their monolingual peers exhibited different brain responses to linguistic stimuli. Finally, research into the relationship between bilingualism and metalinguistic awareness has produced inconsistent findings. According to the authors, areas such as memory abilities and brain development in young bilingual children have not been extensively investigated and remain promising areas for future research. The authors note the variations in definitions and operationalizations of bilingualism may be responsible for the mixed results in bilingual preschoolers' cognitive development.

*SOURCE:* journal article      *TYPE:* review

*KEY WORDS:* bilingualism, dual language learner, cognitive development, children, review

Castro, D. C., Páez, M. M., Dickinson, K. K., & Frede, E. (2011). Promoting language and literacy in young Dual Language Learners: Research, practice, and policy. *Child Development Perspectives, 5*(1), 15-21. <https://doi.org/10.1111/j.1750-8606.2010.00142.x>

In their study, Castro, Páez, Dickinson, and Frede explored the frequency and type of language interactions that children who are low-income Dual Language Learners (DLL) experience in their classrooms and the potential differences in children's language experiences based on their DLL status and teacher-reported level of English proficiency. Acknowledging the tremendous need to further explore the language environments experienced by DLLs as well as language interactions with other conversational partners in the classrooms, the researchers used the Language Interaction Snapshot to observe four focal children in each of 72 early childhood classrooms: one monolingual English-speaking child (i.e., non-DLL), one Spanish-dominant DLL child, and two bilingual Spanish-English DLL children. The research findings indicated that both lead and assistant teachers predominantly spoke in English and implemented few evidence-based language practices. Additionally, it was revealed that children spoke more often to peers than to teachers and that there was little variation in the language environment for children based on their DLL status or language proficiency. These findings indicate that teachers of DLLs need further support in enhancing language opportunities for young children.

*SOURCE:* journal article

*TYPE:* empirical

*KEY WORDS:* low-income, literacy, bilingualism, English proficiency

Chernoff, J. J., Keuter, S., Uchikoshi, Y., Quick, H., & Manship, K. (2021). *Challenges in assessing California's diverse Dual Language Learners*. San Mateo, CA: American Institutes for Research. <https://californiadllstudy.org/sites/default/files/2021-02/Challenges%20in%20Assessing%20California%E2%80%99s%20Diverse%20DLLs.pdf>

A considerable proportion of students in the United States speak a language other than English, while the language of instruction and assessment in U.S. schools remains English only, which is commonly the case in early childhood education. Therefore, young children from linguistically diverse backgrounds might be inaccurately assessed due to their low English proficiency to demonstrate their knowledge and skills in English assessments. Against this backdrop, Chernoff and colleagues discuss the challenges of assessing dual language learners (DLLs) and the difficulty arising from the lack of reliable and valid assessments for this group of students. These challenges include selection of assessment, use of children's dominant language, and adaptation and translation of the assessment material while maintaining efforts to make assessments linguistically and culturally appropriate. Strategies employed in this First 5 DLL study illustrate how these steps were taken in practical applications. The authors note several recommendations, such as validating the adapted assessment material in the target student population, informing translators of the administrations and subjects of appropriate assessments, clarifying assessment modality and format, and establishing the literacy level of the student population to be assessed.

*SOURCE:* report

*TYPE:* guidance

*KEY WORDS:* dual language learners, assessment, language of assessment, English learners, young language learners

Espinosa, L. M. (2013). *Early education for Dual Language Learners: Promoting school readiness and early school success*. Migration Policy Institute. <https://www.migrationpolicy.org/research/early-education-dual-language-learners-promoting-school-readiness-and-early-school-success>

This report contends that high-quality early childhood education (ECE) programs have tremendous potential to improve the kindergarten school readiness of Dual Language Learners (DLLs). However, compared to their English-only speaking peers, DLLs are significantly less likely to have access to such high-quality ECE programs. Providing a review of research that has implications for practice and policy, the report begins by laying out a profile of DLLs, noting how outcomes differ by national origin and socioeconomic status. The report goes on to discuss DLL achievement patterns, the benefits of early care and education programs, and what kinds of elements characterize high quality ECE for DLLs. Presenting recommendations that are designed to be common-sense and attainable, the report ends by calling on decision-makers to engage in improvement efforts that will increase DLL access to and the quality of ECE programs.

*SOURCE:* report

*TYPE:* review

*KEY WORDS:* kindergarten, policy, academic achievement, effective instructional programs, language development, opportunities to learn

Espinosa, L., & Crandell, J. (2020). Chapter 4: Early learning and care for multilingual and dual language learners ages zero to five. In California Department of Education, *Improving education for multilingual and English Learner students: Research to practice* (pp. 189–250). California Department of Education.

Espinosa and Crandell propose three core principles to support dual language learner (DLL) education. The authors also provide a synthesis of the research on early language and literacy development of DLLs, describe evidence-based instructional adaptations to support DLLs' academic success, and present effective family engagement and assessment practices for DLLs. The core principles supporting DLLs include: (1) bilingualism/multilingualism is a strength, (2) the combination of home and English language skill best prepare student for success, and (3) effective early childhood educators strengthen their knowledge of the development of DLLs and consistently adapt their curricula to provide equitable education to young linguistically diverse students. The proposed core principles are based on research in neuroscience, developmental psychology, psycholinguistics, and program evaluation. Their synthesis of research into early language and literacy development of DLLs reveals that (1) young children with sufficient exposure to two languages can develop full competence in both languages, (2) early exposure to a second language is associated with better second language acquisition, and (3) early bilingualism brings benefits for academic success and certain cognitive abilities. The authors argue that foundational to effective early childhood education (ECE) for DLLs is an appropriate ECE program language model with four practice areas: (1) a linguistically and culturally responsive learning environment, (2) sustained home language and literacy development, (3) promotion of English oral skills and literacy development, and (4) rich learning experiences in all learning domains. Regarding family engagement, the authors suggest that early childhood educators should develop two-way relationships with DLLs' families, encourage them to develop their home language skills in young children, and foster a welcoming learning environment for families to participate. Finally, the purpose of assessment of DLLs is threefold: identifying

students as DLLs, screening for possible developmental delays, and guiding instructions through formative assessment. The authors illustrate their discussions with the case of a California school district which has successfully implemented innovations to support DLLs. Early childhood educators can use this book chapter as an overview of key topics to inform their efforts to educate and support DLLs.

*SOURCE:* book chapter                      *TYPE:* guidance

*KEY WORDS:* early childhood education, dual language learners, language and literacy development, multilingual instruction, family engagement

**García, E. E., & Frede, E. C. (2010). *Young English Language Learners: Current research and emerging directions for practice and policy*. Teachers College Press.**

While it is well known that the number of non-English speakers in the United States is on the rise, many are unaware that the largest proportion of this population is children under the age of 5. These young English Language Learners (ELLs) often demonstrate achievement gaps in basic math and reading skills when they start school. Yet, little progress has been made in closing these gaps over the past two decades, despite extensive efforts by educators and policymakers. Recognizing that achievement patterns in language and reading of racial/ethnic groups are largely established in the period from birth through age 8 or 9, Garcia and Frede presented a collection of research, policy, and practice reviews on critical topics relevant to young ELLs. These topics include demographics, development of bilingualism, cognitive and neurological benefits of bilingualism, and family relationships, as well as classroom assessment, and teacher-preparation practices. The authors tackle one of the nation's most important and long-standing educational challenges, which is to develop a set of proven strategies for making more rapid, sustained progress in raising the level of academic achievement of students, specifically the growing preschool population who come to U.S. schools speaking a home language other than English.

*SOURCE:* book                                      *TYPE:* guidance

*KEY WORDS:* achievement gap, bilingualism, family relationships, classroom assessment, policy, preschool

**Hammer, C. S., Burchinal, M., Hong, S. S., LaForett, D. R, Páez, M., Buysse, V., Espinosa, L., Castro, D., & López, L. M. (2020). Change in language and literacy knowledge for Spanish–English dual language learners at school-entry: Analyses from three studies. *Early Childhood Research Quarterly, 51*, 81–92. <https://doi.org/10.1016/j.ecresq.2019.07.001>**

This study examined the development of language and literacy skills among Spanish-English preschool dual language learners (DLLs). Specifically, Hammer and colleagues sought to understand (1) the rate and level of change in Spanish and English language and literacy skills, and whether these changes differ between Spanish and English among Latino preschool DLLs, and (2) the extent their skills in one language predict development in another language. The authors used data from three longitudinal studies, including the Early Childhood Study (ECS), the Spanish–English Language Study (SELS), and Nuestros Niños (NN). Although these studies had

different focuses, their participants were all Latino preschoolers with exposure to both Spanish and English language. For most students, Spanish was the primary home language whereas English was the primary language of instruction at school. In all three studies, the mothers of the participating students had a high school or a lower educational level. Language and literacy skills measures were administered in both English and Spanish over time in all studies. Findings indicated that students in all three samples made progress in English language and literacy skills while attending preschool in English and using Spanish at home, whereas significant improvement in Spanish was not observed except for the small gains in Spanish literacy by ECS participants. In all studies, students made stronger progress in English language and literacy skills than in Spanish. Students made significant gains in English vocabulary when their Spanish skills were better than their English skills. Students' English skills were not found to support Spanish skills development, while Spanish literacy skills appeared to promote English literacy skills among these Latino preschoolers. These findings suggest that home language other than English does not hinder students' acquisition of English. However, the English vocabulary test scores of the Spanish-English preschoolers were very discouraging (i.e., two or more standard deviations below the mean), which suggests that these young students from low-income families have difficulty meeting the monolingual standards at U.S. schools.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* dual language learners, bilingual, language development, literacy development, hierarchical linear models

**Holod, A., Ogut, B., de los Reyes, I. B., Heather E. Quick, H. E., & Manship, K. (2020). The effects of prekindergarten for Spanish-speaking dual language learners: Evidence from California's transitional kindergarten program. *Early Childhood Research Quarterly* 52, 101–111. <https://doi.org/10.1016/j.ecresq.2018.06.002>**

The authors investigated the impact of California's transitional kindergarten (TK) program on Spanish-speaking dual language learners (DLLs). The research questions were: (1) Do Spanish-speaking DLLs who attend TK demonstrate higher levels of English proficiency compared to Spanish-speaking DLLs who do not attend TK?; (2) To what extent do Spanish-speaking DLL students who attend TK demonstrate stronger math skill at kindergarten entry than those who do not?; (3) To what extent do Spanish-speaking DLLs who attend TK demonstrate stronger social-emotional skills?; and (4) To what extent do Spanish-speaking DLLs who attend TK demonstrate higher executive function? A regression discontinuity design was utilized to examine the impact of TK on the outcomes of Spanish-speaking children. The authors compared outcomes of children born on or before December 2 and age-eligible for TK (treatment), to outcomes of children born after December 2 (comparison). Both groups of children started school at the same time and were part of the same cohort. Two studies were conducted: Study 1 relied on administrative data from the California Department of Education for 45,010 Spanish-speaking kindergarteners across the state; Study 1 was a large-scale data collection study of kindergarten readiness for Spanish-speaking children. A total of 1,868 students from 181 schools within 20 California school districts were part of Study 2, which examined a broad array of student outcomes including math, social emotional skills, and executive function. Together, the two studies examined the impact of TK on the kindergarten readiness of Spanish-speaking children. Results from Study 1 showed that Spanish-speaking children who participated in TK

outperformed their peers in the comparison group on all California English Language Development Test scales examined (overall, listening, and speaking) ranging from a 51-point to a 56-point advantage. Results from Study 2 showed that after controlling for age and other background characteristics, children in TK scored significantly higher on average than the comparison group on a letter-word identification test with an effect size equivalent to 4.8 months of learning and also scored significantly higher than the comparison group on math with an effect size equivalent to 3.2 months of learning. Results for social-emotional outcomes between TK and control children were not statistically significant. The two studies that were part of this investigation pointed to benefits of TK for Spanish-speaking children. These findings have policy implications, both for California and nationally. Further outreach to ensure that Spanish-speaking families are aware of the program's benefits could increase participation and TK's impact on this growing group of English learners in California. The authors recommended further research to investigate the long-term impact of the TK program on Spanish-speakers beyond kindergarten.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* prekindergarten, preschool, transitional kindergarten, dual language learners, English language learners, Hispanic

**Ramos Harris, V. (2018). *Uplifting the assets of California's Dual Language Learners in the early years: Preparing California's diverse children for the global economy.* Advancement Project.**

**<https://www.advancementprojectca.org/wp-content/uploads/2018/04/AP-DLL-Policy-Brief-8.5-x-11-proof4-digital.pdf>**

This policy brief begins with the assertion that California, with its large and diverse populations of Dual Language Learner (DLL) and English Learner (EL) students, is uniquely positioned to lead the country in education policy and practice related to DLL/EL groups, as well as the creation of bilingual pathways for all students. In addition to describing characteristics of the state's DLL/EL populations, the brief provides an overview of research on early language development and language models, highlights key policies at the state and federal levels, and offers several policy recommendations to educational leaders and policymakers alike. These recommendations include providing professional development on systemic change to administrators and building families' awareness of the importance of home language and bilingualism.

*SOURCE:* report                                      *TYPE:* review

*KEY WORDS:* policy, early language development, bilingualism, professional development

Zepeda, M., Castro, D. C., & Cronin, S. (2011). Preparing early childhood teachers to work with young Dual Language Learners. *Child Development Perspectives*, 5(1), 10–14. <https://doi.org/10.1111/j.1750-8606.2010.00141.x>

This article is rooted in the premise that the quality of early childhood education programs is linked to the robustness of teacher preparation. In turn, teacher preparation programs should focus on the relevant needs of Dual Language Learners (DLLs) in order to give students the best opportunity to be academically successful. The authors note that historically, the entities tasked with providing direction and oversight to early childhood teacher preparation programs have provided little guidance when it comes to the specific needs of DLLs. Thus, in their review of research, the authors moved to identify several critical competencies teachers of DLLs should develop, such as understanding language development, recognizing the relationship between language and culture, and acquiring the ability to meaningfully assess DLLs. The authors end by pointing to existing literature that highlights the importance of a diverse teacher workforce, arguing that these same benefits apply in early childhood education settings.

*SOURCE:* journal article            *TYPE:* review

*KEY WORDS:* teacher preparation, diversity, workforce



# ENGLISH LANGUAGE AND LITERACY DEVELOPMENT/PROFICIENCY

Learning English as a second language takes time and is influenced by numerous factors. Approaches to language and literacy development include considerations for the length of time, access to appropriate instruction, programs, development of cross-linguistic skills, well-qualified teachers, and monitoring. Research indicates that support and development of the home language aids the acquisition of high levels of proficiency in English.

**Conger, D. (2009). Testing, time limits, and English Learners: Does age of school entry affect how quickly students can learn English? *Social Science Research*, 38(2), 383–396.**  
<https://doi.org/10.1016/j.ssresearch.2008.08.002>

This article examined how quickly English Learners (ELs), ranging from ages 5–10, acquired English, and whether the age at which they entered the public school system shaped the likelihood of their obtaining English language proficiency. Using student language proficiency and demographic data from the New York City Department of Education (NYCDOE), the author assembled four cohorts of ELs who began attending NYCDOE schools between 1996 and 1999, and were still enrolled through 2004. Employing discrete-time survival analysis, the author learned that approximately one-quarter to one-third of all EL entrants reached basic English proficiency one year after entry as measured by a Language Assessment Battery and the New York English as a Second Language Test, with approximately half of ELs reaching proficiency within three years of entry. The author also found that the time students needed to reach proficiency increased the older they were when they entered the school system; only 14% of 10-year-old entrants were English proficient within one year, compared to 40% of 5-year-old entrants. The study intended to add to the existing research on time-to-proficiency and to support the theory that older students face greater developmental barriers in new language acquisition. Future research would benefit the field by using the higher expectations for English proficiency now in effect and following students after reclassification to investigate the relationship between English proficiency results and long-term academic performance.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* time to proficiency, adolescent ELs

**García, O., & Otheguy, R. (2017). Interrogating the language gap of young bilingual and bidialectal students. *International Multilingual Research Journal*, 11(1), 52–65.**  
<https://doi.org/10.1080/19313152.2016.1258190>

This article examines the “language gap,” defined in the general literature by educational and scholarly circles in the United States as the delay in the acquisition of language—specifically vocabulary—among young, low-income children. The authors positioned the language gap within discourse on the “achievement gap” to show that while these terms may be well-intentioned, they ignore larger systems at play (e.g., racism and preference for White middle-

class linguistic habits). The authors argued that the notion of the language gap is detrimental for low-income children and children of color for two reasons: (1) blame for the language gap is placed on families, while schools are seen as responsible for the achievement gap, and (2) the achievement gap is identified throughout the educational process. The authors further contend that the concept of the language gap frames the differences of bilingual and bidialectal children (who are largely Latino and African American and speak different varieties of English) as deficits, further placing the practices of White middle-class monolingual students as natural and universal.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* bilingualism, code-switching, achievement gap, low-income, academic achievement, racial bias, language acquisition, educational practices

**Genesee, F., Lindholm-Leary, K., Saunders, B., & Christian, D. (2006). *Educating English Language Learners: A synthesis of research evidence*. Cambridge University Press.**

In this book, the authors review and analyze existing research on three essential components of English Language Learner (ELL) education: oral language, literacy, and academic achievement. The book provides an extensive review of scientific research on the learning outcomes of K–12 students with limited or no proficiency in English in U.S. schools. Their contributions are technical in nature, focusing on research quality, as well as design characteristics and statistical analyses. After originally identifying 4,000 articles or technical reports on language and education, the authors developed parameters to narrow their synthesis to 200 sources. Each chapter concludes with summary tables, which offer further information about the cited studies, specifically full references, characteristics of the samples, tools and procedures, and findings. Trends identified in this volume include ELLs' L1 maintenance and development being integral to their educational achievement; subpopulations of ELLs having notable differences (in areas such as their motivations or L1 usage at home); and duration and consistency, two dimensions of time, having significant impacts on student learning.

*SOURCE:* book                                      *TYPE:* review

*KEY WORDS:* academic achievement, oral language, literacy, limited English proficiency

**Hakuta, K., Butler, Y. G., & Witt, D. (2000). *How long does it take English Learners to attain proficiency?* University of California, Linguistic Minority Research Institution.**

This report was published in response to restrictive language policies that were passed in California in the wake of Proposition 227 in 1998. In particular, it addressed a debate policymakers had on setting time limits for ELs to receive appropriate services. The study presented data from four different school districts to draw conclusions on how long it took students to develop oral and academic English proficiency. The authors collected data from two school districts in the San Francisco Bay area (District A and District B) and analyzed another two datasets from summary data reports by researchers in Canada. Districts A and B differed in EL student home language (predominantly Vietnamese and Spanish, respectively) and socio-economic status (SES; low percentage of students receiving free and reduced lunch vs high

percentage, respectively), as well as types of language programs offered to their EL students. Additionally, measures of oral and academic English proficiency differed from all four datasets. The data were analyzed for various forms of English proficiency as a function of length of exposure to English. The overriding results emerging from these datasets, despite district differences, were that oral proficiency takes 3 to 5 years to develop and academic English proficiency could take 4 to 7 years, even in districts that were considered the most successful in teaching English to EL students. Furthermore, students who came from lower SES families showed a slower rate of acquisition toward English proficiency. Despite several limitations found in this study (e.g., measurement data not uniform), and although this report provided policy implications for a different era of student testing and accountability, the overall findings and recommendations still hold true for current contexts.

*SOURCE:* report

*TYPE:* empirical

*KEY WORDS:* academic language, oral English proficiency, time to English proficiency

**Montero, M. K., Newmaster, S., & Ledger, S. (2014). Exploring early reading instructional strategies to advance the print literacy development of adolescent SLIFE. *Journal of Adolescent & Adult Literacy*, 58(1), 59–69. <https://doi.org/10.1002/jaal.318>**

Montero and colleagues investigated the use of guided reading and running records to enhance access to English language print literacy for nonliterate and semiliterate adolescent refugee students in Canada. The authors drew on the interactive reading model and funds of knowledge as the theoretical framework for the study. Three-hour professional development sessions with a focus on early reading instructional strategies took place every four to six weeks from 2010 to 2012. The authors reported the results of nine refugee students, ages 14-20, who were enrolled in the ELD class of a participant teacher who volunteered to let researchers study the intervention in her class. Montero and colleagues observed classroom activities using ethnographic methods and conducted content analysis of the instructional material. The authors also administered the measures of students' English language and reading progression. Students exhibited strong progress in print literacy overall. Analyses of the running record data indicated that on average, students gained 8.3 levels in reading level, compared to an average gain of 1.2 levels in a similar previous cohort without the intervention. Students also scored statistically higher in total reading achievement, and in receptive and expressive vocabulary. Behavioral improvements were observed as students engaged in print literacy and developed a sense of school belonging. Findings about improvements in students' print literacy were corroborated in the teacher's description of how the supportive literacy environment enabled the stimulation of students' intellects and background knowledge as they were exposed to content vocabulary and became strategic readers. The findings suggested that it is possible for adolescent Students with Limited or Interrupted Formal Education (SLIFE) to complete the five-course ELD program after 2.5 years with a fourth or fifth grade reading level. Efforts should be made to offer these students focused literacy programs instead of the traditional language programs, along with ways to honor their life experiences.

*SOURCE:* journal article

*TYPE:* empirical

*KEY WORDS:* adolescents, refugees, reading instruction, secondary school teachers, secondary school students

**Shanahan, T., & Beck, I. L. (2006). Effective literacy teaching for English Language Learners. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (pp. 415–488). Erlbaum.**

This review focuses on the question: What can be done to enhance language-minority students' literacy achievement? The authors review research with a focus on two literacy training approaches, including enhanced instruction in particular literacy components (such as phonemic awareness and oral reading fluency), and all other interventions to develop literacy among English Language Learners (ELLs). Studies that qualified for inclusion had to employ an experimental, quasi-experimental or single-subject research design. These studies had to meet additional criteria about topic treatment and research execution quality, mainly: (1) examined either the teaching of English or the teaching of students' home language to prepare for English instruction, (2) addressed literacy in English as a second language, (3) published as a journal article, technical report, or doctoral dissertation, (4) included outcomes of some enhanced literacy instruction, and (5) contained no serious flaws in research designs. Effect sizes were calculated for each study when sufficient data were available. The authors find that too few research studies addressed the teaching of literacy components to ELLs to guarantee some general conclusions regarding the teaching of literacy. However, it appears that instruction that worked for native speakers also worked for ELLs, although the effect sizes for ELLs tended to be lower and more varied than for native speakers. As far as complex interventions are concerned, the authors find that the scarcity of experimental research on their effectiveness hinders conclusions about their value to ELLs. However, given the positive findings of studies in this strand, it is evident that ELLs' literacy development can be enhanced with better instruction, but the interventions under review promoted decoding and fluency more than reading comprehension. Again, complex instructional approaches were found to have a larger effect on native speakers than ELLs. The findings from this comprehensive review suggest that instruction similar to those for native speakers is necessary but not sufficient for improving ELLs' literacy, and instructional content and methods require adjustments to become more effective for ELLs.

*SOURCE:* book chapter                      *TYPE:* review

*KEY WORDS:* literacy education, second language learning, English language learners, bilingualism, social influences

**Short, D., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English Language Learners*. Alliance for Excellent Education. [https://media.carnegie.org/filer\\_public/bd/d8/bdd80ac7-fb48-4b97-b082-df8c49320acb/ccny\\_report\\_2007\\_double.pdf](https://media.carnegie.org/filer_public/bd/d8/bdd80ac7-fb48-4b97-b082-df8c49320acb/ccny_report_2007_double.pdf)**

This report highlights the need for improved strategies to address the diverse literacy needs of adolescent English Language Learners (ELLs). Historically, educators, policymakers, and school reformers have overlooked the needs of the adolescents ELL populations who must perform double the work of native English speakers because they are developing proficiency in English and academic content in English at the same time. Furthermore, as they are learning English and academic content, they are being held to the same accountability standards as their native English-speaking peers. Based on the recommendation of an expert panel convened for this

report, the report focuses on academic literacy, including reading, writing, and oral discourse for school; varying from subject to subject; requiring knowledge of multiple genres of text, purposes for text use, and text media; influenced by students' literacies in contexts outside of school; and influenced by students' personal, social, and cultural experiences. The panel also identified six areas related to the challenge of educating adolescent ELLs: (1) lack of common criteria for identifying ELLs and tracking their academic performance, (2) lack of appropriate assessments, (3) inadequate educator capacity for improving literacy in ELLs, (4) lack of appropriate and flexible program options, (5) inadequate use of research-based instructional practices, and (6) lack of a strong and coherent research agenda about adolescent ELL literacy. The report provides an array of different strategies to overcome the above six challenges by recommending changes in teaching practices, professional training, research, and educational policy.

*SOURCE:* report

*TYPE:* guidance

*KEY WORDS:* immigrant students, effective instructional programs, teaching strategies, professional development, policy, adolescent ELs, literacy

**Vaughn, S., Cirino, P. T., Linan-Thompson, S., Mathes, P. G., Carlson, C. D., Hagan, E. C., Pollard-Durodola, S. D., Fletcher, J. M., & Francis, D. J. (2006). Effectiveness of a Spanish intervention and an English intervention for English Language Learners at risk for reading problems. *American Educational Research Journal*, 43(3), 449–487. <https://doi.org/10.3102/00028312043003449>**

This study examined the effects of two multi-component interventions among first-grade Spanish-speaking English language learners (ELLs) who were struggling in reading. Six schools with 22 classrooms participated in the Spanish study, and four schools with 20 classrooms took part in the English study. Latino students accounted for at least 60% of the student population at each participating school, and all schools had strong success indicators for bilingual students (at least 80% passing rate in state reading tests). Students who scored below the 25<sup>th</sup> percentile on the Letter Word Identification subtest in first grade and who could read one or zero words from the word list were selected for this research. Both the English and Spanish studies provided a reading curriculum intervention and vocabulary and oracy supplement. The interventions were delivered either in English or Spanish and matched with the language of core reading instruction for students. Students were randomly assigned to the treatment or control group. A total of 80 students and 91 students completed the Spanish and English intervention, respectively. Students were assessed with a pre- and post- comprehensive literacy test battery that measured multiple components of literacy skills such as letter knowledge, spelling, reading fluency and reading comprehension. For students in the Spanish intervention, significant differences in favor of the treatment group were found in letter naming, phonological awareness, verbal analogies, letter-sound identification, spelling, word reading and word reading fluency (effect sizes ranged from 0.48 to 0.81). The English intervention study resulted in similar positive findings with the treatment group scoring significantly higher than the comparison group in phonological awareness, letter-sound identification, decoding, and word reading fluency (effect sizes of about 0.40). The authors noted they were unable to pinpoint the specific intervention components which were responsible for the significant outcome and recommend future research,

*SOURCE:* journal article

*TYPE:* empirical

*KEY WORDS:* at risk, English-language learners, intervention, reading, Spanish speaking students

# ENGLISH LEARNERS WITH DISABILITIES

English learners with disabilities refers to ELs who are also “children with disabilities” under the Individuals with Disabilities Education Act and in the Every Student Succeeds Act. Sometimes the term “dually identified” is used in the literature to refer to students identified as both ELs and as children with disabilities. ELs who are dually identified as students with disabilities are an important group of students within the EL community. As a subset of both types of student groups and needs, consideration of the various typologies of ELs is vital to the understanding of and support for the diversity of the overall EL student population. By identifying their distinct needs, educators can ensure that all their learning strengths and needs are taken into account. As with ELs, English learners with disabilities is not a fixed status and students exit from services when appropriate.

**Abedi, J. (2009). English Language Learners with disabilities: Classification, assessment, and accommodation issues. *Journal of Applied Testing Technology*, 10(2), 1–30.**  
<http://jattjournal.net/index.php/atp/article/view/48353>

After closely examining issues concerning classification, assessment, and accommodations for English Language Learners with disabilities (ELLWD) students, Abedi provides research-based recommendations for enhancing the academic life of these students. He demonstrates how proper identification of these students continues to be a challenge if their disability is masked by their limited English proficiency, or vice versa. Thus, improper identification may lead to inappropriate instruction, assessment, and accommodation. Additionally, many ELLWD students have trouble learning a new language while coping with their disabilities, which, in turn, creates more obstacles to their academic progress. Therefore, classification and accommodation for ELLWD students requires a more complex design than those intended for either English Language Learners or students with disabilities. Overall, to support ELLWD students in overcoming challenges they may face in their academic careers, Abedi emphasizes the criticality of providing accommodations that support ELLWD students’ unique disability and linguistic needs.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* identification methods, classification, accommodations, learning disabilities, limited English proficiency

**California Department of Education. (2019). *California practitioners’ guide for educating English learners with disabilities*. <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>**

The *California Practitioners’ Guide for Educating English Learners with Disabilities* is intended to assist practitioners in understanding the legal requirements, best practices, and resources available when they suspect their English learners (ELs) may have an underlying disability. This guide draws on guidance from the San Diego Unified School District and the Special Education Local Plan Area (SELPA) Administrators of California Association. In addition, a statewide workgroup comprised of researchers, administrators, state and local agency staff, and focus groups of teachers contributed to its development in an effort to ensure the accuracy,

relevance, and practicality of this guide. The guide provides information on: (1) identification of ELs, Multi-Tiered Systems of Support (MTSS), and pre-referral interventions; (2) pre-referral and referral, assessment, and the individualized education program process; (3) educational programs and instructional strategies; (4) exiting special education; and (5) reclassification from EL status. The guide provides practitioners with updated guidance that is founded in strength-based approaches to meet student needs and to ensure their academic success.

*SOURCE:* report

*TYPE:* guidance

*KEY WORDS:* English learners with disabilities, intervention, multi-tiered systems of support, special education

**Cioè-Peña, M. (2021). TrUDL, a path to full inclusion: The intersectional possibilities of Translanguaging and Universal Design for Learning. *Tesol Quarterly*. <https://doi.org/10.1002/tesq.3074>**

Cioe-Pena offers a discussion of the theoretical and pedagogical intersection of translanguaging and universal design for learning (UDL) that holds the potentials for greater inclusion and opportunities for students dually classified as Emergent Bilinguals and students with disabilities (EBLADS). Translanguaging theory asserts that languages do not exist as separate systems in our mind. Instead, language users select linguistic and nonlinguistic features from a unitary system to communicate meaning. Translanguaging is strength-based and has pedagogical implications with a focus on the use of language with purpose and planning. UDL is a holistic and inclusive approach to support a wide range of learners. It is organized around three core principles of (1) engagement, (2) representation, and (3) action and expression, which are also central to multilingual education, yet UDL has not been widely applied in English as a New Language (ENL) or bilingual education. Translanguaging and UDL intersect in an important point of proactive planning: both approaches focus on classrooms that welcome all students from the start, rather than develop classrooms oriented toward modifications when newcomers or students with disabilities arrive. Cioe-Pena combines two theories to coin the term TrUDL, which holds that (1) teachers' employment of multilingual, multicultural, and multimodal strategies increases student accessibility on accounts of both language and learning style, (2) self-directed multilingual, multimodal practices increase students' independent learning abilities and facilitates learning output, and (3) culturally sustaining practices are successful in increasing authentic student engagement. To provide guidance for teachers, the author demonstrates three phases of implementing TrUDL: (1) breaking down lesson components using a TrUDL Venn diagram, (2) identifying translanguaging strategies to support UDL, and (3) determining if translanguaging strategies need adaptations to align with UDL principles. TrUDL is applicable in any classroom to better support multiply marginalized students by considering the dynamic nature of language and culture. TrUDL allows us to meet student needs while labeling them inclusively. This is not merely best practice but socially just practice.

*SOURCE:* journal article

*TYPE:* theoretical

*KEY WORDS:* translanguaging, universal design for learning (UDL), TrUDL, emergent bilingual, students with disabilities

**Gallego, M. A., Durn, G. Z., & Reyes, E. I. (2006). It depends: A sociohistorical account of the definition and methods of identification of learning disabilities. *Teachers College Record*, 108(11), 2195–2219.**

In this article, Gallego, Durn, and Reyes seek to explicitly understand the historical threads of educational policy, practice, and theory in service of providing all children, specifically English Language Learners (ELLs) with learning disabilities (LD), appropriate instruction. In particular, the authors examine the periodic challenge to identification methods and policy-driven definitions of LD that are due in part to the increase of ELLs among the school-going population and the various theoretical orientations of schooling toward diversity. Working from a sociohistorical perspective, the authors describe several historical episodes to exemplify when and how the historical chronologies of policy, practice, and theory seemed to (1) exist in isolation, as separate historical threads (parallel relationship); (2) cross historical paths and influence the others (reciprocal relationship) for a time then separate (fray); and (3) are connected and linked (synergistic relationship—in existence because of, not in spite of, each other). Additionally, they discuss the efforts of contemporary researchers, whose understanding of learning theory and whose methods of research (assessment methods and practices) challenge the policy that creates the definition and identification of ELL students with LD. Overall, Gallego, Durn, and Reyes emphasize the importance of providing appropriate instruction for all ELL students, including those who are identified with LD, in ways that make full use of educational theory, policy, and practice history.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* learning disabilities, policy, educational practices, identification methods, evaluation methods, effective instructional programs

**Hoover, J. J., & deBettencourt, L. U. (2018). Educating culturally and linguistically diverse exceptional learners: The need for continued advocacy. *Exceptionality*, 26(3), 176–189.**  
<https://doi.org/10.1080/09362835.2017.1299530>

The purpose of this article is to examine key features that continue to challenge the education of culturally and linguistically diverse learners (CLDE) both with and without disabilities. The authors present a six-feature framework of the current knowledge and skill sets necessary to maintain and expand equitable education for all diverse students, especially those with disabilities. The six features are: (1) student and educator demographics; (2) referral, assessment, disproportionate representation; (3) Every Student Succeeds Act (ESSA); (4) diverse cultural perspectives and disability; (5) special educator referral funding; and (6) multi-tiered system of supports (MTSS). After a review of the literature on the six features, the authors find that education for CLDE students remains critical due to increases in student diversity, decrease in special education federal funding particularly for students with mid-moderate needs, continued challenges in providing best practices to value cultural norms and teachings in curricula, and limited preparation of bilingual specialists in ESSA. The authors identify implications and provide recommendations for educator preparation at the pre- and in-service levels to guide the future development of teachers of CLDE learners.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* student diversity, special education, cultural differences, language usage



**Klingner, J. K., & Harry, B. (2006). The special education referral and decision-making process for English Language Learners: Child study team meetings and placement conferences. *Teachers College Record, 108*(11), 2247–2281.**

This study examined English Language Learners (ELLs) in the special education referral and decision-making process, by studying how school personnel determined if ELLs struggling with reading had learning disabilities. Employing ethnographic techniques, the researchers observed child study team (CST) meetings and special education placement conferences for 19 ELL students across nine schools in the same district. Results indicated great variability across schools in implementation of district-wide policies, assessments, and placement decisions. The researchers suggested that the observed differences were influenced by the intentions, knowledge, skills, and commitment of school personnel involved in CSTs. These factors included the differentiation between language acquisition and learning disabilities, pre-referral strategies, roles of the psychologist and bilingual assessor, and interactions with parents.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* child/student study team, referral process, reading disabilities, learning disabilities

**Lei, Q., Xin, Y. P., Morita-Mullaney, T., & Tzur, R. (2020). Instructional scaffolds in mathematics instruction for English Learners with learning disabilities: An exploratory case study. *Learning Disabilities: A Contemporary Journal, 18*(1), 123–144.**

Instructional strategies for dually identified ELs with learning disabilities is an emerging field. Lei and colleagues investigated the following questions: What types of scaffolds do teachers and dually classified ELs make in multiplicative reasoning during instruction and assessment activities? And, how do teachers use language and scaffolds to facilitate the multiplicative reasoning of dually classified ELs? Guided by Vygotsky's constructivist teaching-learning framework, the researchers conducted an exploratory case study of two 5<sup>th</sup> grade students with disabilities, one EL and one English proficient, and their veteran teacher. Researchers observed and conducted frequency counts of the use of visual, linguistic, interactive, and kinesthetic scaffolds employed by the teacher during seven mathematics lessons delivered over the course of six months. The researchers also conducted frequency counts of student response and the scaffolds they appropriated. The researchers found that the highest frequency of scaffolds used by the student and the teacher were kinesthetic scaffolds, while the second highest were interactive scaffolds. These frequencies shifted over the course of six months; after four sessions, linguistic scaffolds were used more frequently indicating the teachers' shift to abstract approaches as students acquired more knowledge. Findings also showed a rise in the scaffolds that students were able to appropriate over time. Further, small-group interaction was the most effective modality, and the EL student performed best in small-group settings where she demonstrated a greater willingness and capacity to answer multiplicative problems. The study illustrates that the use of scaffolds long used in special education and newly incorporated into EL education can be effective instructional strategies for dually identified ELs.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* number concepts and operations, mathematical knowledge for teaching, elementary, English learners with disabilities, scaffolds

**Morgan, P. L., Farkas, G., Hillemeier, M. M., Mattison, R., Maczuga, S., Li, H., & Cook, M. (2015). Minorities are disproportionately underrepresented in special education: Longitudinal evidence across five disability conditions. *Educational Researcher*, 44(5), 278–292. <https://doi.org/10.3102/0013189X15591157>**

Morgan and colleagues investigated whether minority children attending U.S. elementary and middle schools are disproportionately represented in special education. Using a hazard modeling of multi-year longitudinal data, the researchers analyzed longitudinal data collected on a nationally representative sample of 20,100 kindergarten children, following participants from kindergarten entry to the end of middle school. Findings indicated that the minority children were consistently less likely than otherwise similar White, English-speaking children, to be identified as disabled and so to receive special education services. From kindergarten entry to the end of middle school, racial- and ethnic-minority children were less likely to be identified as having (a) learning disabilities, (b) speech or language impairments, (c) intellectual disabilities, (d) health impairments, or (e) emotional disturbances. Furthermore, language-minority children were less likely to be identified as having (a) learning disabilities or (b) speech or language impairments. These findings support policies and practices that result in increased use by practitioners of culturally and linguistically sensitive special education evaluation methods. Additionally, the findings suggest that current federal educational legislation and policymaking designed to minimize overidentification of minorities in special education may be misdirected.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* identification methods, access to services, placement, special education, elementary school, middle school

**Rueda, R., & Stillman, J. (2012). The 21st century teacher: A cultural perspective. *Journal of Teacher Education*, 63(4), 245–253. <https://doi.org/10.1177/0022487112446511>**

Rueda and Stillman critique the irony of university-based teacher education programs' tendency to prepare teachers to effectively serve diverse demographics by conveniently compartmentalizing program offerings into specialties including, "special education," "bilingual education," and "multicultural education." The article draws from existing research and theoretical work. They propose a shift away from a compartmentalized approach to teacher preparation and propose a cultural approach that views all students as cultural beings and for teachers to recognize their charge to be "teaching all students culturally." The shift, Rueda and Stillman argue, should be part of all teacher preparation programs, not only those who may think they'd like to work with one or more "special subgroups." The authors argue that the current compartmentalized approach to teacher preparation is most harmful to English Learners who have intersecting needs (e.g., ELs and special needs). Teaching culturally, to all students regardless of their background may reduce the current divides in university teacher-preparation programs. They recognize the limitations in implementing such shifts and recognize that it would require major reconfiguration of entire schools or departments of Education across universities.

*SOURCE:* journal article      *TYPE:* theoretical

*KEY WORDS:* culture, English learners, teacher education, special education

Sullivan, A. L. (2011). Disproportionality in special education identification and placement of English Language Learners. *Exceptional Children*, 77(3), 317–334.  
<https://doi.org/10.1177/001440291107700304>

In this study, Sullivan explored the degree of disproportionality in the identification and placement of culturally and linguistically diverse students identified as English Language Learners (ELLs) in special education. Sullivan’s descriptive statistics and regression analyses used existing data for students identified as ELLs in special education from a southwestern state. She examined patterns and predictors of identification and placement in special education among ELLs throughout the state relative to their White peers over an 8-year period. The sample included districts who reported high enrollment data ( $n > 10$ ) for students identified as ELLs. The results showed that at the state level, students identified as ELLs were increasingly overrepresented in special education and in each of the high-incidence disability categories of specific learning disabilities (SLD), speech-language impairments (SLI), and mild mental retardation (MIMR). Overrepresentation was highest in SLD and MIMR and a high degree of underrepresentation was persistent for emotional disabilities (ED). The results suggested that many ELLs may be inappropriately identified for special education without adequate consideration of disability eligibility criteria or the influence of cultural, linguistic, and experiential factors.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* identification methods, special education, students with disabilities, placement

Thurlow, M. L., Shyyan, V. V., Lazarus, S. S., & Christensen, L. L. (2016). *Providing English language development services to English Learners with disabilities: Approaches to making exit decisions* (NCEO Report 404). University of Minnesota, National Center on Educational Outcomes.

The authors administered a survey in 2015–16 to all states to learn about the instructional and decision-making practices for English Learners (EL) with a disability. The survey generated responses from 90% of states and Washington DC to provide baseline data of aforementioned practices prior to the passage of the Every Student Succeeds Act. The results showed that many states did not have criteria for students to exit EL services and most states did not know how many EL students with disabilities exited service. Of the states that did include exit criteria for ELs with disabilities, the criteria in many of them were the same as for ELs without a disability. Moreover, in states that did know the number of ELs with disabilities who exited services, the number was small. The findings highlight the need to develop and refine exit criteria for ELs with disabilities and to consider multiple measures as well as include a team of experts when determining a student’s readiness to exit.

*SOURCE:* report                                      *TYPE:* empirical

*KEY WORDS:* reclassification, special education, learning disabilities, instructional practices

Torres-Velásquez, D., Roberts-Harris, D., López Leiva, C., Westby, C., Lobo, G., Dray, B., & de la Cueva Astigarraga, A. G. M., & Aguilar-Valdez, J. R. (2014). Working with English language learners with special needs in STEM. In S. Green (Ed.), *STEM education: Strategies for teaching learners with special needs* (pp. 157–180). Nova Science Publishers.

The needs and potential of ELLs with disabilities tend to be overlooked. For example, according to data from the National Center for Education Statistics (NCES) in 2011, there was a 48% gap in mathematics and science between 8<sup>th</sup> grade ELLs and non-ELLs, and students with disabilities scored 31% lower than students without identified disabilities. However, data did not include the subgroup for ELLs with disabilities, rendering their presence invisible. The World Health Organization (2001) offered the International Classification of Functioning, Disability and Health (ICF) model that acknowledges individual functioning level across contexts and captures the complexity of teaching ELLs with special needs. Torres-Velásquez and colleagues introduce the Complex Integrated Curriculum: Multiliteracy Framework as a tool to implement the ICF for instructional and assessment purposes when working with ELLs with disabilities. They discuss four components to implement Multiliteracies Pedagogy: (1) situated practices that embed learning in the experiences and knowledge established in the home and community, (2) overt instruction of concrete and specific skills, (3) critical framing to help students analyze and form questions, and (4) transformed practice (i.e., students create feasible solutions using transformed practice). Differentiated instruction is vital for ELLs with special needs, and teachers can differentiate instruction by (1) identifying learning requirements (vocabulary knowledge, group or individual work), (2) assessing students' strengths and weaknesses in linguistic, cognitive, and social skills, (3) designing lessons to combine the Common Core Standards and individual student needs, (4) developing differentiated objectives (what should be learned for all students, some students, and a few students), and (5) diversifying teaching strategies. Instruction can be differentiated in terms of content, teaching processes and activities, and learning products. The authors assert that the Complex Integrated Curriculum has great potential to facilitate the effective teaching and learning of science for ELLs with special needs.

*SOURCE:* Book chapter      *TYPE:* theoretical

*KEY WORDS:* STEM education, English language learners (ELLs) with disabilities, Complex Integrated Curriculum, differentiated instruction, equitable approach

Umansky, I. M., Thompson, K. D., & Díaz, G. (2017). Using an ever-English learner framework to examine disproportionality in special education. *Exceptional Children, 84*(1), 76–96.  
<https://doi.org/10.1177/0014402917707470>

Umansky and colleagues investigated why studies have shown conflicting results about the disproportionality of ELs with disabilities, with findings of over- and underrepresentation across different geographic areas, disability categories, and grade levels. The study explored three research questions: (1) How do findings differ with use of a current-EL framework compared to an ever-EL framework? (2) How does the likelihood of special education identification differ between ever-ELs and never-ELs, and what is the nature of the difference? (3) What is the role of reclassification in explaining disproportionality among ELs in special education? To conduct their investigation, Umansky et al. utilized an ever-EL framework to examine two longitudinal datasets: one from a large urban school district serving ELs that are mostly Chinese and Latino

(13 years of data), and one from a mid-size district serving suburban and rural communities with ELs that were mostly Latino (8 years of data). They combined current EL and redesignated variables to create the ever-EL indicator and examined special education status and the specific disability category. Findings suggested that analyzing outcomes by current EL status masks important patterns that are revealed when examining longitudinal data for the same groups of students over time and that using an ever-EL framework revealed an overall underrepresentation of ever-ELs in special education in both districts' datasets. Findings further indicated that a crucial reason why current ELs at the secondary level are overrepresented in special education is that ELs without disabilities are far more likely to be reclassified out of EL status by middle and high school than are those with disabilities. Implications point to the importance of accurate and timely identification of disabilities among ELs, appropriate accommodations in reclassification policies for ELs with disabilities, and intersectional teacher preparation for EL and special education teachers likely to work with dually identified students.

*SOURCE:* journal article            *TYPE:* empirical

*KEY WORDS:* English language learners, special education, disproportionate representation, disabilities

# IDENTIFICATION, CLASSIFICATION, RECLASSIFICATION

When enrolling in U.S. schools, states require that K-12 local education agencies conduct a home language survey of parents to determine whether children, or adults in the home, speak a language other than English. When this is the case, newly enrolled students are assessed for oral, reading, and writing proficiency in English. Assessment results determine students' language classification (i.e., English Learner, Identified Fluent English Proficient) and are used to guide instructional programming and supports that should eventually lead them to be identified as Reclassified Fluent English Proficient (RFEP). Since 2010, California has required the reporting of Long-Term English Learners (LTEs), or children who are classified as ELs for more than six years and have not made adequate academic or language progress.

**Bailey, A. L., & Carroll, P. E. (2015). Assessment of English Language Learners in the era of new academic content standards. *Review of Research in Education*, 39(1), 253–294.**  
<https://doi.org/10.3102/0091732X14556074>

Although this article was written toward the end of the No Child Left Behind period (NCLB, 2003–2015), it continues to have relevancy in terms of the assessments and assessment practices involved in the identification of ELs and services provided to them. This article has two purposes: (1) to review language assessment policies and practices under NCLB and (2) to examine the intersection of these language assessments and content area assessments by educators in their classroom decision making process. The authors organize the review of the assessment practices for ELs around their theory of action for EL student-level data use and its six parts: (1) assessment for initial identification, (2) assessment for designation and program placement, (3) periodic assessments for deciding on language of classroom instruction, (4) periodic assessment for monitoring annual progress, (5) assessment for ongoing proficiency placement, and (6) assessment for reclassification and exit. For the assessments for initial identification, the authors highlight the work of Bailey and Kelly (2013) who found that all but four states rely on a home language survey to identify potential ELs and review research that finds that this wide-spread practice is not recommended as it may result in the under identification of students who are potential EL (Abedi, 2008; Bailey & Kelly, 2013; Goldenberg & Quach, 2010). The authors further problematize the practice of using one single assessment to determine EL designation and program placement identifying the potential of over-designation of students in initial EL status (Kim, 2011) by the 27 states that followed the practice (NRC, 2011). The authors recommend further research that focuses on aligning and improving the assessment practices for ELs. Specifically, the researchers argue that characterizing the inherent language demands of the new academic content standards is necessary to support instructional practices and align EL assessments (both classroom-level and large-scale) to the new academic content standards.

*SOURCE:* journal article

*TYPE:* review/theoretical

*KEY WORDS:* English language learners, course content, academic standards, educational policy, educational practices

**Betts, J., Hill, L., Bachofer, K., Hayes, J., Lee, A., & Zau, A. (2019). *English Learner trajectories and reclassification*. Public Policy Institute of California. <https://www.ppic.org/wp-content/uploads/english-learner-trajectories-and-reclassification.pdf>**

Betts and colleagues evaluated the effects of reclassification on the academic achievement of former English learners (ELs) in this study. The authors analyzed student data and classification policies from the two largest school districts in California, Los Angeles Unified (LAUSD) and San Diego Unified (SDUSD), between 2002–2003 and 2013–2014. Specifically, a regression discontinuity analysis was conducted to explore the academic outcomes of students just above and just below the EL classification thresholds and estimate the causal effects of reclassification. Because both LAUSD and SDUSD changed their reclassification policies within the time period under investigation, the authors were able to explore the effects of four reclassification regimes (referred to as eras in this report). In the first era, the California English Language Development Test (CELDT) was the basis for reclassification; whereas the New CELDT was used in the second era, which allowed the researchers to determine which standards were set more appropriately to reclassify ELs. The authors reported three major findings. First, in SDUSD, students just above and just below the reclassification criteria performed comparably, suggesting that ELs were reclassified neither too late nor too early. Second, in LAUSD, some cases of elementary school students might have been reclassified too early, which led to short-term negative outcomes for these students. In all other cases, similar to SDUSD, there were no significant differences in the academic performances of reclassified students and students who narrowly missed the classification thresholds. However, there was some evidence of negative effects of reclassification at high school impacting on-time high school graduation in the first era in SDUSD. Third, the impact of classification on student achievement did not vary across other factors such as length of time as EL student, school demographic characteristics, and neighborhood characteristics, which suggested no necessity to adapt the reclassification policies across student groups or school settings. Taken together, the evidence appeared to support the appropriateness of the classification criteria by LAUSD and SDUSD. The authors recommended that reclassified students be monitored for four years after EL status change to ensure the effectiveness of the reclassification policies. In addition, policy makers should make sure the new classification criteria based on the Smarter Balanced Assessment Consortium (SBAC) are not overly rigorous and do not prevent students who are qualified for reclassification from being successful.

*SOURCE:* Report

*TYPE:* Empirical

*KEY WORDS:* English language learners, classification, school districts, outcomes of education, evaluation methods

Chin, M. J. (2021). The effect of English Learner reclassification on student achievement and noncognitive outcomes. *Journal of Research on Educational Effectiveness*, 14(1), 57–89.  
<https://doi.org/10.1080/19345747.2020.1831116>

Chin explored the impact of reclassification to fully English proficient on the achievement and noncognitive outcomes among third-grade English learners (ELs). The author employed the regression discontinuity research design and analyzed longitudinal data from the Wake County Public School System (WCPSS) in North Carolina, one of the largest districts in the U.S. Chin categorized student data into five groups. First, there were demographic data, including gender, race, disability status, Hispanic identification, and English Learner classification status. The second category involved student performances on the annual Assessing Comprehension and Communication in English State-to State test (ACCESS), and the third category included the mathematics and reading scores in the end-of-year [EOY] standardized tests for grades 5 and 8, which were proxies for achievement outcomes. Two sets of variables represented the noncognitive outcomes in the study, including (1) level of challenge for work, relationship with peers, and in-school engagement, and (2) grit, out-of-school engagement (civic engagement, future goals), and family support. The two sets of noncognitive outcomes were identified as key to student success by district leaders, had theoretical support for being influenced by EL classification, and for influencing long-term success. Chin reported both short term and long-term impacts of EL reclassification on student achievement. Specifically, ELs who passed the reclassification threshold in third grade scored significantly higher in reading EOY in 5<sup>th</sup> grade, and in both mathematics EOY and reading EOY in 8<sup>th</sup> grade. Regarding noncognitive outcomes, EL reclassification in grade 3 led to significantly improved out-of-school engagement but reduced level of challenge for the work assigned by teachers in grade 5. However, the effect of reclassification on noncognitive outcomes appeared to attenuate or reverse with time, as fifth-grade challenging work decreased to zero in 8<sup>th</sup> grade, and the relationship between reclassification and out-of-school engagement was still significant but in the negative direction in 8<sup>th</sup> grade. Chin suggested that given the short-term and long-term gains in student achievement, policy makers might consider loosening the classification criteria, at least up to the point where reclassification no longer has a positive impact. However, because reduced stringency of the reclassification threshold might lead to negative consequences, its longitudinal outcomes should be evaluated as students' progress through school so that appropriate policy responses could be formed accordingly. Chin also called for more complete evaluations of the effects of reclassification on a wider range of student outcomes.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* English learner, regression discontinuity design, policy evaluation, achievement, noncognitive outcomes



**Estrada, P., & Wang, H. (2018). Making English Learner reclassification to fluent English proficient attainable or elusive: When meeting criteria is and is not enough. *American Educational Research Journal*, 55(2), 207–242. <https://doi.org/10.3102/0002831217733543>**

The authors described patterns of reclassifying and not reclassifying eligible English Learner (EL) students to fluent English proficient. This article outlined impeding and facilitating factors in the reclassification of secondary ELs. Using state and district policy documents; student academic, demographic, and assessment data; and district reclassification forms, interviews, and surveys; the researchers examined the current EL identification and reclassification criteria and processes in two districts in California for ELs in Grades 2–8. Seven cohorts of ELs from these two districts were followed for three years beginning with the 2009–10 school year, and the results from the two districts were compared. Quantitative results showed that in both districts, a substantial number of ELs who met all state and district criteria were not reclassified; the same was true for the subset of ELs meeting at least standardized-test criteria. Through qualitative analyses, when meeting criteria does not result in reclassification, school staff were involved, and lack of informed participation was a likely impediment to parents or students taking corrective steps. With district comparisons between policy clarifications, capacity building, inducements, data transparency, and outcome monitoring, the authors found that prioritizing EL outcomes and investing in policy implementation co-occurred with increases in eligibility and reclassification. The findings suggest that faithful policy implementation requires such investments and reclassification rates are linked to practitioners' understanding of policy. Not properly reclassifying EL students prolongs EL status, and unintentionally aids in the production of ELs in long-term status, which raise fairness and equity issues.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* policy, equity, longitudinal studies, mixed-methods, reclassification, long-term English learners

**Gubbins, E. J., Siegle, D., Peters, P. M., Carpenter, A. Y., Hamilton, R., McCoach, D. B., Puryear, J. S., Langley, S. D., & Long, D. (2020). Promising practices for improving identification of English Learners for gifted and talented programs. *Journal for the Education of the Gifted*, 43(4), 336–369. <https://doi.org/10.1177/0162353220955241>**

Gubbins and co-authors explored the challenges facing districts and schools in identification of English learners (ELs) for gifted programs, and the practices embraced by districts and schools successful in identifying proportional numbers of ELs for such purpose. Using the data shared by three states with mandates to serve gifted students, the authors selected three districts in which the proportion of ELs among gifted students corresponded to the proportion of ELs in the general population. The authors paid one-day visits to each school (14 elementary and 2 middle schools) to conduct interviews and focus group discussions and to collect school documents. The interviewees were key personnel with knowledge about the gifted student identification process, including administrators, district gifted coordinators, gifted specialists, classroom teachers, school psychologists, and parents/caretakers/legal guardians. Gubbins and colleagues employed a qualitative design with three stages of coding (open, axial, and selective coding). Data analysis revealed that the basic components of the procedures and practices to identify ELs for gifted programs were similar, including standardized assessments (universal screening,

nonverbal assessments, cut scores, native language assessments, and talent pools for promising candidates), performance assessments (portfolios and work samples), and some locally developed instruments. Variations were most frequent when specific practices to identify gifted ELs were employed. In these assessment and identification processes, district gifted coordinators and gifted specialists played a central role. The major challenges with assessing and identifying gifted ELs included a general hesitancy by teachers, parents and other stakeholders, the difficulty in test-taking and assessment for ELs, and the lack of communication and coordination between EL and gifted education departments. The authors summarized four themes for review and reflection by key decision makers, including (1) universal screening procedures, (2) alternative identification pathways, (3) web of communication, and (4) professional learning as a lever for change. To support equitable EL representation in gifted education, developing teacher, parent and community understanding of giftedness is essential. The authors recommended the recognition of barriers created by current practices and the pursuit of culturally sustaining approaches to address EL underrepresentation.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* underrepresentation, bilingual, gifted students, identification of gifted children, gifted learners

**Johnson, A. (2019). The effects of English Learner classification on high school graduation and college attendance. *AERA Open*, 5(2), 1–23. <https://doi.org/10.1177/2332858419850801>**

Johnson examined the extent to which EL classification affects high school graduation and college attendance. The research questions that guided this work were: (1) What is the causal impact of initial EL classification on students' high school graduation and college attendance? and (2) What is the causal impact of failing to reclassify on EL students' high school graduation and college attendance? The investigator applied a regression discontinuity (RD) design to data from a large, urban school district in California. The data contained demographics, academic outcomes, and English proficiency test information. The sample included students whose home languages included Mandarin, Cantonese, Vietnamese, and Tagalog as well as Spanish. Outcomes of students with similar demographics who scored just above and just below the proficiency threshold on the initial proficiency test were compared. Findings show that initial EL classification had little effect on high school graduation and college attendance. However, maintaining EL status after fifth grade led to a significant reduction in the probability of graduating from high school on time. This finding is consistent with findings from similar studies. Further findings also show that students who barely miss the reclassification threshold in the eighth grade but eventually do enroll in college are significantly more likely to enroll in 4-year universities, opposite of findings from similar studies and one area worthy of further investigation. Besides implications for further research, this study has implications for EL counselors for promoting access to rigorous curriculum in later grades, and for policymakers for monitoring EL students as they transition from elementary to middle school and from middle to high school to ensure access to high-quality academic content.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* English learners, high school graduation, college attendance

Lowenhaupt, R., Bradley, S., & Dallas, J. (2020). The (re)classification of English Learners: A district case study of identification, integration, and the design of services. *Leadership and Policy in Schools, 19*(1), 60–80. <https://doi.org/10.1080/15700763.2020.1714056>

Lowenhaupt and colleagues conducted an in-depth case study of one school district to explore how the process of English Learner (EL) classification and reclassification shaped the organization of schooling with a lens towards integrated or separate services. They specifically set out to answer the following research questions: (1) How does the structure of EL services interact with local (re)classification processes? (2) How do these (re)classification processes relate to perspectives about integration in terms of staffing, provision of services, and other programs such as special education? The researchers employed a case study methodology to answer the research questions. Data were collected during the 2013-14 school year in a small, suburban Massachusetts school district serving approximately 2,500 students and consisting of three elementary schools, one middle, and one high school. A total of 25 qualitative interviews with ESL teachers, general education teachers, school administrators, and district administrators were conducted as part of the case study. At the time of the study, the district relied on the Structured English Immersion (SEI) program as the primary instructional approach for teaching EL students; the other program offered at the district was ESL. The case study revealed that different schools in the district employed distinct models such as push-in to general education or pull-out into separate classes, depending on the school administrator's decisions. In general, students identified with greater needs spent more time in separate learning environments and increasingly integrated as they gained proficiency. Further, the district did not provide uniform support but relied on school-based administrators to determine the structure of service delivery. Services for ELs were most integrated at the middle school in comparison to the high school where general education teachers had less interaction with EL students and demonstrated little to no knowledge about the EL identification or (re)classification processes. Although the district EL coordinator described a policy of using various data including collaboration and informal teacher assessments to determine (re)classification, teachers in the elementary and high school levels in the district did not reflect this as a common practice and not all teachers considered it their role to engage in the classification/(re)classification process. Further, in the high school, content area teachers were not accustomed to collaborating with teachers across subject areas and delegated this responsibility to the ESL department. Evidence of structural othering abounded, that is, services were often provided separately and therefore viewed as distinct from central aspects of school and educators seemed unsure about how to manage collaboration across general education, EL services, and Special Education. Findings illustrated how working towards more integrated services for ELs depends on the integration of staff, programs, and processes at a systems level and have important implications for district practices, policy implementation, and future research. Lowenhaupt et al. highlight the need for making (re)classification processes visible to all educators. Related to this is the need to clarify the relationship between EL and Special Education programs in terms of classification procedures and the provision of services. The authors call on school district administrators to play a role in helping general educators take responsibility for ELs. Additionally, they identify the dynamics between EL and Special Education programs as an area that needs further research.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* public schools, student diversity, language usage, English language learners, classification

**Molle, D., Linqunti, R., MacDonald, R., & Cook, H. G. (2016). *Discerning—and fostering— what English Learners can do with language: Guidance on gathering and interpreting complementary evidence of classroom language uses for reclassification decisions.* Council of Chief State School Officers.**

In the reauthorization of the Elementary and Secondary Education Act, known as the Every Student Succeeds Act (2015), states are required to adopt standardized statewide EL entry and exit procedures in consultation with a geographically representative sample of local education agencies (LEAs). Building on earlier work from the Council of Chief State School Officers' (CCSSO) English Language Learner Assessment Advisory Task Force, this report provides states and LEAs with guidance and examples of tools to collect classroom-based data for reclassification decisions (e.g., observation protocol, language use rubrics). Guidelines for gathering and analyzing evidence of classroom-based language uses are provided, such as where the evidence should come from, which language domains to use, who collects evidence, and how evidence is collected. The need for collecting and using classroom-based evidence for the redesignation of ELs is based on several recommendations from CCSSO's national working session panels which reflect a consensus view that EL reclassification policies and practices can and should be strengthened, made more coherent, and standardized within states in ways that enable local educators—those closest to EL students—to meaningfully participate in making reclassification decisions. In ensuring educator participation by developing and implementing statewide, standardized processes and tools for gathering and analyzing EL students' classroom language use, these data could provide needed complementary evidence of more discipline-specific and process-related language uses that are not adequately captured by annual, large-scale, summative English language proficiency assessments.

*SOURCE:* report

*TYPE:* guidance

*KEY WORDS:* Every Student Succeeds Act, policy, classroom-based evidence, sample tools

**Reyes, M., & Hwang, N. (2021). Middle school language classification effects on high school achievement and behavioral outcomes. *Educational Policy*, 35(4), 590–620.**  
<https://doi.org/10.1177/0895904818823747>

This quantitative study examined the effects of middle school language classification on high school achievement and behavioral outcomes. Authors Reyes and Hwang addressed two research questions: (1) Does language classification (ELL and RFEP) by the end of middle school affect high school students' English and math achievement outcomes (standardized test scores and course placement)? and (2) Does the language classification (ELL and RFEP) by the end of middle school affect high school students' behavioral outcomes (attendance and suspensions)? To conduct the study, the authors focused on one California district's data from the 2010–11 to the 2012–13 school year. A total of 16,144 middle school students' records were obtained and grouped into three eighth grade cohorts until they reached 9th, 10th, or 11th grades, respectively. Considering changing California policy for ELs, these were the last three cohorts of students that were required to take and pass the California English Language Development Test (CELDT) and the California Standardized Test (CST) for reclassification. The data examined included: CST - ELA scores, California High School Exit Exam (CAHSEE) results for both math and English, high school math course placement, high school attendance, high school suspension,

and language classification. The authors employed two types of analysis: (1) Ordinary least squares (OLS) to examine the association between language classification and education outcomes and (2) Regression discontinuity (RD) to estimate causal inferences. Control variables included: gender, race/ethnicity, birth country, socioeconomic status, and special education status. OLS analysis showed that students who became RFEP by the end of middle school had better achievement and behavioral outcomes than students who remained ELL. RD models, however, showed the associations were due to unmeasured factors and that language classification itself did not cause positive student outcomes. These findings suggested that selection bias accounted for the positive associations between RFEP and positive student outcomes. The authors concluded that there must be characteristics that are correlated with reclassification and not measured in this study that account for the differences in their outcomes; these may include access to rigorous academic content, integration with non-ELL students, and multiple criteria for language classification (e.g., parent-, student-, or teacher-request). This study has implications for language classification policies and their unintended consequences on ELL and RFEP students. The authors recommended replicating this evaluation with rigorous methods in other districts to make more confident and generalizable causal statements about the effects of reclassification.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* English language learners, regression discontinuity, language policy

**Slama, R. B. (2014). Investigating whether and when English Learners are reclassified into mainstream classrooms in the United States: A discrete-time survival analysis. *American Educational Research Journal*, 51(2), 220–252. <https://doi.org/10.3102/0002831214528277>**

This study investigated the average time to reclassification and grade-level retention for ELs entering Massachusetts' public schools as kindergarteners. The study also explored the academic achievement of both ELs and Reclassified Fluent English Proficient (RFEP) students as measured by state standardized assessments. To conduct the study, Slama carried out discrete-time survival analysis on a longitudinal dataset (eight years) of 5,354 EL students attending Massachusetts public schools starting with their kindergarten records in the fall of 2002. The students were predominantly U.S. -born (80.1%), low-income (69.6%), and Spanish-speaking (55.1%). Four important findings emerged: (1) the majority of the ELs in the study reclassified after three years (17% of the sample never did); (2) Spanish-speaking, low-income ELs remained classified as EL one year longer than their non-Spanish speaking EL peers also from low-income backgrounds; (3) 22% of the sample was retained one or up to two years which is more than double than the national average of 10%; and (4) fewer than half of the reclassified students were proficient in mathematics (48%) and ELA (48.1%) at spring of the 5th grade vs. 63.7% and 54% of never EL 5th graders in Massachusetts. These results have implications for federal and state investment in intervention, ongoing systems of support, and progress monitoring for both ELs and reclassified students.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* English Learners, longitudinal studies, reclassification, survival analysis

**Thompson, K. D. (2017). English Learners' time to reclassification: An analysis. *Educational Policy*, 31(3), 330–363. <https://doi.org/10.1177/0895904815598394>**

Thompson examined EL reclassification, looking specifically at the duration for reclassification. She reviewed current policies for reclassification and existing research which showed that English proficiency can take between 4 and 7 years. Thompson analyzed nine years of longitudinal, student-level data to examine three research questions: (1) How long does it take for students entering school as ELs in kindergarten to be reclassified as proficient in English, according to district reclassification criteria? (2) What factors are related to variation in time to reclassification for students entering as ELs in kindergarten? and (3) How long does it take students who enter school as EL in kindergarten to attain individual reclassification criteria? This last question is what sets this work apart from others in that examining individual reclassification criteria is important for the generalizability of this study to other states where classification criteria is different, and in many cases, stricter than those in California where this study took place. This quantitative study analyzed 202,931 Los Angeles Unified School District (LAUSD) student records; only records for students who entered the LAUSD as ELs in kindergarten were used. A total of eight cohorts worth of data were examined. Quantitative analysis varied by research question but for the most part relied on discrete-time survival analysis designed to answer questions about the likelihood that a particular event will occur over time. Findings indicated that in LAUSD, it took an average of six years for students to reclassify from EL to RFEP and, for students that did not reclassify by year six (5th grade), the likelihood that they would ever redesignate was very slim. Factors related to reclassification were gender, home language, parent education level, initial academic English proficiency, and initial academic home language proficiency. The low likelihood of reclassification for students who enter kindergarten with beginning levels of academic language proficiency in English and in their home language suggests a need for interventions targeting this group of students. With the implementation of new and more challenging content-area assessments aligned to Common Core State Standards, reclassification may become more challenging pointing to a need for curriculum and professional development in support of ELs. This investigation has implications for the use of longitudinal data to inform policies regarding time frames for EL reclassification.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* English language learners, educational policy second language

**Umansky, I. M. (2016). To be or not to be EL: An examination of the impact of classifying students as English Learners. *Educational Evaluation and Policy Analysis*, 38(4), 714–737. <https://doi.org/10.3102/0162373716664802>**

Umansky examined the impact of English Learner (EL) classification in kindergarten on a set of students' medium- to long-term educational outcomes. Though EL classification entitles students to specialized services, it may also result in stigmatization and barriers to educational opportunity. Umansky's regression discontinuity design used data from a large urban school district in California to examine data from the California English Language Development Test (CELDT), an English language proficiency test given to all students who are considered ELs or those who are still gaining proficiency in English. The sample included EL and Initial Fluent English Proficient (IFEP) students from nine kindergarten cohorts who entered the district in fall

2002 through fall 2010. Umansky found that among students who scored just above or just below the EL cutoff-point on the CELDT when they entered the district in kindergarten, students did significantly worse on both math and ELA tests if they were classified as an EL rather than as a fluent English speaker. Further, it was revealed that the penalty is meaningful in size by the second grade and grew slowly as students progressed through school. This suggested that the deviation in students' test scores was due to their classification as ELs and the subsequent treatments and services they received. Umansky emphasized the criticality of considering the quality of EL programmatic services, which may, at times, be detrimental to students in the long run if these services result in tracking or lack of access to academic and content instruction.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* immigrant students, kindergarten, stigma, longitudinal studies, policy, bilingualism, biculturalism, reclassification practices

**Umansky, I. M., & Dumont, H. (2021). English Learner labeling: How English Learner classification in kindergarten shapes teacher perceptions of student skills and the moderating role of bilingual instructional settings. *American Educational Research Journal*, 58(5), 993–1031.**  
**<https://doi.org/10.3102/0002831221997571>**

Umansky and Dumont explored the hypothesis that a possible mechanism of the influence of the English Learner (EL) classification on student outcomes is via teacher perceptions, specifically: (1) how kindergarten EL status affects teachers' perceptions of EL students' academic skills, and (2) whether the bilingual classroom context moderates the impact of kindergarten EL classification on teachers' perceptions. The Early Childhood Longitudinal Study—Kindergarten Cohort of 2010–2011 data were used for analysis. The sample featured the cohort of 3885 students from kindergarten to second grade; data beyond second grade were excluded due to the high EL reclassification rate by the third grade. Student EL status served as the primary predictor variable; outcome measures included teachers' perceptions of students' language and literacy, math, social studies, and science skills; bilingual program enrollment was the moderator variable for the second question. The authors also included covariates at student, teacher, class, and school levels, such as students' kindergarten reading and math scores and teachers' years of experience. Coarsened exact matching and regression analysis were conducted on the sample data. Findings revealed that overall, EL status in kindergarten was associated with teachers' poorer perceptions of students' academic skills. While this effect varied by academic domains and grade levels (stronger effect in first grade, and weaker in kindergarten and second grade), and was moderated by the bilingual environment, effect sizes were meaningful in general. Results indicated a direct effect of EL status (i.e., bias against the EL label) and an indirect effect on teacher perceptions (via reduced opportunities to learn, which in turns leads to lower student academic growth and lower teacher perceptions in later grades). The findings suggest the need to address the possible mechanisms of the effect of EL classification on teachers' perceptions (i.e., implicit training bias and better understanding of EL students) and to expand ELs' access to content and bilingual instruction.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* educational inequality, English language learners, labeling, matching, teacher perceptions

**Umansky, I., & Reardon, S. F. (2014). Reclassification patterns among Latino English Learner students in bilingual, dual immersion, and English immersion classrooms. *American Educational Research Journal*, 51(5), 879–912. <https://doi.org/10.3102/0002831214545110>**

Recognizing the increasing pressures on schools to reclassify English Learners (ELs) more rapidly to “fluent English proficient,” the authors of this study investigated patterns of reclassification, specifically of Latino ELs, in four linguistic instruction environments: English immersion, transitional bilingual, maintenance bilingual, and dual immersion. Employing discrete-time survival analysis, the authors followed nine cohorts of students in a single urban school district across twelve years (2000–2012) (N = 5,423). They learned that students in English immersion classrooms were largely reclassifying earlier, at approximately the end of 5th grade. As time went on, however, students in two-language immersion environments (including both bilingual and dual immersion programs) were more likely to be reclassified in middle and high school levels. The authors also found that students who were enrolled in two-language immersion programs were better able to develop their academic proficiency in English than students who were in English immersion programs. The results of this study suggest that EL participation in two-language programs, while potentially increasing time to reclassification, allowed students to develop greater academic success in the long-term.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* reclassification, bilingualism, middle school, high school, English immersion

**Umansky, I., Porter, L., Moreno, E., & Pierson, A. (2021). *Alaska Native students as English Learner students: Examining patterns in identification, classification, service provision, and reclassification*. Institute of Education Sciences.**

While there is a substantial body of literature on Alaska Native students, little is understood about Alaska Native students who are classified as English learners (ELs). Umansky and colleagues addressed this gap by examining the identification, classification, service provision, and reclassification as English proficient among Alaska Native EL students. The authors drew on five sources of data, including (1) student-level records for 2011–2012 to 2018–2019 provided by the Alaska Department of Education and Early Development (DEED), (2) publicly available data on school and district characteristics, (3) English proficiency screener scores from four districts, (4) interviews with EL directors from the four districts which shared screener data, and (5) EL Plans of Service from 26 districts which met the EL population requirements by DEED. It was reported that between 2011–2012 and 2018–2019, 24% of Alaska Native kindergarteners were EL students; these students had lower English proficiency levels and were concentrated in rural remote schools with a higher proportion of economically disadvantaged students than non-Alaska Native ELs. In four districts that provided relevant data, EL identification and classification did not vary by whether students were Alaska Native or not. An analysis of the district EL Plans of Service though 2020–2021 revealed that only eight out of 26 districts described policies and services specifically targeting Alaska Native EL students. Finally, from 2011–2012 to 2018–2019, only 11% of Alaska Native EL students were reclassified as fluent English proficient, as opposed to 30% of non-Alaska Native EL students who were reclassified. The findings of this study have significant implications for policy, funding, and service provision. The important differences between Alaska Native and Non-native ELs speak to the need to



analyze data on EL policies and services for Indigenous students. The authors recommended DEED assess Alaska Native ELs' English proficiency and provide differentiated guidance to districts. DEED should also develop differentiated identification and classification processes together with support to use these processes, which could simultaneously address issues of over-identification and under-identification. In addition, the state of Alaska could consider tiered EL funding to schools which serve a large proportion of Alaska Native EL students and have great financial and staffing needs. The slower reclassification rate of Alaska Native EL students suggested the need to evaluate the quality of EL services and language assessment for Alaska Native ELs and reexamine the reclassification criteria.

*SOURCE:* report

*TYPE:* empirical

*KEY WORDS:* Alaska Natives, English language learners, language proficiency, indigenous populations, student diversity

## INTEGRATED ELD

As part of a comprehensive English Language Development program, the California English Language Arts/English Language Development Framework defines integrated English Language Development as instruction that is focused on content learning with language support. Integrated English Language Development emphasizes the interrelated roles of content knowledge, purposes for using English (e.g., explaining, entertaining, arguing), and the language resources (e.g., vocabulary, grammatical structures, discourse practices) through different disciplinary demands (e.g., science, math, English Language Arts, social studies). Integrated English Language Development (also known as Sheltered English or content-based instruction) differs from designated English Language Development (see designated English Language Development definition) with its specific focus on the simultaneous and facilitated development of content-specific language patterns and knowledge. Following sections provide discipline-specific definitions for various content areas.

**Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English Learners in elementary and middle school (NCEE 2014-4012)*. National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.**

This update to an earlier version of an English Learner (EL) practice guide follows new state standards and research in the field of EL learning and instruction. The purpose of this practice guide is to offer educators specific, evidence-based recommendations that address teaching ELs in grades K–8, specifically by building their English language proficiency (i.e., listening, speaking, reading, and writing) while simultaneously building content knowledge in literacy, mathematics, social studies, and science. Based on currently available research evidence and expert opinion at the time of publication, the panel of authors, who are experts in the field of research on EL learning and teaching, make four recommendations for English language academic instruction. They are: (1) teach a set of academic vocabulary words intensively across several days using a variety of instructional activities, (2) integrate oral and written English language instruction into content-area teaching, (3) provide regular, structured opportunities to develop written language skills, and (4) provide small-group instructional intervention to students struggling in areas of literacy and English language development. There is a section in this guide that provides information about the role of evidence and its criteria in the Institute of Education Sciences' (IES) What Works Clearinghouse (WWC) practice guides. The majority of this guidance document reviews the literature for each recommendation and provides examples and strategies of how to carry out the recommendation with ELs in classrooms.

**SOURCE:** report

**TYPE:** review/guidance

**KEY WORDS:** academic English, academic vocabulary, content-area instruction, writing instruction, small-group intervention

**Boals, T., Hakuta, K., & Blair, A. (2015). Literacy development in academic contexts for adolescent English Language Learners. In D. Molle, E. Sato, T. Boals, & C. A. Hedgsperth (Eds.), *Multilingual learners and academic literacies: Sociocultural contexts of literacy development in adolescents*. Routledge. <https://doi.org/10.4324/9781315727479>**

Boals and colleagues relate the language and literacy development for adolescent English language learners (ELLs) to the larger educational policy context in this book chapter. The authors first review previous federal and state mandates and the current legislations that impact the education of ELLs, from the Bilingual Education Act in 1968, the U.S. Supreme Court ruling on *Lau vs. Nichols* in 1974, to the current Common Core State Standards (CCSS) and the Next Generation Science Standards. Several features distinguish the current standards-based reform, such as the massive state adoption of the Common Core Standards, the implementation of policies that connect English language development with content knowledge, and how the new amplified language demands represent challenges for all students, particularly ELLs. However, both bilingual and English as second language (ESL) programs have often emphasized the development of basic language skills at the expense of content and literacy. The content taught in programs that target both language acquisition and academic knowledge tends to be too basic/remedial, and expectations are often lowered. Two fundamental dilemmas in the efforts to improve the learning environment for ELLs include the balance between access and support, and the arbitrary dichotomy of language and content. The authors argue that the starting point to re-envision the education of ELLs has to do with their linguistic and cultural assets, and recommendations from the literature make clear the principles of rigorous (access) and facilitated (support) literacy development in academic contexts. The research focus on adolescents' literacy development provides three implications for practice and policy: (1) shifting views and assumptions about ELLs (valuing the role of language and literacy development experiences both in and out of school), (2) redesigning learning environment (language and literacy activities aligned with content goals), and (3) professional development and instructional finesse (e.g., addressing teachers' knowledge of how second languages are learned and training teachers to write language and literacy development goals in their content classrooms).

*SOURCE:* book chapter                      *TYPE:* review

*KEY WORDS:* adolescent English language learners (ELLs), academic language and literacy development, content knowledge, language policy, Common Core State Standards (CCSS)

**Duguay, A., Massoud, L., Tabaku, L., Himmel, J., & Sugarman, J. (2013). *Implementing the Common Core for English Learners: Responses to common questions*. (Practitioner Brief). Center for Applied Linguistics. <https://www.cal.org/siop/pdfs/briefs/implementing-common-core-for-english-learners.pdf>**

The Center for Applied Linguistics (CAL) provides answers to common questions from practitioners about integrating the Common Core State Standards (CCSS) into content area curricula for ELs. The answers are based on CAL's practical experience and academic expertise on language learning and English Learners. Duguay and her colleagues provide a general overview of three recent shifts in instruction and ideas for the classroom for each of the following: (1) a greater emphasis on language and literacy across content instruction, (2) a shift

towards using more informational (nonfiction) text, and (3) a focus on argumentation (e.g., writing opinion letters, citing evidence for a claim, defending a thesis statement). Answers and tips for the classroom are provided for each of the following common questions: (1) Does the CCSS reference to the “conventions of standard English” mean that I should explicitly teach grammar using traditional methods?; (2) Can ELs meaningfully engage in activities that are aligned with the CCSS?; (3) Per CCSS, students have to independently engage in close reading of complex grade-level text. Should I still build background knowledge?; (4) Are the CCSS list of recommended texts appropriate for ELs?; and (5) Are there ways to incorporate L1 in instruction and still meet the objectives of the Common Core? In short, the answers provided by CAL suggest moving away from traditional methods of teaching grammar, confirm that ELs are capable of engaging in activities aligned to the CCSS with the provision of proper supports, remind instructors that building background knowledge is a practice that benefits all students and should continue to be used, clarify that the list of recommended reading is not always appropriate for ELs and provide suggestions for how to accommodate, and confirm that the use of L1 is a powerful tool for ELs to develop their academic language in L2. This brief has implications for collaboration between ESL and content teachers, potentially also promoting co-teaching models.

*SOURCE:* brief

*TYPE:* guidance

*KEY WORDS:* English learners (ELs), Common Core State Standards (CCSS), English Language Development Standards, academic content instruction, language and literacy

**Echevarria, J., Vogt, M., & Short, D. (2017). *Making content comprehensible for English Learners: The SIOP model* (4th ed.). Pearson Education, Inc.**

This book serves as a comprehensive, well-articulated model of instruction for preparing all teachers to work with English Learners (ELs). Framed around the Sheltered Instruction Observation Protocol (SIOP) Model, the book provides examples, lessons, instructional activities, and techniques for teachers that are especially effective for the ages and needs of the students in K–12 classrooms. The authors included a wide variety of program designs, including English as a second language (ESL) programs, bilingual education programs, dual language programs, intensive English programs, and general education classrooms, all from an instructional design and delivery perspective. After working with thousands of teachers and administrators throughout the country, they have continued to refine the SIOP Model and have outlined the framework necessary to provide school administrators, teachers, coaches, teacher candidates, university faculty, and field experience supervisors with a superior tool for improving the education of English Learners and ensuring their access to grade-level content standards.

*SOURCE:* book

*TYPE:* guidance

*KEY WORDS:* secondary school, instructional practices, teacher preparation, teaching strategies

Fang, Z., & Schleppegrell, M. (2010). Disciplinary literacies across content areas: Supporting secondary reading through functional language analysis. *Journal of Adolescent & Adult Literacy, 53*(7), 587–597. <https://doi.org/10.1598/JAAL.53.7.6>

Language patterns in academic texts have evolved to meet the needs of particular disciplines. Some common features of secondary academic texts include the large amounts of nominalizations and abstractions, technicality and density, and multimodality. These features, however, are patterned grammatically in different ways because of the epistemological and social practice differences across subject areas. In this article, Fang and Schleppegrell describe a close reading approach, known as functional language analysis (FLA), to engage students in exploring meaning in disciplinary content texts. FLA is grounded in systemic functional linguistics which focuses on three aspects of meaning: experiential meaning (human experience represented in language), interpersonal meaning (the ways relationships are enacted among people), and textual meaning (how information is organized and connections are made through linguistic systems). FLA provides a metalanguage for discussing meaning in the choices that authors make in their writings. This approach enables students to identify language patterns and meanings associated with particular content areas as students focus on the workings of language. Fang and Schleppegrell then illustrate the use of FLA with a medical text to help students construct meaning with three questions: (1) What *being* processes are described?; (2) What actors and actions are in the *doing* process?; and (3) What language reveals the writer's perspectives (mood, modality, and word choices). The basic reading skills students learn at the elementary school might not adequately prepare them for secondary content texts. FLA offers practical strategies for secondary reading through detailed analysis of language and meaning of language patterns. With FLA, teachers can help students engage with secondary level knowledge and disciplinary literacies by rendering discipline-specific ways of using language explicit.

*SOURCE:* journal article      *TYPE:* theoretical

*KEY WORDS:* reading strategies, course content, secondary education, phrase structure, difficulty level

Janzen, J. (2008). Teaching English Language Learners in the content areas. *Review of Educational Research, 78*(4), 1010–1038. <https://doi.org/10.3102/0034654308325580>

Janzen reviews the literature on effective approaches that have been identified for working with ELLs in the content areas—specifically, history, math, English Language Arts, and science. She asks: What pedagogical issues and topics are a concern in individual disciplines and what themes recur across those fields? To conduct her investigation, she searched a range of databases including ERIC, JSTOR, Wilson Select Plus, Wiley, and Academic Search Premier and set the following parameters/criteria: empirical investigations, written after 1990, represent various levels of education (elementary through high school), and U.S.-based (although a few Canadian and Australian-based studies were included because they have faced similar experiences working with EL students). Her findings revealed that the literature on history for ELLs is limited and tends to fall into one of three areas: reports on the linguistic challenges of teaching and learning history, the social context of the mainstream classroom setting, and general pedagogical suggestions. Similar to the findings on history, the literature on mathematics for

ELLs is also limited and a large portion of what exists is focused on teaching Latinx; but unlike history, the literature on math for ELs addresses multiple subtopics. Janzen further finds that literature on English Language Arts for ELLs is difficult to distinguish from ESOL literature and covers very little information about sociocultural issues. The literature on science for ELLs has been investigated most fully, with researchers considering linguistic, sociocultural, pedagogical, and professional development issues in depth. Janzen highlights four themes that emerged across all topics: (1) the centrality of language in content teaching is heavily referenced, (2) learning and reading strategies are less visible across the disciplines than are linguistic topics, (3) professional development receives some attention, and (4) the presence of overarching concern for students' culture, discourse, and literacy. Implications for further research are made, specifically to investigate ways to assist teachers, administrators, and native English-speaking students in viewing ELLs as an asset and not a problem to be dealt with or ignored.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* English language learners, literacy, instruction, content area, mainstream teachers

**Kibler, A., Valdés, G., & Walqui, A. (2014). What does standards-based educational reform mean for English Language Learner populations in primary and secondary schools? *TESOL Quarterly*, 48(3), 433–453. <https://doi.org/10.1002/tesq.183>**

In response to the increasing number of emerging bilinguals in the U.S., Kibler, Valdés, and Walqui argued that U.S. academic standards and ideologies must shift from a monolingual to multilingual orientation, with a corresponding demand for updated classroom techniques and policies that address disciplinary and language learning together to ensure that ELLs succeed in fulfilling academic standards in addition to receiving a well-rounded education. Standards-based educational systems are not best equipped to assess English Language Learners (ELLs), yet they remain in place due to monolingual ideologies in contemporary society. As new standards are implemented (e.g., Common Core, Next Generation Science Standards), ELLs' performance is expected to increase because these new standards conceptualize learning as embedded not only in English language proficiency (ELP) standards; language learning is taught through academic content found in "common" or "universal" curricula in the disciplines or content areas (e.g., science, mathematics, English Language Arts). Although there are substantive critiques with these new standards, the authors find that the current situation offers a unique opportunity for researchers and practitioners to re-examine educational practices and assumptions about second language development, teaching and learning, and assessment for ELLs who are both learning and demonstrating their knowledge of new standards-based curricula through English. This article presents the most relevant and then current literature related to the aforementioned areas for ELLs in relation to the new standards and accountability movements. The authors conclude by calling forth a new research agenda related to standards-based education that brings multilingual understandings of learners and an understanding of how languages develop in standards-based classrooms with disciplinary learning.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* new standards, assessment, emergent bilinguals, multilingualism, educational policy, disciplinary and language learning

Lee, O. (2019). Aligning English language proficiency standards with content standards: Shared opportunity and responsibility across English Learner education and content areas. *Educational Researcher*, 48(8), 534–542. <https://doi.org/10.3102/0013189X19872497>

Lee explores the overarching question of how to align ELP standards with academically rigorous and language-intensive disciplinary practices of content standards while respecting and maintaining the nature of the discipline within each area. Throughout the article, she highlights challenges and opportunities in establishing alignment and identifies potential trade-offs along the way. Lee begins by describing both contributions and shortcomings of individual content standards and ELP standards; the content areas of focus are English Language Arts (Common Core State Standards), mathematics (Common Core State Standards), and science (Next Generation Science Standards). Lee proposes three major steps (which she refers to as considerations that are interrelated and sequential) in aligning ELP standards with content standards, namely: (1) identifying norms of disciplinary practices across content areas, (2) developmental progressions by grade-level or bands and across content areas, and (3) identifying levels of English proficiency by grade-level or bands and across content areas. Within each step, Lee identifies considerations or choices to be made: for step 1, whether to align ELP standards (a) with each content area specifically, (b) across content areas broadly, or (c) through a combination of both; for step 2, whether to align ELP standards (a) with each content area specifically, (b) across content areas broadly, or (c) through some combination of both approaches; for step 3, the role of home language and nonlinguistic modalities, and varying the expectations for language across proficiency levels while maintaining the same cognitive expectations by discipline. Lee proposes a vision for aligning ELP standards with content standards that begins with collaboration among scholars and policymakers, continues to individual states to fully adopt, adapt, or reject the alignment, and ends with practitioners' implementation of the ELP aligned standards in a conceptually sound and practically feasible manner in the classroom. This article has implications for future research addressing theory, policy, and practice. Lee identifies the following potential research questions: What are potential theoretical frameworks to guide alignment?; How do policymakers apply these frameworks for alignment?; and, What are the outcomes of classroom implementation of ELP standards aligned with content standards for ELs? This work also has implications for cross content collaboration at all levels – national, state, local, and school building.

*SOURCE:* brief

*TYPE:* guidance

*KEY WORDS:* bilingual/bicultural, educational policy, equity, literacy, mathematics education, policy analysis, science education

**Markos, A., & Himmel, J. (2016). *Using sheltered instruction to support English Learners*. (Practitioner Brief). Center for Applied Linguistics. <https://www.cal.org/content/download/3511/43439/file/using-sheltered-instruction-to-support-english-learners.pdf>**

Markos and Himmel provide an overview of sheltered instruction, including when and how to use it to deliver language-rich, grade-level content area instruction in English in a manner that is comprehensible to ELs. The authors draw from research in sheltered instruction practices to create this guidance brief. The brief is intended for use in addition to professional learning opportunities to effectively implement sheltered instructional practices with ELs. Markos and Himmel also suggest that teachers will need the continued support of colleagues and administrators to effectively implement the resources provided in this guide.

*SOURCE:* brief                      *TYPE:* guidance

*KEY WORDS:* instructional strategies, content language, sheltered instruction

**Portes, P. R., Canché, M. G., Boada, D., & Whatley, M. E. (2018). *Early evaluation findings from the instructional conversation study: Culturally responsive teaching outcomes for diverse learners in elementary school*. *American Educational Research Journal*, 55(3), 488–531. <https://doi.org/10.3102/0002831217741089>**

Portes and his colleagues sought to conduct a preliminary investigation of the effects of Instructional Conversations (IC) on student outcomes, particularly for emergent bilinguals. The main research question for this study was: Do students, and ELLs in particular, taught by teachers who implement the IC pedagogical model after a year of professional development and practice, perform above those taught by control teachers? A randomized control trial was conducted to answer the research question. A total of 74, 3rd and 5th grade teachers participated in the study – representing 22 schools and 14 school districts in a Southeastern U.S. state. Cumulatively, the 74 teachers served 1,521 3rd and 5th grade students – the majority of whom spoke Spanish at home and identified as Hispanic (95%). Teachers were randomly assigned to treatment or control groups; treatment teachers (N=40) completed 100 hours of professional development on the IC model; control teacher (N=34) conducted "business as usual." Assessment of student test scores was conducted the year following the IC professional development. Student scores on the Criterion-Referenced Competency Tests were examined. Preliminary ordinary least squares analysis of the intervention appeared promising for English Language Arts achievement; effects on math, science, and social studies test scores were not significant. Several limitations made it difficult to determine the effects of the IC model on ELLs. Teacher-level randomization did not yield baseline equivalencies at the student level; ELLs in the treatment group showed that they were at a significant advantage over ELLs in control group prior to the treatment. Despite the limitations due in part to the methodology of the study, these preliminary findings have implications for teacher preparation and educational research. Future research may benefit from conducting randomization at the student level.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* English language learners, instructional conversation, professional development, randomized trial, school achievement



**Walqui, A., & van Lier, L. (2010). *Scaffolding the academic success of adolescent English Language Learners: A pedagogy of promise*. WestEd.**

Sociocultural, cognitive, and linguistic theories, along with second language acquisition research, form the basis of the professional development provided by the experts from the Quality Teaching Initiative for English Learners at WestEd. Classroom observations of middle school and high school teachers of English Learners in New York City, Austin, and San Diego school districts contributed to the development of classroom vignettes, transcripts of interactions, and detailed examples of classroom lessons to complement and demonstrate the five principles for quality instruction for EL success proposed by the coauthors. The five principles are: 1) academic rigor, 2) high expectations, 3) quality interactions, 4) a language focus, and 5) quality curriculum. Together, the principles and classroom examples promote self-reflection and a shared professional learning culture for teachers of secondary ELs as well as all students in their classrooms.

*SOURCE:* book

*TYPE:* empirical and theoretical

*KEY WORDS:* secondary English Learners, research-based practices and examples, principles for English Learner success, teacher professional learning

## INTEGRATED ELD — ENGLISH LANGUAGE ARTS

Grade-level content instruction in English Language Arts (including discourse, reading, and writing) with language support for English Learners (e.g., oral language, sentence frames, scaffolding, modeling, think-alouds, and peer conversations) that is implemented throughout instruction.

**Boske, C., & McCormack, S. (2011). Building an understanding of the role of media literacy for Latino/a high school students. *The High School Journal*, 94(4), 167–186. <https://doi.org/10.1353/hsj.2011.0011>**

Although recent research has pointed out the important effect of critical media literacy on higher order thinking skills development and academic achievement, little research effort has been dedicated to investigating media literacy skills of and the impact of media on students, especially among Latino/a youth. Against this backdrop, Boske and McCormack conducted a qualitative examination of how a group of Latino/a high school students and a Latino teacher perceived the media messages conveyed by *Happy Feet*, an Academy Award-winning animated movie. The authors employed critical media literacy, sociocultural theories of learning and development, and critical pedagogy as the theoretical framework for the study. The study took place at an urban high school in the state of Texas where the vast majority of students identified as Latino/a. Participants included a Latino male teacher who started a grant-funded media club and eleven Latino/a students who volunteered to meet twice each week for two-hour sessions to discuss media messages. The authors conducted an in-depth longitudinal investigation and utilized the comparative method to analyze five types of data, including focus groups, participants' written narratives, individual interviews, demographic surveys, and field notes. Four themes emerged from data analysis. First, participants acknowledged they have overlooked the impact of modern media representations. Second, participants related to the movie with their lived experiences as being different from their White peers in terms of race, class, native language, culture, and immigration status. Third, participants perceived the need to enhance their understanding of the discourse of race and to make their Latino/a lived experiences heard. Fourth, the students voiced the need to discuss race, language, and immigration within the mainstream school spaces. These findings suggested that teaching critical media literacy offers educational value for high school students. Boske and McCormack encouraged students to engage in media analyses and critiques to locate injustice and inequity in their lived experiences. The authors also provided a framework for teachers and school leaders to support students' critical media literacy development.

**SOURCE:** journal article                      **TYPE:** empirical

**KEY WORDS:** Media literacy, popular media, Latino/a, high school students, urban schools

**Bunch, G. C., Walqui, A., & Pearson, P. D. (2014). Complex text and new common standards in the United States: Pedagogical implications for English Learners. *TESOL Quarterly*, 48(3), 533–559.**

This article contributes to the discussions on pedagogical approaches to promoting access to complex texts for English Learners (ELs) across content areas to meet the Common Core State Standards (CCSS) in English Language Arts and other subjects. Text complexity is determined quantitatively (e.g., sentence length and word frequency), qualitatively (e.g., level of meaning and purpose), and by reader and task considerations (e.g., readers' backgrounds, types of tasks). Research into first language reading suggests that comprehension involves three key elements interacting in the sociocultural context: the reader, the text, and the activity. Some factors that influence reading in English as a second language include English language proficiency, readers' literacy in their home language (for transfer of literacy skills in one language to a second language), background knowledge (for construction of text meaning), reading strategies (strong ELs use bilingual resources and strategies not available to English monolinguals), reading engagement and other contextual variables, and compensatory relationships among the factors. The authors discuss pedagogical supports for ELs to process complex texts, including matching texts with students, engineering texts for more suitable matching, supporting students' engagement with complex texts (developing and activating background knowledge, attending to text structure, teaching comprehension strategies, using students' home language and integrated pedagogical scaffolding, and promoting disciplinary literacy). The authors call for more research to make complex texts accessible to ELs with the above pedagogical supports.

*SOURCE:* journal article                      *TYPE:* theoretical/review

*KEY WORDS:* English (second language), English language learners, language arts, native language, reading comprehension

**Goldenberg, C., Haertel, E., Coleman, R., Reese, L., & Rodriguez-Mojica, C., (2013). *Classroom qualities for English Language Learners in language arts instruction; Technical report*. Stanford University.**

Goldenberg and colleagues provided validation study results for the Classroom Qualities for English Language Learners in Language Arts Instruction (CQELL) which is an observation protocol for English Language Arts lessons in elementary schools that is meant to describe the prominence of "generic" and "EL-specific" elements of classroom instruction related to EL's achievement. Administration of the CQELL took 45 minutes during which ELA lessons were measured along 14 elements; six "generic" elements for all learners and eight "EL-specific" elements. Each element included between 2–10 sub-items. Validation and reliability study results indicated that the CQELL is a valid tool for describing the extent of use of the elements during ELA lessons and that it is as reliable as similar classroom observation protocols. An examination of the predictive validity of the CQELL on student learning outcomes showed no clear patterns. The authors provided a list of appropriate uses of the CQELL, including research, feedback and advising, EL coaching, teacher self-assessment, and identifying areas for school-wide improvement.

*SOURCE:* report                                      *TYPE:* empirical

*KEY WORDS:* CQELL, English learners, English Language Arts, classroom observation, classroom environment

**Gottlieb, M., & Ernst-Slavit, G. (2014). Academic language: A centerpiece for academic success in English Language Arts. In M. Gottlieb & G. Ernst-Slavit (Eds.), *Academic language in diverse classrooms: English Language Arts, grades K–2: Promoting content and language learning* (pp. 1–38). Sage.**

Gottlieb and Ernst-Slavit develop this book chapter to accomplish two purposes. First, it provides a working definition of academic language, its dimensions, and examples of its application in English Language Arts (ELA). Second, the chapter introduces the Curricular Framework for the integration of content and academic language. Gottlieb and Ernst-Slavit define academic language broadly as the language which is used to acquire knowledge and communicate understanding in school, and which operates in the sociocultural context that encompasses the student-learning environment interaction. Academic language involves multiple dimensions operating at three levels, including word/phrase level (e.g., nominalizations, technical vocabulary), sentence level (e.g., syntax, types of clauses), and discourse level (e.g., coherence and cohesion). For English language learners (ELLs), academic language has an additional dimension, namely the developmental dimension, i.e., the growth from one proficiency level to the next. Gottlieb and Ernst-Slavit then distinguish between ELA standards for all students and English language proficiency (ELP)/English language development (ELD) standards for ELLs: while the former specifies the content areas at each grade level and function independently, the latter specifies the language of the content areas at each grade level and corresponds with academic content standards. ELA and ELP/ELD standards overlap to some extent, especially in highlighting academic language, but the former refers to the concepts and skills of a discipline whereas the latter emphasizes the language to access and achieve those understandings. In the second part of the chapter, the authors introduce the Curricular Framework which serves as the organizing structure for grade-specific units of learning. Understanding students' linguistic and cultural background represents the starting point of the framework because it helps teachers determine students' familiarity with academic language and informs curricular planning and decision making. Other key components of the framework include the unit theme, text types, content and language standards, academic language within the unit, content and language targets for the unit, linguistic and cultural resources, instructional supports, differentiated content and language objectives, instructional activities, assessment, and unit reflection. The Curricular Framework has broad applicability and adaptability to various educational settings. The authors are hopeful that teachers recognize the value of organizing their instruction and assessment around multiple dimensions of academic language and can use the Curriculum Framework as a long-term guide.

*SOURCE:* book chapter                      *TYPE:* theoretical

*KEY WORDS:* Academic language, English Language Arts, English language learners, Common Core State Standards, Curricular Framework

**Hopkins, D. (2017). *Re-envisioning English Language Arts and English language development for English Language Learners* (2nd ed.). Council of the Great City Schools.**

The Council of Great City Schools, composed of 68 large city school districts nationwide, advocates for inner-city students through legislation, research, technical assistance, and media relations. They also serve as a network for sharing problems and solutions to ensure the success of students in urban schools. This guidance report serves two purposes: (1) it outlines a framework for acquiring English and content area mastery when Common Core State Standards offer increased mastery of content subjects, and (2) it presents criteria by which school administrators and teachers can determine the appropriateness of materials for ELs in line with the current college- and career-ready standards. The focus of this guidance is K–12 educational advice rather than a detailed review of research. The guide is divided into three sections: (1) raising expectations and instructional rigor for ELs, including a sub-section on articulating a theory of action for instruction of ELs; (2) a comprehensive approach to ELD, including sub-sections on re-envisioning ELD and delivery models for ELD; and (3) evaluating instructional materials, including a nine-indicator, EL materials matrix and scoring sheet. The document is meant to be a useful guidance for educators who teach ELA or ELD or ELs, and for anyone involved in the design, development, and/or selection of curricula, materials, and resources, including administrators, principals, teachers, coaches, content specialists, textbook evaluation committee members, and instructional leadership teams.

*SOURCE:* report

*TYPE:* guidance

*KEY WORDS:* language arts, English instruction, English Language Learners, instructional material evaluation, alignment (education)

**Kibler, A. K., Walqui, A., & Bunch, G. C. (2015). Transformational opportunities: Language and literacy instruction for English Language Learners in the common core era in the United States. *TESOL Journal*, 6(1), 9–35. <https://doi.org/10.1002/tesj.133>**

Kibler and colleagues discuss the demands created by English Language Arts (ELA) standards for English language learners (ELLs) and offer three reconceptualizations necessary for effective instruction for ELLs. In the first part of the article, the authors posit that the change of focus from fictional literature to informational texts of increasing complexity in ELA reading poses challenges for ELLs because they are still in the process of acquiring English. In addition, the Common Core State Standards (CCSS) require students to handle various text types and target different audiences, which might be challenging for ELLs because they might have acquired cultural norms outside mainstream U.S. schools. Regarding the use of oral skills to interact and engage with different audiences, ELLs might be unfamiliar with different and complicated norms involved to accomplish these tasks. Teachers should also bear in mind that ELLs will continue to produce nonnative-like English and need continuous support to participate in language and linguistic practices. In the second part of the article, Kibler and colleagues illustrate the instruction for ELLs that meets the CCSS demands with a middle school ELA unit focused on persuasive texts. Three features of the unit represent important reconceptualization to help ELLs develop sophisticated literacies, including (1) language acquisition not as an individual process but a process of apprenticeship in social contexts, (2) pedagogical activities not as help for ELLs to get schoolwork done, but as activities that scaffold their development and autonomy,

and (3) the shift from simple/simplified texts to complex, amplified texts. The authors suggest that the example of an ELA unit should be considered as a starting point for discussion rather than an instructional blueprint. It is important for teachers to support students to socialize in language and literacy practices rather than teach fragmented elements of language. Scaffolds should be designed to respond to particular students and their needs. Finally, instead of simplifying curricular activities and instruction, the authors recommend teachers focus on amplification, i.e., offer ELLs multiple opportunities to learn content knowledge and use language to express their understandings.

*SOURCE:* journal article

*TYPE:* theoretical/guidance

*KEY WORDS:* English language learners, literacy, state standards, mainstreaming, language arts

**Lopez, C. G., & Musanti, S. I. (2019). Fostering identity negotiation in sixth-grade ELLs: Examining an instructional unit on identity in English Language Arts. *NABE Journal of Research and Practice*, 9(2), 61–77. <https://doi.org/10.1080/26390043.2019.1589290>**

Lopez and Musanti qualitatively explored how middle school English language learners (ELLs) negotiate their identity as readers and writers in an identity-focused instructional unit in English Language Arts (ELA). The study employed the theories of identity, identity negotiation, critical pedagogy, and transformative pedagogy as its theoretical framework. Ten sixth graders from a public middle school in South Texas participated in the study and represented different types of ELLs, including one student recently reclassified as non-ELL, three newly arrived ELLs, three ELLs with consistent academic achievement, and three long-term ELLs. The authors employed the qualitative case study methodology and collected data from multiple sources, including participants' academic history, pre- and post-unit interviews, written reflections, reading response journal, and teacher researcher journal (as the first author was also the teacher who designed the unit of instruction). Open coding and clustering of codes into categories were utilized to identify common themes from the data. Two major themes emerged from data analysis. First, ELLs' identity negotiation took place through their participation in the unit, multiple interactions with their peers and teacher, and sometimes contradictory experiences with learning. Second, the unit of instruction with a focus on identity served as a venue for students to voice their feelings and reclaim their identities as effective readers and writers. The authors recommend teachers of ELLs should connect with these students at a deeper level and plan purposeful instruction to empower them to defy labels, reflect on their own experiences, and reimagine their identities as readers and writers.

*SOURCE:* journal article

*TYPE:* empirical

*KEY WORDS:* Middle school students, grade 6, English language learners, language arts, self-concept

Olson, C. B., Woodworth, K., Arshan, N., Black, R., Chung, H. Q., D'Aoust, C., Dewar, T., Friedrich, L., Godfrey, L., Land, R., Matuchniak, T., Scarcella, R., & Stowell, L. (2020). The pathway to academic success: Scaling up a text-based analytical writing intervention for Latinos and English Learners in secondary school. *Journal of Educational Psychology, 112*(4), 701–717.  
<https://doi.org/10.1037/edu0000387>

Olson and colleagues conducted this study to evaluate the impact of the Pathway to Academic Success Project which took a cognitive strategies approach to teaching text-based analytical writing to mainstreamed Latino ELs across four low-SES National Writing Project (NWP) sites in southern California. Five research questions guided this study, namely: (1) What impact did the intervention have on teacher practice?; (2) What processes or structures facilitated the replication and scaling up of the intervention?; (3) What impact did the treatment have on the holistic measure of students' analytical writing?; (4) What impact did the intervention have on students' analytical writing and what (if any) were differences in outcomes by student gender, language classification, and ethnicity?; and (5) What impact did the intervention have on students' state standardized test scores in ELA? To answer the research questions, Olson et al. conducted a mixed methods study that used survey data, interview data, classroom observation checklists, PD observations, artifacts, student writing assessment results, and standardized assessment scores. To answer the questions around student learning outcomes, Olson et al. conducted a cluster randomized controlled trial in which 230, 7<sup>th</sup>–12<sup>th</sup> grade ELA and ELD teachers from the four NWP sites were stratified by school and grade and randomly assigned to the treatment (n=113) or control group (n=117). Treatment teachers participated in 46 hours of training and learned how to apply cognitive strategies by using an on-demand writing assessment to help students understand, interpret, and write analytical essays about nonfiction texts. The article described, in great detail, the cognitive strategies and modules provided to treatment teachers during their training. The control teachers conducted instruction as usual using the district ELA textbook and core novels for teaching. Results showed a high level of implementation according to treatment teacher self-reported practices pre-to-post program implementation; however, treatment and control teachers reported equal amounts of time teaching analytical essay writing and reading strategies. Processes that facilitated scaling up included frontloading of the program model to school administrators and ready-to-use materials developed and disseminated for replication sites to implement. Analysis of student learning outcomes indicated that Latino EL students in treatment teacher classrooms outgained their peers in the control teacher classrooms as measured by an on-demand writing assessment. Findings further revealed that Latino EL students achieved parity with White and non-EL students in control teacher classrooms. No evidence of the intervention's impact on standardized test scores in writing was found. Results provided experimental evidence of the efficacy of the Pathway to Academic Success Project in improving student outcomes in the use of cognitive strategies to improve analytic writing for all learners, as well as helping to level the playing field for Latinx and mainstream ELs, as measured on the on-demand writing assessment used. The study may have implications for professional development and supports systemic, ongoing, and shared ownership of PD approaches over single sessions for sustained change in teacher practice.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* adolescents, scaling up, second language learning, teacher professional development, writing

Peregoy, S. F., & Boyle, O. F. (2000). English Learners reading English: What we know, what we need to know. *Theory Into Practice*, 39(4), 237–247. [https://doi.org/10.1207/s15430421tip3904\\_7](https://doi.org/10.1207/s15430421tip3904_7)

Peregoy and Boyle review research, theory, and practice in the field of second language reading. They begin by breaking down the steps involved in reading in English for native English speakers as activating prior knowledge, becoming familiar with the text structure to anticipate what is to come, and monitoring their understanding as they read. They then argue that non-native English readers engage in a similar reading process but with important differences in needs and attributes, namely: (1) English language proficiency, (2) background knowledge about text content and text structure, and (3) literacy knowledge and experience in the primary language. Using theory, experience, and research where available, they offer a set of recommendations for teaching English learners to read in English. In very general terms, these include learning about students (e.g., speaking with students, their families, other teachers who have students from the same family), sheltering strategies differentiated for beginning and intermediate readers to assure that students will be able to understand and participate successfully in reading, pre-reading strategies to help students anticipate the direction of the text, and post-reading strategies to help students to process the passage and remember the information. The authors include implications for further research in second language reading for English learners of varying ages and backgrounds. They also call for the development and evaluation of literacy programs and materials that focus on literacy development for ELs.

*SOURCE:* journal article                      *TYPE:* theoretical

*KEY WORDS:* diversity (student), elementary secondary education, English (second language), immigrants

Rodriguez-Mojica, C. (2018). From test scores to language use: Emergent Bilinguals using English to accomplish academic tasks. *International Multilingual Research Journal*, 12(1), 31–61. <https://doi.org/10.1080/19313152.2017.1389222>

The purpose of this article was to shift away from the common practice of using standardized test scores (which the author regards as perpetuating ideas of student deficiencies) to measure the academic achievement/language progression of Emergent bilingual (EBs) and to instead examine naturally occurring classroom discourse over time. Rodriguez-Mojica approached her examination of classroom discourse by reviewing the literature on academic, non-academic, and other talk to take the position that all language, regardless of how traditionally "academic" it may be, should be considered as valid language display of classroom discourse as it provides a window into what EBs can actually do with English in the English Language Arts (ELA) classroom. Rodriguez-Mojica examined six months (twice per week, three hours per day) of naturally occurring emergent bilingual talk in a fourth-grade classroom within a northern California school with predominantly Latino and Asian students and 58% ELs. Within the target classroom, eight 4th grade EBs were chosen to participate in the study based on the following criteria: (1) they were classified as EL, (2) they spoke Spanish, and (3) that they were either "struggling" (as measured by scoring Basic or Far Below Basic on the California Standards Test - English Language Arts (CST-ELA) and below average in the ELA curriculum assessment or "successful" (as measured by scoring Basic or Proficient on the CST-ELA and average or above average in the ELA curriculum assessment). All students were in mainstream classrooms as the school did not have



bilingual education program options. Data collected included classroom observation notes and audio recordings as facilitated by recording devices worn by the eight focal students. Conversation analysis of both teacher-student and peer-peer classroom discourse was conducted. Findings demonstrated that target EB students in the study produced language that served two functions: (1) ideational, to express feelings and propositions and to exchange information about knowledge; and (2) manipulative, to get the listener to do something. In relation to ELA speaking and listening standards (as reflected in the Common Core State Standards for 4th Grade), results showed that target EB students engaged in a range of collaborative discussions on grade-level topics and texts, posed specific questions to clarify information, made comments that linked to the remarks of others, and paraphrased information shared by peers, all in English. This work suggested implications for classroom practice for EBs, specifically for interactive scaffolds that focus on students' use of language use. Rodriguez-Mojica argued that students must be given increased opportunities to use language, ask clarifying questions, and pose follow-up questions, make supportive assertions, and respond to questions and comments. This work also surfaced implications for changing the Common Core State Standards and their heavy focus on "academic" vocabulary as EBs need to be allowed space to brainstorm in English, stumble through ideas, muddle, and misspeak on their way to English proficiency.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* classroom discourse, emergent bilinguals, English Language Arts, speech acts

**Smith, A. M., & Salgado, Y. (2018). Teaching literacy to English Language Learners in the borderlands: A case study of a sixth-grade language arts and reading teacher. *Reading Improvement, 55*(1), 15–31. <https://link.gale.com/apps/doc/A532387980/AONE?u=anon~2b0d7b7e&sid=googleScholar&xid=61ed7792>**

This case study described how an English Language Arts teacher in Texas near the US/Mexico border used young adult literature to engage ELs to use language and improve literacy comprehension. The following research questions guided this case study: (1) How does the teacher use young adult literature to teach ELLs? (2) How does the teacher support her students in learning English while improving overall literacy skills? The authors approached their investigation through the lens of Anzaldua's (1997) borderlands and Rolón-Dow's (2006) critical care. They purposely focused on sixth grade because in the case study school, ELs were required to transition to English only classes in seventh grade. The case study school was school-wide Title 1, serving predominantly ELs, and located in West Texas. The teacher in the case study was a Texas native of Mexican descent and fluent in English and Spanish; she had been teaching in public schools for 20 years at the time of the study. The data collected included teacher interviews and classroom observation notes (of teaching methods and student-teacher exchanges in both English and Spanish). Observation notes were taken for 1.5 hours, twice per week over seven months; within that timeframe, the researcher's role shifted to participant-observer as the researchers volunteered to tutor students in the case study classroom for nine weeks. This allowed for a deeper understanding of classroom culture. Emergent coding of the notes allowed researchers to identify four themes in the case study classroom. Overall, the EL teacher worked within the confines of school policies to build her students' English literacy and language, capitalizing on the strengths of their Spanish language skills. The four themes that

emerged from the case study were as follows: Theme 1 – English language differentiation; Theme 2 – Visualization for reading comprehension; Theme 3 – Crossing boundaries with *cuentos* (storytelling); and Theme 4 – Cultural contradictions in school borderlands. The case study presented numerous anecdotal examples of high expectations and personal connections, an approach that has been supported by the literature on effective strategies for teaching ELs. The findings yielded implications for teacher practice, specifically for engaging young ELs in connecting with, comprehending, and questioning literature as informed by their lived experiences. It also presented implications for teachers to straddle and negotiate between school/district policies and classroom strategies that are proven to be most effective with ELs.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* language arts, grade 6, case studies, English (second language), adolescent literature

## INTEGRATED ELD – HISTORY

Grade-level content instruction in history (including social studies in the early grades and political science and social science in the upper grades) with language support for English Learners (e.g., content-related discourse patterns and writing) that is implemented throughout instruction.

**Choi, Y. (2013). Teaching social studies for newcomer English Language Learners: Toward culturally relevant pedagogy. *Multicultural Perspectives*, 15(1), 12–18.**  
<https://doi.org/10.1080/15210960.2013.754640>

Social studies education has been criticized for its marginalization of stories of immigrants, inadequate images of and prejudices against immigrant groups, and for its tokenistic approach to diversity and social justice. In order to address the need for culturally relevant social studies teaching and learning for newcomer EL students, Choi explored the following research question: How did an exemplary social studies teacher utilize social studies curriculum and pedagogy to encourage immigrant EL's academic engagement in a culturally relevant way? To answer the research question, Choi carried out a case study of a high school global history teacher in an urban, multicultural school district in the Northeast. The school was designated for newcomer ELLs and students in attendance represented over 50 countries and 30 languages; 43% were Hispanic and 25% were Asian. Although U.S. born, the teacher experienced life growing up in a Korean immigrant family amid struggles of immigration. He was nominated as an exemplary social studies and ESL teacher by previous student teachers and school administrators. Qualitative data included field notes of 25 classroom observations over six months, interviews, and artifacts (e.g., handouts, quizzes, and homework). The case study teacher was shown to have multilingual abilities, a sense of caring for newcomer students and their cultural diversity, and a sense of confidence in connecting social studies to students' lives. The teacher often streamlined or reconstructed the official curriculum in order to better address the needs of his newcomer students. He also designed original curriculum to present the stories and cultures of his students extensively. His reconstruction and development of curriculum appeared to have emotional appeal to his students as apparent in their participation in discussions which was also enabled by the teacher's safe and collaborative classroom environment. Further, he embedded literacy strategies and interdisciplinary practices into his pedagogy including visual texts, technology, word walls, reading groups by students' English proficiency level, and encouragement of L1 use during group work. The examples provided in this case study had implications for teachers who struggle to teach social studies to high school ELs and want to enrich their approach for engaging students. The researcher is clear that even though the case study teacher and his students shared the same ethnic background, the match itself was not key as it also involved developing a caring disposition, cultural understanding, positive expectations for ELs, and the support of colleagues and administrators.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* English Language Learners (ELLs), newcomer ELLs, social studies curriculum and pedagogy, culturally relevant pedagogy, case study

**Cruz, B. C. & Thornton, S. J. (2009a). Social studies for English Language Learners: Teaching social studies that matters. *Social Education*, 73(6), 271–274.**

While English language learners (ELLs) join the mainstream classroom with their English-speaking peers, teachers are not well-prepared to help ELLs, particularly in the social studies discipline. In this article, Cruz and Thornton review the relevant literature of secondary school social studies instruction for ELLs and outline four important aspects of social studies instruction that matters. First, teachers should emphasize ELLs' learning through content-relevant language and vocabulary development and view it as a necessary component of social studies instruction. Second, it is important to promote the interaction between ELLs and their English-speaking peers, and include ELLs as full participants, which in turn will boost their sense of belonging. Third, it is necessary for teachers to use comprehensible social studies resources for ELL's language development such as pre-reading activities and visual representations of learning material. Fourth, teachers should adjust their teaching strategies to accommodate ELLs' diverse learning styles. The authors then illustrate the applications of these principles in some National Council for the Social Studies themes. To conclude, the authors recommend that teachers embrace a sheltered instruction approach to teaching social studies to ELLs; that is, the holistic strategy for making social sciences content accessible via comprehensible language and additional contextual support.

*SOURCE:* journal article      *TYPE:* review/guidance

*KEY WORDS:* English language learners (ELLs), social studies instruction, language learning, teaching strategies, secondary school

**Dong, Y. R. (2017). Tapping into English Language Learners' (ELLs') prior knowledge in social studies instruction. *The Social Studies*, 108(4), 143–151. <https://doi.org/10.1080/00377996.2017.1342161>**

Dong identified and discussed the strategies that social studies teachers employ to leverage the prior knowledge, as well as linguistic and cultural background and literacy of English language learners (ELLs), for effective and meaningful lessons. Participants were 20 social studies teacher candidates in the Language, Literacy, and Culture in Education course instructed by the author in a teacher education program during the 2014–2015 academic year. The course combined culturally relevant pedagogy and linguistic responsive teaching to inform teachers' approaches to teaching ELLs in the mainstream classroom. Each teacher candidate had 25 observation hours in English as a Second Language (ESL) classes and ESL social studies classes at middle/high schools which served a large number of ELLs. The author conducted an analysis of teacher candidates' field observation reflections, lesson plans with an ESL orientation, and applied teaching reports. It was found that teacher candidates used three strategies to promote effective social studies instruction for ELLs, including examining and connecting ELLs' prior knowledge to the lesson content, building on their prior knowledge to increase their depth of understanding, and using historical narrative and perspective comparisons to promote their historical thinking skills.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* English language learners, teacher preparation program, social studies

Hemmler, V. L., Kibler, A. K., van Hover, S., Carlock, R. H., & Fitzpatrick, C. (2021). Using scaffolding to support CLM students' critical multiple perspective-taking on history. *Teaching and Teacher Education, 105*. <https://doi.org/10.1016/j.tate.2021.103396>

This qualitative study explored how two high school history teachers made pedagogical decisions to challenge the traditional knowledge-producing modes in support of culturally and linguistically marginalized (CLM) students. Hemmler and colleagues sought answers to three questions: (1) how teachers defined perspective taking, (2) how teachers used scaffolding to prepare students to take critical perspectives on American history, and (3) how scaffolding made teachers' support useful for CLM students. The current study was part of a larger study that examined CLM students' experiences in an American history class at a public school in the South-Atlantic U.S. The authors employed the expanded notion of curriculum, Hammond and Gibbons's (2005) conception of scaffolding, and Critical Race Theory as the framework for the study. Participants included two high school history teachers (one was a White, English-Spanish bilingual male teacher with teaching and administration experience; the other was an African-American male special education co-teacher with experience in teaching and mental health) and the history class in which students were predominantly male and of color, and 40% of students were classified as English Learners (ELs). Data were collected via classroom observations, individual interviews with both teachers and students, and student focus group interviews. Hemmler and co-authors presented their findings for Unit 1 with a focus on early formation of the U.S. The teachers defined perspective taking as "a particular way of regarding something" and set multiple perspective-taking as a goal for the year. In Unit 1, the teachers provided multiple perspectives on Nat Turner, a slave rebellion leader, at the depth not covered by the state standards via one, both, or all of the following scaffolding types: designed-in scaffolding (i.e., teachers present multiple perspectives on important historical topics as determined by the state standards and by teachers themselves, and students can use their racial/ethnic identities to inform their perspectives), contingent scaffolding (e.g., support students' interactions with designed-in scaffolding by prompting questions), and true scaffolding (i.e., combining designed-in and contingent scaffolding). These curricular supports for CLM students are important because they acknowledge their perspectives to form a historical counter-narrative, lend credence to the voices of color in a space that has traditionally valued the contributions of the dominant social group, and improve CLM students' prospects for learning.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* multiple perspective-taking, history education, secondary education, critical race theory, scaffolding

Kim, J. B., Cuenca, A., & Chen, A. Y. (2019). Visual biography and citizenship: Biography driven instruction in the social studies classroom. In L. C. de Oliveira, K. M. Obenchain, R. H. Kenny, & A. W. Oliveira (Eds.), *Teaching the content areas to English Language Learners in secondary schools: English Language Arts, mathematics, science, and social studies* (pp. 297–309). Springer. <https://doi.org/10.1007/978-3-030-02245-7>

This chapter from the book *Teaching the Content Areas to English Language Learners in Secondary Schools* focuses on the subject of social studies and helping ELLs find their place in it. The authors draw on the work of Herrera (2015) to guide teachers through biography-driven instruction that can leverage academic content and civic development of all students, and ELLs in particular. They build a case for the appropriateness of biography-driven instruction as it covers sociocultural, linguistic, cognitive, and academic dimensions of social studies. Next, the authors break down the steps involved in implementing biography-driven instruction beginning with investigating the biographies of their students through the use of photovoice followed by explicitly connecting students' visual biographies to their rights and responsibilities as democratic citizens. For the latter step, authors suggest a three-part framework—activate, connect, and affirm (ACA), by MacDonald et al. (2013) for overlaying student biographies onto instruction.

*SOURCE:* book chapter      *TYPE:* guidance

*KEY WORDS:* English language learners (ELLs), social studies, citizenship education, visual biography, culturally responsive teaching

Rodríguez-Valls, F., Solsona-Puig, J., & Capdevila-Gutiérrez, M. (2017). Teaching social studies in Spanish in dual immersion middle schools: A biliterate approach to history. *Cogent Education*, 4(1). <https://doi.org/10.1080/2331186X.2017.1326202>

Rodríguez-Valls and colleagues discuss the difficulties of middle school teachers in dual immersion programs to simultaneously teach content and Spanish language arts with a focus on history/social studies. The authors discuss the language demands of teaching social studies in Spanish including difficult transferability of tier two vocabulary and concepts that do not exist in Spanish (e.g., checks and balances), the lack of Spanish supplemental material in support of the curriculum, and the need for students to engage in reading comprehension and textual analysis to become active interpreters and critics of history in Spanish. The authors offer a framework for collaboration that they coin “horizontal biliteracy” between history and Spanish language arts teachers, arguing that both must be language and content teachers. They emphasize the importance of cross collaboration around goals and student progress towards the goal. They identify four areas where further research is needed to better understand the challenges and opportunities for growth in dual immersion programs: 1) preparation of bilingual teachers, 2) administrator competencies as instructional supporters of dual immersion teachers, 3) published research in languages other than English, and 4) courses for bilingual authorization to be taught in the target language by highly proficient faculty.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* dual language education, enrichment education, foreign language immersion, bilingual education

Stewart, M. A., & Walker, K. (2017). English as a second language and World War II: Possibilities for language and historical learning. *TESOL Journal*, 8(1), 44–69. <https://doi.org/10.1002/tesj.262>

Stewart and Walker demonstrated how social studies teachers can leverage the backgrounds of late-arrival refugee English learners (ELs) to improve their historical knowledge and literacy skills simultaneously by using culturally relevant material. The authors analyzed students' written responses after a lesson unit on World War II in which the historical fiction *Sylvia and Aki* (Conkling, 2011) and other supporting texts and videos were used. Participants were four high school students from Myanmar who attended all meetings in the second week of a voluntary four-week, six-hour per day summer program designed to boost these late-arrival refugee ELs' academic preparation for the next school year. It was found that students gained historical content knowledge (reflected in students' writings of the lesser-known events of WWII with academic vocabulary associated with social studies), literacy skills (evidenced by students' drawing personal connections to the fiction to understand its content), and a universal perspective in ethics and citizenship (manifest in students' cross-cultural connections in such themes as hope and justice). The results of the study supported the idea that English as a Second Language (ESL) teachers should place greater emphasis on content instruction instead of merely English language instruction, because the engaging subject-matter provides the means for effective second language acquisition.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* late-arrival English learners (ELs), English as a second language (ESL), social studies, historical learning, English language development

Vaughn, S., Martinez, L. R., Linan-Thompson, S., Reutebuch, C. K., Carlson, C. D., & Francis, D. J. (2009). Enhancing social studies vocabulary and comprehension for seventh-grade English Language Learners: Findings from two experimental studies. *Journal of Research on Educational Effectiveness*, 2(4), 297–324. <https://doi.org/10.1080/19345740903167018>

Vaughn and co-authors reported the results of two experimental studies which examined the effects of instructional practices by middle school social studies teachers to improve vocabulary and comprehension for English language learners (ELLs). The two experimental studies were conducted in a sequential manner and spanned two consecutive academic years (2006–2008). A total of 381 seventh grade students (ELLs = 97) from two middle schools in central Texas participated in the first intervention. These schools served a considerable percentage of students designated as Limited English Proficient (11.45% and 13.8%). Participating students were randomly assigned to a comparison group (eight classes, n=205) and a treatment group (seven classes, n=176). For the second experiment, 507 seventh grade students from two middle schools in central Texas participated (ELLs=106), with 273 students in the treatment (nine classes) and 234 in the intervention group (eight classes). Two schools in the second experiment had 14% and 20% LEP students. The two studies had identical treatment protocol, including vocabulary instruction, teacher-led or paired reading, use of video to develop students' understanding and engagement in discussions, and writing with graphic organizers. Prior to the interventions and upon the study completion, students' understanding of the content was assessed with a measure developed by the researchers. For the first experiment, results from a three-level analysis of covariance indicated that the treatment group scored significantly higher

than the comparison group in both comprehension and vocabulary in the post-tests, both effect sizes being large. There was no significant interaction between treatment and ELL status, which suggested that ELLs and non-ELLs benefited equally from the interventions. Similar findings for the second experiment were reported, except that the effect sizes ranged from moderate to large. The findings from the studies provided teachers with instructional strategies to effectively improve ELLs' vocabulary in social sciences. Multiple intervention components employed in these studies could be adapted in other content disciplines such as geography and economics because they do not necessitate curricular changes. The findings that both ELLs and non-ELLs benefited from the interventions suggested that they meet the criteria for universal design. These latter findings were particularly relevant for teachers who have both ELLs and English proficient students in their classes because these teaching practices can be implemented for both groups of learners.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* adolescent English language learners, middle school, academic language development, vocabulary and content knowledge, social studies instruction

**Yoder, P. J., & Jaffee, A. T. (2019). Multiple perspectives: Engaging diverse voices in the social studies classroom. In L. C. de Oliveira, K. M. Obenchain, R. H. Kenny, & A. W. Oliveira (Eds.), *Teaching the content areas to English Language Learners in secondary schools: English Language Arts, mathematics, science, and social studies* (pp. 327–340). Springer. <https://doi.org/10.1007/978-3-030-02245-7>**

In this book chapter, Yoder and Jaffee argue for the importance of multiple perspectives in teaching social studies content to English language learners (ELLs) and demonstrate the practical ways teachers can incorporate multiple perspectives via two pedagogical strategies – Structured Academy Controversy (SAC) and Reader's Theater. The authors point out that social studies curriculum is enriched when students can engage in examinations of multiple perspectives, which represents an essential component of culturally responsive instruction for ELLs. Regarding practical applications, the SAC strategy can be implemented in four steps: (1) selection of discussion topic, (2) preparation of instructional material, (3) discussion of the controversial issues, and (4) whole class debriefing. When teachers employ Reader's Theater, they should allow students time to practice independently/in groups, or assign roles based on students' English proficiency. Yoder and Jaffee suggest a debriefing or written reflection so that ELLs can ask questions about language/content knowledge learned in the classroom activities. The chapter also includes the recommended resources for teachers to explore these strategies further and adapt them in teaching social studies to ELLs. Yoder and Jaffee encourage teachers to critically apply and modify the strategies presented to suit the needs of their ELL students and use the reflection questions provided by the authors to guide their classroom activities.

*SOURCE:* book chapter                      *TYPE:* guidance

*KEY WORDS:* English language learners (ELLs), the C3 Framework, the Common Core Standards, social studies instruction, pedagogical strategies, multiple perspectives



**Yoder, P. J., Kibler, A., & van Hover, S. (2016). Instruction for English Language Learners in the social studies classroom: A meta-synthesis. *Social Studies Research and Practice*, 11(1), 20–39.**

Yoder and colleagues synthesize recent qualitative studies on social sciences instruction for English language learners (ELLs). To be included in the meta-synthesis, studies must employ qualitative research designs and report findings on social studies content teaching and learning activities for ELLs. A total of 15 articles met these criteria and were incorporated in the review. The Language-Content-Task Framework was used to guide the coding of instructional practices described in the selected studies. The authors note that regarding the language component, student performances in multiple language modalities are reported, such as read-aloud activities and immigration/citizenship debates. In terms of the content component, the authors report four studies used primary sources with a variety of pedagogical approaches such as writing assignments and oral presentations, and four studies used primarily textbook-based instruction. Finally, most studies (9 out of 15) include a diversity of instructional formats, while others reported singular approaches such as group presentation and class discussion or did not specify tasks for learners. Findings from this synthesis speak to the need for linguistically and culturally responsive instruction for ELLs and further training for social studies classroom teachers to reach this goal. The authors recommend that future studies embrace a wider variety of methodologies, a larger range of social studies content subdomains, and more diverse ELL populations.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* English language learners, emergent bilinguals, newcomer, social studies, history instruction, civics, culturally responsive, linguistically responsive, qualitative, meta-synthesis

**Zhang, Y. (2017). Supporting English Language Learners in social studies: Language-focused strategies. *The Social Studies*, 108(5), 204–209. <https://doi.org/10.1080/00377996.2017.1354808>**

This article explores the linguistic challenges in social studies texts and explains why commonly used content area literacy strategies alone are not effectively scaffolding social studies lessons for ELs. The author provides three teacher-friendly EL strategies with examples to show teachers how to help students comprehend the content by focusing on language. The author identifies linguistic challenges related to sentence structure and voice in social studies texts. The author argues that for ELs, attention to language must be made the instructional focus of all content area teachers. The three language-focused strategies for social studies teachers that the author provides are: (1) Noun Deconstruction, (2) Sentence Matching, and (3) Text Reconstruction. The author provides visual examples and procedures for each. The strategies can be easily applied to different social studies units as needed. Focusing on language is a key pedagogical approach for teaching ELs in content areas. The language-focused approach does not take away from the linguistic complexity or cognitive demands of content learning; it provides scaffolding for content mastery. Zhang encourages social studies teachers to work with language teachers and experts to adapt the strategies provided and to use them together with (and not in place of) regularly used teaching strategies (e.g., concept maps and visuals).

*SOURCE:* journal article                      *TYPE:* guidance

*KEY WORDS:* English language learners, language, teaching strategies

## INTEGRATED ELD — MATHEMATICS

Grade-level content instruction in mathematics (including pre-algebra, algebra, geometry, statistics, pre-calculus/trigonometry, and calculus in the upper grades) with language support for English Learners (e.g., content-related discourse patterns and problem-solving and justification) that is implemented throughout instruction.

**Abedi, J., & Herman, J. (2010). Assessing English Language Learners' opportunity to learn mathematics: Issues and limitations. *Teachers College Record*, 112(3), 723–746.**

The authors considered ELL opportunities to learn (OTL) in mathematics while also investigating factors that influence differences in levels of OTL for ELLs and non-ELLs. Looking at 24 8th grade Algebra I classrooms (students:  $n = 602$ , teachers:  $n = 9$ ) at three urban middle schools in a large Southern California school district, the authors drew on a number of data sources, including teacher and student surveys of OTL, an assessment on initial Algebra I content knowledge, the fluency subscale for the Language Assessment Scale, and a student background questionnaire that provided insights on the mathematics preparation of students as well as their understanding of teacher directions. Study results indicated that: (1) measures of classroom OTL were associated with student performance, (2) compared to non-ELLs, ELLs reported a lower level of OTL, (3) a high concentration of ELLs in a classroom was associated with lower levels of OTL, and (4) effective access to OTL appeared to be influenced by English proficiency and self-reported ability to understand teachers' instruction. These findings illuminate the limits of looking at exposure, as exposure alone does not ensure adequate access to curriculum or appropriateness of learning opportunities.

*SOURCE:* journal article

*TYPE:* empirical

*KEY WORDS:* opportunities to learn, middle school, academic language, mathematics

**Arizmendi, G. D., Li, J-T., Van Horn, M. L., Stefania D. Petcu, S. D., & Swanson, H. L. (2021). Language-focused interventions on math performance for English Learners: A selective meta-analysis of the literature. *Learning Disabilities Research & Practice*, 36(1), 56–75. <https://doi.org/10.1111/ldrp.12239>**

Math is often thought of as being free from language. For all learners however, math requires proficiency in math vocabulary which poses an additional challenge for ELs. In this study, Arizmendi and her colleagues focused on math interventions that target the development of math language. To conduct their investigation, Arizmendi et al. conducted a meta-analysis of studies that met the following criteria: (1) empirical studies published in peer-reviewed journals; (2) with a focus on interventions for increasing ELs math performance by focusing on the development of math language; (3) with reported information on EL participants' performance on standardized or experimental math measures; (4) that utilized either a treatment and a control group with pre- and post- test data or a single-subject design (treatment only) with at least three data points; and (5) that they reported measures of treatment fidelity. They found a total of 12 studies that met their criteria and of them, six followed a group-study design with treatment and control groups with pre-and post-test measures, and six followed a single-subject

design where the treatment group was tracked over time. Across all 12 studies in the meta-analysis, Arizmendi et al. found that all of the interventions evaluated in the studies were delivered in English (one of the interventions was delivered in Spanish). They also identified 18 language strategies woven into interventions for increasing ELs math performance: the most commonly used language strategies across the studies including promoting math communication, building math vocabulary, scaffolding language, monitoring comprehension of terms, using everyday language, and reducing linguistic complexity. In terms of effect size, group-study design studies had a mean of  $g=0.26$  (which according to Cohen's criteria is small) and single-subject design studies had a PND mean of 81.01, and a Phi coefficient of .66 (which is considered a moderate to large effect size). They further found the following four moderators that yielded statistically significant findings: (1) interventions delivered in kindergarten had higher effect sizes than those delivered in middle school; (2) traditional interventions yielded larger effect sizes than computer-based interventions; (3) interventions focusing on numeracy skills yielded higher effect sizes than mixed math skills; and (4) interventions between 26 and 36 weeks yielded larger effect size than those between 11 and 25 weeks. Arizmendi and her colleagues used these findings to present implications for more clearly defined and tested math interventions that would facilitate, for example, an investigation of the effect size of specific program components and instructional strategies on ELs.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* meta-analysis, mathematics achievement, English language learners, intervention, kindergarten

**de Araujo, Z., Roberts, S. A., Willey, C., & Zahner, W. (2018). English Learners in K–12 mathematics education: A review of the literature. *Review of Educational Research*, 88(6), 879–919. <https://doi.org/10.3102/0034654318798093>**

In this review, de Araujo and colleagues analyze literature published between 2000 and 2015 on the topic of mathematics teaching and learning with K–12 ELs. Using KEY WORDS suggested by prior scholars in the field, the researchers searched the ERIC database and identified 75 peer-reviewed empirical studies on mathematics for K–12 English learners. They employed an iterative approach to organizing the literature and, in its final presentation, organized the literature by focus: learning, teaching, and teacher education. The researchers synthesize the results of the studies in their literature review through a sociocultural perspective on language in mathematics. Themes that focus on learning include: the relationship between mathematics performance and language proficiency, ELs' use of linguistic resources to learn mathematics, and ELs' use of cultural resources in mathematics learning. Themes that focus on teaching include: teachers' histories, teaching contexts, and teachers' practices, which include practices that promote access to content and practices that support mathematics discourse. Themes that focus on teacher education include pre-service and in-service teacher education. Two recommendations are (1) Expand research on mathematics teacher preparation programs for teaching ELs, and (2) Diversify the types of evidence collected in research on mathematics teaching and learning with K–12 ELs beyond qualitative.

*SOURCE:* journal article      *TYPE:* review

*KEY WORDS:* mathematics education, mathematics teaching, bilingual learners, English learners

**Dominguez, H. (2012).** *The making of a meaning maker: An English Learner's participation in mathematics.* North American Chapter of the International Group for the Psychology of Mathematics Education. <https://files.eric.ed.gov/fulltext/ED585055.pdf>

The purpose of this paper was to examine how English learners engage in and make meaning of mathematics instruction. To conduct the study, Dominguez videotaped math instruction in one fourth grade classroom, four times a week for one school year. One English Learner in the classroom was the focus of the study. Findings showed that the process of creating a meaning maker is arduous and includes moments of resistance as the student learned to participate in mathematics discussions from responding only when called on by the teacher and responding to the teacher, to engaging in math talk with peers and sharing understandings and strategies. The author highlighted the importance of re-envisioning student participation in mathematics not as a single act but as a process that evolves along a continuum.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* meaning making, participation, mathematics, English learners, elementary school education

**Gutiérrez, R. (2018).** Political *conocimiento* for teaching mathematics. In S.E. Kastberg, A.M. Tyminski, A.E. Lischka & W.B. Sanchez (Eds.), *Building support for scholarly practices in mathematics methods* (pp. 11–38). Information Age Publishing.

In her work, Gutiérrez argues that unlike popular belief, mathematics instruction is not straightforward, universal, and culture free but that equity in mathematics education and the ability for mathematics teachers to reach English Learners and other marginalized groups involves teachers' ability to negotiate the politics in their practice. Gutiérrez draws from recent developments that attempt to privatize public schools and from the literature to make her case that all teaching, including mathematics teaching, is heavily sociopolitical. She argues that who gets credit for developing mathematics, being capable of mathematics, or seen as part of the mathematics community is generally White. Her theory of political *conocimiento* is the idea that it helps to deconstruct deficit narratives in society about students, teachers, or public education and better prepares teachers to question policies around them and use their professional judgement when making decisions about the learning opportunities that they create and experience alongside their students. Gutiérrez argues that teacher education programs can develop political knowledge in pre-service teachers. She proposes a diagram with four dimensions of equity/learning to include: (1) access, (2) achievement, (3) identity, and (4) power—all held together by *Nepantla*, a Nahuatl metaphysics that recognizes and values opposing forces. Her theory argues that teachers must recognize and live in tension and then decide how best to act for the benefits of marginalized students including Black, Latino, American Indian, newcomers, and emergent bilinguals. Gutiérrez proposes two activities for the development of political *conocimiento* in pre-service teachers, namely, The Mirror Test and In My Shoes.

*SOURCE:* book chapter                      *TYPE:* theoretical

*KEY WORDS:* critical professional development, politics of teaching, mathematics education, urban education

Lewis, B., King, M. S., & Schiess, J. O. (2020). *Language counts: Supporting early math development for dual language learners*. Bellwether Education Partners.

[https://bellwethereducation.org/sites/default/files/Bellwether\\_LanguageCounts-HSF\\_Final.pdf](https://bellwethereducation.org/sites/default/files/Bellwether_LanguageCounts-HSF_Final.pdf)

This report explores effective strategies to promote early math learning for Dual Language Learners (DLLs) –defined as children 0–8 living in households where at least one parent speaks a language other than English. Lewis and his colleagues review the literature on evidence-based practices across three areas: math instruction for early learners, math instruction for older ELs, and engaging families of DLLs and ELs in supporting children's home learning. They profile two organizations that exhibit the evidence-based practices for supporting DLLs' early math achievement; Mighty Math –a parent peer leadership model that raises awareness among families of DLLs about promoting early math at home; and Zeno Math –a non-profit that provides PD and technical assistance to childcare providers on building play-based math for early learners and equipping families with tools to create math opportunities for children at home. Key lessons from both organizations include building relationships with DLL communities to understand and meet their needs, tailoring family outreach with a focus on educational equity, counting on parent leaders as effective advocates for DLL families, using asset-based, culturally relevant approaches, using play-based learning to support the development of math skills, and making materials accessible to DLL families (e.g., free, low-cost, in multiple languages). This review surfaces multiple gaps in research, practice, and policies for supporting early math learning for DLLs. Recommendations for policymakers and advocates include: (1) engaging and listening to DLL families to better understand their needs; (2) paying attention to specific needs of DLLs in COVID-19-related funding and policies; (3) including DLL-related reporting and capacity-building in early childcare quality ratings and improvement systems; (4) supporting grow-your-own bilingual educator certification pathways, and (5) supporting funding for educators to learn best practices while working with DLL students. Recommendations for practice include: (1) raising awareness about the importance of early math, (2) developing campaigns around early math targeted for DLL families, (3) developing and piloting training tools related to DLL instruction and family engagement, (4) investing in community organization efforts for families of DLLs around education equity, and (5) joining or supporting train the trainer professional development programs. Last, recommendations for research include: (1) conducting rapid-cycle research for effective distance learning for DLLs, (2) investigating the effectiveness of specific math instructional strategies for DLLs, and (3) refining training tools for DLL instruction based on research.

*SOURCE:* report

*TYPE:* review/guidance

*KEY WORDS:* mathematics instruction, mathematics skills, young children, preschool education, early childhood education

**Moschkovich, J. N. (2014). Bilingual/multilingual issues in learning mathematics. In S. Lerman (Ed.), *Encyclopedia of mathematics education* (pp. 57–61). Springer.**

This text provided an overview of some key issues, ideas, and findings surrounding bilingual and multilingual instruction and learning of mathematics. The author addressed a prevailing misconception that code-switching, a common practice among bilinguals where they switch languages during a sentence or conversation, is somehow a sign of deficiency. Researchers in linguistics agree that code-switching is not random or a reflection of language deficiency. Therefore, Moschkovich highlighted the criticality of not using someone's code-switching to reach superficial conclusions about their language proficiency, ability to recall a word, knowledge of a particular mathematics concept, or mathematical proficiency. Rather than viewing code-switching as a deficiency, the author asserted that instruction for bilingual mathematics learners should consider how this practice serves as a resource for communicating mathematically. Overall, Moschkovich demonstrated that there is strong evidence suggesting that bilingualism does not impact mathematical reasoning or problem solving.

*SOURCE:* book

*TYPE:* review and guidance

*KEY WORDS:* mathematics, bilingual education, multilingualism, code-switching

**Saxe, G. B., & Sussman, J. (2019). Mathematics learning in language inclusive classrooms: Supporting the achievement of English Learners and their English proficient peers. *Educational Researcher*, 48(7), 452–465. <https://doi.org/10.3102/0013189X19869953>**

Inequities in mathematics learning opportunities between ELs and English proficient (EP) students have resulted in achievement gaps on national and state assessments. In this investigation, Saxe and Sussman reconsider a previous study to examine the effects of Learning Mathematics Through Representations (LMR), a data-driven, innovative curriculum intended to close the achievement gap between EL and EP students. The innovative LMR curriculum included 19-lessons on integers and fractions through use of a number line to explore mathematical ideas, construct arguments and elaborate explanations. Each lesson consisted of a five-phase structure that supported teachers to build student thinking and encourage math talk including coordinated use of visuals, manipulatives, encouraging explanation, and listening to fellow students' contributions. Saxe and Sussman conducted a multilevel analysis of California Standardized Test (CST) scores of students in LMR vs. comparison classrooms. To create the LMR group (n=11 classrooms) and a matched comparison group (n=10 classrooms), teachers were matched along three indicators: greatest degree, years of teaching experience, and previous professional development. The participants in this study included a total of 571 fourth and fifth grade students reflecting the ethnic/racial and socioeconomic diversity of three urban and suburban school districts in the San Francisco Bay Area. Findings revealed that EL students benefited more in LMR classrooms than in the comparison classrooms, that the growth in the achievement of EL students kept pace with the EP students in the same LMR classrooms, and that the EL-EP achievement gap was reduced when the achievement of EL students in LMR classrooms was compared to that of EP students in the comparison classrooms. The researchers attributed the positive outcomes for ELs on features of the LMR curriculum which engaged ELs in mathematics in ways that are not seen in published curriculum. Use of visual representations, verbal and written representations, sensorimotor, and five-phase lessons all supported teachers

to assess, elicit, and integrate student reasoning in classroom mathematical discussion and to adapt their instruction and meet students' needs. While this study did not examine which specific features of the LMR curriculum supported ELs the most, it did show that LMR as a whole, engaged ELs in ways that resulted in more equitable learning opportunities. This study is useful for researchers and for practitioners developing instructional approaches that engage all students with rich learning opportunities.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* achievement gap, assessment, curriculum, diversity, elementary mathematics, learning environments

**Song, K. H., & Coppersmith, S. A. (2020). Working toward linguistically and culturally responsive math teaching through a year-long urban teacher training program for English Learners. *Journal of Urban Mathematics Education*, 13(2), 60–86. <https://doi.org/10.21423/jume-v13i2a409>**

In this work, Song and Coppersmith sought to answer the following research question: How did participating urban in-service teachers apply linguistically and culturally responsive mathematics teaching competencies for ELs learned at a university EL teacher training program to their actual mathematics instruction in the classroom? The researchers employed a qualitative case study design and used data collected from observations and interviews with three teachers participating in a year-long in-service program for mathematics strategies for ELs. The three teachers were from two urban schools serving language diverse populations. Observational data showed that all three teachers in this study applied what they learned about linguistically and culturally responsive mathematics teaching in their classrooms. Observational data also showed that teachers did not specifically tailor their linguistically and culturally responsive teaching practices to each student, assuming instead that good strategies might work for all. Interviews with the teachers revealed that they felt constrained by personal, classroom, and school management structures (e.g., bell schedule). Despite the limitations of a small sample since, this study highlighted differences between what teachers learn in university-based professional development programs and what transfers into their actual practice. Song and Coppersmith suggest that in-service mathematics should prepare teachers more directly and explicitly for knowing when and how to develop and implement mathematical discourse.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* activity theory, in-service teachers, teaching competencies, urban education

**Zhao, M., & Lapuk, K. (2019). Supporting English learners in the math classroom: Five useful tools. *The Mathematics Teacher*, 112(4), 288–293. <https://doi.org/10.5951/mathteacher.112.4.0288>**

Zhao and Lapuk offer five proven strategies to support English Learners' math and language skills. The implementation of these tools is informed by the Sheltered Instruction Observation Protocol (SIOP). The first tool is building cultural background knowledge, i.e., getting to know the mathematical language difference and help English Learners (ELs) to connect our mathematical dialect with their own. Second, it is important to build vocabulary in mathematics because students benefit from attention to both language and content objectives, and because learning languages facilitates metacognitive skills development for information processing. Third, teachers should support reading with the use of engaging, relevant text in mathematics word problems (e.g., use culturally, linguistically, and developmentally appropriate situations). Fourth, teachers should support writing in mathematics via means such as a double-entry journal (i.e., students use their first language as the mediator between the math problem and their English explanation). Finally, teachers can support speaking by encouraging a free language environment for ELs (e.g., allowing them to take more time and choose the language they are comfortable with to solve math problems). These tools support bilingual learners' mathematics learning and teachers' creation of a multicultural and welcoming learning environment.

*SOURCE:* journal article      *TYPE:* guidance

*KEY WORDS:* mathematics education, mathematics instruction, English language learners, mathematics teachers, secondary school teachers

**Zwiers, J., Dieckmann, J., Rutherford-Quach, S., Daro, V., Skarin, R., Weiss, S., & Malamut, J. (2017). *Principles for the design of mathematics curricula: Promoting language and content development*. <http://ell.stanford.edu/content/mathematics-resources-additional-resources>**

In order to provide support for linguistically and culturally diverse students who are learning English and mathematics simultaneously, Zwiers and colleagues offer mathematics teachers a framework for organizing strategies and considerations to facilitate students' progress in mathematics practices, content and language. The framework is based on the theory of action with four components, including the interdependency of language and disciplinary learning, the central role of student agency in linguistic and mathematic sense-making, the significance of scaffolding routines to foster students' autonomy, and the importance of instructional responsiveness to students' performance. Four principles guide the mathematics curriculum development and instruction for English language learners, including: (1) support students' sense-making with scaffolded tasks and amplified disciplinary language, (2) optimize output, i.e., increase the quality and quantity of opportunities for students to communicate their mathematical reasoning, (3) cultivate conversation, i.e., use lessons and activities to build a classroom culture that motivates and values communication, and (4) maximize meta-awareness (i.e., thinking about one's thought processes) by directing students' attention to what they need to do to improve mathematical reasoning and communication. The authors then present eight mathematical language routines that are most effective and practical for mathematical content and language learning. Mathematical language routines are structured but adaptive formats to amplify, develop, and assess students' language. The eight effective math language routines are: (1) stronger and clearer each time: to provide students with a purpose for communication and



strengthen output, (2) collect and display: to capture students' oral performance output into a stable reference, (3) critique, correct and clarify: to let students analyze, reflect on and improve on mathematical writing that is not their own, (4) information gap: to forge a need for communication, (5) co-craft questions and problems: to allow students to understand a context before producing answers and analyze how different situations are represented by different mathematical forms, (6) three reads: to ensure students' understanding of the texts/tasks and the presentations of the math questions and provide students with tools to negotiate meaning, (7) compare and connect: to promote students' meta-awareness, and (8) discussion supports: to promote enriching and inclusive discussions on math ideas and strategies. Zwiers and colleagues provide examples to accompany these mathematical language routines to illustrate how they can be enacted in practical classroom situations.

*SOURCE:* report

*TYPE:* theoretical/guidance

*KEY WORDS:* linguistically and culturally diverse students, mathematical language development, curricular framework, design principles, mathematical language routines

## INTEGRATED ELD — SCIENCE

Grade-level content instruction in science (including health, biology, environmental science, geology, astronomy, chemistry, and physics in the upper grades) with language support for English Learners (e.g., content-related discourse patterns, and the scientific inquiry process) that is implemented throughout instruction.

**Alvarez, L., Capitelli, S., De Loney, M. L., & Valdés, G. (2021). English Learners as agents: Collaborative sense-making in an NGSS-aligned science classroom. In A. Kibler, G. Valdés, & A. Walqui (Eds.), *Reconceptualizing the role of critical dialogue in American classrooms: Promoting equity through dialogic education* (pp. 78–104). Routledge. <https://doi.org/10.4324/9780429330667>**

Reform in educational learning standards, including the Next Generation Science Standards (NGSS), targeted developing critical thinkers and global competitors, and highlighted the importance of collaborative sense-making practices and dialogue among students. This raised the question of the education of ELs who must simultaneously learn a second language while building content or subject-specific knowledge. In this chapter, the researchers examined student-to-student interactions to identify what collaborative sense-making look like for students in classrooms implementing a pilot NGSS-aligned science unit. The research questions that guided their study were: (1) What is a productive interaction for ELs that creates opportunities for their language development and content learning? and (2) What are the features of classroom environments that support productive interactions? The researchers used sociocultural and interactional competence perspectives on second language acquisition to analyze student interactions in four linguistically diverse 5th grade science classrooms. The teachers in these classrooms partnered with the Stanford Integrated Science and Language (SISL) project and agreed to pilot science units created by the researchers to align to NGSS and provide opportunities for language use and development in the context of inquiry-based science instruction. Teachers in each of the four classrooms were asked to identify four ELs to serve as focal students for this study, with priority for recently arrived immigrants/newcomers. Weekly science lessons were video recorded in each of the four classrooms and transcripts were examined for evidence of NGSS science and engineering practices, including planning and conducting investigations, developing and using models, constructing explanations, and arguing from evidence. By analyzing focal students' productive interactions, the researchers identified four features of learning environments that supported them, namely: (1) tasks with talk-worthy prompts and intentional sequencing, (2) multimodal resources to support comprehension and production, (3) positioning ELs as talk-worthy partners, and (4) a classroom culture that values learning and holds all students accountable to high expectations. The researchers identified three concrete implications for teachers and teacher educators: (1) productive interactions require both planned and contingent scaffolding, (2) attention must be given to students' sense-making interactions, and (3) teachers' perspectives on the capacities of ELs matter because they impact student learning.

*SOURCE:* chapter book      *TYPE:* empirical

*KEY WORDS:* student interaction, language use, inquiry-based science instruction, sociocultural, interactional competence, English learners

Capitelli, S., Hooper, P., Rankin, L., Austin, M., & Caven, G. (2016). Understanding the development of a hybrid practice of inquiry-based science instruction and language development: A case study of one teacher's journey through reflections on classroom practice. *Journal of Science Teacher Education, 27*(3), 283–302. <https://doi.org/10.1007/s10972-016-9460-9>

Capitelli and colleagues investigated the kinds of professional learning experiences that support teachers in developing an understanding and expertise around the role of inquiry-based science in supporting science engagement, science learning, and language development. The researchers conducted a qualitative case study of the professional development experiences of an elementary teacher who participated in a partnership program between her semirural school district (with 60% EL located in Northern California) and a science museum. The program's goal was to develop an approach to professional learning that would help K–5 teachers to increase their ability to teach science as a context for English language development. The teacher selected for this case study was a 2nd /3rd grade teacher in her 9th year of teaching who stood out as a leader, invested and eager to implement the professional development in her classroom. Specifically, the researchers set out to answer the following research questions: (1) What can we understand about a teacher's developing ideas about language acquisition and inquiry-based science pedagogy by examining her reflections on inquiry activities? and (2) How does this teacher come to see the relationship between inquiry-based science and language development? Between November 2013 and May 2014, they collected 15, 1-hour videos of her classroom instruction and videos of her reflections. Findings showed that the teacher developed a practice of using inquiry-based science to teach both science content and English language development to her students, many of whom were ELs. Inquiry-based science involved students observing first, then asking questions that are meaningful to them about what they've observed, looking for answers to their questions, and sharing ideas that are developed through their investigations. "Doing" science became the impetus to communication as the science units were designed with explorations which afforded both science learning and language development. Findings also showed that through time, the teacher came to see an important connection between science talk and writing, particularly for ELs, and that repeated or multiple experiences with a science phenomenon allowed students to make connections. The connection between science and literacy in this study had implications for building greater understanding of language development connected to all academic content necessary for the implementation of the Common Core State Standards.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* English language learners, inquiry-based science, elementary science, English language development, professional development, teacher development

Estrella, G., Au, J., Jaeggi, S. M., & Collins, P. (2018). Is inquiry science instruction effective for English Language Learners? A meta-analytic review. *AERA Open*, 4(2), 1–23.  
<https://doi.org/10.1177/2332858418767402>

The linguistic complexity of scientific texts can impede meaningful learning for ELs. One view is that ELs may learn best through inquiry-based instruction however, ELs may lack English proficiency to fully benefit from this approach. In this study, Estrella et al. summarize the effect of inquiry instruction on the science achievement of ELs in elementary school. Estrella and his colleagues engage in a meta-analysis which began with a search for existing studies that met the following criteria: (1) used an experimental or quasi-experimental research design, (2) provided data for K–6 ELs, (3) included a treatment and a control group, (4) assessed the effects on inquiry instruction on ELs' science learning outcomes and reported quantitative findings, (5) provided sufficient data to calculate effect size, and (6) were either published or translated in English. Overall, their selection criteria yielded 26 studies for inclusion in the meta-analysis. They find that overall, ELL students receiving inquiry instruction tended to obtain science scores that were over one-quarter a standard deviation higher than those receiving traditional instruction. They further find that EL and non-EL students benefit differently from inquiry instruction; non-EL students obtain science achievement scores that were about one-third a standard deviation higher than EL students. Last, they find that the achievement gap between EL and non-EL students is greater in science classrooms using traditional instruction than in those using inquiry instruction—suggesting that inquiry instruction may attenuate the science achievement gap for ELs. The authors note implications for further research to understand how inquiry instruction can be adapted to better serve EL students' instructional needs and further reduce the achievement gap.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* English language learner, science education, inquiry instruction, achievement gap, quantitative research synthesis

Feldman, S., & Malagon, V. F. (2017). *Unlocking learning: Science as a lever for English Learner equity*. Education Trust-West. <https://west.edtrust.org/wp-content/uploads/2015/11/Ed-Trust-West-Unlocking-Learning-Report.pdf>

Feldman and Malagon highlight the practices of districts making efforts to integrate the California Common State Core Standards, California English Language Development Standards, and the California Next Generation Science Standards (CA NGSS). Feldman and Malagon interviewed experts in the field of science and ELD education and examined district-level data for the following criteria: (1) districts that serve an EL population that was higher than the state average, and (2) districts where ELs achieve at a level higher than the state average on the California Standardized Test in Science. Twelve districts met their criteria and of them, six were selected that represented distinct geographic locations; their EL population ranged from 23%–47% EL and between 22%–68% of their 8th grade ELs scored proficient or above on the Science California Standardized Test (higher than the state average of 19%). While this study was conducted early in the implementation of the California NGSS and ELD standards, Feldman and Malagon found that the districts they investigated shared several strategies for advancing science learning for ELs including: (1) providing high quality professional development for both

teachers and administrators to build and support integrated science instruction, (2) partnerships with science institutions, (3) increased science instructional time in the early grades for ELs, (4) innovative multilingual strategies to advance science learning for ELs, and (5) equitable budgeting to advance science instruction for ELs. Based on these findings, the authors realize that districts are still developing ways to integrate language learning and science and provide the following recommendations for guiding their program planning and design: (1) secure funding (including resources, training, and staffing) for science and ELD integration in the Local Control Accountability Plan, (2) ensure access to rigorous coursework, (3) select high-quality science curriculum aligned to CA NGSS and vetted to support ELs, and (4) ensure that families of ELs are welcomed and informed. The authors also provide the following state policy recommendations: (1) strengthen teacher preparation, (2) improve access to science curriculum instructional material, (3) improve science assessment, (4) support multilingual and dual-language education, and (5) improve college and career preparation in science fields.

*SOURCE:* report

*TYPE:* review/guidance

*KEY WORDS:* science education, integrated ELD, high-quality education, language development

**Haas, A., Januszyk, R., Grapin, S. E., Goggins, M., Llosa, L., & Lee, O. (2021). Developing instructional materials aligned to the next generation science standards for all students, including English Learners. *Journal of Science Teacher Education, 32*(7), 735–756.**

The purpose of this article is to present a conceptual approach to developing year-long, Next Generation Science Standards (NGSS)-aligned instructional material for fifth grade with a focus on equity for ELs. To make this possible, a research team consisting of science content experts, NGSS writers, former science teachers, and applied linguists meticulously document their design-based research approach for developing NGSS-aligned instructional materials. They engage in an iterative process whereby they field tested drafts of the materials and collected feedback from teachers who implemented the draft material with their students—all in urban school districts with large concentrations of English Learners (ELs). Two theoretical perspectives related to equity for ELs guide their work: (1) place-based and project-based approaches to science learning to build from students' home/community experiences, and (2) sociocultural views of second language acquisition as learned from engaging purposefully with others. In addition to developing the material itself, a unique contribution of this manuscript is a framework for NGSS-aligned instructional materials development with a focus on equity. The framework includes three pillars: (1) performance expectations (similar to lesson objectives), (2) phenomena that are both local and applicable across settings, and (3) students' funds of knowledge, and use of modalities and registers for meaning-making. To demonstrate use of the framework for NGSS-aligned material development, the authors describe how they use it to develop a unit on "What happens to our garbage?" They propose three implications for teacher professional learning: (1) well-designed professional learning experiences that support teacher use of NGSS-aligned instructional material; (2) realistic expectations for teacher professional learning over time, and (3) the need for additional research to inform teacher professional learning in the context of NGSS-aligned instructional development.

*SOURCE:* journal article

*TYPE:* guidance

*KEY WORDS:* science curriculum, NGSS, equity, teacher professional learning

**Johnson, C. C., Bolshakova, V. L. J., & Waldron, T. (2016). When good intentions and reality meet: Large-scale reform of science teaching in urban schools with predominantly Latino ELL students. *Urban Education*, 51(5), 476–513. <https://doi.org/10.1177/0042085914543114>**

Johnson and colleagues investigated the effects of a research-based, Transformative Professional Development (TPD) model developed to impact urban science teacher quality and learning of science, particularly for their work with Latino EL students through a school-wide, systems approach. The research was driven by the following questions: (1) Does participation in TPD result in improved science teaching quality and enhanced performance on state science assessments for ELs? and (2) What challenges do teachers experience with science education reform? The investigation was conducted over six years (2005–2008 and 2009–2012) in a low-performing, urban district in the southwest U.S. with a predominantly Latino (50%), EL (40%) population. Mixed methods were used to answer the research questions for which the following data were collected: student state science assessment data, field notes of TPD trainings, teacher interviews and focus groups, and classroom observation data using the Local Systemic Change Classroom Observation Protocol (which utilized a 5-point Likert scale to rate classroom instruction across four areas –lesson design, lesson implementation, science content, and classroom culture). Classroom instruction ratings were conducted annually in both treatment (TPD) schools and control schools. Findings indicated improved teaching practices across all four areas measured by the classroom observation protocol from baseline to end of program in TPD schools compared to control schools. Further, teacher interviews and focus groups revealed a newly gained interest in science that teachers attributed to TPD. TPD teachers also perceived an increase in student performance in science. Their observation was confirmed by state science assessment results which showed that elementary students in TPD schools demonstrated between 6%–48% gains in students scoring proficient from baseline to end of program. Growth for ELs surpassed overall growth for all students. Findings also highlighted barriers and challenges for TPD program participants related specifically to district policies and management including misaligned priorities and challenges to class schedules and student assessment (both district curriculum tests and state assessments). Researchers suggest that further research is needed to learn more about the intricacies of effective programs for transforming teaching and learning of science for ELs.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* Latino, school reform, urban education, teacher development

**Kayumova, S., & Tippins, D. J. (2021). The quest for sustainable futures: Designing transformative learning spaces with multilingual Black, Brown, and Latinx young people through critical response-ability. *Cultural Studies of Science Education*. <https://doi.org/10.1007/s11422-021-10030-2>**

Decades of research about schooling shows how schools operate from dominant cultural, linguistic, and epistemic perspectives and practices. In this article, Kayumova and Tippins theorize ways to make science teaching and learning relevant, accessible, and sustainable to Black, Brown, Latinx, and Indigenous youth. In building their theory, they simultaneously attempt to bridge the false divide that traditional educational institutions have created and exacerbated between the social and natural sciences. The authors provide examples of two efforts that have made the voices of historically marginalized youth, front and center in creating

their own science knowledge, and finding sustainable solutions to environmental issues. STEAM Your Way to College and The Systems Academy for Young Engineering Scientists (SAYS) are designed to engage marginalized youth in ecological systems thinking and critical response-ability. STEAM Your Way to College was designed to engage multilingual Black and Brown middle school youth in southern Massachusetts as research partners of teachers, graduate students, and university professors to investigate the effects of local environmental issues including hazardous waste sites, ecological pollution contamination, and lack of sustainable jobs; together they researched, co-designed, and modeled artifacts including smart air filters and food preservation boxes as potential solutions to local environmental problems. Similarly, the Systems Academy for Young Engineering Scientists (SAYS) summer enrichment program was designed for Latinx 5th and 6th grade students from a Texas border town dealing with the ecological effects of local petroleum fracking on the local air quality and water supply. Teachers and students worked together to build knowledge and generated models that showed the diminishing petroleum supply over the years if the fracking continued. The authors highlight implications for a continuous examination of power and privilege embedded within social systems including schooling and local policymaking that often marginalize the voices, lived experience, and knowledge of Black, Brown, Latinx, and Indigenous youth. Further implications are made towards reimagining teaching and learning in general, and science teaching and learning in particular, to engage Black, Latino, and Indigenous youth as equal and knowledgeable partners in the co-building of solutions to local environmental, health, socio-cultural, economic, and political problems to ensure that solutions are meaningful and sustainable within the local context.

*SOURCE:* journal article

*TYPE:* theoretical

*KEY WORDS:* sustainability, relationality, identity, equity, science education

**Kelly, L. B. (2016). Supporting academic language. *Science and Children*, 54(3), 52–57.**

New science standards expect students to construct an argument, make claims based on evidence, and challenge and respond to their peers. These exchanges are not typical in everyday conversations, even for students who are fluent English speakers. In this guide, Kelly breaks down the steps that teachers can take to create lessons or modify existing lessons to increase student engagement in science talk. Kelly draws from teachers' experiences during the implementation of an after-school STEM club and a summer STEM camp for students K–5 whose goals were to increase use of academic vocabulary among ELs, and from the literature on effective science instruction for ELs. He describes three strategies they implemented for making science discussions successful: (1) journal prompts; (2) ample teacher support (including the provision of pre-selected academic vocabulary, discussion questions, and expectations for active listening); and (3) language stems (also known as sentence starters). Kelly encourages the use of these practices in English or in the primary language for student engagement in substantial scientific discussions.

*SOURCE:* report

*TYPE:* guidance

*KEY WORDS:* academic discourse, vocabulary development, summer programs, stem education

Lara-Alecio, R., Tong, F., Irby, B. J., Guerrero, C., Huerta, M., & Fan, Y. (2012). The effect of an instructional intervention on middle school English Learners' science and English reading achievement. *Journal of Research in Science Teaching*, 49(8), 987–1011.  
<https://doi.org/10.1002/tea.21031>

Lara-Alecio et al designed a quasi-experimental study of the impact of a literacy-integrated science intervention on fifth grade ELs' science and reading literacy achievement. To conduct the study, the researchers developed research-based professional development on integrated science within an inquiry-based framework. The study was conducted in an urban school district in southeast Texas; 45% of students were native Spanish speakers and 85% were low SES. Two schools in the district were randomly selected to be intervention schools and two schools were randomly selected as comparison schools; 166 students were treatment students and 80 were comparison students. The intervention consisted of ongoing professional development and science lessons with inquiry-based teaching and learning strategies. Teachers and paraprofessionals participated in workshops where they reviewed upcoming lessons, discussed science concepts with peers, engaged in reflections on student learning, participated in inquiry activities, and received instruction in strategies for teaching ELs. Participants received lesson plans that incorporated strategies for effective instruction for ELs. Results suggested a statistically significant positive intervention effect in favor of the treatment students as reflected in their performance on district curriculum-based science and reading scores as well as on standardized tests of oral reading fluency. These findings were consistent with similar studies suggesting that inquiry approaches to teaching and learning science can promote ELLs' performance on standardized and achievement tests. This study has implications for how existing professional development efforts can be enhanced and modified to support content-area strategies that teachers use to improve English proficiency and content area achievement.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* science intervention, English learners, inquiry-based leaning, integrating science and literacy, standards-based assessment

Lee, O., Quinn, H., & Valdés, G. (2013). Science and language for English Language Learners in relation to Next Generation Science Standards and with implications for Common Core State Standards for English Language Arts and mathematics. *Educational Researcher*, 42(4), 223–233.  
<https://doi.org/10.3102/0013189X13480524>

Anticipating the implementation of Next Generation Science Standards (NGSS) in 26 pilot states, Lee, Quinn, and Valdés drew upon socially oriented language acquisition theories to argue for the reexamination of science classrooms as opportunities for English Learner (EL) students to develop academic language skills. By outlining where science and English educational goals overlap, the researchers proposed that encouraging students to “do” scientific tasks using English would strengthen their ability in both subjects simultaneously. The researchers suggested that this approach would reframe ELs' growing language ability into an empowering learning tool, calling on science educators to create a positive classroom culture.

*SOURCE:* journal article      *TYPE:* review

*KEY WORDS:* bilingualism, biculturalism, science instruction, language acquisition



Moore, J., & Schleppegrell, M. (2020). A focus on disciplinary language: Bringing critical perspectives to reading and writing in science. *Theory into Practice, 59*(1), 99–108.  
<https://doi.org/10.1080/00405841.2019.1685337>

Moore and Schleppegrell provide the theory-based approach, critical language awareness, to developing scientific knowledge, language, and writing among 4th grade native Arabic-speaking ELs. They follow a Design-Based Research approach to connect educational research, theory, and practice. They identify the specific theories that informed the development of their approach, including systemic functional linguistics theory, socio-cultural learning theory, and literacy theory. These theories, coupled with their classroom experience inform the development of three design principles: (1) Support explicit, meaningful attention to the language of the texts students read and write in service of achieving specific disciplinary goals of the curriculum; (2) Develop teachers' explicit knowledge about language for purposes of supporting curricular learning; and (3) Support interaction between students and teacher to stimulate and support students' meaningful language use in disciplinary learning. They used these principles to conduct formative evaluations of their approach (although those findings and iterations are not included in the article). The authors provide rich excerpts from a 5-day sequence of 1-hour science lessons in which their approach was applied in a classroom of 4th grade Arabic-speaking ELs. Students read science text and informational videos to help them write an argument to a science policy recommendation. As they read, the teachers drew students' attention to key features of scientific reporting such as the words “likely” and “usual” often used when offering evidence or making predictions. Classroom transcripts and student writing show that students weighed evidence, paid attention to language in science, and formulated their own arguments verbally and in writing. The authors argue that these instructional practices provide equitable contexts for the participation of ELs who have not been well-served in science learning in recent years. By developing students' critical language awareness, teachers enable ELs to insert their voices to important social issues while simultaneously supporting key learning goals. Although there are no research and evaluation findings to determine the sustained effectiveness of their approach on student reading and writing, the classroom anecdotes provided in the article could serve as examples for teaching integrated science to ELs.

*SOURCE:* journal article                      *TYPE:* guidance

*KEY WORDS:* academic language, elementary school students, content area reading, content area writing, English (second language)

Morrison, J., Ardasheva, Y., Newcomer, S., Lightner, L., Ernst-Slavit, G., & Carbonneau, K. (2020). Supporting science learning for English Language Learners. *Journal of Educational Research & Practice*, 10(1), 254–274. <https://doi.org/10.5590/JERAP.2020.10.1.17>

Morrison and colleagues conducted a qualitative comparison study of two fourth grade classrooms' science lessons during which teachers integrated science and language instruction, each using a different language delivery model for ELs. Two case studies were conducted in two separate classrooms: a Structured Immersion Classroom (SEI) and a Developmental Bilingual Education Classroom (DBE). Audio-recorded classroom observations, field notes, classroom artifacts, and teacher interviews informed each case study. Data was collected for the duration of three complete science lessons per classroom; the focus was on how the teachers integrated science and language instruction and science instructional practices for ELs. Notes were coded using the following a priori codes: (1) negotiation, (2) embedded language, and (3) non-threatening learning environments. Vignettes from science lessons from each SEI and DBE classroom indicated similarities and differences. In both SEI and DBE classrooms, teachers encouraged students' thinking rather than arriving at a correct answer. In both classrooms, teacher-student and student-student negotiations focused on conceptual learning (e.g., discussions, connections to prior learning, building models, seeking evidence). Further, in both SEI and DBE classrooms, there was evidence of embedded language during oral language and literacy activities. The negotiation and embedded language practices observed across the two classrooms were nurtured through the teacher's establishment of non-threatening classroom environments (e.g., using encouragement, fostering enthusiasm for science). While students in both classrooms simultaneously learned language and science, students in the SEI classroom learned in their L2, through defined terms, modeling, and structure (concept maps were pre-created and pre-determined categories presented). Teacher questions in the SEI classroom were mostly "why?" questions that allowed students to modify, confirm, or contemplate on their thinking. Students in the DBE classroom were guided in their L1 and questions were sequenced as the teacher built on students' answers. While both teachers created a non-threatening learning environment, they accomplished this in different ways; the SEI teacher gave extra think time and gave praise, while the DBE teacher used L1 and humor which created a sense of comfort. Students in both SEI and DBE classrooms showed high levels of engagement and interest in science. The authors conclude that effective implementation of negotiation, embedded language, and non-threatening learning environments outweighs language delivery. This implication leads to recommendations for teachers to focus on meaningful participation in science by focusing on language as a tool for communication rather than a content objective.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* science learning; English language learning; negotiation; embedded language; non-threatening environments

## INTEGRATED ELD — STEM

Grade-level, integrated content instruction across all Science, Technology, Engineering and Math (STEM) fields or instruction exclusively in Engineering with language support for English Learners (e.g., content-related and cross-discipline discourse patterns) that is implemented throughout instruction.

**Bailey, A. L., Maher, C. A., & Wilkinson, L. C. (Eds.). (2018). *Language, literacy, and learning in the STEM disciplines: How language counts for English Learners*. Routledge.**

This book critically synthesizes and interprets current research on language challenges inherent to learning the STEM disciplines of science, technology, engineering, and mathematics, with particular attention to the unique issues for English Learners (ELs). With a focus on what STEM educators need to know about academic language used in their disciplines, the volume also addresses specific challenges the language of mathematics and science may present to the learning and the assessment of EL students. Moreover, the authors highlight the added complexity for EL students learning English at the same time they are attempting to master these content areas. Further, the chapters provide resources for teachers to learn how to effectively blend scientific literacy and the needs of EL and bilingual students, thus addressing an equity issue and a critical need for the country. Lastly, the authors examine the obstacles to and latest ideas for improving STEM literacy, as well as discuss implications for future research and practice.

*SOURCE:* book chapter      *TYPE:* review

*KEY WORDS:* adolescent ELs, bilingualism, biculturalism, academic language, middle school, teacher education, STEM

**Cunningham, C. M., Kelly, G. J., & Meyer, N. (2021). *Affordances of engineering with English Learners*. *Science Education*. 105(2), 255–280. <https://doi.org/10.1002/sce.21606>**

The Next Generation Science Standards advocate for more active uses of language to advance learning in science and engineering and pose new challenges and opportunities for ELs. In this position paper, Cunningham and colleagues draw from their previous research and work with elementary school teachers to begin to theorize ways in which engineering education can provide beneficial learning opportunities for ELs. The following questions guide their theory: What are the affordances of engineering with ELs? How can affordances of engineering with ELs be realized? What are the educational opportunities and constraints to fostering access to STEM knowledge through engineering for ELs? Cunningham et al. approach their theory from a sociocultural learning framework and take an asset-based approach to hypothesize affordances of engineering for the language development of ELs. They rely on the limited research on the topic and reflections of elementary teachers with whom they've interacted from previous research and have taught engineering lessons to ELs to build their theory. The researchers identify six hypothesized affordances of engineering that benefit language development for ELs: (1) engineering education involves meaningful collaborative groups that allow ELs to develop their social and academic skills, (2) engineering education involves multimodal approaches to

communication which ELs find inviting, (3) engineering considers failure as an opportunity to learn allowing ELs to take risks linguistically, (4) engineering is open to multiple solutions which invites ELs to draw on their experiences to generate ideas, (5) engineering and design benefit from diverse perspectives allowing ELs to consider their backgrounds as assets for designing solutions, and (6) features of engineering encourage ELs to become active participants in their learning which increases their self-efficacy and perceptions of teachers and peers. These affordances are hypothesized and need further examination by empirical research. Cunningham et al. provide a set of guidelines for testing out the affordances with empirical research including the need to investigate: (1) engineering education curriculum and instructional approaches that consider EL contributions and funds of knowledge, (2) long-term and performance based assessments vs. simple measures of assessment, (3) change in EL self-identities over time, (4) teacher professional development and change in teacher perceptions of EL engineering and language competencies over time, and (5) national, state, and school policies.

*SOURCE:* journal article                      *TYPE:* theoretical

*KEY WORDS:* disciplinary knowledge, discourse, emergent multilingual, engineering, English learners, identity

**Garlick, J., & Wilson-Lopez, A. (2020). Supporting emergent students in technology and engineering classes. *Technology and Engineering Teacher*, 79(5), 28–31.**

One of the best ways to support emergent bilingual students is to provide rich and robust vocabulary instruction in English, while simultaneously welcoming and encouraging development of students' home language. Garlick and Wilson-Lopez address five promising practices that technology and engineering (TE) teachers can implement to provide vocabulary support for ELs in addition to their home language. The authors use research-based examples from teaching emergent bilingual students in middle and high school TE classes; the article illustrates what each principle might look like in practice. The practices are: (1) choose engineering design challenges that are relevant to students; (2) recognize students' experiences and home languages as assets; (3) choose a limited number of thematically-related vocabulary words and provide rich and varied language experiences with a lot of repetition of those target words; (4) explicitly teach word-learning strategies; and (5) teach individual words, definitional and contextual, as well as sentence or genre structures that help students use those new words. The authors encourage teachers to incorporate the best practices incrementally until they develop a sound vocabulary development strategy in their practice. They encourage teachers to use these practices classroom-wide as they benefit all students while giving emergent bilingual students the additional support that they need to become proficient in English and in TE.

*SOURCE:* journal article                      *TYPE:* guidance

*KEY WORDS:* emergent bilingual students, technology and engineering, vocabulary support, teaching principles, teaching strategies

**Guzman-Orth, D., Supalo, C. A., Smith, D. W., Lee, O., & King, T. (2021). *Equitable STEM instruction and assessment: Accessibility and fairness considerations for special populations*. ETS Research Report [RR-21-11].**

Guzman-Orth and colleagues discuss STEM education fairness and accessibility for English Learners (ELs) and students with disabilities (SWD) from an assets-based perspective. The literature has identified major areas of improvement in STEM education for SWD including teacher preparation, accessibility, cognitive challenges, and limited research and development. It is critical for all students to recognize that they possess skills and knowledge to accomplish any tasks, especially for SWD. To reach this goal, STEM instruction for SWD must develop innovative ideas and practices to challenge deficit norms, which suggests opportunities for professional development (e.g., general course in teaching SWDs, preservice training on co-teaching), for greater accessibility (accessibility must be embedded in the development of curricula and technologies), and for innovative pedagogical strategies for all students (e.g., pedagogical strategies based on Universal Design for Learning principles). In terms of teacher preparation, it is critical to prepare general education STEM teachers to work with SWDs while special education teachers must be prepared to support STEM education more effectively without being content experts themselves. Similarly, multiple opportunities are available to make STEM instruction for ELs meaningful and equitable by countering traditional approaches and misconceptions for STEM education for ELs by replacing a deficit view with an assets-based approach to uplift ELs' cultural and linguistic resources rooted in their family and community traditions. The NASEM (2018) report proposed five instructional strategies in STEM instruction for ELs, including (1) engage students in STEM disciplinary practices, (2) engage students in productive discourse, (3) encourage students to use multiple modalities and specialized registers to communicate disciplinary meaning, (4) leverage multiple meaning-making resources such as everyday language and translanguaging, and (5) provide explicit focus on disciplinary language functions. STEM assessments need to balance accessibility, standardization, and opportunity for individualization to meet the needs of diverse students, including ELs and SWD. This balance in assessment is accomplished through attention to best practices in test design and development, accommodations framework, and test item delivery. While many obstacles admittedly exist that inhibit STEM education access for ELs and SWD, they can be eliminated through thoughtful attention to bring fair and equitable STEM learning experiences for all students.

*SOURCE:* Report      *TYPE:* review/guidance

*KEY WORDS:* STEM, special populations, students with disabilities, English learners, accessibility, fairness, equitable, instruction, assessment

Hoffman, L., & Zollman, A. (2016). What STEM teachers need to know and do for English Language Learners (ELLs): Using literacy to learn. *Journal of STEM Teacher Education*, 51(1), 83–94.  
<https://doi.org/10.30707/JSTE51.1Hoffman>

The goal of this guide is to facilitate STEM teachers' instruction of ELs. Hoffman and Zollman draw from the literature to provide background of how STEM literacy and EL literacy can be used together as well as to provide strategies for STEM teachers to help all students learn. They take a strengths-based model for ELs and combine it with Zollman's (2012) broadening and accommodating definition of STEM education to draw parallels between English language learning needs and STEM literacy needs. They review the literature of the basics of English language learning including BICS and CALP, and present WIDA's 2019, "Can Do Descriptors" for lesson planning and goal setting for ELs in STEM classrooms. They present five strategies for STEM teachers to use to support language development for ELs and all students: (1) build background of new concepts, (2) support students' vocabulary-building skills, (3) model how STEM vocabulary should be used, (4) encourage student language production by increasing interaction opportunities, and (5) use different grouping strategies for distinct purposes. This guide has direct implications for teachers to move toward an asset-based approach comparable to teaching gifted students.

*SOURCE:* journal article      *TYPE:* guidance

*KEY WORDS:* academic language, cultural and linguistic diversity, content-specific instructional strategies, English language learners, language minority student, STEM literacy

Lagunoff, R., Spycher, P., Linqianti, R., Carroll, C., & DiRanna, K. (2015). *Integrating the CA ELD Standards into K–12 mathematics and science teaching and learning*. WestEd.

The California Department of Education (CDE) in collaboration with WestEd and a panel of experts designed this material to support the use of California English Language Development Standards (CA ELD Standards) in math and science. This material serves as a supplementary resource to the California curriculum frameworks for English Language Arts/English language development (ELA/ELD), mathematics, and science, as well as to the CA ELD Standards, the California Common Core State Standards for Mathematics (CA CCSSM), and the Next Generation Science Standards (CA NGSS). In this document, CDE, WestEd and the panel specify the correspondences between the CA ELD Standards, the CA CCSSM, and the CA NGSS, and provide examples to illustrate the simultaneous implementation of the CA ELD Standards, the CA CCSSM, and the CA NGSS. Throughout this resource, the Index of Mathematics Charts and the Index of Science Charts are organized by ELD Standard and by K–12 Grade Levels. CDE, WestEd and the panel recommend that mathematics and science teachers collaborate with ELD specialists to provide ELLs with the opportunities to learn mathematics and science using grade-level mathematical and scientific language. ELD specialists, in turn, must work closely with mathematics and science teachers to design content-based language instruction.

*SOURCE:* report      *TYPE:* review/guidance

*KEY WORDS:* mathematics education, science education, mathematics learning and teaching, science learning and teaching, bilingual learners, K–12 teaching and learning, standards integration

Lee, O., & Stephans, A. (2020). English Learners in STEM subjects: Contemporary views on STEM subjects and language with English learners. *Educational Researcher*, 49(6), 426–432. <https://doi.org/10.3102/0013189X20923708>

The purpose of this report is to elevate highlights and constructs from the NASEM's 2018 report, *English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives* to facilitate discussions among the broader education research community that can lead to policy change. They organize highlights from the NASEM report along three areas: (1) heterogeneity of ELs and inconsistent educational policies, (2) contemporary views on content and EL proficiency standards from both policy and theoretical perspectives, and (3) promising instructional strategies. The authors' review concludes that the NASEM report could contribute to building a knowledge base for ELs to succeed in STEM subjects. They recommend the following next steps: reconcile the multiple sets of English proficiency standards along theoretical and policy foundations and align a coherent set of English proficiency standards to content standards. Through this collaboration ELs can achieve academically rigorous STEM standards.

*SOURCE:* report

*TYPE:* review

*KEY WORDS:* bilingual/bicultural, educational policy, engineering education, equity, mathematics education, science education

Maarouf, S. A. (2019). Supporting academic growth of English Language Learners: Integrating reading into STEM curriculum. *World Journal of Education*, 9(4), 83–96. <https://doi.org/10.5430/wje.v9n4p83>

Integrating reading into STEM curricula can provide what is needed to assure a successful learning and advancement plan for ELS. The purpose of this review is to investigate research-based strategies that teachers can use to integrate STEM and reading curriculum in K–12 classrooms with the ultimate goal of reducing the achievement gap between EL and non-EL students. Maarouf conducted a systematic review analysis by examining empirical research on Integrated ELD strategies for combining reading with math and/or science education in U.S. public schools. The web-based search was limited to work between 1988 and 2018 and returned 36 publications. The studies are organized by the following integrated ELD strategies: Sheltered Instruction Observation Protocol, Cognitive Academic Language Learning Approach, Concept-Oriented Reading Instruction, Reading Apprenticeship Across the Disciplines, Promoting Adolescents' Comprehension of Text, Instructional Conversation, Curriculum-Based Language Assessment, and Self-Explanation Reading Training. The author identifies four common goals across the strategies: (1) provide proper assessment methods for ELs, (2) implement a framework for literacy development across subjects, (3) improve teaching efficacies and drive students' competence in test performance using various discipline texts and genres, and (4) promote collaboration between teachers and ELs. The author takes these findings to recommend a four-part improvement plan for all classrooms serving ELs: (1) Categorization, (2) Pre-Referral and Referral Practices, (3) Assessment Practices and Eligibility Decisions, and (4) Instructional Interventions.

*SOURCE:* journal article

*TYPE:* guidance

*KEY WORDS:* English language learners, STEM reading integration, STREAM, content-based language learning

McVee, M., Silvestri, K., Shanahan, L., & English, K. (2017). Productive communication in an afterschool engineering club with girls who are English Language Learners. *Theory into Practice, 56*(4), 246–254. <https://doi.org/10.1080/00405841.2017.1350490>

McVee and colleagues approached this study with the belief that ELs, under-represented minorities, and girls can all benefit from multimodal interactions and diverse opportunities to learn engineering and master the Next Generation Science Standards. They feature three eight and nine-year-old EL girls who came to the U.S. from China, Pakistan, and Yemen and who at the time of the study, were participating in a voluntary, co-ed after school engineering club made possible by a partnership between their elementary school and a nearby university, both located near the US/Canadian border. The goal of the club was to attract girls and ELs into the STEM fields through the provision of disciplinary literacy and engineering design opportunities. The after-school program was open to all students in grades 3 and 4 and met for one hour, twice a week for seven weeks. The students were video recorded as they interacted with each other and their environment as they worked in small groups to design, engineer, and build a bridge out of popsicle sticks. Video footage showed that the girls relied on different forms of communication to carry out their planning and construction; they talked, sketched, manipulated objects, directed others, asked questions, and made suggestions, all opportunities afforded by the engineering club. The authors illustrated how key features of the Engineering Design Process intersected with a multimodal model of Productive Communication to help the girls enact identities as girls and as engineers. This article yielded direct implications for teachers of EL girls in terms of offering multimodal communication and productive communication opportunities so that they can begin to talk, think, write, and act like engineers. The authors discussed the importance of timing the affordances, pointing to research that shows that children in grades 1 and 2 hold gendered characterizations of engineers which become more pronounced in children by grades 4 and 5.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* after school programs, clubs, females, English language learners, engineering education

National Academies of Sciences, Engineering, and Medicine. (2018). *English Learners in STEM subjects: Transforming classrooms, schools, and lives*. The National Academies Press. <https://doi.org/10.17226/25182>

Developed by a committee comprised of practitioners, academics, and policy makers, this consensus report reviews research on the learning, teaching, and assessment of English Learners (ELs) in science, technology, engineering, and mathematics (STEM) subjects. It was written during a time when the demand for workers in STEM fields was increasing, but ELs continued to be underrepresented in STEM fields during college and later when they join the workforce. Topics covered by the report include: EL access to STEM education in schools, the relationship between language and STEM learning, effective instructional strategies for language development and STEM learning, school-family-community contextual factors, educator workforce preparation, assessment of ELs in STEM, and capacity building for schools and districts. The report importantly asserts that language and STEM content are learned simultaneously, and that in order for ELs to develop proficiency in both areas, educators must



recognize that there is no language-free content; employing language involves some content and most representations of content demand language use. The report concludes by providing seven policy recommendations, informed by the earlier review of the extant research, that provide guidance on how learning outcomes in STEM can be improved for EL populations.

*SOURCE:* report

*TYPE:* review and guidance

*KEY WORDS:* opportunities to learn, STEM, teacher preparation, English language proficiency, classroom assessment, language development, access to STEM education, teaching strategies

**Razfar, A., & Nasir, A. (2019). Repositioning English Learners' funds of knowledge for scientific practices. *Theory into Practice, 58*, 226–235. <https://doi.org/10.1080/00405841.2019.1599231>**

Razfar and Nasir offer the conceptualization of how combining funds of knowledge (FoK) and positioning theory can enable more dynamic and hybrid forms of teaching and learning science, technology, engineering, and mathematics (STEM) for English learners (ELs). While FoK describes static and dichotomous in-school and out-of-school knowledge assumptions, positioning theory highlights the hybrid nature of scientific practices in and out of schools. Positioning theory emphasizes power and privilege in identity location and redefines the status of what counts as valid knowledge and who is considered knowledgeable. From an epistemological perspective, positioning theory can play an important role in integrating nonacademic knowledge into the mainstream science curriculum. The authors define science funds (SFs) as the cultural activities outside schools that teachers and students can use to develop scientific knowledge and practices and describe how their teacher professional development work has leveraged SFs with teachers of ELs. As an example, Razfar and Nasir incorporate a case study in which a teacher of ELs drew on students' SFs from their computer practices in *MySpace* to assess the validity of scientific data. With this lesson, the teacher walked the students through the process of conducting research and providing implications about research in their community projects. Research has generally found that teachers of ELs are not sufficiently prepared to gather, select, plan, and implement STEM curriculum based on English learners' FoK. Against this backdrop, the authors pointed out that combining scientific knowledge and a professional development model that focuses on repositioning FoK facilitated activities geared toward higher order thinking and use of the scientific method.

*SOURCE:* journal article

*TYPE:* theoretical

*KEY WORDS:* cultural background, cultural capital, culturally relevant education, English language learners, science education, STEM

# INTEGRATED ELD — VISUAL AND PERFORMING ARTS

Grade-level content instruction in any visual or performing arts (dance, choral, and instrumental music, visual arts, and theatre, etc.) with language support for English Learners (e.g., content-related discourse patterns) that is implemented throughout instruction.

**Anderson, A., & Loughlin, S. M. (2014). The influence of classroom drama on English Learners' academic language use during English Language Arts lessons. *Bilingual Research Journal*, 37(3), 263–286. <https://doi.org/10.1080/15235882.2014.965360>**

A significant body of arts education research has linked dramatic arts activities to students' literacy outcomes, oral language use, reading comprehension, and writing. In this study, Anderson and Loughlin examined the extent to which teacher and student discourse was linguistically specific, complex, productive, and dialogic across classroom drama and conventional contexts of literacy skill-focused ELA lessons. Research and practice focused on realizing opportunities for ELs in relation to the Common Core State Standards guided this investigation. The study took place in an urban public elementary school in the mid-Atlantic region of the U.S. that served approximately 400 students from low-to-middle SES backgrounds and 40% ELs (primarily native Spanish speakers). At the time of the study the school had been designated by its district as an arts-integrated school, with the goal of weaving the arts, including drama, into the curriculum to engage students and deepen their learning. The two 90 minute lessons observed for this study were from one classroom teacher and his 18 students; lessons included teacher-directed and student-directed activities, drama activities and conventional activities, and were ELA lessons and involved texts about the solar system. The researchers also conducted interviews with the teacher before and after the lessons to collect his goals and reflections. This study examined frequencies of oral language use by type (requestive, assertive, directive, responsive, and regulatory) for both students and the teacher for the lesson that included drama and the lesson that did not. The teacher produced an equivalent amount of language across conventional and drama teacher-directed contexts; however, he posed more questions (e.g., who, what, where, when) in drama, indicating more opportunities and prompts for students to produce more elaborative and descriptive language. Similarly, students were most linguistically productive in the student-directed drama context in comparison to the conventional context. In the drama context, ELs used language to interact, critique, question, and revise their ideas in collaboration with peers. By contrast, in the conventional context, students had very limited opportunities to interact with peers or with the teacher about the content. Results support previous research of the use of the arts with ELs, indicating that drama can influence ELs in their linguistic productivity. These findings highlight the need for research that examines practices that support academic language use among teachers and students in ELA classroom contexts. These findings have implications for arts and EL language research and practice.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* drama, teaching methods, academic discourse, speech acts

**Brouillette, L., Childress-Evans, K., Hinga, B., & Farkas, G. (2014). Increasing engagement and oral language skills of ELLs through the arts in the primary grades. *Journal for Learning through the Arts*, 10(1), 1–25. <https://doi.org/10.21977/D910119300>**

Brouillette and colleagues examined the effectiveness of a supplemental integrated arts program. Two separate research studies were conducted in this investigation, both in San Diego Unified School District which at the time of the study had 28% EL enrollment. To investigate the effectiveness of the integrated arts program on student engagement, student engagement was measured by comparing attendance of K–2 students on days with and without scheduled arts lessons; interviews (n=42) with teachers, mentor-teachers, and school principals were also conducted. The second study employed a quasi-experimental design to examine the impact of the arts program on K–1 student achievement as measured by the California English Language Development Test scores (speaking and listening sub scores); scores for 2nd grade students were not available at the time of the study. In this study, the same five schools in the first study were treatment schools and compared to control schools in the same district that did not receive the arts integration program. Findings showed that attendance was significantly higher on days that the artists visited; absences were reduced by 10 percent. Further, qualitative analysis of interview and survey data revealed that teachers perceived the theater and dance lessons to provide rich opportunities for verbal interaction between teachers and students. For example, when children had trouble discussing a story during the literacy block, students acted out the scene which allowed for a deeper understanding of character development, motivation, and sequence of events in the plot. In the second study, student speaking and listening skills showed statistically significant improvement for kindergarteners only compared to students in the control group; benefits for first graders in the treatment group fell short of statistical significance. Qualitative analysis of interview and survey data revealed that teachers perceived the theater and dance lessons to provide rich opportunities for verbal interaction between teachers and students. Teachers' ability to promote oral language also improved. The findings confirmed those of earlier researchers; visual and performing arts are linked to improved oral language abilities. Comparable to the role of mathematics in science, the author argued that the findings have implications for the return of the "arts" in language arts. K–2 lesson plans and classroom videos featuring teaching artists are embedded as hyperlinks at the end of the report.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* drama, literacy, dance, elementary, arts, speaking, listening, theatre

**Chappell, S., & Faltis, C. (2013). *The arts and emergent bilingual youth: Building culturally responsive, critical, and creative education in school and community contexts*. Routledge. <https://doi.org/10.4324/9780203124680>**

Chappell and Faltis take an asset-based approach in their book to explore the intersect between language and arts education and how it can enhance communicative skills and empower linguistically minoritized student voices. Intended for school and community-based educators interested in reforming pedagogy for ELs (who they refer to as emergent bilinguals throughout the book) through the arts, Chappell and Faltis present 20 vignettes and 7 arts artifacts that showcase the work of PK–12 emergent bilinguals. The vignettes are organized into 10 chapters that explore their theoretical, historical, and practice-based context and provide reflection

questions for the readers. The focus of each chapter are as follows: (1) theoretical and pedagogical contexts of second language learning, (2) culturally responsive teaching and understanding (immigration and indigeneity), (3) collaboration with families and communities, (4) the importance of play, (5) living and storytelling, (6) reading and responding to literature, (7) empowering emergent bilingual youth to respond to world events, (8) empowering emergent bilingual youth to talk back through social networks and digital storytelling, (9) counter-narrative practices, and (10) sustainability of the arts in bilingual communities. Chappell and Faltis propose a pedagogy that is about raising questions and problem-posing. They call on teachers of emergent bilinguals to engage with them in arts education to analyze issues that they grapple with, and engage them in problematizing power structures through arts, play, storytelling, creative production, and critical thinking.

*SOURCE:* book

*TYPE:* theoretical/guidance

*KEY WORDS:* emergent bilingual, bilingual youth, arts education, culturally responsive education, ELs pedagogy

**Ingraham, N., & Nuttall, S. (2016). The story of an arts integration school on English-language-learner development: A qualitative study of collaboration, integrity, and confidence. *International Journal of Education & the Arts*, 17(28). <http://www.ijea.org/v17n28/>**

Little research addresses arts-integration schools with an emphasis on EL student performance. Ingraham and Nuttall presented findings from a case study of an arts-integrated school serving EL students. The focus of an arts-integrated school is on art as a creative vehicle used by students to gain higher order thinking skills and content knowledge. The featured school was located in New Mexico. It was purposely chosen for its recognized success with EL students as measured by increased student scores on state-assessments. Researchers employed a case study methodology to find out what was transpiring at the school to influence EL student enrollment and academic success. Data that informed the case study were a review of the school's website; state test results; interviews with school administrators; focus groups with parents, teachers, and support staff; and school observation field notes. The researchers synthesized various rounds of coding of all the data they collected into three overarching themes that characterized the featured arts-integration school: (1) Integrity, (2) Confidence, and (3) Collaboration. The theme of integrity was characterized by ideas of honesty, ethics, trustworthiness, and was described by parents about the school as well as by teachers when they described their approach to working with parents and students. The theme of confidence was visible in the teachers' willingness to change their instruction to meet student needs, in the Breakfast with the Arts part of their mornings when students were encouraged to perform and build and demonstrate confidence, as well as in the teachers' description of their school leader. Collaboration was described in teachers' descriptions of working schoolwide to develop cross-content curriculum, coordinate Breakfast with the Arts days, and in parents' descriptions of the principal's approach to shared leadership. These three themes were held together by the school leadership which teachers, parents, and support staff described as a trickle-down effect; that is, their own and their children's/students' integrity, confidence, and collaboration were influenced and supported by the integrity, confidence, and collaboration of the school leadership. Implications for school administrators, mainstream, and EL teachers are made. Specifically, school leaders can allocate resources for arts-integration and utilize themes of integrity,

confidence, and collaboration in their leadership style. With or without a school-wide arts-integration philosophy, mainstream teachers can use various arts-integration strategies in support of all teachers and particularly ELs. EL teachers should continue to advocate for EL students at their school and district with an intentional focus on arts-integration strategies/model.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* art education, integrated curriculum, English language learners, qualitative research, case studies

**Pruitt, L., Ingram, D., & Weiss, C. (2014). Found in translation: Interdisciplinary arts integration in Project AIM. *Journal for Learning through the Arts*, 10(1), n1. <https://doi.org/10.21977/D910119142>**

In this study, Pruitt et al. evaluated Project AIM—an interdisciplinary arts integration program of the Center for Community Arts Partnerships at Columbia College in Chicago. Project AIM paired professional teaching artists with teachers in 4<sup>th</sup>–8<sup>th</sup> grade classrooms in five urban schools in the Midwest. Together, professional teaching artists and classroom teachers completed residencies of approximately 15–20 hours during which they co-planned, co-taught, and assessed student learning in interdisciplinary instructional units. Pruitt and her colleagues identified the following research question: How is translation evident in interdisciplinary arts instruction, and how does it affect students? They examined six of the thirty-two Project AIM residencies during the 2010–11 and 2011–12 school years, purposefully selected to ensure variability in the art discipline, content, and grade level. Their approach was exploratory and qualitative in nature. The data they collected included: student surveys; interviews with teachers and professional teaching artists; observations of their planning sessions and classroom instruction; and reviews of unit plans, handouts, and student work. They found that teachers and teaching artists developed three specific translation approaches, namely: (1) scaffolded, (2) multi-representational, and (3) interwoven. Scaffolded translation showed use of the arts as a support structure for building academic knowledge. Multi-representational translation was distinguished by multiple and repeated translations made from the original content. Interwoven translation was hard to distinguish as it flowed back and forth between the arts as a method to enrich academic learning and academic content serving as a means to enhance arts learning. These approaches to translation did not appear hierarchical as they served different instructional needs. The authors provided detailed examples of each translation approach as collected from the data. Implications for teacher use of the various arts translation approaches were made. Although described separately here for clarity, Pruitt and her colleagues encourage teachers to use combined translation approaches across a single lesson as it is often how teachers and teacher artists utilized them in their lesson planning for ELs. They also point out that interwoven translation could be utilized in supporting process learning where students are encouraged to see the connections among subjects and across disciplines.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* art integration, arts education, arts learning, interdisciplinary learning

Rodriguez-Valls, F., Kofford, S., & Morales, E. (2012). Graffiti walls: Migrant students and the art of communicative languages. *The Journal of Social Theory in Art Education*, 32, 96–111.

Rodriguez-Valls and colleagues reported on the collaborative efforts of three high school teachers and one university faculty member to design and deliver an interdisciplinary curriculum which combined various artistic expressions with language arts skills for the 2011 Migrant Summer Academy (MSA). The purpose of the summer program was to enhance sophomore high school migrant students' learning by promoting communicative actions between teachers and students using multiple languages: visual, written, spoken, and cultural languages. For four weeks, the teachers and faculty met before the three-hour learning sessions to share ideas on how teachers would work with students on the core assignments, and after the sessions to review and refine the teaching practices. The student assignments included (1) write and draw their bio-poems to describe their personas, (2) create 'Cultural Tree Collages', (3) draw 'Cultural Tags' to describe their cultural identity, and (4) assemble tags to create 'Graffiti Walls'. After the program concluded, teachers wrote a final reflection that centered on two themes: student-teacher rapport in communicative actions and the transformation of their views of teaching and learning. The authors reported that the 2011 MSA provided spaces to integrate oral and written skills with visual expressions, which promoted language skills because students had the opportunities to experiment with different forms of expression, own their artwork, and empower themselves. Teachers also challenged themselves to voice their ideas and see and analyze from various perspectives. Together, teachers and students engaged in artistic forms of communication that transcended the usually departmentalized teaching and learning. Rodriguez-Valls and coauthors emphasized the importance of combining other forms of expression such as drawing and painting to create communicative actions when students analyze texts and express their experiences. Privileging one subject over others impoverishes students' thinking. The model presented in this article can serve as a tool to integrate multiple subjects and foster students' creative and critical thinking.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* interdisciplinary instruction, visual arts, language arts, communication, communicative schooling

Thomas, B. A. (2017). Language policy, language ideology, and visual arts education for emergent bilingual students. *Art Education Policy Review*, 118(4), 228–239.  
<https://doi.org/10.1080/10632913.2017.1287802>

Thomas reviews policies in both EL and arts education to argue that arts education and art teacher preparation policies have lagged behind EL policies, implicating arts education as a promotor of dominant, political, and economic ideologies. Specifically, Thomas reviews the 1965 Elementary and Secondary Education Act (ESEA), the 1968 Bilingual Education Act, No Child Left Behind (NCLB), and the 2015 Every Student Succeeds Act (ESSA). Thomas similarly interrogates arts education policy vis-à-vis the Common Core State Standards (CCSS), the National Core Arts Standards (NCAS) and the edTPA art teacher license examination. She uncovers misalignments between bilingual education policy and arts education policy. Namely, the NCAS refers to specific academic uses of language without describing what that would look like or sound like for Emergent Bilingual students. She further uncovers that neither the edTPA nor the NCAS

mention use of Emergent Bilingual home languages as a way to connect students to the arts, implicating academic English as the primary language of arts education. Thomas argues that these misalignments uncover language policies that "police" language and promote dominant, political, social, economic, and personal ideologies around language. Thomas provides suggestions for arts education policy and art teacher preparation programs. Specifically, Thomas suggests taking a heteroglossic approach to provide arts education that will shift the emphasis away from developing academic English proficiency to supporting students' communicative capacities in diverse settings including language flexibility and comfort with linguistic and cultural difference. Thomas also includes implications for pre-service and in-service arts teachers following the same heteroglossic shift in arts education.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* academic language, arts education, emergent bilingual youth, language ideology, National Core Arts Standards

**Workman, E. (2017). *Beyond the core: Advancing student success through the arts*. Education Commission of the States. [https://www.ecs.org/wp-content/uploads/Beyond\\_the\\_Core\\_Advancing\\_student\\_success\\_through\\_the\\_arts.pdf](https://www.ecs.org/wp-content/uploads/Beyond_the_Core_Advancing_student_success_through_the_arts.pdf)**

Workman's review of the literature focuses on arts integration programs that have proven successful in terms of their impact on student outcomes including attendance, engagement, and academic achievement. Many of the successful programs reviewed examine the effect of arts education on ELs, low-SES, and ethnic minority students. The authors' purpose in this review is to bolster these findings with the intent to influence state policymakers and federal legislators in favor of arts education in light of the current flexibility afforded by the Every Student Succeeds Act of 2015. The author does not describe the criteria employed to find the arts programs included in this review, but all appear to be U.S.-based and in existence between 1992 and 2015. She summarizes seven arts education programs that have shown successes in student academic achievement. She also reviews initiatives that provide promising approaches to arts education, including district-led initiatives (Boston Public Schools Arts Expansion Initiative, and Seattle Public Schools Creative Advantage), a School-Wide Initiative (A+ Schools Program), and a community-led initiative (School of Arts and Culture at the Mexican Heritage Plaza). Policy considerations for state- and local-level leaders are made at the end of the review including the creation of a state-level task force to include state department of education leaders and local artists to create education plans for public schools.

*SOURCE:* report                                      *TYPE:* review

*KEY WORDS:* federal legislation, educational legislation, access to education, art education

## LEADERSHIP

Schooling for English Learners requires effective instructional and programmatic leadership at all levels of the system—from the classroom to the school site and to the district office. Leaders shape curriculum, school culture, and environment through approaches that build school communities by shared vision, assets- and equity-based instruction, professional development, family engagement, equity partners, and differentiated resources and support for English Learners of varying typologies.

**Baecher, L., Knoll, M. & Patti, J., (2013). Addressing English Language Learners in the school leadership curriculum: Mapping the terrain. *Journal of Research on Leadership Education*, 8(3), 280–303.**  
<https://doi.org/10.1177/1942775113498377>

Carried out by Teaching English to Speakers of Other Languages (TESOL) and school administration faculty, this study explored the extent to which English Language Learners (ELLs) were a focus within an eight-course, 32-credit post-master's advanced certificate program in administration and supervision. Preparing school administrators to support effective instruction of ELLs is an important dimension of today's school leadership programs, yet often difficult to enact. To gain a fuller understanding of this school leadership program's curricular orientation to ELLs, the researchers employed a multimethod approach, which included a sample of 24 TESOL teacher educators and 5 full- and part-time faculty. Findings from the syllabi review and questionnaire analysis indicated that overall, there was little formal attention to ELLs in the curriculum. Faculty and candidates reported a high degree of interest and willingness to incorporate more about ELLs in the school leadership program, although three of the five faculty felt attention to ELLs should be made in no more than one course in the program. The research findings suggest that in order to achieve an enhanced school-wide approach to English language development, continuous professional learning about ELLs for faculty engaged in the preparation of school leaders is essential and timely.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* program effectiveness, program design, school leadership, college faculty, master's program, integrated curriculum, language development, professional development

**Brooks, K., Adams, S. R., & Morita-Mullaney, T. (2010). Creating inclusive learning communities for ELL students: Transforming school principals' perspectives. *Theory into Practice*, 49(2), 145–151.**  
<https://doi.org/10.1080/00405841003641501>

In this article, Brooks, Adams, and Morita-Mullaney asserted that content-area teachers and school administrators must collaborate to create shared instructional leadership to support English Language Learner (ELL) students in reaching high levels of academic achievement. The authors discussed the dialogues that school administrators are having about ELL students and the use of social justice and equity-focused professional learning communities as a way to transform this discourse to address the broader systemic inequities facing ELL students. School-level administrators are often concerned about tertiary supports for ELLs, such as translating signs and school documents or offering Spanish classes for their teachers. Although modeling



and learning the heritage language(s) of the ESL population can be helpful, its focus on language differences can limit considerations of broader systemic challenges that impact the success of ELLs in schools. The authors shared insights from their work with administrators on topics concerning surface-level issues they encounter in their work with ELL students to deeper discourse about relations of power in schools.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* teacher collaboration, professional development, academic achievement, social justice, equity, program effectiveness

**Callahan, R. M., Mayer, A. P., Johnson, A. H., & Ochoa, C. J. (2021). Exploring organizational leadership for English Learner equity, leadership and policy in schools. *Leadership and Policy in Schools*. <https://doi.org/10.1080/15700763.2021.1916539>**

This study examined how leaders and teachers interpreted and practiced cultural responsiveness toward English Learner (EL) achievement at a high minority, bilingual K-5 elementary school in an urban school in the Southwest. The study addressed two questions: (1) how the practices and perceptions of culturally responsive ideals by school leaders and teachers aligned, and (2) how the existing organization influenced the practice of culturally responsive ideals. Callahan and colleagues employed the organizational leadership lens to investigate how the interaction of individuals, structures, and organizational cultures shaped culturally responsive school leadership (CRSL). This study was part of a larger partnership between a university and a school district to establish a linguistically rich engineering program to increase ELs' participation in STEM. The three school leaders were leaders of color with a commitment to culturally responsive ideals. At the onset of the program, 22 out of 24 math/science teachers participated in five days of school-wide professional development, and ongoing training and classroom supports throughout the year with a focus on culturally responsive best practices for ELs. Data were analyzed using the inductive qualitative comparative analysis method. Patterns emerging from data analysis suggested that there was a conflict in teachers and leaders' culturally responsive practices. First, school leaders with limited knowledge of bilingual and EL programming viewed the accountability context as a challenge in their attempts to support teachers in culturally responsive teaching (CRT); whereas the bilingual and ESL-certified teacher expressed frustration at not being able to share important knowledge and opinions with leaders to support ELs' learning. Second, there was a mismatch between the organizational priorities (e.g., communicating district mandates, engaging in distributive leadership) and teachers' desires for CRT in the EL engineering classrooms. Third, the school context was oriented toward accountability with students' academic achievement valued over their cultural wealth and teacher-leader interactions that were supervisory rather than collaborative. Callahan and co-authors suggested that in order to implement CRSL, it is important to examine how schools' infrastructure and culture inhibit the agency by teachers and leaders, and to develop critical awareness and a coherent organizational system to counterbalance external pressures.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* culturally responsive school leadership (CRSL), culturally responsive teaching (CRT), STEM education, professional development, research partnership

Elfers, A. M., & Stritikus, T. (2013). How school and district leaders support classroom teachers' work with English Language Learners. *Educational Administration Quarterly*, 50(2), 305–344. <https://doi.org/10.1177/0013161X13492797>

This study explored how leaders, at both the school and district levels, facilitated systems of support for teachers serving linguistically diverse student populations. The authors' conception of "systems of support" was five-pronged and included factors such as opportunities for professional learning, and the availability and appropriateness of instructional materials. Examining four Washington-state school districts the authors then selected three schools from each of these districts to conduct further analysis (schools: n = 12). Data were collected during the 2008–09 school year and included semi-structured interviews, classroom observations, and document reviews. Through qualitative analyses of these sources, the authors learned of various efforts by leaders to bring about high-quality instruction, and organized findings around the following themes: (1) resolving fragmentation by focusing on high-quality instruction, (2) creating a productive blend of district- and school-level leadership initiatives, (3) communicating a compelling rationale, (4) differentiating support systems at elementary and secondary levels, and (5) using data for instructional improvement.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* school leadership, district leadership, professional development, academic achievement, effective instructional programs

Gardiner, M. E., & Enomoto, E. K. (2006). Urban school principals and their role as multicultural leaders. *Urban Education*, 41(6), 560–584. <https://doi.org/10.1177/0042085906294504>

This study focused on how practicing school principals responded to the requirements of the No Child Left Behind (NCLB) law in light of the multicultural leadership demands presented by an urban setting. Focused on the role of urban school principals as multicultural leaders, Gardiner and Enomoto employed cross-case analysis to describe the perspectives of six practicing school administrators on NCLB and multicultural leadership. The findings indicated that three principals were engaged in meaningful and practical work to both fulfill the requirements of NCLB and meet the needs of their students. The other three principals were focused on the requirements of the law and did not see the connection between multicultural leadership and NCLB. The neglect of multicultural education in the study's six urban schools suggests the perpetuation of an assimilation agenda, and ethnic and cultural discrimination. The findings indicated that multicultural education was relegated to marginal status in favor of a testing focus, and culturally and linguistically diverse students were effectively segregated. The researchers argued that students from all backgrounds will suffer from the lack of opportunities to learn, appreciate, and communicate effectively with people who have different values, beliefs, and cultural practices, which is a necessity in today's global economy.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* multicultural leadership, multicultural education, school leadership

Lavadenz, M., Kaminski, L., Armas, E. G., & López, G. V. (2021). Equity leadership for English Learners: Early lessons from the COVID-19 pandemic. *Frontiers in Education, 6*(96).  
<https://doi.org/10.3389/educ.2021.636281>

This study examined the local policies and practices to promote equity for English Learners (ELs) in distance learning during the COVID-19 pandemic in California. The study took place from July to September 2020 when the pandemic duration and school reopening prospects remained unclear. The authors employed an exploratory qualitative phenomenological case study design with two-tiered purposeful sampling method (network approach to select sample districts and superintendents, ensued by snowball sampling in which superintendents selected key district- and site-level leaders). The sample consisted of five districts with high numbers/percentages of ELs, geographic representativeness, and a superintendent as a proven leader of a linguistically and culturally diverse school district (i.e., recognition through peer nomination or by regional organizations). A total of 25 participants from five districts were identified for the study. Data included semi-structured interviews with district and school leaders and local policy documents (COVID-19 Operations Written Reports, School Reopening Plans, and Learning Continuity and Attendance Plans). The grounded theory approach was used to interpret and conceptualize data. The authors reported three major findings of local policies and practices to promote equity for ELs, including accelerating outreach to the most vulnerable families and students, maximizing distance learning experiences for diverse ELs, and building from collaborative cultures to collaborative digital leadership. Further grounded analytic processes gave rise to a framework of equity leadership for ELs with six components: (1) personal and collective commitment, (2) pedagogies of equity, (3) professional development, (4) families as leaders and partners, (5) equity partners, and (6) differentiated resources. In this framework, equity is defined as involving two dimensions: acknowledgement of inequities, lack of access and resources, and academic and linguistic outcomes; and actualization through individual and collective agency to counter injustice. Results of this study have implications for leadership preparation, especially regarding the knowledge and tools required of emerging leaders to implement equity policies.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* educational leadership, equity, COVID-19, English learners, collaborative culture, equity partners

**Mavrogordato, M., & White, R. S. (2020). Leveraging policy implementation for social justice: How school leaders shape educational opportunity when implementing policy for English Learners. *Educational Administration Quarterly, 56*(1), 3–45. <https://doi.org/10.1177/0013161X18821364>**

The focus of this study was the connection between policy implementation and the potential for policy to expand educational equity for underserved students. More specifically, Mavrogordato and White examined the role that school leaders play in enabling or obstructing social justice by examining how leaders implemented the policy of reclassification of English learners to English proficient. The researchers conducted case studies of eight, purposefully selected, elementary schools across four Texas school districts. They observed year-end meetings where reclassification decisions were made as well as conducted a focus group to obtain their data. Notes taken were coded in several rounds to detect patterns of thought, action, and behavior

among school leaders. The study found that school leaders both enabled and obstructed practices that reflect social justice leadership while implementing reclassification policy, without knowing that they were doing so. The study also identified three major channels of influence that school leaders exerted during the reclassification process, namely, school leaders: (1) controlled the reclassification meeting agenda, (2) decided which data sources they would prioritize or ignore for reclassification, and (3) determined how to incorporate new policy. The authors utilized their research findings to develop a framework intended to help school leaders leverage policy implementation to enact social justice for their students. They also offered a series of questions that they encourage school leaders to ask themselves, often as "self-check-ins," to support policy implementation for social justice.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* English learners, reclassification, policy implementation, educational leadership, social justice

**Santamaría, L. J., & Santamaría, A. P. (2015). Counteracting educational injustice with applied critical leadership: Culturally responsive practices promoting sustainable change. *International Journal of Multicultural Education*, 17(1), 22–42. <http://dx.doi.org/10.18251/ijme.v17i1.1013>**

Santamaría and Santamaría expanded on their 2012 work on Applied Critical Leadership (ACL), that is, culturally responsive leadership practices that are framed by social justice and educational equity and influenced both by professional practice and by leaders' lived experiences. The authors investigated the following research question: In what ways do the ACL leadership practices of Indigenous leaders, leaders of color, and leaders who 'choose' to lead through critical lenses, intersect and manifest as culturally responsive leadership contributing to sustainable change? The authors used a multiple case study approach to compare existing data of 16 educational leaders in the United States to newly collected data of 6 educational leaders in New Zealand. Leaders in both countries were selected because they identified with racial groups that have been systemically underserved and had been observed actively promoting social justice in their leadership practices. Santamaría and Santamaría asserted that educational leaders from systemically underserved backgrounds can utilize their shared oppressions as valuable resources for addressing educational inequalities. The researchers uplifted voices of the Indigenous leaders and leaders of color in their study to identify seven practices of culturally responsive leadership: (1) being informed or willing to become informed of the socio-political, cultural, and linguistic context of the environment, (2) being humble, (3) being present and interacting with authenticity, (4) recognizing biases, (5) practicing decision making that complements cultural norms, (6) practicing holistic leadership, and (7) sharing leadership to ensure sustainability.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* educational change, case studies, instructional leadership, educational policy

Scanlan, M., & López, F. (2012). ¡Vamos! How school leaders promote equity and excellence for bilingual students. *Educational Administration Quarterly*, 48(4), 583–625.  
<https://doi.org/10.1177/0013161X11436270>

Scanlan and López synthesize findings from multiple empirical studies to provide guidance for school leaders serving culturally and linguistically diverse students and families. They specifically seek to answer the following question: How does extant empirical literature guide school leaders seeking to craft effective and inclusive service delivery models for culturally and linguistically diverse students? The authors present 79 empirical studies published between 2000–2010 and employ a three-part theoretical model as an organizational framework: cultivating language proficiency, ensuring access to high-quality curriculum, and promoting sociocultural integration. Their analysis of the literature resulted in a framework for effective and integrated schooling for culturally and linguistically diverse students. Recommendations emerge from this narrative review for future scholarship and leadership preparation. Specifically, the authors indicate that more empirical studies are needed that examine how to promote language acquisition for bilingual students from diverse linguistic backgrounds in an integrated way. The authors also call for more quantitative studies that link culturally relevant approaches to student outcomes as this body of literature is largely ethnographic and has not contributed to policy development for culturally and linguistically diverse students.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* bilingual, cultural diversity, linguistic diversity, school leadership, service delivery

Télez, K., & Waxman, H. C. (Eds.). (2006). *Preparing quality educators for English Language Learners: Research, policy, and practice*. Lawrence Erlbaum Associates.

This edited volume provides a broad and in-depth look at producing and supporting quality teachers to meet the academic needs of English Learner students. The authors addressed topics such as teacher characteristics, teacher recruitment and retention, professional development, and pathways to produce quality teachers. Altogether, the chapters highlight the different systems and levers (research, policy, and practice) needed to create enriching opportunities for teachers to refine and improve their craft at a time when the number of students who speak a language other than English is growing. Implications include the delivery of long-term professional development that prepares pre-service and current teachers to develop a deeper understanding of language acquisition and be able to access sustained coaching to improve the implementation of programs.

*SOURCE:* book                                      *TYPE:* edited volume

*KEY WORDS:* teacher preparation, professional development, policy

Theoharis, G., & O'Toole, J. (2011). Leading inclusive ELL: Social justice leadership for English Language Learners. *Educational Administration Quarterly*, 47(4), 646–688.  
<https://doi.org/10.1177/0013161X11401616>

Theoharis and O'Toole sought to generate a better understanding of (1) how school principal leadership creates asset-based, collaborative, and inclusive structures for English as a second language (ESL) programs and (2) how the approach and leadership that enable this desirable programming for English Language Learners (ELLs) look in practice. Theoharis and O'Toole used the case study method to obtain an in-depth understanding of the inclusive ELL services at two elementary schools purposefully sampled with three criteria: public school, availability of an ESL program, and leaders' commitment to inclusive ESL services. Initial data collection was conducted over three academic years, followed by additional school visits and interviews to clarify and discuss findings. Data were analyzed using the constant comparative method. It was revealed that two schools shared certain characteristics in the inclusive ESL reform, such as the adoption of structural changes that allowed ESL students to receive services within general education, professional development for teachers, and communication with families with non-English home language. These schools, however, varied in service delivery approach (dual certification vs. co-teaching), visibility of reform, sources of resistance, ESL student cultures in the curriculum, and pedagogy. It was also found that the school principals differed in their personalities and leadership styles, but they shared beliefs (e.g., student language diversity is an asset to the student and school alike), knowledge (e.g., ELL research and teaching methods), and skills (e.g., maximizing resources and leveraging staff expertise) in inclusive ESL programming. The authors stated that the common ESL inclusivity beliefs, knowledge and skills, sense of responsibility and agency, and collaborative process with teachers and ELLs' families by school principals are important lessons for leadership development.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* inclusion, inclusive reform, leadership, principal, social justice

Zacarian, D. (2011). *Transforming school for English Learners: A comprehensive framework for school leaders*. Corwin.

This book serves as a practical guide for administrators looking to better understand and meet the needs of their English Learner (EL) populations. With numerous examples, scenarios, and sample documents embedded throughout, the book covers topics such as selecting an effective program model, appropriately allocating time between English language development and content courses, engaging parents, and employing data driven decision-making. The author, in utilizing research-based policies and practices, offers a comprehensive framework for EL education that can be adopted by school leaders in a multitude of contexts, whether they are just starting to develop a program or working to improve current EL offerings.

*SOURCE:* book      *TYPE:* guidance

*KEY WORDS:* program models, language development, school leadership

## LONG-TERM ENGLISH LEARNERS

California identifies Long-term English Learners as ELs enrolled in grades 6-12, who have been enrolled in US schools for six years or more, have remained at the same English language proficiency level for two or more consecutive years or have regressed to a lower level, and do not meet state performance criteria on state assessments in English Language Arts. Research indicates that this status is impacted by limited access to standards based English Language Development instruction.

**Artigliere, M. (2019). The proficiency, instructional and affective domains of Long-Term English Language Learners: A review of the research. *TESL-EJ*, 23(1).**

The purpose of this article is to review the literature on Long Term English Language Learners (LTELLs). Using features from Turner and Purpura's (2015) Learning Oriented Assessment (LOA) framework to organize the literature, Artigliere begins with literature about the expected time frame for the attainment of English proficiency (e.g., Cummins, 1981; Collier, 1987) before reviewing studies that highlight the gap between the expected and the actual time to proficiency for LTELLs (e.g., Parrish et al., 2006; Kim and Herman, 2012). The review then looks at studies that have investigated classification practices in large metropolitan areas across the U.S. (e.g., Kieffer, 2016) illuminating the wide-spread patterns of LTELLs across the states before reviewing studies that have focused on LTELL's academic performance. The author organizes this large body of literature by proficiency, instructional, and affective factors that affect the performance of LTELLs. Artigliere also reviews the literature that has focused on instructional approaches that have been piloted, delivered, and experimented on with LTELLs for their academic success (e.g., Manken et al., 2010; Ascenzi-Moreno et al., 2013; Calderón and Minaya-Rowe, 2013). Overall, the review showed many strengths in the field and how it is leading towards awareness and policy development. The author identifies some of the gaps in the research including lack of experiential studies, lack of research on early learning of LTELLs, and lack of longitudinal studies with large sample sites in varied contexts. Artigliere also highlights the relative lack of literature with research-based recommended classroom practices for LTELLs.

*SOURCE:* journal article      *TYPE:* review

*KEY WORDS:* English language learners, long-term English language learners, bilingualism, language proficiency

**Ascenzi-Moreno, L., Kleyn, T., & Menken, K. (2013). A CUNY-NYSIEB framework for the education of 'Long-term English Learners': 6–12 grades. City University of New York. <https://www.cuny-nysieb.org/wpcontent/uploads/2016/05/CUNY-NYSIEB-Framework-for-LTELLs-Spring-2013-FINAL.pdf>**

Responding to a demand for best practices for instructing Long-Term English learners (LTELLs), Ascenzi-Moreno et al. share a framework for LTELLs developed by The City University of New York in partnership with the New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB). The framework was built upon two solid principles that apply to the education of all emergent bilinguals, namely: (1) utilize students' bilingualism as a resource in their education, using translanguaging to engage students with content, challenge them cognitively, and support their

acquisition of academic language and literacy skills, and (2) provide students with a school-wide multilingual ecology where their language practices are visible and valued. The LTEL framework includes the following five components: (1) appropriately demanding program structures, (2) curriculum with cultural connections and language and literacy supports, (3) classroom structures and resources that are explicit and engaging, (4) pedagogical strategies that leverage and extend students' bilingualism, and (5) intentional and adapted assessment strategies. Although there is an obvious missing link to the research base behind the framework, this guide is replete with strategies and pedagogical practices intended for both school leaders and teachers of LTELs.

*SOURCE:* report

*TYPE:* theoretical/guidance

*KEY WORDS:* Long-Term English Learners, CUNY-NYSIEB Framework, emergent bilinguals, bilingualism, multilingual ecology

**Brooks, M. D. (2015). "It's like a script": Long-term English Learners' experiences with and ideas about academic reading. *Research in the Teaching of English*, 49(4), 383–406.**

In this qualitative study, Brooks investigated the schooling experience of five Latina high school long-term English learners (LTELs), specifically, their in-school reading experiences and their thoughts about academic success. Brooks's purpose was to contextualize the widespread and traditionally low reading scores of LTELs on standardized assessments. The research was gathered over the course of one academic year at a high school in South Central Los Angeles where 30% of the student body were ELs with Spanish as their native language. Students were recruited who met the following criteria: (1) classified as ELs for seven or more years, and (2) reported that they spoke English on a daily basis. Ethnographic observations were conducted of each target student in their English class as well as in their biology class, chosen purposefully to gain a range of reading practices across the various content areas. In addition, in-depth interviews were conducted with each student, as well as in-depth interviews with both their current and former teachers. Data was coded in several rounds using Dedoose. Brooks found three dominant patterns in the way the LTELs in the study experienced in-classroom reading and provided ethnographic snapshots of each of the following: (1) reading involved more than one person, (2) reading entailed making meaning aloud, and (3) the teacher most always provided an official interpretation(s). Findings contributed to existing work that highlighted the socially situated nature of reading. Further, Brooks found that the LTELs in the study thought good readers do not stumble over words, do not stutter, do not misread, do not read in a low voice, do not read slowly, immediately understand what they read, and behave like good students. In discussing these findings, Brooks called attention to the differences between academic reading on tests (independent) and in the classroom (a social practice). Brooks also highlighted the possibility that these scores could be attributable to their in-school experiences with academic reading that were distinct from the test. Overall, this work has implications for a more holistic understanding of the literacy development of students who are LTELs.

*SOURCE:* journal article

*TYPE:* empirical

*KEY WORDS:* long-term English learners, academic reading, English literacy development, English language proficiency assessment, ethnographic observations



Clark-Gareca, B., Short, D., Lukes, M., & Sharp-Ross, M. (2020). Long-term English Learners: Current research, policy, and practice. *TESOL Journal*, 11(1), e452. <https://doi.org/10.1002/tesj.452>

Clark-Gareca and colleagues review the current literature on long-term English Learners (LTELs) with the ultimate goal of shedding light on school-based systems and interventions that have proven successful for LTELs in order to offer strategies and suggestions for supporting better outcomes for LTELs in U.S. schools. Although the authors did not specify search criteria for their review, they begin by listing common characteristics of the LTEL population based on the literature (e.g., strong English skills, weak reading and writing skills, weak home language skills, poor grades, etc.) followed by factors that may play a role in leading to their LTEL status (e.g., program switching in elementary school, weak English programming, interrupted schooling, unidentified learning disability, etc.). The authors then review the steps traditionally involved in assessing the language progression of an EL (from initial screening to English proficiency and exiting EL status) followed by a review of the literature on the overrepresentation of LTELs in special education. They showcase the International Network Approach as a large-scale, multi-school intervention based in New York City that has had success with LTELs—as measured by higher 4-year high school graduation rates, in comparison to public school peers (77% vs. 33%). They highlight the following aspects of the International Network Approach that may be associated with its success: interdisciplinary team teaching/small learning communities; project-based instruction; scaffolds (e.g., multiple points of entry, texts at various reading levels, differentiated reading strategies); peer supports/heterogeneous grouping; and home language use. Taking these characteristics, the authors offer five guidelines that schools can implement to better serve LTELs: (1) start with academic language and literacy, (2) look at content area performance, (3) review student records, (4) examine home language and literacy skills and opportunities for use, and (5) consider student motivation. Once guidelines are in place, the authors recommend moving to implementing the following, more significant intervention strategies: (1) administrative strategies including offering more professional development for teachers to address LTELs, (2) academic strategies including specialized courses to meet LTEL language and literacy needs, (3) family and community-related strategies including literacy programs for families and guardians, and finally (4) structural strategies including testing and monitoring or even an early warning system. This review has implications for practitioners and researchers to take a critical focus on school systems related to diagnosis, assessment, dual identification, and interventions that can help LTELs make progress toward success in school.

*SOURCE:* journal article      *TYPE:* review/guidance

*KEY WORDS:* English Language Learners, English (Second Language), elementary secondary education, educational diagnosis, language proficiency

Flores, N., Kleyn, T., & Menken, K. (2015). Looking holistically in a climate of partiality: Identities of students labeled long-term English Language Learners. *Journal of Language, Identity, and Education*, 14(2), 113–132. <https://doi.org/10.1080/15348458.2015.1019787>

Flores et al. conducted a qualitative inquiry of how long-term English Language Learners (LTELs) perceive themselves, their language, their ethnicity, and their academic trajectories with the hope of improving ways that schools can take a broader view of their attributes and experiences and create positive learning opportunities built on who they are and how they see themselves.

Specifically, the questions guiding this study were: (1) How do students negotiate the discourse of partiality that positions them as LTEL? and (2) How do students describe their ethnolinguistic and academic identities? This study was part of a larger, mixed methods study of a biliteracy program in New York City schools and its effect on LTELLs. This study was based on a subset of qualitative data from that larger study composed of student interview data, classroom observation notes, and written artifacts (student essays) from 28, 9th and 10th grade LTELLs from two New York City public schools close in geographic proximity. All student participants spoke Spanish as their native language, came from families of Latin American and Caribbean descent, were U.S.-born, and spent most of their academic careers in the U.S. The interviews were semi-structured and covered the following areas: student background, educational experiences, views of schooling, (bi)literacy practices, and identity. Flores and his colleagues applied the discourse of partiality framework (Benesch, 2008), as a lens through which to understand LTELLs' self-perceptions. They found that students in the study were very proud of their ethnicity, expressed pride in their ties to non-U.S. countries, its culture, and their language, and a clear disconnect with being American as they saw it as something out of reach. Most students self-reported being orally bilingual but more comfortable reading and writing in English. Despite their LTELL label, students utilized a vast and flexible linguistic repertoire that allowed them to negotiate many different cultural spaces and create fluid identities. Flores et al. argued that because of the epistemic racism of idealized monolingualism that existed in schools, the fluid bilingual use of language reported by students did not translate into academic success; after years of schooling, students saw little to no value in their Spanish skills within school. They further argued that students can only experience authentic inclusion and validation of their linguistic repertoire when they are viewed holistically and are valued for their range of linguistic resources. They argued that the LTELL label has caused more harm than good and call on schools to take a broader view of LTELLs to create positive learning opportunities that build on who they are and how they see themselves.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* Emergent bilinguals, long-term English language learners, youth, labels, secondary schools, Spanish

**Hill, L., Betts, J., Hopkins, M., Lavadenz, M., Bachofer, K. V., Hayes, J., Lee, A., Murillo, M. A., Vahdani, T., & Zau, A. C. (2019). *Academic progress for English Learners: The role of school language environment and course placement in grades 6–12*. Public Policy Institute of California.**

Hill and colleagues looked at two groups of ELs: long-term ELs (LTELs; who have spent several years in U.S. schools without being reclassified fluent in English) and late-arriving ELs (LAELs; who first enroll in the district in grade 6 or higher and who enter with little English fluency) in Los Angeles and San Diego districts' middle schools and high schools. The heterogeneous backgrounds of LTELs and LAELs raise important policy questions about whether districts and schools can deliver instruction effectively to all of these students. The authors analyzed student data (e.g., students' academic records on course placement and school language environment) from 2006–07 to 2015–16 and incorporated interviews conducted in 2017–18 with staff and teachers. The report's major findings across both districts include (1) enrollment of LTEL and LAEL students declined in middle and high schools; (2) assignment of LTEL and LAEL students to appropriate ELD coursework was challenging, as defined by district guidelines; (3) percentage of

ELs at a school was not related to test score growth or grade point average of native or initially fluent English speakers, indicating that a higher proportion of ELs in schools should not be seen as detrimental to the academic performance of fluent English speaker; and (4) LTEL students who are not enrolled in an ELD course demonstrate lower academic performance. Based on the report's findings, the authors recommend policy guidelines that will support the diverse linguistic and academic needs of older EL students and how these factors contribute to their long-term success.

*SOURCE:* report                      *TYPE:* empirical

*KEY WORDS:* long-term ELs, late-arriving ELs, middle school, high school, school language environment, course placement

**Kibler, A. K., Karam, F. J., Ehrlich, V. A. F., Bergey, R., Wang, C., & Elreda, L. M. (2018). Who are 'long-term English learners'? Using classroom interactions to deconstruct a manufactured learner label. *Applied Linguistics*, 39(5), 741–765. <https://doi.org/10.1093/applin/amw039>**

Recent scholars suggest that students' continued classification as EL may be explained in part by insufficient or inappropriate instruction rather than incomplete acquisition of English. Kibler and colleagues sought to answer the following research question: What are the different types of classroom-based peer and teacher-student interactions experienced by U.S.-educated sixth graders classified as LTELs? The authors used a multiple case study approach to understand how LTELs experience discourse with teachers and peers in their classrooms. Participants were six Spanish-speaking 6th grade students, all classified as LTELs, continuously enrolled in their school district since kindergarten, and from the same middle school located in the South Atlantic U.S.; 17% of students at the middle school were classified as EL. The study focused on 6th grade because it represents the first year in which students might fit the LTEL criteria in terms of years of schooling. The six LTEL students were observed during their math and history class. In-depth interviews were also conducted with each case study student and their teachers. Cross-case study analysis indicated that intentional, task-focused peer interactions were rare but when they occurred, they were procedural rather than conceptual discussions of academic content; target LTELs showed patterns of engagement as well as resistance to task-focused peer interactions. Peer interactions that did not focus on the classroom task at hand were far more frequent and involved extensive dialogue among peers on a range of adolescent topics. Findings also indicated that the students' task-focused teacher interactions were more monologic rather than dialogic and ranged from difficult to positive. Evidence of non-task focused teacher interactions with target students was rare. Kibler and her colleagues point out that the students in their case studies differed in behavioral and motivational characteristics from other studies and argued that it is important to highlight the diversity of the LTEL population that is often overlooked. The study demonstrates how students are and are not being provided with opportunities to develop ways of using language. The study has implications for creating interactions with students that engage them socially and create avenues for academic learning.

*SOURCE:* journal article              *TYPE:* empirical

*KEY WORDS:* Long-term English learners, classroom experiences, peer interaction, student-teacher interaction, multiple case study

**Kim, W. G. (2017). Long-term English Language Learners' educational experiences in the context of high-stakes accountability. *Teachers College Record*, 119(9), 1–32.**

Kim investigated the language supports received by long-term ELLs (LTELLs) through their K–12 schooling in light of their performance on state language and standardized tests. Kim also captured the experiences of LTELLs who were retained and referred to and/or placed in special education to illustrate schools' responses to their underachievement. Eleven emergent bilingual students from a high school in central Texas met the following criteria for this study: they were classified as LEP, they attended U.S. public schools for at least seven years, and they had at least one year of high school experience. Kim followed a qualitative naturalistic inquiry design to understand participants' lived experiences and conducted in-depth, semi-structured interviews and document analysis of students' cumulative folders, assessment records, and Language Proficiency Assessment Committee (LPAC) documents. Findings illustrated multiple layers of limited opportunities for participants in the study beginning with inadequate bilingual education services in elementary school. Students' low scores on standardized tests led to placement in remedial programs, intervention courses, grade retention, special education referrals, and credit recovery programs in middle and high school. Although state assessments should not be exclusively used to make instructional and placement decisions for LTELLs, this was a widespread practice which appeared to negatively affect the educational trajectory of participants in the study. These findings have implications for a systems approach to serving LTELLs including quality instruction, a reform of remedial programs to include language development and services, and a stronger presence of guidance and college counselors to ensure that LTELLs have access to postsecondary opportunities and to ensure the proper implementation of assessment guidelines for course placement and program offerings for LTELLs.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* Educational experiences, long-term English learners, bilingual education, emergent bilinguals, high-stakes accountability

**Kim, W. G., & García, S. B. (2014). Long-term English Language Learners' perceptions of their language and academic learning experiences. *Remedial and Special Education*, 35(5), 300–312.**

<https://doi.org/10.1177/0741932514525047>

Kim and García sought to increase their understanding of long-term English Language Learners' perceptions about their educational experiences, the history of their schooling including program placements and special education referral, and their academic outcomes. The authors conducted the study during the 2012–2013 school year using a naturalistic inquiry approach to gain knowledge constructed from the lived experiences of the participants. A high school in a Texas metropolitan area volunteered to participate. Student participants were recruited if they met the following criteria: (1) they were classified as limited English proficient, (2) they had attended school in the U.S. for 7+ years, and (3) they had at least one year of high school experience. Thirteen students met the criteria and agreed to participate. Data from semi-structured interviews and documents were analyzed using grounded theory. Of the 13 LTELLs in the study, six were U.S.-born and entered bilingual education in pre-K, two were immigrants and began schooling in the district's bilingual education program in 2nd and 3rd grades, and the

remaining five entered the district's bilingual education program in the 4th or 5th grade. Most reported that their elementary school bilingual education teacher taught all subjects almost entirely in Spanish until third grade; beginning in the fourth grade, academic instruction in English occurred, but Spanish remained the dominant language of instruction. None of the participants recalled receiving any language support services during middle or high school. A look into their academic track records showed insufficiently developed English proficiency and continuous academic failure on state standardized tests through high school. Three students had a history of special education referrals. Two major themes emerged from conversations with LTELLs about their academic experiences: (1) their accounts and reflections presented them as motivated, active learners who did not see themselves as ELLs, and (2) they described their learning experiences as positive but challenging. Overall, findings revealed a gap between students' perceptions about their experiences and postsecondary aspirations and the reality of their academic performance. Kim and García raised questions about the adequacy, quality, and rigor of the bilingual education programs and ESL services that these students experienced. They also challenged educators to engage in dialogue with their own students and families and work together to close the gap between LTELL's hopes and their educational reality.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* qualitative, research methodology, English language learners, intervention/RTI, secondary, special education, academic achievement

**Luna, C. V. (2020). Promoting equity and access for California's long term English Language Learners. *NABE Journal of Research and Practice*, 10(1), 21–29.  
<https://doi.org/10.1080/26390043.2019.1653054>**

Luna reviews some of the literature on recommended practices for teaching middle and high school ELs and LTELs in the content areas. Although the parameters for the literature review are not outlined, Luna's focus is in two areas: instructional practices that promotes learning in middle and high school, and administrative systems of support for LTELs and single subject teachers. Because most middle and high school teachers are subject matter experts and may not have the extensive specific preparation for instructing ELs, Luna begins by uplifting the practices covered by Nagle and Sanders (1986) for teaching reading comprehension in the subject areas in three progressive steps: (1) using visual cues, demonstrated actions and opportunities for students to verbalize their understanding; (2) promoting student automatization of concepts (e.g. cause and effect) that are repetitive and could be applied across subjects; and (3) chunking complex information that cannot be automated. Instructional practices by Brown (2007) are discussed including: awareness of texts that are decontextualized (e.g. expository text); building vocabulary, presenting context prior to and during reading, and having classroom discussions about the context; providing students with an understanding of timelines and the interrelatedness of events; and incorporating vocabulary instruction in content area lessons, a practice also suggested by 7th grade social study researchers Vaughn et al. (2009). Luna also reviews practices by Yoder (2013) who indicates that teachers can support student comprehension in single subject matter through speaking slowly, avoiding colloquialisms, using text, speech, and discussion to introduce new vocabulary, and scaffolding instruction through diagrams, pictures, and through the use of other nonlinguistic representations. In the area of providing administrative systems of support for LTELs and single-subject teachers, Luna reviews

the work of Saunders et al. (2013), Gándara (2017), and The EL Roadmap (2017) to highlight ways in which administrative leadership can influence program development, implementation, and eventually student success starting with funding for additional personnel and programs, recruitment of bilingual counselors, providing teachers with professional development opportunities, ensuring ongoing student assessment to inform instruction, articulating a school-wide focus on ELD, and designing and implementing a vision of shared responsibility for the success of ELs and LTELs. This review has implications for secondary teacher preparation and professional development for serving ELs and LTELs including those at the university level, teacher preparation programs, and school districts.

*SOURCE:* journal article      *TYPE:* review

*KEY WORDS:* teaching methods, English language learners, barriers, middle school teachers, high school teachers

**Menken, K., Kleyn, T., & Chae, N. (2012). Spotlight on “long-term English Language Learners”: Characteristics and prior schooling experiences of an invisible population. *International Multilingual Research Journal*, 6(2), 121–142. <https://doi.org/10.1080/19313152.2012.665822>**

Menken, Kleyn, and Chae explored the characteristics and prior schooling experiences of long-term English Language Learners (LTELLs), defined in this article as students who have been classified as English Learners (ELs) for seven or more years. Acknowledging the tremendous need from the field for guidance about how to best serve LTELLs, the authors conducted a mixed methods research study from January 2007 to November 2009 in New York City high schools to gather descriptive information about the students’ language usage and educational backgrounds, types of services LTELLs were receiving, and their educational needs in secondary school. The findings revealed that the majority of the students were orally bilingual for social purposes yet had limited academic literacy skills in English and their native languages as a result of subtractive prior schooling experiences. Based on interviews with teachers and students, the researchers identified two main groups of LTELLs: (a) students with inconsistent U.S. schooling, who have shifted between bilingual education, English as a second language, and mainstream classrooms with no language support programming, and (b) transnational students, who have moved back and forth between the United States and their family’s country of origin. Overall, the results suggested that LTELLs lacked stability in their educational experiences, which were characterized by inconsistency and transience across programs, schools, and countries.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* emergent bilinguals, high school, long-term ELLs, bilingualism, bilingual education, academic literacy

Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's long term English Learners*. Californians Together.

<https://californianstogether.app.box.com/s/kjawx856onlpyhtmc6ajf3x971jko3r>

This publication was written to inform, motivate, and support state and district policymakers in understanding the scope of challenges facing long-term English Learners (LTELs), and help them consider how to best respond to these urgent challenges. Olson collected student data from 40 school districts throughout all regions of California in 2009–10 (n = 175,734). The publication explored themes such as how English Learners (ELs) become “long-term,” characteristics of LTELs, and current supports for these students in secondary schools. Findings from this investigation include: the majority of secondary ELs are LTELs, California school districts lack a common definition of LTEL, and few districts have designated programs or formal approaches designed to support these students. The publication closed with a series of policy recommendations to address the systems issues the author observed, such as ensuring ELs have access to the full curriculum and making revisions to state compliance tools that monitor student progress.

SOURCE: report

TYPE: empirical

KEY WORDS: long-term ELs, secondary school, policy

**Shin, N. (2020). Stuck in the middle: Examination of long-term English Learners. *International Multilingual Research Journal*, 14(3), 181–205. <https://doi.org/10.1080/19313152.2019.1681614>**

Shin examined the academic and linguistic development and experiences of long-term English Learners (LTELs). Specifically, the author sought answers to three questions: (1) how LTELs compared to on-track English learners (ELs) and initially fluent English proficient (IFEP) students before they were classified as LTELs, (2) what student characteristics were linked to the likelihood of becoming LTELs, and (3) how LTELs compared to on-track ELs and IFEP students in academic achievement. Shin followed 19,717 Spanish-speaking ELs from kindergarten in 2002–2003 to Grade 10 in 2012–2013 in a large urban school district in California. In this sample, 2,570 students were initially classified as IFEP, and 17,147 students were initially classified as ELs. At the beginning of Grade 6, ELs who remained as ELs were reclassified as LTELs, and ELs who were no longer classified as ELs became on-track ELs. The student characteristics included gender, whether they receive free/reduced-priced lunch, eligibility for special education, number of absent days in Grade 1, and parent education. Other variables were the California English Language Development Test (CELDT) scores, proficiency levels and program types in each grade, the California Standards Test in English Language Arts (CST-ELA), CST-Math, and English and math course grades. It was found that that LTELs tended to come from more disadvantaged socio-economic backgrounds than on-track ELs and IFEP peers, and on-track ELs and IFEP peers consistently outperformed LTELs in both CSTs and course grades, other variables being held constant. Gender also played a role, as male students had a higher probability of becoming LTELs than their female counterparts. An examination of the CELDT and CST-ELA course in elementary school suggested that LTELs rarely surpassed the intermediate English proficiency level, and also demonstrated low academic performance. On-track ELs and IFEPs performed comparably, and interestingly, on-track ELs even had better course grades than IFEP students. The fact that some LTELs met the CST-ELA criteria (intended for English Only students) but not

the CELDT criteria suggested the need to reexamine the validity of CELDT and evaluate the reclassification criteria. In addition, a non-trivial proportion of ELs with high initial proficiency later became LTELs, which suggested the presence of ineffective language programs. Finally, some students were not assigned to any language programs, and this trend tended to increase toward the end of elementary school. Taken together, these findings spoke to the need to examine the design and implementation of language programs, as well as evaluate their effectiveness.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* English learners, long-term English learners, English learners with disability

**Thompson, K. D. (2015). Questioning the long-term English Learner label: How categorization can blind us to students' abilities. *Teachers College Record*, 117(12), 1–50.**  
**<https://www.tcrecord.org/Content.asp?ContentId=18152>**

Thompson explored the characteristics and educational trajectories of students considered long-term English Learners (LTELs), defined in this article as students who have been classified as ELs for seven or more years. Though created to draw awareness to the unique needs of a particular group of students, the LTEL label has often accompanied strong negative connotations, along with descriptions of LTELs focused on students' perceived deficits. Consequently, Thompson examined how prolonged classification as an EL impacted students' opportunity to learn and explored whether and how the LTEL label was linked to stigma for students. Thompson employed district-wide, longitudinal data to focus on the experiences of three students in a medium-sized California school district who were considered LTELs. She found dramatic differences in these students' academic achievement and the rigor of their enrolled courses, and therefore, a significant difference in the number of resources and support they received. The results suggested that although the LTEL label was coined to improve the educational experiences for students, this label may have disguised the level of diversity of particular experiences, abilities, and successes among students to whom the label was applied.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* long-term ELs, student labeling, opportunities to learn, stigma, diversity, academic achievement, course placement, longitudinal studies



# NEWCOMERS

Foreign-born students and families who have recently arrived in the United States are often referred to in the literature as Newcomers. This is an umbrella term that includes immigrant and refugee students during their first two or three years in the U.S. Typically, Newcomer students benefit from safe and welcoming school environments in addition to language and academic support.

**Dover, A., & Rodríguez-Vails, F. (2018). Learning to “brave up”: Collaboration, agency, and authority in multicultural, multilingual, and radically inclusive classrooms. *International Journal of Multicultural Education*, 20(3), 59–79. <http://dx.doi.org/10.18251/ijme.v20i3.1670>**

Educators often struggle to design programs for newcomers that value their cultural and linguistic attributes and empower them to use their assets for social and academic advancement. Dover and Rodríguez-Vails examined how a program called Summer Language Academy (SLA), grounded in the social-justice practice of translanguaging, prepares educators to better serve newcomer English Learners. The authors used qualitative research methods including observations, field-notes, open-ended surveys, written reflections, and memo-writing at two school districts in their second year of the SLA program. They followed a constructivist grounded theory approach, iterative in nature, to engage participants and make meaning of their findings. Across the two SLA sites, there were 146 high school students, 24 faculty, and 1 pre-service teacher. They found that an array of social and ecological factors impacted teaching and learning in the SLA program including: (1) faculty members' divergent visions of culturally and linguistically responsive instruction, and (2) their challenge to unlearn social hierarchies of traditional classrooms. Dover and Rodríguez-Vails concluded by highlighting the pervasiveness of monolingual ideologies in educational spaces and called for increased opportunities for both pre-service and in-service teachers to practice translanguaging as a step towards reimagining teaching and learning in a diverse world.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* multilingualism, cultural pluralism, summer programs, program descriptions

**García, O., & Leiva, C. (2014). Theorizing and enacting translanguaging for social justice. In A. Blackledge & A. Creese (Eds.), *Heteroglossia as practice and pedagogy* (pp. 199–216). Springer. [https://doi.org/10.1007/978-94-007-7856-6\\_11](https://doi.org/10.1007/978-94-007-7856-6_11)**

In this chapter, Garcia and Leiva expand the definition of translanguaging as both a pedagogy and as a social justice tool for newcomers to engage in language while simultaneously decolonizing dominant intellectual knowledge as they experience formal schooling in the U.S. Garcia and Leiva theorize and analyze translanguaging from a Latino perspective. To do so, they investigate the use of translanguaging during a lesson on literary conflicts in a high school English Language Arts class intended for newcomers in a high school located in the Queens borough of New York City. Half of the students in the class had been in the U.S. for about six months; the rest had been in the U.S. for less than three years. All of the students were from homes where Spanish was the native language, and they were predominantly from Ecuador.

Garcia and Leiva find translanguaging to serve three functions during the observed lessons to enable: (1) participation, (2) elaboration of ideas, and (3) the raising of questions. They highlight several exchanges between the teacher and her students that fit their theory about translanguaging as a transformative pedagogy that attempts to erase hierarchy of language practices and a social justice tool that empowers marginal groups. Garcia and Leiva theorize that translanguaging as a pedagogy holds the promise of developing U.S. Latinos who use bilingualism to fully participate in society and meet the social, national, and global needs of a multilingual future.

*SOURCE:* chapter book

*TYPE:* empirical/theoretical

*KEY WORDS:* social justice, autopoiesis, dynamic bilingualism, transculturation, coloniality

**Greenberg Motamedi, J., Porter, L., Taylor, S., Leong, M., Martinez-Wenzl, M., & Serrano, D. (2021). Welcoming, registering, and supporting Newcomer Students: A toolkit for educators of immigrant and refugee students in secondary schools. REL 2021-064. Regional Educational Laboratory Northwest.**

This Regional Educational Laboratory (REL) Northwest toolkit is intended to help educators and other stakeholders identify and use research-based practices, policies, and procedures for welcoming, registering, and supporting newcomer immigrant and refugee students who are attending secondary (grades 6–12) schools in the U.S., as well as their families. Information in this toolkit is based on peer-reviewed, empirical research on immigrant and refugee students the researchers identified in the ERIC database and other proprietary databases. The first round focuses on gathering research about the topic of registration of newcomer students and on factors associated with positive academic and psychological outcomes during their transition to school. The study team further uses web searches and conversations with intake experts to also identify resources related to newcomer practices, policies, and procedures from school districts, immigrant and refugee organizations, and international education systems. The toolkit is organized into the following sections: (1) welcome and engage newcomer immigrant and refugee students and families; (2) register newcomer immigrant and refugee students; (3) support social, emotional, academic, and postsecondary needs of newcomer immigrant and refugee students; and (4) build educators' capacity to support newcomer immigrant and refugee students. The authors highlight limitations in the available resources as most of the research cited in the toolkit is descriptive rather than causal due to lack of rigorous research on policies, practices, and procedures for welcoming, registering, and supporting newcomer immigrant and refugee students. The findings suggest the need for researchers and practitioners to develop, experiment with, and share their own tools in areas like this where resources are sparse.

*SOURCE:* report

*TYPE:* guidance

*KEY WORDS:* student needs, refugees, immigrants, secondary school students

**Jaffee, A. T. (2016). Social studies pedagogy for Latino/a Newcomer youth: Toward a theory of culturally and linguistically relevant citizenship education. *Theory & Research in Social Education, 44*, 147–183. <https://doi.org/10.1080/00933104.2016.1171184>**

Jaffee sought an in-depth understanding of how urban high school social studies teachers conceptualize and implement their instruction for newcomer Latina/o students for active and engaged citizenship. The author drew on the combination of culturally relevant pedagogy, linguistically responsive teaching, and notions of active and engaged citizenship as the theoretical framework for this study. Three participants were selected based on recommendations of the university community, and one participant was recruited via snowball sampling. All teachers had experience in teaching newcomers and worked at public schools that served entirely newcomer students in a large, northeastern city. The author observed the teachers prior to data collection to verify that they were committed to citizenship education for newcomer English language learners (ELLs) in their social studies classes. The multi-site collective case study design was employed with three sources of data, including observations, in-depth, semi-structured interviews, and artifacts. Data were later analyzed based on grounded theory with four phases: (1) organizing data, (2) coding data and writing memos, (3) theoretical sorting, diagramming, and integrating, and (4) reconstructing theory. Five principles of social studies pedagogy for Latino/a newcomer youth emerged from data analysis, including (1) pedagogy of community, (2) pedagogy of success, (3) pedagogy of making cross-cultural connections, (4) pedagogy of building a language of social studies, and (5) pedagogy of community-based participatory citizenship. Although Latino/a newcomer youth were the focus of the study, the principles of culturally and linguistically relevant citizenship education (CLRCE) have a broad applicability to other culturally and linguistically diverse student groups.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* citizenship education, culturally relevant pedagogy, Latino/a youth, newcomer students, social studies

**Jaffee, A. T. (2018). Developing culturally and linguistically relevant historical thinking skills: Lessons from U.S. history teachers for Newcomer English Language Learners. In L. C. de Oliveira & K. M. Obenchain (Eds.), *Teaching history and social studies to English Language learners: Preparing pre-service and in-service teachers* (pp. 7–37). Springer. <https://doi.org/10.1007/978-3-319-63736-5>**

In this chapter from the book, "Teaching History and Social Studies to English Language Learners," Jaffee provided examples from high school U.S. History teachers who are working to develop historical thinking skills for their newcomer ELs. This piece addressed a void in research and best practices for teaching social studies to ELs. The author blended notions of culturally and linguistically relevant teaching with elements of historical thinking (in what he coins, CLRHT) to understand how three teachers engaged with their newcomer ELs' cultural, linguistic, civic, and historical knowledge and skills while teaching U.S. History in their social studies pedagogy. The author utilized qualitative comparative case study design and collected classroom observations, teacher interviews, and analysis of classroom artifacts (lesson plans, handouts, classroom mission/vision statements, and photos). The data resulted in three case studies which included lesson vignettes from each case study teacher and highlights of how they utilized the CLRHT framework. Two teachers taught in New York high schools with highly diverse and dense

newcomer populations and one teacher taught in a Virginia high school serving Syrian, Eritrean, Congolese, Iraqi, and Cuban families taking part in an established refugee resettlement program. The pedagogical themes that emerged from the three case studies as related to the Culturally and Linguistically Relevant and Historical Thinking (CLRHT) framework included: history as inquiry, challenging the traditional historical narrative, advocating for newcomers, setting a schema or activating student prior knowledge, developing literacy skills, seeing and experiencing complete texts, the impact of politics on history, storying history, visualizing history, contextualizing historical content with vocabulary instruction, and using two-tier vocabulary. These case studies offer teachers pedagogical ideas, themes, and lessons to draw from and apply in their U.S. History curriculum with ELs. The author further provided step-by-step applications of these case studies and lesson vignettes for teacher educators or developers of teacher preparation programs.

*SOURCE:* book chapter                      *TYPE:* empirical

*KEY WORDS:* English language learners (ELLs), newcomer ELLs, historical thinking skills, social studies education, case study

**Kandel-Cisco, B., Brooks, K., Bhatena, C. D., Abdulhad, H., Pimentel-Gannon, M., & Fessahaie, H. (2020). From the mouths of experts: Relationship-building advice from immigrant & refugee families. *Multicultural Education*, 27(3-4), 45–47. <https://eric.ed.gov/?id=EJ1280468>**

The purpose of this article was to encourage innovative approaches to engaging immigrant and refugee (IR) families in ways that uplift their experiences to make them feel welcomed and to see themselves as contributors to their school community. The researchers that contributed to this article worked with the Indianapolis Immigrant Welcome Center to connect with IR families to interview 113 IR families from various countries throughout Southeast Asia, Africa, Central America, and South America. Informed by the research and the themes they identified, they worked with teachers to develop innovative, intentional collaborative family engagement practices. Three such practices were presented in this article including (1) story circles, (2) living room conversations, and (3) multilingual story sharing. Each practice was described in a practitioner-friendly manner including considerations, norms, and roles. The IR families interviewed made a compelling case for why educators' efforts to engage families must begin with and center around families. This practitioner journal article has implications for school leaders who serve IR families to use collaborative engagement approaches like those presented in this article to foster home-school connections that reflect and value the deep knowledge IR families possess.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* English language learners, interpersonal relationships, immigrants, refugees, family school relationship

Oikonomidoy, E., Salas, R. G., Karam, F. J., Warren, A. N., & Steinmann, T. (2019). Locating newcomer students in educational research in the U.S.: A review of the literature from 2000–2017. *Pedagogy, Culture & Society*, 27(4), 575–594. <https://doi.org/10.1080/14681366.2018.1542539>

Oikonomidoy and colleagues synthesize the research on the integration experiences of newcomer students in the U.S. Specifically, the authors look at students' perceived obstacles and sources of support for social and academic integration and psychological well-being. A three-layered socio-cultural framework, including power and equality, proximal environmental factors, and complex and dynamic character of people's identities, is employed to capture the multidimensional nature of newcomers' experiences. Empirical studies which were published from 2000 to 2017 and centered on K–12 newcomer students who had spent 10 years or less in the U.S are included in the synthesis. The authors focus on studies that examine three groups of students, refugees, newcomers/recent immigrants, and undocumented newcomer immigrants, and use a constant comparative analysis to explore the themes in the selected literature. A total of 46 studies are analyzed. Findings indicate that newcomer students faced family and community related obstacles, such as the obligations to work and support for their families, school-level challenges including the deficits-oriented approach to instruction for newcomers, and psychological pressures, such as fear of deportation, or lowered self-esteem as a result of negative school experiences. The sources of support for newcomers included families and communities, including parents' engagement in literacy activities at home and the community as a protective factor against alienation at school, transnational engagements, maintaining connection with their home countries and their identities via social networking, schools, such as caring teachers, tutoring opportunities, and effective bilingual instruction models, and individual sources of support, for example deportation humor as a coping strategy and pride in their origins. Findings from this research synthesis have both theoretical and practical implications. The authors acknowledge the scarcity of assets-oriented views of newcomers in the literature, the lack of a systematic analysis of structural obstacles facing newcomer students and efforts to overcome them, and the need to examine the holistic impact of various factors on diverse newcomer groups. In addition, Oikonomidoy and colleagues recommend that (1) incorporation of transnational frameworks in school material take into consideration the intergenerational differences among immigrants, (2) promotion of a sense of belonging in the ethnic community go hand in hand with strengthening access to the current social and academic environments, (3) teachers look beyond newcomer students' language learners label to leverage the rich cultural resources these students bring into the classroom, and (4) researchers embrace a stronger focus on newcomer student agency to counter the prevailing deficits-based narratives surrounding the newcomer population.

*SOURCE:* journal article            *TYPE:* review

*KEY WORDS:* newcomers, immigrants, refugees, undocumented, K–12 students, recent arrivals, barriers, supports

**Short, D. J., & Boyson, B. A. (2012). *Helping newcomer students succeed in secondary schools and beyond*. Center for Applied Linguistics.**

In recent years, a number of U.S. school districts have implemented newcomer programs to address the challenges facing newly arrived, immigrant English language learners (ELLs). Short and Boyson's report highlighted the promising practices to meet the educational and social needs of middle and high school newcomer students. The report focused on the Exemplary Programs for Newcomer English Language Learners at the Secondary Level, a three-year research study conducted by the Center for Applied Linguistics. Data included a national survey of newcomer programs at secondary schools, program profiles, and case studies of 10 exemplary programs. Profiles of the participating programs were compiled into an online, searchable database. The authors analyzed and compared cross-program data to develop an overall picture of the current U.S. newcomer programs and examined the 10 case studies to identify effective strategies to support newcomers' language, academic and social integration and success. Analytical results indicated that there was no one-size-fits-all newcomer program model; because newcomers possessed diverse characteristics, programs had to be tailored to meet their specific needs. Among the most important factors that newcomer program designs needed to take into consideration were students' different educational backgrounds and literacy skills, their country of origin and their first language. Analyses of strong program cases revealed some positive features such as flexible scheduling, selected staffing with targeted professional development, basic literacy material for adolescents and adaptations of reading interventions for ELLs, availability of content area instruction, and family and social service engagement. Nevertheless, certain policies and issues were perceived to hinder student success, such as student experience with trauma and the No Child Left Behind accountability. Based on the research findings, Short and Boyson made a number of recommendations for middle and high school newcomer programs to better meet the needs of this student group, including developing entry and exit criteria for newcomers, fostering students' native language skills and incorporating their native language in classroom instruction when appropriate, providing parents with information on their children's schooling, and helping parents become more effectively involved.

*SOURCE:* Report

*TYPE:* Empirical

*KEY WORDS:* English language learners (ELLs), newcomers, newcomer programs, newcomer student needs, acculturation

**Stritikus, T., & Nguyen, D. (2010). Universalist and differentialist approaches to instruction for high-school-age immigrants: Tensions in practice and policy. *Bilingual Research Journal*, 33(3), 329–345. <https://doi.org/10.1080/15235882.2010.525293>**

Stritikus and Nguyen conducted a three-year qualitative study to examine district leaders' definition of the challenges and opportunities of working with older immigrant students, and teachers' instructional approaches and perspectives at Northwest Newcomer Center (NNC). The authors focused on the academic and social issues facing recent immigrants at the newcomer center in the first two years and spent the third year following a set of students' transition to mainstream high schools. Stritikus and Nguyen conducted observations of instruction at the newcomer center and two high schools, observations of school meetings, and interviews of key

teachers and school/district leaders. Data obtained included field notes, interviews, and curriculum materials. This article represented part of the larger project and its data were heavily drawn from the NNC. It was reported that the superintendent embraced a universalist position, i.e., he pushed for the closure of the NNC as he believed teachers at mainstream high schools should claim the responsibility to teach all students. The NNC teachers, in contrast, took pride in constructing an educational environment that was responsive to the needs of English language learners (ELLs), and tended to frame their role as preparing students for successful participation in mainstream schools. While NNC teachers believed they were best suited to serve ELLs and made attempts to meet the needs of ELLs, they varied in differentiating instruction: some teachers adopted the traditional English-language approach with a focus on basic English language and discreet skills; whereas, others endorsed the integrated thematic instructional approach planning thematic units across subject areas. The findings of this study hold several important implications regarding the implementation of newcomer centers. The authors suggested that teacher education programs must help both in-service and pre-service teachers better assess the needs and abilities of newcomers, and that specialized programs must define their roles more clearly and connect with mainstream education in a more coherent manner.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* high school students, immigrants, teaching methods, school districts

**Suárez-Orozco, C., Gaytán, F. X., Bang, H. J., Pakes, J., O'Connor, E., & Rhodes, J. (2010). Academic trajectories of newcomer immigrant youth. *Developmental Psychology*, 46(3), 602–618. <https://doi.org/10.1037/a0018201>**

Suárez-Orozco and colleagues sought to (1) explore the academic trajectories of adolescent newcomer students; (2) examine the school, family, and individual characteristics that affect these trajectories; and (3) identify the developmental challenges facing newcomer students in their adjustment to their new educational settings. The authors utilized data from the Longitudinal Immigration Student Adaptation study, a five-year longitudinal, mixed methods study which documented how newcomer students from Central America, China, the Dominican Republic, Haiti, and Mexico adapted to U.S. schools. A total of 407 students from seven school districts in Boston and San Francisco participated in the study and were interviewed at the same time point in each academic year in their preferred language. Students ranged from 9 to 14 years of age at the beginning of the study and had no more than one third of their lives in the U.S. Out of 407 students, 294 had available report card data. In the third year of the study, 15 students (including low, high, and medium achievers) from each country origin were selected for case studies. Measures included family characteristics, school characteristics, student perceptions of school violence, students' academic English proficiency, academic engagement, psychological symptoms, age and school transitions, gender, and academic GPA. Five academic performance trajectories emerged from the latent class growth modeling, including high achievers, low achievers, slow decliners, precipitous decliners, and improvers. The multinomial logistic regression analyses revealed factors significantly associated with academic trajectory membership, including having two adults in the household, school segregation and poverty, perception of school violence, academic English proficiency, self-reports of psychological problems, gender, and being over-aged for grade. The case studies' findings, such as high achievers' tendency to live in stable homes and attend less under-resourced schools,

augmented the quantitative findings and captured the complex patterns in newcomer students' experience that did not emerge from the quantitative analyses. Findings from this study highlighted the negative effects of poor school contexts and called for schools to further facilitate newcomers' adaptation. In addition, given the important role of academic English and the time requirement for its acquisition, the authors recommended interventions that target this particular challenge facing newcomer youth. Finally, the authors suggested that in general, newcomer youth lacked quality supportive school programs, mentoring opportunities and community activities that, if well planned, might steer newcomer students' development in positive directions.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* immigrants, adolescence, academic trajectories, mixed methods

**Thompson, K., Umansky, I. M., & Porter, L. (2020). Educational contexts of reception for newcomer students. *Leadership and Policy in Schools, 19*(1), 10–35.**  
<https://doi.org/10.1080/15700763.2020.1712732>

Increasing attention has been directed to the particular group of English learners (ELs) known as the newcomers, defined as students between 3 to 21 years old, born outside the U.S., and enrolled in U.S. schools for fewer than three years. While qualitative research has focused on the needs and experiences of this student group, recent changes in reporting requirements from federal and state education agencies have allowed the availability of large-scale data for research. In this context, Thompson and colleagues sought to understand two research questions: (1) the characteristics of the host communities, known as contexts of reception, for newcomer students, and (2) how these characteristics differ by newcomer student subgroups. Two states were able to identify newcomers in their data systems in 2016 and obtain permission for sharing their statewide, de-identified student-level data for this study. Both states had similar gender composition, economic disadvantage, and special education participation features among their newcomer student populations. It was found that in both states, most newcomers tended to concentrate in a small number of districts, while many districts served a limited number of, or no, newcomer students. When the newcomer population was analyzed by schools, the authors obtained a similar picture in the sense that most schools that enrolled newcomers had a very small population of this student group and about 50% of schools served no newcomers. Regarding question two, the authors reported diverse distributional patterns of linguistic subgroups, refugees, students with interrupted formal education (SIFE), migrants, unaccompanied minors, and economically disadvantaged newcomers. The findings of this study suggest some practice recommendations, such as specially designed programs for newcomers are necessary in schools and districts that serve a large number of newcomer students, and that more research on effective strategies to support newcomers in low-density settings is needed. In terms of policy making, the authors recommended data be collected about newcomer students and subgroups to allow better resource allocation.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* immigrants, educational experience, outcomes of education, educational environment



Tretter, T. R., Ardasheva, Y., Morrison, J. A., & Roo, A. K. (2019). Strengthening science attitudes for newcomer middle school English learners: Visually enriched integrated science and language instruction. *International Journal of Science Education, 41*(8), 1015–1037.  
<https://doi.org/10.1080/09500693.2019.1585993>

Tretter and colleagues investigated the efficacy of the combinations of instructional support strands (Extended Science: planetarium-based visualizations; Literacy: structured science vocabulary instruction; and Extended Literacy: trade and comic books about science) on the science attitudes of middle school newcomer English Learners (ELs). Specially, the authors sought answers to two questions: (1) What are the impacts of two instructional conditions, Extended Science + Extended Literacy versus Extended Science + Literacy on newcomer ELLs' science attitudes? and (2) How do students perceive several instructional quality indicators across aspects of planetarium visualization? The study took place at a newcomer school for Grade 6–11 ELLs who scored below level 2 (beginning) on the English language placement test and were in their first year of U.S. school enrollment. Participants included a male Caucasian teacher with 18 years of experience, and all newcomer ELLs enrolled in Grade 6–8 science classrooms (ranging from 65 to 79 students due to year-round enrollment). The authors employed a mixed methods approach with the repeated-measures, single group design to explore the programmatic impact on newcomer ELLs' attitudes, and the situated ethnography to capture broader impacts of the program. The Attitudes toward Science Inventory was used, and students rated their experiences after each visualization session in four domains (science concepts presented, materials, activities, and overall value) using the End-of-the-Day visualization evaluations. There was a statistically significant ( $p < .05$ ) and meaningful improvement (Cohen's  $d = 0.43$ ) in newcomer ELLs' science attitudes after the implementation of the 8-week science unit with three strands of visually rich supports. There was no significant decrease in students' positive attitudes within 8 weeks with the combination of Extended Science and Literacy, suggesting that once the full effect of Extended Science + Extended Literacy on newcomer ELLs is achieved, the effect can be sustained with the amount of literacy support from the Literacy strand. Students' ratings of the planetary experiences were statistically (Bonferroni-adjusted alpha of .01) and substantially stronger at the end of the intervention than the initial experiences (Cohen's  $d$  ranged from 0.28 to 0.56). Interviews with students revealed that the planetary visualizations helped them feel present and perceive science as relevant. Similarly, teachers reported their appreciation of the science-literacy integrated nature of the program. Results of the study offer practical and effective instructional approaches to fostering positive science attitudes among newcomer ELLs without undue reduction of curriculum coverage.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* Science attitudes, newcomer English learners, planetarium-based visualizations, vocabulary, comic and trade books

**U.S. Department of Education, National Center for English Language Acquisition. (2017). How do we support newcomers' social emotional needs? In *U.S. Department of Education, Newcomer tool kit* (pp. 95–130). <https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>**

Chapter 4 in the *U.S. Department of Education Newcomer Tool Kit*, focuses on the social emotional well-being of newcomers and its ties to academic success. Newcomers often experience trauma (e.g., stress, isolation, abandonment, physical harm) that can manifest in silence. To ensure newcomers adjust and thrive academically, socially, and emotionally, the U.S. Department of Education provides strategies and supports and illustrative examples from research-based, successful programs for ELs with a focus on social-emotional development (SEL). The guide discusses: (1) stressors for newcomers, (2) ideas for conflict resolution and problem solving, (3) concepts central to social emotional development, (4) examples of four types of social emotional supports, (5) integrating social emotional and academic programs, (6) classroom tools, (7) school-wide tools, (8) personal reflection and discussion activities, and (9) resources. This guide intends to inform practices that contribute to the development of newcomers' social-emotional well-being.

*SOURCE:* report

*TYPE:* guidance

*KEY WORDS:* conflict resolution, immigrant advocacy, newcomers, problem solving, social-emotional development, SEL

**Umansky, I. M., Hopkins, M., & Dabach, D. B. (2020). Ideals and realities: An examination of the factors shaping newcomer programming in six US school districts. *Leadership and Policy in Schools, 19*(1), 36–59. <https://doi.org/10.1080/15700763.2020.1712731>**

Districts and school leaders are often faced with developing and implementing newcomer educational services. This study addressed two research questions: What contextual factors shaped the design and implementation of K–12 newcomer programs and how did they do so? Umansky and colleagues employed a qualitative comparative approach drawing on 117 interviews with district leaders, school leaders, and educators in six purposefully-sampled school districts serving newcomers in grades K–12 across the U.S. Researchers uncovered three contextual factors that shaped the development and implementation of K–12 newcomer programs: (1) district leaders' ideals related to how best to serve newcomers, (2) organizational capacity and resource constraints, and (3) school-based educators' perceptions of newcomers' needs. Researchers also identified three major implications for policy and practice stemming from their findings: (1) sufficient financial and human resources; (2) communication between district leaders and school staff to engage in joint-problem solving to maximize the potential of newcomer programs; researchers specifically recommended district leaders spend more time in classrooms observing teachers working with newcomers and teachers be included in district-level discussions related to newcomer program development; and (3) newcomer programs that differentiate services and support intent to maximize opportunity and excellence.

*SOURCE:* journal article

*TYPE:* empirical

*KEY WORDS:* elementary and secondary education, immigrants, English language learners, student adjustment

**Ward, N., & Warren, A. N. (2020). In search of peace: Refugee experiences in children's literature. *Reading Teacher*, 73(4), 405–413. <https://doi.org/10.1002/trtr.1849>**

Ward and Warren drew on cultural sustaining pedagogy to explore how characters with refugee backgrounds are portrayed in children's recent literature. To be selected, texts had to be narrative fictions for elementary school students published between 2013 and 2018, and have main characters with refugee backgrounds. The authors conducted an extensive search using such tools as Amazon, Google, and Stanford Libraries, and identified 45 books that meet the aforementioned criteria, including 36 picture books and nine chapter books. Two overarching themes emerged from their review: making a journey, and making a new life. Thirty-two books under the 'making a journey' theme depict universal journeys (no specific regions), individual journeys (locations, languages, and migration patterns representing specific historical periods), or symbolic journeys (journeys of objects or pets with connection to their home countries or their past). Nine books classified under the "making new life" theme focus on refugees' daily experiences as they negotiate their place in a new country. These books tend to describe refugees' emotions (such as trauma and longing), and their struggles and adjustments for happiness and healing. In addition, two texts centered around the second World War refugees, and two others encompassed both making a journey and making a life. Based on the review, the authors called for more complex, multidimensional ways of portraying refugees' experience and humanity, and recommended that educators interrogate texts to help children develop an informed perspective of refugees and tackle bias and stereotype. It is also advisable for teachers to pair texts depicting universal experience with unique experience of refugees, initiate thoughtful discussions, and invite refugee families and communities to share their histories.

*SOURCE:* journal article                      *TYPE:* empirical/guidance

*KEY WORDS:* refugees, children's literature, culturally relevant education, cultural pluralism, teaching methods

## POLICY: DISTRICT, STATE, NATIONAL

Guided by federal regulations, court cases, and state and local mandates, the implementation of education and language policies is complex and inter-related. Coordination between different levels of the education system has the potential to promote quality language teaching and learning, access to rigorous and intellectually rich curriculum, and equitable assessment practices for ELs.

**Allbright, T. N., Marsh, J. A., Hall, M., Tobben, L., Picus, L. O., & Lavadenz, M. (2019). Conceptualizing equity in the implementation of California education finance reform. *American Journal of Education*, 125(2), 173–200. <https://doi.org/10.1086/701247>**

Allbright and colleagues examined how district administrators' conceptions of equity related to the implementation of education finance reform. The authors employed Sensemaking theory and the four views of equity (libertarian, liberal, democratic liberal, and transformative) to better understand how local district actors interpreted and implemented California's Local Control Funding Formula (LCFF). They identified study districts from a larger multiple case study of LCFF implementation in seven local educational agencies from the 2016–17 school year. During the broader study, researchers identified a district that was most aligned with LCFF's liberal equity mandate and one that was least aligned. The data sources included semi-structured interviews with 33 district actors and an analysis of each district's budget and LCAP. The findings revealed several implications for policy makers and practitioners that seek to promote vertical equity in school finance, specifically the need for: (1) state and federal resources that equitable adequate, (2) coherent, district-wide understandings of equity to support resource allocation. Furthermore, a framework of equity conceptions may be a helpful resource in guiding district actors in clarifying and building consensus around their equity assumptions, and (3) democratic liberal and transformative conceptions that may illuminate inequities that other approaches might miss and further the goals of equity-oriented finance formulas such as LCFF.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* equal education, program implementation, educational finance, finance reform

**American Academy of Arts & Sciences. (2017). *America's languages: Investing in language education for the 21st century*. Author.**

**[https://www.amacad.org/sites/default/files/publication/downloads/Commission-on-Language-Learning\\_Americas-Languages.pdf](https://www.amacad.org/sites/default/files/publication/downloads/Commission-on-Language-Learning_Americas-Languages.pdf)**

This report is the American Academy's response to a bipartisan request from eight members of the United States Congress to examine the following questions: How does language learning influence economic growth, cultural diplomacy, the productivity of future generations, and the fulfillment of all Americans? What actions should the nation take to ensure excellence in all languages as well as international education and research, including how we may more effectively use current resources to advance language learning? From this request, the Academy created its Commission on Language Learning to gather data, collect testimony, and discuss

opportunities for improving the nation’s capacity in non-English languages. The Commission recommends a national strategy to improve access to as many languages as possible for everyone living in the U.S.—that is, to value language education as a persistent national need similar to education in math or English and to ensure that a useful level of proficiency is within every student’s reach. This report draws and elaborates upon findings from an early report by the Commission that presented a quantitative analysis of our language capacity and its benefits, and it offers a series of concrete recommendations for schools, two- and four-year colleges, universities, community organizations, businesses, government agencies, philanthropists, students, and parents—all of whom have a role to play in preparing citizens to thrive in the 21st century. Key recommendations discussed in this report include: increasing the number of language teachers at all levels of education; supplementing language instruction across the education system through public-private partnerships; supporting and maintaining U.S. heritage languages learners’ native language proficiency; and promoting students’ opportunities to learn languages by experiencing other cultures and multilingual environments.

*SOURCE:* report

*TYPE:* guidance

*KEY WORDS:* language policies, teacher pipeline, technology supports, global community, heritage language

**Burkett, J., & Reynolds, D. (2020). Pandemic policy preparedness: Unintentional student discrimination in the wake of COVID-19. *School Leadership Review*, 15(1), Article 23. <https://scholarworks.sfasu.edu/slr/vol15/iss1/1>**

Burkett and Reynolds review federal, state, and local policies in Texas during COVID-19 school closures and online at-home instruction. The authors examine the CARES Act of 2020 and how it intersects with existing laws and policies, specifically Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). They approach their examination through a framework of professional ethics (Shapiro & Stefkovich, 2016) consisting of ethic of care, ethic of justice, and ethic of critique. The authors highlight legislative policies that have and will continue to impact the educational outcomes of students. They point specifically to the accountability and testing waivers afforded by the CARES Act of 2020 that did not ensure that students were served equitably. The CARES Act did not provide provisions for schools to provide internet connectivity for all students, and, consequentially, at-home learning provided opportunities for the most privileged students. The authors present recommendations for local, state, and federal policy using the three-pronged framework of professional ethics. For the ethic of critique, which requires ongoing examination of privilege and power, they recommend educational professionals continuously examine policies so as to not further perpetuate educational gaps of marginalized groups. For the ethic of care, which requires understanding of policies and practices that are rooted in equity, they suggest at-home learning should not be expected until equitable technology is in place. And for the ethic of justice, which includes the amendment of policies that do not promote equitable educational opportunities, Burkett and Reynolds suggest a careful pause and methodical approach to future policy development to avoid discrimination and further marginalization of already marginalized groups.

*SOURCE:* journal article

*TYPE:* review

*KEY WORDS:* COVID-19, pandemics, board of education policy, emergency programs

Callahan, R., Gautsch, L., Hopkins, M., & Carmen Unda, M. D. (2020). Equity and state immigrant inclusivity: English Learner education in ESSA. *Educational Policy*, 1–43.  
<https://doi.org/10.1177/0895904820925819>

Callahan and co-authors conducted a critical policy analysis (CPA) of the association between immigrant policies and English Learner (EL) educational policies in 12 states' *Every Student Succeeds Act* (ESSA) implementation plans. This study focused on two fundamental concerns addressed by CPA, including whether and how educational policy values/devalues equity for immigrants, and its role in reinforcing social inequality. The authors used the immigrant population growth between 1990 and 2010 and EL enrollment to select 12 states across four quadrants (Quadrant 1: low immigrant growth, low EL enrollment; Quadrant 2: low immigrant growth, high EL enrollment; Quadrant 3: high immigrant growth, low EL enrollment; and Quadrant 4: high immigrant growth, high EL enrollment). These 12 states are home to approximately 70% ELs in the U.S. The authors examined state immigrant, language, and education policies (i.e., non-ESSA policies) between 2008 and 2015, and obtained states' ESSA implementation plans and data relevant to states' immigrant policy from various online sources. Immigrant inclusivity was assessed in five domains: (1) immigrants in general, (2) undocumented youth in higher education, (3) language, (4) EL-related teacher credentialing, and (5) EL educational funding formulas, using a four-point rubric (restrictive, departing restrictive, approaching inclusive, and inclusive). They also examined equity for ELs in five areas: (1) state vision and guidance for supporting educational equity, (2) EL community stakeholder engagement in plan development, (3) teacher capacity and development, (4) definitions of the EL population, and (5) EL outcome expectancies, using a four-point rubric (inequitable, departing inequity, approaching equity, and equitable). Overall, findings pointed to the relationship between immigrant inclusivity and educational equity for ELs across the 12 states. Specifically, in states with explicitly articulated support for refugees and undocumented students, EL outcome expectancies also tended to be higher and more realistic, whereas states without similar supportive policies were linked to lower and less realistic expected outcomes for ELs. In addition, states with restrictive policies for undocumented youth had zero to few EL-teacher licensure requirements and minimal reclassification criteria. The authors expressed their hope that their study urges the conversation of how ESSA plans may promote or minimize educational equity for ELs among practitioners and policy makers. To conclude, they recommended a similarly critical but more comprehensive analysis with a larger number of states in consideration of other dimensions of state demographic and political trends, especially given the 2015 policy changes and the 2016 presidential election.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* English language learners, language policy, state policies, educational equity, immigrant policy, ESSA, Every Student Succeeds Act

**Cook-Harvey, C. M., Darling-Hammond, L., Lam, L., Mercer, C., & Roc, M. (2016). *Equity and ESSA: Leveraging educational opportunity through the Every Student Succeeds Act*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/equity-essa-report>**

This report outlines the equity implications of Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Education in 2015, which replaces the previous iteration of the law, No Child Left Behind (NCLB). The authors examined the new law's provisions and identified ways in which they could be leveraged to enhance the educational opportunities of students historically overlooked, namely students of color, low-income students, English Learners, students with disabilities, and students experiencing homelessness or in foster care. In reviewing the provisions of ESSA, the authors grouped them into topical areas they conceptualized as the "four pillars of educational opportunity," which include: (1) access to learning opportunities focused on higher-order thinking skills; (2) multiple measures of equity; (3) resource equity; and (4) evidence-based interventions. The provisions described under each of these areas are applicable to educators, advocates, researchers, and policymakers who are interested in promoting greater educational opportunities for underserved students.

*SOURCE:* report

*TYPE:* guidance

*KEY WORDS:* Every Student Succeeds Act, equity, historically marginalized students, educational opportunity

**Diem, S. (2012). *The relationship between policy design, context, and implementation in integration plans*. *Education Policy Analysis Archives*, 20(23), 1–37. <https://doi/10.14507/epaa.v20n23.2012>**

After the U.S. Supreme Court delivered its rulings in *Parents Involved in Community Schools v. Seattle School District No. 1* and *Meredith v. Jefferson County Board of Education* in 2007, most schools' racial desegregation plans became nonmandatory with two key features, namely socioeconomic status (SES) and voluntary choice. Against this backdrop, Diem (2012) sought to understand the interaction between the policy design, context, and implementation of schools' integration plans by examining the integration plans based on SES and voluntary choice in three school districts with different social contexts using qualitative case study methodology. The author conducted in-depth, semi-structured interviews with individuals involved in the design and implementation of the integration plans, together with analyses of relevant archival records and documents to obtain a deeper understanding of the sociopolitical and geographical context of the development of these plans. The author found that integration plans were heavily contingent on the macro-level context in which they were situated. For example, the controlled-choice plan based on geographical location in one large district was not likely to succeed in a smaller district, and geographic zoning appeared to work when there was a substantial White population and political support from the local community. Findings suggested that to provide equitable opportunities for all students, educational leadership needs to approach the design and implementation of school desegregation plans based on choice and SES in a holistic manner by considering the sociopolitical and geographical context of their schools.

*SOURCE:* journal article

*TYPE:* empirical

*KEY WORDS:* case studies, desegregation plans, educational policy, socioeconomic status, voluntary choice, segregation, racial integration

**Gándara, P., & Hopkins, M. (Eds.). (2010). *Forbidden language: English Learners and restrictive language policies*. Teachers College Press.**

In this book, Gándara and Hopkins explore the effects of English-Only language policies in three states: California, Arizona, and Massachusetts. This volume offers a careful analysis of the effects of restrictive language policies on student outcomes, and the impact of these policies on teachers and on teacher education programs. It features contributions from well-known educators and scholars in bilingual education and includes an overview of English Learners (ELs) in the United States and a brief history of the policies that have guided their instruction. Prominent contributors analyze current research and policies that are often used inaccurately to advance already-determined judgements to specifically determine the most effective instructional strategies. Ultimately, the authors stress that the statewide implementation of English-Only policies has done nothing to improve the outcomes of ELs. In fact, it seems that student success in reading was slightly better under various bilingual models. Lastly, the authors suggest how better policies, that rely on empirical research, might be constructed.

*SOURCE:* book

*TYPE:* edited volume

*KEY WORDS:* language policies, English-only language policies, student outcomes

**Hakuta, K. (2020). A policy history of leadership dilemmas in English Learner. *Education, Leadership and Policy in Schools*, 19(1), 6–9. <https://doi.org/10.1080/15700763.2020.1714665>**

Hakuta's commentary situates the articles of a special issue in the *Journal of Leadership and Policy in Schools* in a historical perspective. The author reviews the influential laws in bilingual education, from the Bilingual Education Act of 1968, U.S. Supreme Court decision *Lau v. Nichols* in 1974, the *Castañeda* in 1981, Elementary and Secondary Education Act (ESEA) in 1984, No Child Left Behind in 2001, to the Every Student Succeeds Act (ESSA) of 2015. Over the past 50 years, the bilingual educational landscape and the role of the federal government in education have significantly evolved, and advocacy for the learning rights of English Learners (ELs) has been met with both success and push-back. Against this historical backdrop, the special issue articles address the sophistication and specialization of how school leadership interprets and puts into practice federal, state, and district policies. To conclude, Hakuta notes that the rich descriptions of the dilemmas and practices of school leadership provided by the articles represent a bellwether of progress as leaders respond to constraints and opportunities.

*SOURCE:* journal article

*TYPE:* review/theoretical

*KEY WORDS:* English Learners (ELs), school leadership, EL categories, bilingual education, language policy



**Heineke, A. J., & Davin, K. J. (2018). Prioritizing multilingualism in U.S. schools: States' policy journeys to enact the Seal of Biliteracy. *Educational Policy*. <https://doi.org/10.1177/0895904818802099>**

Having emerged in several states in recent years, the Seal of Biliteracy is an award granted by state departments of education or local districts aimed at promoting bilingualism and biliteracy within their student populations. This study employed narrative inquiry to explore the paths states have taken to enact the Seal of Biliteracy, and whose voices and choices have guided these policy journeys as educators, policy makers, and other stakeholders came together. The authors conceptualized the Seal as a language education policy, and used a three-part scheme of policies, people, and places, to understand the dynamic interactions that take place in translating the policy into practice. Through interviews with stakeholders in 18 states and Washington D.C. that had passed Seal of Biliteracy policy, the authors learned that most states in their sample had enacted the Seal through the state legislature and governor passing such legislation, with the process taking an average of three years to initiate, pass, pilot, and implement into practice. The authors described state-level narratives, and explored how policy journeys varied by context, such as the linguistic diversity landscape, and thus provided crucial insights to other states considering their own such policy.

*SOURCE:* journal article

*TYPE:* empirical

*KEY WORDS:* Seal of Biliteracy, legislative process, policy implementation, instructional practices

**Hopkins, M., Lowenhaupt, R., & Sweet, T. M. (2015). Organizing English Learner instruction in new immigrant destinations: District infrastructure and subject-specific school practice. *American Educational Research Journal*, 52(3), 408–439. <https://doi.org/10.3102/0002831215584780>**

In this study, Hopkins, Lowenhaupt, and Sweet examined how one rural midwestern school district undergoing demographic change developed an infrastructure to support the teaching and learning of its elementary school English Learner (EL) population. As part of a larger longitudinal study, this study used qualitative data and social network analysis to explore how this infrastructure shaped teachers' work practice, in which teachers engaged with one another in language arts and mathematics instruction. Using a convergent parallel mixed-methods design, the researchers conducted interviews with a total of 10 participants in four school districts that focused on teacher professional development related to elementary mathematics education. Findings revealed that teachers' opportunities to learn about EL instruction varied significantly by the school subject and that these differences were directly related to the way in which the district built its EL educational infrastructure. As a result, English as a Second Language (ESL) teachers' interactions were fewer with math teachers in comparison with English Language Arts (ELA) teachers. The researchers recommended that school districts include more EL-specific professional development for all school staff and that they facilitate greater collaboration between ESL teachers and core subject teachers.

*SOURCE:* journal article

*TYPE:* empirical

*KEY WORDS:* rural schools, professional development, elementary school, teacher collaboration, language arts, mathematics

**Humphrey, D., Koppich, J., Lavadenz, M., Marsh, J., O’Day, J., Plank, D., Stokes, L., & Hall, M. (2017). *Paving the way to equity and coherence? The local control funding formula in year 3*. Stanford: Policy Analysis for California Education. <https://edpolicyinca.org/publications/paving-way-equity-and-coherence>**

This report aimed to aid policy makers’ understanding of how the Local Control Funding Formula (LCFF) is significantly changing resource allocation and governance in California’s K–12 system. It focuses on four key issues, including stakeholder engagement in Local Control Accountability Plans (LCAPs) development, the Common Core State Standards (CCSS) implementation in LCFF, resource allocation to targeted groups, and how LCFF promotes equity and coherence. The report was based on findings of eight case studies in which Humphrey and colleagues conducted 151 interviews with school leaders, parents, community members, and other stakeholders from September to November 2016, and analyzed relevant documents such as LCAPs and district budgets. The authors found that school districts have dedicated most efforts to engaging parents in LCFF planning, whereas efforts to involve other stakeholders such as students and community organizations varied substantially. Common problems included the communication of strategies and investments via the LCAP template, and the lack of experience in soliciting ideas from stakeholders. The role of CCSS also varied across districts, with some districts identifying the standards as key goals, whereas other districts did not explicitly cover CCSS in their LCAP. Most budget decisions were made at central office levels, although a small amount of resources was left to the discretion of schools. Finally, while most districts distributed resources to students from the three targeted subgroups (students from low-income families, English Learners, and foster/homeless youth), one district viewed equity as equal provision of key resources to all students irrespective of their backgrounds, and another district allocated resources to students most likely to attend college. The LCAP template was perceived to reinforce compliance and undermine school leaders’ coherent planning. Findings from these case studies suggested that the purpose and intent of LCFF have not been clearly communicated; many school districts cannot successfully attain the goals outlined in LCFF without further support; and the LCAP cannot achieve its goals in stakeholder engagement, strategic planning and budgeting, and equity accountability. The authors recommended that California state agencies clarify the intent of LCFF to all local districts, the California Collaborative for Educational Excellence and other agencies make efforts to understand what capacities are needed to support LCFF implementation, and the state of California conduct research to shed light on how well the revised LCAP template serves its intent and also allow districts to develop alternative strategies to attain the goals of the LCAP.

*SOURCE:* report

*TYPE:* empirical

*KEY WORDS:* financial support, educational finance, local government, stakeholders

**Mavrogordato, M. (2012). Educational equity policies and the centralization of American public education: The case of bilingual education. *Peabody Journal of Education*, 87(4), 455–467.**  
<https://doi.org/10.1080/0161956X.2012.705147>

In this article, the Mavrogordato situates bilingual education within the larger U.S. historical context. She begins by acknowledging the historical tendency of the federal government to assume a supportive and peripheral role, rather than a formative one, when it comes to education policy. With the passage of *Brown v. Board of Education*, the government went well beyond its earlier federal oversight position by issuing a mandate on how American public schooling should be structured and organized. Ten years later, with the passage of the Civil Rights Act from which emerged the Office of Civil Rights (OCR), the federal government went even further by ensuring compliance with federal civil rights laws. These developments marked a period of centralization in American education, that were intensified with the Elementary and Secondary Education Act (ESEA) of 1965, and its 1968 addition, the Bilingual Education Act. The article goes on to examine the development, implementation, and expansion of the Bilingual Education Act, before discussing some states' attempts to reclaim educational territory at the turn of the 21st century. The article closes by exploring the implications for Language Instruction for Limited English Proficient Students, which replaced the Bilingual Education Act in 2002.

*SOURCE:* journal article      *TYPE:* review

*KEY WORDS:* history of education, equity, bilingual education, civil rights, policy, federal government

**Olsen, L., & Maxwell-Jolly, J. (2018). *English Learners in focus: The English Learner Roadmap: Providing direction for English Learner success*. California School Boards Association.**  
[https://www.csba.org/GovernanceAndPolicyResources/~media/CSBA/Files/GovernanceResources/GovernanceBriefs/201802EnglishLearnerRoadmap.ashx](https://www.csba.org/GovernanceAndPolicyResources/~/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201802EnglishLearnerRoadmap.ashx)

This brief provides an overview of the California English Learner (EL) Roadmap, which was unanimously adopted by the California State Board of Education in July 2017. The Roadmap positions EL education as a system-wide responsibility and affirms the diversity of EL strengths, needs, and identities. Developed by a working group comprised of 32 leaders, practitioners, and EL experts, the Roadmap builds coherence across the many policy and guidance documents that have implications for ELs. This overarching new policy articulates four principles to help guide local education agencies (LEAs): (1) assets-oriented and needs-responsive schools, (2) intellectual quality of instruction and meaningful access, (3) system conditions to support effectiveness, and (4) alignment and articulation within and across systems. In addition to defining the principles, the brief provides an example of how LEAs are embodying the elements of each principle and ends by offering questions school boards should reflect on as they implement the Roadmap.

*SOURCE:* report      *TYPE:* guidance

*KEY WORDS:* EL Roadmap, local education agencies, policy implementation

Ruíz, R. (1984). Orientations in Language Planning. *NABE Journal*, 8(2), 15–34.  
<https://doi.org/10.1080/08855072.1984.10668464>

In this seminal piece, Ruiz presents three orientations that language tends to play in society. Using bilingual education as a framework, Ruiz aims to offer meta-models to focus attention on the nature within which language planning occurs. The term “orientation” is defined as complex dispositions toward language and its role in society; they shape our attitudes towards a particular issue—in this case language—and shape ways in which we approach it, the questions we ask, and the conclusions we draw. Utilizing international literature from the field of language planning which significantly impacted policy at the time this piece was written, Ruiz identifies the underlying orientations and identifies new orientations outside of the literature as well. The three orientations towards language that Ruiz identifies are: (1) language-as-problem, (2) language-as-right, and (3) language-as-resource. He describes them as “competing but not incompatible approaches” (p.18). Ruiz theorizes that the majority of the literature on language falls within the language-as-problem orientation; this includes literature that is focused on solutions to language, literature in the context of national development, and policy documents themselves (Ruiz identifies the Bilingual Education Act of 1968 and the State statutes on bilingual education that followed as being of the language-as-problem orientation). The language-as-right orientation holds language as a basic human right and has also had a significant impact on policy formation both in the U.S. and internationally. Ruiz cites various language-related court cases (e.g., U.S. v. Texas 1971, and Lau v. Nichols, 1974) in which protections were provided for minority groups as well as in internationally recognized documents like the Universal Declaration of the Rights of Man and the Helsinki Final Act that asserted a language-as-right orientation. Looking beyond the literature, and focusing on the U.S. context, Ruiz identifies the language-as-resource orientation as a peacemaker orientation that can enhance the language status of subordinate languages and ease tensions between majority and minority communities. Efforts to revive non-English language teaching and training in U.S. schools and universities, military preparedness, national security, diplomatic functions, and educational outcomes in science tied to multilingual abilities are all demonstrate a language-as-resource orientation according to Ruiz. This typology of language orientations introduced by Ruiz in 1984 continues to influence proponents of bilingual education and the development of language programs and policy development to the present.

*SOURCE:* journal article                      *TYPE:* theoretical

*KEY WORDS:* bilingual education, educational policy, elementary secondary education, language attitudes, language planning

**Shanahan, T., & Echevarria, J. (2019). Policies that support improving the literacy levels of English Learners. *State Education Standard, 19*(2), 33–40.**

The purpose of this report is to identify policies and practices that are proven effective for improving English Learner (EL) literacy. Authors Shanahan and Echeverria hope to influence state boards of education as policymakers. Although the researchers did not make their methodology explicit, it is evident that they pulled from the most comprehensive research reviews of state and district policies, from the work of national organizations including the National Association of Bilingual Education and National Center for Learning Disabilities, and often cited the work of contributing authors to the book, "Developing Literacy in Second-Language Learners" edited by August and Shanahan (2008). Shanahan and Echeverria synthesize seven actions from the literature that state boards should consider in order to raise literacy achievement among ELs: (1) Establish a policy to promote daily, systematic English language instruction; (2) Support explicit instruction in key literacy components; (3) Respect English learners and their home languages, and foster high expectations for EL students' learning; (4) Encourage the development of positive and supportive relationships with families; (5) Ensure that high-quality professional development is provided for teachers; (6) Encourage appropriate assessment and their appropriate use; and (7) Provide appropriate instructional interventions in reading. Shanahan and Echeverria identify one or more states that are leading the way in implementing each of the actions that they identified for raising literacy achievement among ELs. This report has direct implications for state boards of education and their adoption of policies and practices for raising literacy achievement among ELs.

*SOURCE:* journal article      *TYPE:* report/guidance

*KEY WORDS:* literacy, English (Second Language), reading achievement, national competency tests, native language

**Vasquez Heilig, J., Romero, L. S., & Hopkins, M. (2017). Coign of vantage and action: Considering California's local accountability and school finance plans for English Learners. *Education Policy Analysis Archives/Archivos Analíticos de Políticas Educativas, 25*(15), 1–24.  
<https://doi/10.14507/epaa.25.2818>**

Purely top-down approaches to accountability, funding, and management such as the No Child Left Behind Act of 2001 have often failed to meet the needs of schools and communities to serve English Learners (ELs) in an equitable manner. The bottom-up accountability approach brings several advantages to complement the top-down paradigm, including attention to local community needs, and incorporation of subjective goals to hold schools accountable in multiple measures besides high-stakes testing. Against this backdrop, Vasquez Heilig and colleagues (2017) examined the extent to which the local accountability reform via the Local Control Accountability Plans (LCAPs) supports ELs in the state of California. The authors used the critical discourse framework in their systematic document analysis of LCAP documentation developed by 20 districts, which were randomly selected from the 50 largest districts in California. These 20 districts serve 25% of the entire student population and 27.5% of EL population in California. It was found that although LCAPs supported locally identified priorities and allowed school districts to define student outcomes beyond test scores, few districts leveraged this opportunity to widen their zone of mediation (i.e., the boundaries within which local policies are developed)

and augment support for equity for ELs. Specifically, school districts mostly emphasized technical aspects of EL teaching and learning such as staffing and curriculum in funding allocation; few districts engaged diverse stakeholders and civil rights organizations in developing their accountability plans; and few have envisioned student outcomes beyond state mandates for ELs. These findings implied that the initial implementation of the local accountability in the state of California has been far from successful in improving equity for students, especially ELs. Vasquez Heilig and colleagues called for more research into how the LCAP evolves and supports equitable educational opportunities for ELs in subsequent years.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* local control accountability, school finance, LCAP, LCFF

## PROGRAM MODELS

Programs serve to ensure that English Learner students receive the highest quality education to develop language and literacy skills in English while simultaneously engaging in grade-level, content-area instruction; foster cross-cultural understanding; and develop or maintain their primary language (additive bilingualism). Delivery models include a range of program types that use English-medium instruction for language and content teaching and learning or dual language education models with explicit biliteracy goals.

**Barnett, W. S., Yarosz, D. J., Thomas, J., Jung, K. H., & Blanco, D. (2007). Two-way and monolingual English immersion in preschool education: An experimental comparison. *Early Childhood Research Quarterly, 22*, 277–293. <https://doi.org/10.1016/j.ecresq.2007.03.003>**

Barnett et al. investigated the effectiveness of the two-way immersion (TWI) and monolingual English immersion (EI) education programs for preschool children. Out of 1,000 three- and four-year old children who applied for the TWI program in a Northeastern city in 2002, 85 and 62 children were randomly assigned to the TWI (experimental) group and the EI (control) group, respectively. Preschool participants consisted of both English language learners (with Spanish and other languages as the home languages) and English native speakers. The 20 classrooms in the TWI program had two teaching teams, with one teacher and one teaching assistant per team, who alternately taught preschoolers in English and Spanish on a weekly basis. The 16 EI classrooms had bilingual support services. Both programs featured licensed teachers and assistants with Child Development Associate credentials. Preschool participants completed vocabulary, cognitive abilities and achievement, and emergent literacy skills assessments in the fall and spring of the 2003–2004 school year. These assessments were administered in Spanish and English for TWI participants, and Spanish dominant children in the EI program; the remaining participants completed the assessments in English. The authors also conducted classroom observations to assess preschool classroom quality, preschool literacy environment and instruction, and support for first language development of English Language Learners (ELLs). Results indicated that Spanish-language TWI classrooms scored higher in the incorporation of cultural background in activities than other classrooms, and their teachers also used Spanish more frequently. Classrooms did not significantly differ in effective strategies to help preschoolers learn English. All preschool children made substantial progress in learning, as evidenced by score gains in all English measures for the entire sample and all Spanish measures for Spanish-speaking students. The Spanish-language TWI children scored significantly higher than their EI peers in receptive Spanish vocabulary acquisition. EI students scored higher than their TWI counterparts in Spanish letter recognition, but this result was not statistically significant. The findings indicated that the TWI approach supported Spanish language development at no cost to the English language and cognitive development of both ELLs and native English speakers, and the EI program was similarly effective in promoting English language, literacy, and math skills of preschoolers. These findings suggested that quality preschool programs with either TWI or EI approach could benefit very young ELLs.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* preschool education, bilingual education, early childhood policy, randomized trial

Cervantes-Soon, C. G., Dorner, L., Palmer, D., Heiman, D., Schwerdtfeger, R., & Choi, J. (2017). Combating inequalities in two-way language immersion programs: Toward critical consciousness in bilingual education spaces. *Review of Research in Education, 41*(1), 403–427.  
<https://doi.org/10.3102/0091732X17690120>

This review critically examined issues of inequality in the highly proclaimed and exponentially growing model of bilingual education: two-way immersion (TWI), defined in the article as the integration of two languages and students from two different language backgrounds. Acknowledging the increasing evidence that TWI programs are not living up to their ideal to provide equal and equitable access to educational opportunity for transnational emergent bilingual students, this analysis of research demonstrated that TWI's stated goals may be necessary but insufficient and unrealized. The authors summarized TWI-related discourses across fields, in order to identify competing interests and orientations that permeate TWI education, and sometimes, compound issues of inequality. Further, they offered guidelines for program design that attend to equality and a framework for future research to push the field of bilingual education towards creating more equitable and integrated multilingual learning spaces. Specifically, this review led to a proposal for adding a fourth goal for TWI programs: to develop "critical consciousness" through using critical pedagogies and humanizing research.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* bilingual education, two-way immersion, emergent bilinguals

**Education Commission of the States. (2020). *Which program approaches does state policy authorize? 50-state comparison: English Learner policies.* Education Commission of the States.**

This report from the Education Commission of the States summarizes four program types for English learners and specifies the policy options adopted by each state in the U.S. First, English as a Second Language (ESL) provides English language skills development while academic subjects are taught in mainstream classrooms. Second, Sheltered English/Structured English Immersion provides academic instruction adjusted to students' proficiency level in English only classrooms. Third, Bilingual/Bilingual-Cultural provides academic instruction in English and a second language, eventually moving to English instruction only and to the mainstream classroom once they meet the English proficiency requirements. Finally, Dual Language Immersion/Two-Way Bilingual programs provide academic subjects in two languages and are expected to develop proficiency in both languages. The U.S. Federal law requires that English language learners be provided with theoretically sound and practically effective language assistance services, but federal law does not mandate a particular program type. Therefore, state policies vary. Some states in the U.S opt for a particular program type, such as Kansas and Michigan with Bilingual Education, while some states choose a combination of approaches, such as Connecticut with ESL, Sheltered English, English Immersion, or other research-based programs. Some states adhere to the EL guidebook by the Department of Education, while other states leave the program choice to district and local school autonomy.

*SOURCE:* report                                      *TYPE:* review

*KEY WORDS:* elementary secondary education, English language learners, English (second language), second language learning, second language instruction



Freire, J. A., & Delavan, M. G. (2021). The fiftyfication of dual language education: One-size-fits-all language allocation's "equality" and "practicality" eclipsing a history of equity. *Language Policy*, 1–31. <https://doi.org/10.1007/s10993-021-09579-z>

There has been an increasing preference for the 50:50 dual language bilingual education (DLBE) model to the delegitimization of other options through the one-size-fits-all approach, which Freire and Delavan term "fiftyfication" or "50:50 eclipse". In this study, Freire and Delavan sought answers to two research questions: (1) whether the prioritization of equal over equitable language allocation in DLBE in state-level policies (in addition to Utah) constitute a national trend, and (2) how such policies discursively marginalize equitable allocation or rationalize fiftyfication. The authors examined the literature that addressed state DLBE policies and collected state-produced documents from January 2018 to January 2019, which resulted in 59 policy documents in six states (Delaware, Georgia, Indiana, Rhode Island, Wisconsin, and Wyoming) that had explicit or implicit DLBE policy favoring 50:50 in practice. A critical discourse analysis was then conducted via three steps: (1) preliminary reading and coding of language allocation policies, (2) identifying patterns with their contexts and rationales, and (3) identifying contradictory statements informed by discursive silencing (i.e., texts systematically avoid particular discourses that should warrant attention), discursive slippage (i.e., texts pivot from one discursive frame to another via ambiguity and similarity between elements), and policy slippage (i.e., gap between the intent of a policy and its outcome). Three salient findings were reported. First, there was evidence of a recent trend toward marginalization of equitable language allocation across all six states under examination. Within seven years after Utah adopted its state-level policy of fiftyfication in 2008, five other states followed suit and Wisconsin joined the list in 2018. Second, the authors found that this marginalization of equitable allocation was forged via discursive, and therefore policy, slippage, and discursive silencing of other language allocation models or misrepresentation of research findings. Finally, equitable allocation was marginalized via the privileging of practicality: equal (i.e., 50:50) allocation was simpler to explain with a need for fewer bilingual teachers and more immediate gains in English literacy and oracy. Moreover, fiftyfication attracted more parents from the privileged groups as it adhered to the English hegemony frame. The authors argued that the discourses to support fiftyfication worked as a vehicle for the gentrification of DLBE to benefit the privileged communities. A key recommendation was that bilingual and world language education researchers and practitioners, as well we community groups, need to promote a critical discourse of equity and hold policy makers accountable toward equitable principles.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* dual language bilingual education, language allocation, fiftyfication, language policy, critical discourse analysis

Gándara, P. (2021). The gentrification of two-way dual language programs: A commentary. *Language Policy*, 20, 525–530. <https://doi.org/10.1007/s10993-021-09595-z>

Gándara offers a commentary as an introduction to the articles contained in a special issue that focuses on the gentrification of two-way dual language programs (TWDL). She contends that educational policies with a positive intent for English Learners (ELs) can be undermined if we fail to attend to the social justice intentions of these policies. Two-way dual language programs evidence the fact that supportive policies for ELs can become another deficit service for ELs (e.g., White parents exert their race and class privilege to alter the curriculum and meet their English-speaking children's needs, while stripping ELs of educational and socioemotional support). Two-way dual immersion programs and schools present legal methods to desegregate students, which can offer significant benefits to both socio-economically advantaged and underprivileged students alike. Well-implemented TWDL programs have the potential to yield high academic achievement for students, but the outcomes are typically measured only in English, which needs to be challenged. To obtain the desired outcomes for bilingual students, it is imperative to provide them with strong and equitable bilingual programs undergirded by constituents' powerful advocacy.

*SOURCE:* journal article      *TYPE:* theoretical

*KEY WORDS:* two-way dual language (TWDL) programs, gentrification, language policies, English learners, children of immigrants

García, O., Flores, N., Seltzer, K., Wei, L., Otheguy, R., & Rosa, J. (2021). Rejecting abyssal thinking in the language and education of racialized bilinguals: A manifesto. *Critical Inquiry in Language Studies*. <https://doi.org/10.1080/15427587.2021.1935957>

In this theoretical discussion, García and coauthors offer their perspectives on how an approach to language education “from the inside out” challenges the conventional notions of language, bilingualism, and education. These researchers assert that languages are socially constructed realities, and argue that bilingual students operate with a unitary linguistic repertoire for the communication they are engaged in, known as translanguaging. The concept of translanguaging rejects abyssal thinking, or the hegemonic thinking that established a strict boundary between languages, legitimized the linguistic practices of the so-called civilized races, and denounced the knowledge and ways of being of the colonized. In schools, these raciolinguistic ideologies manifest in the denigration of racialized bilinguals as lacking academic language which emanates from the linguistic productions of White English monolinguals, or White listening subject, and in the failure to consider other language traditions in poetry, narratives, etc. The critical examination of how the formal, narrowly defined concept of language does not tap into the languaging of racialized bilinguals is needed. The authors express their views that the cultural and linguistic practices of racialized bilinguals are legitimate in their own rights and must be centered as part of linguistic and racial equity projects. Regarding bilingualism, García and coauthors point out the difference between the Canadian and American contexts; language was part of the political power struggle between two White communities in Canada, whereas in America, language was one of many components of the civil rights for the marginalized Mexican Americans, Puerto Ricans, and Native Americans to participate in the society and education of their children. Finally, García and colleagues argue that bilingual education in the U.S. has

diverged from its commitment to serving the racialized bilingual communities and instead is used to stratify public schools and gentrify neighborhoods. Finally, their view on pedagogy is that it is not merely a set of strategies but a way to uplift the language and knowledge resources of racialized bilinguals. The authors conclude by reiterating that meaningful transformation of the education of racialized bilingual students starts with valuing and respecting the languaging and ways of knowing embraced by the language-minoritized communities and families.

*SOURCE:* journal article      *TYPE:* theoretical

*KEY WORDS:* abyssal thinking, racialized bilinguals, language education, raciolinguistic ideologies, translanguaging

**Garver, R. (2020). How harmful is segregation? English Learners' conditions for learning in segregated classrooms. *Leadership and Policy in Schools, 19*(1), 123–140.  
<https://doi.org/10.1080/15700763.2020.1712733>**

Garver proposed moving away from the consideration of isolating English Learners (ELs) as purely harmful or beneficial to the examination of the factors that influence the detriment of linguistic segregation of ELs. The author targeted two questions: (1) How ELs' learning conditions in segregated settings varied within schools, and (2) How the harm/benefit of linguistic segregation varied within schools. Garver drew on a one-year ethnographic study to investigate the educational experiences of Bangla and Spanish speaking English Learners (ELs) in distinct but identical bilingual models at a public middle school. Within the 2014-2015 school year, the author conducted over 80 classroom observations across grade levels and subject matters, attended staff meetings, and had more than 70 semi-structured interviews with students, teachers, school leaders, and parents. Data were analyzed using the case-within-case approach. It was found that program design differences shaped teacher practice. While both Bangla- and Spanish-speaking EL groups were in the transitional bilingual education [TBE] model, the Spanish TBE teachers differentiated their instruction by grade and English proficiency level, whereas the Bangla TBE teachers differentiated based on students' age, specific lesson objective, and individual students' needs. Second, instructional staff consistency shaped student-teacher relationships (i.e., the Bangla TBE program was more cohesive because the Bangla TBE teachers taught exclusively within the Bangla 6-8th grades, while Spanish TBE teachers also taught outside the bilingual program because of staffing shortages). Third, non-EL demographics and perceived cultural distance influenced social isolation (e.g., Spanish-speaking ELs communicated and had friendships with many students outside the TBE program who had familiarity with the Spanish language, while the Bangla-speaking students rarely mingled with other students). The variations in Bangla and Spanish TBE programs were rooted in school administrators' and teachers' agency within compliance with the federal Title III policy. Garver argued that teachers and school leaders' behaviors constitute bilingual policy in practice and recommended further research on this topic.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* middle school students, English language learners, Spanish speaking, Indo European languages, language usage

Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). *Guiding principles for dual language education* (3rd ed.). Center for Applied Linguistics. <https://www.cal.org/resource-center/publications-products/gp3-pdf>

*Guiding Principles for Dual Language Education* has been used for over a decade by dual language programs and educators across the United States as an effective tool for planning, self-reflection, and continual improvement. The third edition of this publication has been updated to reflect new knowledge, practices, and policies in the arena of dual language education and serves as the primary source book for the design, implementation, and evaluation of dual language education programs across the nation. Building from an updated literature base, the authors represent experts in the field and have organized the report around seven strands that include a self-assessment rubric to assess levels of alignment in each of the strands, as well as two appendices with additional resources.

SOURCE: report

TYPE: guidance

KEY WORDS: dual language immersion, curriculum, instructional practices, language acquisition, policy

Lindholm-Leary, K. (2014). Bilingual and biliteracy skills in young Spanish-speaking low-SES children: Impact of instructional language and primary language proficiency. *International Journal of Bilingual Education and Bilingualism*, 17(2), 144–159. <https://doi.org/10.1080/13670050.2013.866625>

Lindholm-Leary investigated the bilingual and biliteracy skills of children who attended an English or a bilingual program during preschool and kindergarten/first grade, and to determine whether their outcomes varied according to instructional language and primary language proficiency. The students attended a preschool or elementary that implemented the SEAL (Sobrato Early Academic Literacy) model, a whole-school approach designed to promote language and literacy enrichment in English or in both languages for children designated as ELs. Lindholm-Leary examined outcomes of 254 K–2nd grade Hispanic students; all native Spanish-speakers, low-SES, and who had parents with low levels of formal education (compared to the state average). The outcome measures for this study were: (1) The California Department of Education's Desired Results Developmental Profile (DRDP), (2) the Language Assessment Scale (PreLAS for PK–1 and LAS for 2nd grade), and (3) the California English Language Development Test (CELDT). In addition, parents completed a survey that asked about their language and literacy practices at home and about parents' education and level of literacy. Lindholm-Leary's investigation showed that at the start of the study, the preschool children had low levels of language and preliteracy skills in both Spanish and English as measured by the DRDP and PreLAS. Sample children entered preschool with lower scores in Spanish than similar peers in the same school district. However, the sample children made significant gains in all areas of language and preliteracy by the end of preschool, when most children reached the minimal grade level expectations for kindergarten entry. Findings suggested some Spanish language loss on the part of the students receiving English instruction from preschool through first grade. Findings also suggested that children who received bilingual instruction across TK–2nd, did not score any differently on the CELDT than students who received English during preschool or children who received English during K–1—indicating that English language development was not negatively impacted by bilingual instruction. Further, students who were enrolled in bilingual programs for

all years made more growth on the CELDT across grades than their peers who were currently instructed bilingually but had spent preschool in English only. These results provided evidence for a policy for universal preschool to promote primary language and literacy development as this study confirmed there were no disadvantages to bilingual instruction and that English instruction led to native language loss compared to children in bilingual programs.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* bilingual, preschool, low-SES, Hispanic, language proficiency, academic readiness

**MacSwan, J., Thompson, M. S., Rolstad, K., McAlister, K., & Lobo, G. (2017). Three theories of the effects of language education programs: An empirical evaluation of bilingual and English-only policies. *Annual Review of Applied Linguistics, 37*, 218–240. <https://doi.org/10.1017/S0267190517000137>**

MacSwan and colleagues sought to identify the extent to which first and second language and literacy theories explain achievement differences among ELs. Three theoretical models were evaluated—the threshold hypothesis (Cummins, 1976, 1979, 2000), the transfer theory (Krashen, 1996; MacSwan & Rolstad, 2005), and the time-on-task theory (Rossell and Baker, 1996). A total of 196 sixth grade students with Spanish as their native language and who started learning English in kindergarten and continuously enrolled took part of this study; they were from seven metropolitan school districts. The following assessments/data were collected from each participant: speech samples in English and Spanish to assess oral language proficiency, The Woodcock Language Proficiency Battery in English and Spanish to assess oral language and literacy, the Clinical Evaluation of Language Fundamentals in English and Spanish to assess productive vocabulary, and the Peabody Picture Vocabulary Test in English and Spanish to assess receptive vocabulary knowledge. Structural equation modeling was used to estimate the extent to which Spanish and English language and literacy predict academic achievement. Language measures were collected in both Spanish and English for all participants. Latent regressions were specified to estimate the unique effects of the various language factors on academic achievement, reflecting the three theories being evaluated. Model results indicated that Spanish literacy together with English language proficiency are substantially predictive of academic achievement in English, consistent with the transfer theory. Further, the effect size was nearly as large for the threshold hypothesis and the time-on-task theory was not supported by empirical findings. These findings have implications for policy and practice. From a policy perspective, transfer theory suggests that children's home language should be actively used as a resource for the purposes of teaching and learning. The authors suggested that these findings position a child's home language as a vehicle by which content knowledge is conveyed to learners and is not itself in need of improvement or development. This perspective views school as a context for language use where emerging bilingual students should be encouraged to use their full linguistic repertoire as a resource to aid their success in school.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* academic achievement, second language literacy, English learners, effective program models, comparison study

**McEneaney, E.H., López, F., & Nieswandt, M. (2014). Instructional models for the acquisition of English as bridges into school science: Effects on the science achievement of U.S. Hispanic English Language Learners. *Learning Environments Research*, 17(3), 305–318. <https://doi.org/10.1007/s10984-014-9160-3>**

McEneaney and colleagues assessed the impact of two language acquisition instructional models, namely bilingual education and Structured English immersion (SEI), on the science achievement of Hispanic English Language Learners (ELLs) in eight U.S. states with a high concentration of Hispanic students. Bilingual education posits that academic training in the native language promotes academic proficiency in the native language, and sufficient exposure to the second language gives rise to the effective transfer of knowledge to the second language. In contrast, advocates for SEI, argue that English language immersion fosters English acquisition more effectively than bilingual education. The study used the 2000 and 2005 National Assessment of Educational Progress (NAEP) data for fourth and eighth grade students. The years 2000 and 2005 were a strategic choice for the purpose of the study because of the major shifts in language of instruction policies in several states occurring around 2000, i.e., bilingual education was abandoned and SEI was adopted. Statistical tests comparing group means were adjusted for multiple pairwise comparisons in accordance with False Discovery Rate procedures. It was found that states with weaker bilingual emphasis had lower mean composite science achievement among grade 4 Hispanic ELLs than states with stronger bilingual emphasis. These findings on the effect of bilingual education, albeit partial and non-linear, supported the central hypothesis proposed by the authors and did not support SEI as an approach for improving ELLs' educational achievement. Bilingual education appeared to provide a better bridge between Hispanic ELLs' language, culture, and science learning, at least for younger students. The authors suggested that more comparative research is needed on the variations in instructional models for English acquisition and their relative effectiveness in literacy and other academic subjects.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* bilingual education, educational policy, linguistic minorities, science achievement, science education, second language acquisition

**Morita-Mullaney, T., Renn, J., & Chiu, M. M. (2020). Obscuring equity in dual language bilingual education: A longitudinal study of emergent bilingual achievement, course placements, and grades. *TESOL Quarterly*, 54(3), 685–718. <https://doi.org/10.1002/tesq.592>**

This study was the continuation of the research conducted by Morita-Mullaney et al. (2021), described above. In phase two, Morita-Mullaney and colleagues sought answers to three questions: (1) how emergent bilinguals (EBs) in ESL and DLBE differ in math and English Language Arts (ELA) outcomes from grade 3 to 6, (2) how EBs in ESL and DLBE differ in course placements and performances in grades 7–8, and (3) how the differences in course placements among these two groups of students affect their opportunities at advanced-level courses. The authors employed a conceptual framework with three components, including achievement, course access and assessment. The study took place in an urban school district in Indiana that served over 16,000 students. Language allocation within this district follows the 80:20 model from kindergarten to third grade and shifts to the 50:50 model in the fourth grade. In this second phase, the authors collected students' seventh- and eighth-grade course schedules from

fall 2017 to fall 2018 and developed a coding scheme for courses in accordance with on-site school counselors. A multivariate, multilevel cross-classification approach was used to compare DLBE and ESL students in terms of course elective opportunities, level of core courses, and course grades. An analysis of data in phase 2 revealed that EBs in a DLBE program scored higher, were more likely to pass a major course, and also more likely to take a higher-level math course than their ESL peers. Overall, students in DLBE had a higher GPA and were less likely to take remedial courses than their ESL peers. However, most (77%) EBs in ESL took at least one advanced course elective and received lower grades in those advanced courses than in other courses, whereas the vast majority (93%) of DLBE students did not take advanced course electives, which explained their higher GPA. Thus, ESL students had lower grades but greater access to advanced electives that facilitated more advanced high school placements than their DLBE peers. In the final part of the article, the authors offered the achievement-access-assessment (3A) matrix as a tool to examine the structural practices that limit access and opportunities for EBs.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* teaching methods, equal education, educational benefits, academic achievement, bilingualism

**Morita-Mullaney, T., Renn, J., & Chiu, M. M. (2021). Contesting math as the universal language: A longitudinal study of dual language bilingual education language allocation. *International Multilingual Research Journal*, 15(1), 43–60. <https://doi.org/10.1080/19313152.2020.1753930>**

Morita-Mullaney and colleagues examined the English Language Arts (ELA) and math achievement of elementary school emergent bilinguals (EBs) in a Spanish/English Dual language bilingual education (DLBE) 50:50 allocation program versus those in English as a second language (ESL) program. The authors employed a longitudinal quasi-experimental approach to follow 162 EBs from 11 elementary schools in an urban district over a four-year period. Of 162 students, 136 were in an ESL program and the remaining 26 were in a DBLE program. Hispanic students were 94% of the sample. Student scores on the Indiana state-mandated ELA and math assessments were collected from 2013 to 2016 (grade 3 to grade 6) for 162 students. The longitudinal data were analyzed using the multivariate outcome, multi-level cross-classification technique. Analytical results indicated that there were no significant differences in ELA and mathematics between DLBE and ESL groups initially. However, on average DLBE program students scored 12 points higher than ESL program students in ELA with each additional year of instruction, while the non-significant difference in math scores continued throughout grade 3 to grade 6. Robust tests (testing different model specification, modeling each outcome separately, and modeling subsets of data) provided consistent results. The authors suggested that there is a need for investigations into the other language allocations in DBLE programs such as the 90:10 or 80:20, and for longitudinal studies more inclusive of other immigrant student groups. The authors also recommended that researchers, including the authors themselves, should continue to examine the impact of DLBE programs at the secondary level and the opportunities for EBs afforded by academic achievement within and outside DLBE programs.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* longitudinal studies, comparative analysis, English, language arts

Palmer, D. K., Cervantes-Soon, C., Dorner, L., & Heiman, D. (2019). Bilingualism, biliteracy, biculturalism, and critical consciousness for all: Proposing a fourth fundamental goal for two-way dual language education. *Theory into Practice, 58*(2), 121–133.  
<https://doi.org/10.1080/00405841.2019.1569376>

With equity still lacking in two-way dual language programs in the U.S., this theoretical work proposes the addition of critical consciousness as a fourth core goal of dual-language bilingual education programs along with: (1) academic achievement, (2) bilingualism and biliteracy, and (3) sociocultural competence. The authors draw from the literature to provide a definition of critical consciousness covering its foundational premise, theories of decolonization, what it means in the context of U.S. public schools, and what it means/can mean for educators for interrogating the status quo and disrupting deficit thinking about minoritized groups. They highlight four elements of critical consciousness in two-way bilingual programs: (1) continuously interrogating power, (2) historicizing schools, (3) critical listening, and (4) engaging with discomfort, citing previous research including anecdotes and reflections from educators and parents that exemplify the elements. The authors suggest that once added, critical consciousness should be prioritized as goal number one of two-way dual language programs as it can radicalize the original three goals and ultimately lead to excellence and empowerment among marginalized groups.

*SOURCE:* journal article      *TYPE:* theoretical  
*KEY WORDS:* bilingualism, cultural pluralism, critical theory, bilingual education

Valdés, G. (1997). Dual-language immersion programs: A cautionary note concerning the education of language-minority students. *Harvard Educational Review, 67*(3), 391–429.  
<https://doi.org/10.17763/haer.67.3.n5q175qp86120948>

In this seminal article, Valdés concentrates on the possible negative effects of the dual-language immersion movement. The supporters of dual-language immersion see the promise of providing first-language instruction for children with non-English-speaking backgrounds, while simultaneously offering monolingual children access to non-English languages. After reviewing the literature on the success and failure of Mexican-origin children, the author raises difficult questions surrounding the use of dual language immersion in the education of language-minority students. She argues that language is not necessarily the dominant factor in English Learners' education, but only one of the many factors that contribute to their success and failure in school. Among the issues the author raises are the quality of instruction in the minority language, the effects of dual immersion on intergroup relations, and, ultimately, how dual-language immersion programs fit into the relationship between language and power. Overall, Valdés emphasizes the importance of having these conversations surrounding dual-language immersion programs, including discussions of the different policy sectors that support such educational implementations, with both majority and minority parents.

*SOURCE:* journal article      *TYPE:* review  
*KEY WORDS:* dual language immersion, policy



**Valdez, V. E., Freire, J. A., & Delavan, M. G. (2016). The gentrification of dual language education. *The Urban Review*, 48(4), 601–627. <https://doi.org/10.1007/s11256-016-0370-0>**

In this study, Valdez and colleagues contributed to the growing literature that positions dual language programs as inequitable by serving privileged students more than the historically marginalized students for whom the program was intended. The authors examined dual language education in the state of Utah with a focus on three types of privilege: White racial privilege, wealth, and English privilege. The researchers used a critical language policy framework to review core Utah state policy documents for dual language education: Utah Senate Bill 80, Utah Senate Bill 41, Utah Administrative Code R277-488, Utah Dual Language Immersion text, and the 2013 Critical Languages: Dual Language Immersion Education Appropriations Report. The researchers also examined the demographics of Utah schools housing dual language programs from 2005–2014. Three patterns emerged from the review of the Utah state policy documents: (1) counterhegemonic but problematic treatment of a general equity discourse, (2) a strong reflection of globalized human capital discourses and classist implications, and (3) a countering of English hegemony that elevated the value of multilingualism that acknowledged local multilingual communities. Analysis of the school demographics showed a significant drop in enrollment of students without the three types of privilege examined in the study since Utah's introduction of dual language education in 2007. The findings pointed to what authors coined, a "gentrification of dual language," in Utah that has pushed out ELs and non-privileged students from multilingual education options. The researchers recommended the following steps for avoiding the gentrification of dual language programs: (1) policy should address power differences through recruitment and admission processes as well as in the day-to-day aspects of DL program implementation, (2) dual language programs should be geographically located and schools must establish equitable demographic goals, (3) marginalized language groups should be given priority to use dual language programs to preserve or recover their heritage language, and (4) policy and promotional marketing of dual language programs should highlight equity and heritage as much as global human capital.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* dual language education, enrichment education, foreign language immersion, bilingual education

**Valentino, R. A., & Reardon, S. F. (2015). Effectiveness of four instructional programs designed to serve English Learners: Variation by ethnicity and initial English proficiency. *Educational Evaluation and Policy Analysis*, 37(4), 612–637. <https://doi.org/10.3102/0162373715573310>**

Valentino and Reardon explored the differential effects between four elementary school instructional programs designed to serve English Learners (ELs), as well as EL students' longitudinal academic outcomes in English Language Arts and math through middle school. The researchers' quasi-experimental methods used data from a large urban district that served a sizable EL population. The sample followed 13,750 EL students who entered the district in kindergarten between the 2001–2002 and 2009–2010 academic years. Focused on examining the differential program effectiveness by child ethnicity and initial English proficiency, the findings indicated considerable differences in program effects between program types, between students of different ethnicities, and across academic subjects. Findings indicated that in the

short-term (by second grade), there were substantial differences in English Language Arts (ELA) and math academic performance among EL students who started in different EL instructional programs in kindergarten. Further, no particular instructional model appeared to be better at serving ELs at one level of initial English proficiency over another. Provided the researchers' longer-term findings, these short-term results suggested the potential problems with relying on short-term outcomes to determine program effectiveness.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* elementary school, effective instructional programs, program effectiveness

**Watzinger-Tharp, J., Tharp, D. S., & Rubio, F. (2021). Sustaining dual language immersion: Partner language outcomes in a statewide program. *The Modern Language Journal*, 105(1), 194–217. <https://doi.org/10.1111/modl.12694>**

Students in dual language immersion (DLI) programs in the U.S are taught core content subjects in English and a partner language (such as Spanish or Chinese) from kindergarten/first grade to middle/high school. Watzinger-Tharp and colleagues aimed to answer four research questions regarding students' development in the partner language in DLI programs in the state of Utah: (1) whether students in DLI programs grow in the partner language from elementary to secondary schools, (2) how students' performances differ across partner languages from the 8<sup>th</sup> to 9<sup>th</sup> grade, (3) what percentage of 8<sup>th</sup> and 9<sup>th</sup> grade DLI students meet/exceed the partner language benchmarks, and (4) whether 3<sup>rd</sup> and 4<sup>th</sup> grade students' performances in three partner languages (Chinese, French, and Spanish) sustain during program expansion. A total of 224 schools in 22 districts participated in the study. The researchers analyzed students' scores in the American Council for the Teaching of Foreign Languages (ACTFL) Assessment of Performance toward Proficiency in Languages (AAPPL) from the 2013–2014 school year to the 2018–2019 school year. Regarding question 1, a consistent growth in students' median performance was found, but the rate of growth varied across grades, partner languages, and skills (speaking, listening, reading, and writing). For questions 2 and 3, analyses revealed that most 8<sup>th</sup> graders who scored below the top of the rating scale increased their scores by grade 9, and students who learned Spanish and French as the partner language were more likely to improve their scores than their peers who studied Chinese. The authors reported that 80% or higher percentage of 9<sup>th</sup> grade Spanish and French students scored at or above the lower level of the state benchmark in these two partner languages, while less than 80% of Chinese students met the corresponding level (77% in listening and 33% in speaking skills). Finally, the comparison between earlier and later DLI cohorts (that reflected the time of increased DLI enrollment) indicated that listening and speaking scores were essentially at the same levels, whereas reading scores were lower by approximately one sublevel. The findings of this study speak to the challenges of sustaining and enhancing partner language development at the secondary level, especially students' Chinese productive skills. Moreover, the findings provided some assurance to policy makers that the expansion of DLI programs will continue to sustain students' partner language development.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* dual language immersion, proficiency, assessment, outcomes

# SCHOOL, FAMILY, COMMUNITY ENGAGEMENT

School engagement and valuing and collaboration with family and community are critical to the academic and school success of all students, and especially for those who are English Learners. Research on home-school collaboration focused on parents of English Learners indicates that such partnerships are most successful when culturally sustaining practices and relationships are established between the home and the school and when parents are active partners in school decision-making.

**Barajas-López, F., & Ishimaru, A. M. (2020). "Darles el lugar": A place for nondominant family knowing in educational equity. *Urban Education, 55*(1), 38–65. <https://doi.org/10.1177/0042085916652179>**

Historically, educational inequities in schools is a topic addressed by the most privileged voices of researchers, leaders, and school policymakers. In "Darles el lugar," Barajas-López and Ishimaru argued that a "place" must be held for non-dominant families to share the knowledge and expertise gained through lived experiences in conversations of race, culture, community, learning, and equity. Their research addressed the following question: How do nondominant parents narrate and make collective sense of their experiences of racial inequity in education? The study was conducted from 2012 to 2015. It involved nine parents, three teachers, two principals, and two district leaders (all from one U.S. suburban school district with high poverty and marked diversity), and five researchers. A community-based design research method was used that positioned non-dominant parents as key decisionmakers and repositioned school leaders and researchers as collaborators in the design, implementation, and analysis of findings. Meeting notes were recorded and analyzed by parents. Parents unveiled four "episodes" or themes in their own and their children's lived experiences with schooling: (1) accountability policy and equity of learning, (2) racial discrimination in the classroom and the educational system, (3) the "place" of student learning in the classroom (parent advocacy), and (4) schools constraining parents' expansive conceptions of learning. The study expanded on a critical body of work that recognizes that non-dominant families have assets that are larger than the spaces often provided by schools for their involvement (e.g., back to school, PTA, etc.). Numerous implications were made, namely: (1) parents can both identify problems and offer solutions to their children's in-school experiences; (2) educators can learn from non-dominant families but must be trained to leverage the insights, understandings, and expertise of non-dominant families; and (3) the community-based design research method utilized in this study is a promising approach for drawing on the expertise of non-dominant families.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* equity, educational reform, multicultural schools, parental involvement, parental participation, race

**Cannon, J. S., Jackowitz, A., & Karoly, L. A. (2012). *Preschool and school readiness: Experiences of children with non-English-speaking parents*. Public Policy Institute of California.  
[https://www.ppic.org/content/pubs/report/R\\_512JCR.pdf](https://www.ppic.org/content/pubs/report/R_512JCR.pdf)**

In this study, Cannon and colleagues argue that one promising approach in addressing the school readiness gap is to provide high-quality early education to children from low-income backgrounds. A large segment of low-income children have immigrant parents, and in-turn some of these children grow up in linguistically isolated environments. With little to no English spoken in their homes, many of these linguistically isolated children are classified as English Learners (ELs) when they enter the school system. This report looked at the early care and educational experiences, and kindergarten readiness of four-year old children from California and the United States. The authors learned that linguistically isolated children in California were more likely than other subgroups to be disadvantaged and were predominantly Hispanic. Moreover, most linguistically isolated children who participated in nonparental care attended publicly funded programs. The primary nonparental care arrangement for two-thirds of these linguistically isolated children in California was center-based care, a similar proportion to that of children from non-immigrant families. The authors further found that linguistically isolated children in the United States sample who participated in center-based care had significantly improved reading skills compared to those who did not participant. However, the authors did not observe such improvements with mathematics skills, suggesting that center-based programs could do more to promote mathematics readiness among its population of linguistically isolated children. Overall, this report raised several implications for California policymakers, such as the need to facilitate participation in center-based care for greater numbers of linguistically isolated children.

*SOURCE:* report

*TYPE:* empirical

*KEY WORDS:* preschool, early childhood education, school readiness, policy, low-income

**Clark-Louque, A. R., Lindsey, R. B., Quezada, R. L., & Jew, C. L. (2019). *Equity partnerships: A culturally proficient guide to family, school, and community engagement*. Corwin.**

In this book, Clark-Louque and colleagues respond to a call made by the California Department of Education for K–12 educators to form effective partnerships with all families by providing this brief yet comprehensive guide for teachers and school leaders. Taking an asset-based approach, the authors recognize that guided by cultural beliefs and principles, families select experiences, convey attitudes, and impart knowledge to their children in preparation for adulthood. The authors cover topics ranging from the why of engagement based on the 7 Cs of engagement (collaboration, communication, caring, culture, community, connectedness, and collective responsibility), to planning for inclusive partnering and capacity building. Clark-Louque et al. stress the importance of reaching out to, learning about, and developing strong partnerships with families.

*SOURCE:* book

*TYPE:* guidance

*KEY WORDS:* parent participation, home and school, community and school, family engagement

Ee, J. (2017). Two dimensions of parental involvement: What affects parental involvement in dual language immersion? *Bilingual Research Journal*, 40(2), 131–153.  
<https://doi.org/10.1080/15235882.2017.1306598>

Ee investigated parental involvement in Korean two-way immersion (TWI) programs from a social capital theory perspective. Parental involvement included activities that were observable in school, such as parental aspirations for their children, school–parent/parent–child/parent–teacher communication about school, and parents’ involvement in school–community collaborations. Drawing on the notion of parental involvement as a form of social capital, the author explored the degree to which individuals could use their personal and social bonds accumulated in society to participate in their children’s education. The study also examined the extent to which parents’ demographic characteristics affected their involvement in their children’s school and dual language immersion (DLI) program. The author analyzed survey data (N = 454) from parents of students enrolled in seven elementary schools in the greater Los Angeles area. The results indicated that the impact of social capital-related features on parental–school engagement was modest. In fact, the more positively parents felt about the school environment, the more actively they tended to interact with their fellow parents. Although the magnitude was modest, this result suggested that parents who felt positively about their children’s experiences when relating to students of other races and cultures were more likely to participate in various school events and communicate with school personnel. The study’s findings implied that it was important for parents, especially of students in DLI programs, to be engaged in diverse types of networks that connected them to their school communities.

SOURCE: journal article      TYPE: empirical

KEY WORDS: two-way immersion, dual language immersion, elementary school, societal factors, family engagement

Humphrey, D. C., Koppich, J. E., Lavadenz, M., Marsh, J. A., O'Day, J., Plank, D. N., Stokes, L., & Hall, M. (2018). *How stakeholder engagement fuels improvement efforts in three California school districts*. Stanford University, Policy Analysis for California Education.  
<https://edpolicyinca.org/publications/how-stakeholder-engagement-fuels-improvement-efforts-three-california-school-districts>

This report presents findings from three case study districts that were nominated by educational experts as noteworthy in their implementation of California’s Local Control Funding Formula (LCFF). The LCFF was signed into law in 2013 and represented the most significant change in California education finance and governance in 40 years. It provides additional funds to districts with students in poverty, English language learners, and foster youth. The LCFF eliminates nearly all categorical funding and delegates decision-making about how best to allocate resources to the local level. The LCFF also requires districts to develop a Local Control and Accountability Plan (LCAP) with meaningful local community engagement of parents, community members, students, and educators. Given these changes in the law, this study sought to understand how districts were implementing the LCAP, and in particular how they advanced implementation of the Common Core State Standards, took an innovated approach to resource allocation, and meaningfully engaged stakeholders. Through interviews and focus groups with district stakeholders and reviews of district documents, findings from each district revealed distinct

approaches to implementing these reforms. Palmdale School District developed a system with innovative stakeholder engagement activities to bring together diverse community interests; Anaheim Union High School District engaged broad-based community interests in its efforts to integrate standards implementation into the LCAP process; and San Mateo-Foster City School District implemented a two-pronged approach to balancing resource allocation decision-making at both the district and school site levels. Additionally, the authors found that each district's improvement efforts were closely related to its efforts to achieve meaningful stakeholder engagement. The purpose of conducting these three case studies was to highlight interesting efforts districts have developed to implement the LCFF, so that all California school districts could learn from their efforts and experiences.

*SOURCE:* report

*TYPE:* empirical

*KEY WORDS:* policy implementation, Local Control Funding Formula (LCFF), Local Control and Accountability Plan (LCAP), community engagement, case studies

**Lavadenz, M., & Armas, E. (2011). Fostering home-school collaboration in diverse communities. In Hands, C. & Hubbard, L. (Eds.), *Including families and communities in urban education*. Information Age Publishers.**

A district-wide reform effort to address and strengthen home-school partnerships between a large urban district and the diverse communities it served led to this investigation of the opinions of parent leaders. Lavadenz and Armas investigated the following research question: What do parents of English Language Learners and Standard English Learners say about the education of their children and about parent education and involvement in their district? They created a parent survey with close-ended and open-ended questions that allowed parents to elaborate on their responses. The survey was available in English and Spanish and it was purposefully disseminated to parents both in school-affiliated and non-school affiliated (community, grass-roots organizational) settings selected for having strong histories of involvement, leadership, and advocacy. A total of 513 surveys were completed and collected in the fall of 2007. Overall findings pointed to relatively low ratings for the district's parent education efforts, along with their efforts to provide educational programs for their children. Analysis of open-ended survey responses provided examples and elaboration on the key issues. Further, parents pinpointed areas of curriculum, instruction, leadership, and collaboration that needed restructuring. These findings indicated that district personnel hear, but do not act on parent recommendations. Lavadenz and Armas proposed a three-pronged approach to strengthen home-school partnerships: (1) implementation of parental involvement programs that are culturally relevant and linguistically appropriate, (2) support for teachers and administrators' preparation that draws from community funds of knowledge for curricular development, and (3) improvement of advocacy-oriented bi-directional communication between home and school that creates change in school policy.

*SOURCE:* book chapter

*TYPE:* empirical

*KEY WORDS:* school districts, community involvement, school community relationship, family school relationship, parent school relationship

**Lowenhaupt, R. (2014). School access and participation: Family engagement in the new Latino diaspora. *Education and Urban Society*, 46(5), 522–547. <https://doi.org/10.1177/0013124512468003>**

In this study, Lowenhaupt investigated how schools shape family engagement practices in the context of the New Latino Diaspora of the last few decades, in states experiencing increases in immigration where they previously had limited traditions of Latino immigrants. Given this recent history, the communities in these new destinations have few experiences with racial, ethnic, and linguistic diversity. Schools in these contexts often lack access to bilingual resources that are more easily accessible in traditional gateway locations. Recognizing the need for more culturally appropriate definitions of family engagement, Lowenhaupt sought to develop a theoretical understanding of how school practices influenced immigrant families' access to and participation in schools with little tradition of serving immigrant communities. Drawing from a Wisconsin statewide survey of practice in schools serving the New Latino Diaspora, the researchers conducted a census of school principals and EL teachers working with immigrant students in 384 schools across the state. The analysis included descriptive and inferential statistics, as well as textual analysis of open-ended responses from 115 principal surveys and 152 teacher surveys. The research findings illustrated how considerable efforts to ensure access to Spanish-speaking families through interpretation and translation fall short of increasing family participation in key aspects of schooling.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* immigrant students, instructional practices, family engagement

**Mapp, K. L., & Kuttner, P. J. (2013). *The dual capacity-building framework for family-school partnerships*. Southwest Educational Development Laboratory. <https://www2.ed.gov/documents/family-community/partners-education.pdf>**

This report by the Southwest Educational Development Laboratory (SEDL), now part of the American Institutes for Research (AIR) and funded by the U.S. Department of Education, recognizes the gap between federal and state policies that are meant to promote family engagement and actual parent engagement practices by educators, particularly when it comes to engaging low-income and limited English proficient parents. The report seeks to provide a compass for effective family-school partnerships. SEDL draws from research-based practices and existing frameworks including the University of Chicago Consortium on Chicago School Research's Framework for Community Social Capital and School Improvement to present a framework for designing family engagement initiatives that build capacity among educators and families to join collectively in the name of student achievement. The report is intended to guide or re-orient school administrators to lay the foundation for family and community ties. In addition to the framework, SEDL provides guidelines for measuring capacity growth among family and schools.

*SOURCE:* report                                      *TYPE:* guidance

*KEY WORDS:* family involvement, family school relationship, parent teacher cooperation, capacity building

Orellana, M. F., Reynolds, J., Dorner, L., & Meza, M. (2003). In other words: Translating or “para-phrasing” as a family literacy practice in immigrant households. *Reading Research Quarterly, 38*(1), 12–34. <https://doi.org/10.1598/RRQ.38.1.2>

This article presents an ethnographic study which examined family literacy practices, in particular, the ways in which Spanish-English bilingual children interpret English texts for their families. The research literature uses several different terms, such as language brokering, to describe the activity in which bilingual children read and interpret English texts (e.g., educational, financial, legal, medical texts) for their adult, immigrant family members. However, the authors use the term *para-phrasing* to deliberately invoke “a play on the Spanish word *para* and its English translation (“for”), to name what children do when they ‘phrase’ things *for* others, and *in order to* accomplish social goals” (p. 15). The term also helps signal a parallel between home and school literacy practices, as teachers often have students “sum things up” and “put things in their own words” after reading school texts. The authors documented 18 young adolescent interpreters’ multiple literacy practices using participant observation in their homes and classrooms. Using activity setting/interactional analysis on 86 transcripts of these interpreters’ oral Spanish translations of English texts and 95 journal entries written by the participants about their translating experiences, the authors examine how home para-phrasing events unfold and how they contrast with literacy learning activities that occur in schools. The authors describe how para-phrasing activities at home result in distributed authority between adults and children, but often with children as lead agents in these activities. The authors conclude that as a common literacy practice in immigrant households, teachers can use para-phrasing activities that value bilingual youth’s experiences and to support them in school literacy practices.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* ethnography, family literacy, home-school connections, sociocultural literacy

Reese, L., & Goldenberg, C. (2008). Community literacy resources and home literacy practices among immigrant Latino families. *Marriage & Family Review, 43*(1–2), 109–139. <https://doi.org/10.1080/01494920802010272>

This article examined the communities in which Spanish-speaking children of immigrants grow up and the opportunities these communities offer for the acquisition of English, maintenance of Spanish, and the development of literacy skills in both languages. Recognizing that these opportunities will influence children’s integration into U.S. society and their ability to maintain the language and culture of their families, Reese and Goldenberg focused on literacy development outside of school, as part of a larger longitudinal study. Their sample included a total of 35 schools in urban California and urban and border Texas. The findings revealed that community characteristics, such as ethnicity, education levels, residential/commercial mix, and income, are associated with literacy and language resources in the community. Further, home literacy practices appear to have language-specific effects on early literacy development. The study also found that communities with higher percentages of Latino residents are more likely to include fewer English-only speakers and fewer literacy resources such as books and magazines for sale. This suggests that Spanish-speaking families face greater obstacles in accessing books to read with their children than families living in more affluent and English-



speaking environments. Overall, these findings reveal that children's home literacy opportunities cannot be predicted by the communities in which they live and by the resources that those communities offer. Rather, agency at both the family-level and the school-level—more specifically, what parents, children, and teachers do and the decisions they make—makes a difference in terms of children's performance in school.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* language acquisition, literacy, early language development, family engagement

## SOCIAL-EMOTIONAL DEVELOPMENT

Social-emotional well-being and mental health is a pillar of educational achievement for all students. ELs are at disproportionately higher risk for social emotional/internalizing issues than mainstream populations. Internalizing makes it unlikely for social-emotional needs to be identified and treated. Failure to assess and meet social-emotional needs of ELs may contribute to academic challenges. The integration of social and emotional learning (SEL) is an important aspect of responding to EL needs. SEL includes the acquisition and effective application of the knowledge, attitudes, and skills necessary to understand and manage emotions; set, and achieve positive goals; feel, and show empathy for others; establish and maintain positive relationships; and make responsible decisions.

**Castro-Olivo, S. M. (2014). Promoting social-emotional learning in adolescent Latino ELLs: A study of the culturally adapted Strong Teens program. *School Psychology Quarterly, 29*(4), 567–577. <https://doi.org/10.1037/spq0000055>**

This study evaluated the effectiveness of the *Jóvenes Fuertes*, a culturally adapted social-emotional learning (SEL) program for increasing knowledge of SEL and social-emotional resiliency among Latino ELs in middle and high school. Castro-Olivo investigated the following research questions: (1) To what extent do students who participate in the culturally adapted *Jóvenes Fuertes* SEL program report higher levels of SEL knowledge and SEL resiliency in comparison to those in the control group? and (2) To what extent do participants perceive the culturally adapted *Jóvenes Fuertes* SEL program as a socially valid intervention? Castro-Olivo used a quasi-experimental design with random assignment. She recruited 102 middle and high school students from across three school districts in Southern California. Half of the participants (49%) were randomly assigned to the intervention; all were enrolled in beginning to intermediate ELD and native Spanish speakers; 31% reported having lived in the U.S. for 1 year or less; 20% three years or less. The intervention, *Jóvenes Fuertes*, was a 12-lesson program that taught students SEL skills of self-awareness, social awareness, empathy, problem solving, anger management, responsible decision-making, goal setting, and reframing destructive thoughts. It was adapted from the Strong/Teens/Kids Program with translation to Spanish and the addition of culturally relevant examples and questions. Two bilingual Latina teachers served as the interventionists for the study; both received a 4-hour training on the social-emotional needs of ELs, the theory behind SEL programs, cultural adaptations, and an overview of the *Jóvenes Fuertes* program. Three instruments were used to answer the research questions: (1) the Behavior Emotional Rating Scale-2 assessed students' social-emotional resiliency, (2) the Strong Teens Knowledge Test measured student knowledge of SEL, and (3) a questionnaire collected student opinions about the social validity of the *Jóvenes Fuertes* program. Results demonstrated that the program was effective in improving students' social-emotional resiliency and knowledge of SEL. Students also reported high levels of social validity in the program. These are important findings considering the short intervention and its effectiveness on social-emotional resiliency. These findings have implications for future research on social-emotional learning.

**SOURCE:** journal article      **TYPE:** empirical

**KEY WORDS:** culturally adapted interventions, social-emotional learning, SEL for ELLs, SEL for Latino adolescents

Chang, F., Crawford, G., Early, D., Bryant, D., Howes, C., Burchinal, M., & Pianta, R. (2007). Spanish-speaking children's social and language development in pre-kindergarten classrooms. *Early Education and Development, 18*(2), 243–269. <https://doi.org/10.1080/10409280701282959>

Chang and colleagues examined the social implications of language by investigating the relationship between Spanish language use in the classroom and peer social skills, student-teacher interaction, and quality language interactions of Spanish-speaking pre-K children. Two data sets from previous studies were repurposed and examined for this study: The National Center for Early Development and Learning's Multi-State Study and the State-Wide Early Education Programs (SWEEP) study. The study focused on data from 345 children from across 161 classrooms/centers in 11 U.S. states over the course of their pre-K year. Four children in each classroom were randomly chosen to participate in the study based on the following selection criteria: (1) they would be old enough for kindergarten in the fall, (2) they did not have an IEP, and (3) they spoke both English and Spanish well enough to understand simple instructions. The study collected and analyzed teacher reports, parent reports, classroom-quality observations, observations of children's social skills, and child outcomes from an assessment on pre-academic skills. Findings showed that about one fourth of the Spanish-speaking children (23%) did not use Spanish to interact in the classroom; those who did used it in 17.26% of their total interactions with teachers and peers. Moreover, when teachers directly interacted with Spanish-speaking children, about one third of the time the interactions were in Spanish, and about two thirds of the time, the interactions were in English. Spanish-language interactions were rated on a 4-point scale and more likely than English-language interactions to be rated as elaborated or simple, and less likely rated as minimal or routine. Findings also showed that Spanish-speaking children who experienced more Spanish-language interactions were rated higher in peer social skill and assertiveness by their teachers. Further, more Spanish spoken by a teacher was related to declines in Spanish-speaking children's likelihood of being bullied in the classroom. Similarly, teachers who spoke more Spanish in the classroom rated their relationships with Spanish-speaking children as closer in the spring of pre-K than did teachers who spoke less Spanish. Teachers that spoke more English to Spanish-speaking children rated their relationship with the children as having more conflict than teachers who spoke less English. Despite the study's limitations, including the researchers' inability to track the children's native language proficiency from fall to spring, these findings have implications for better understanding how policy decisions regarding language of instruction impact children in the social domain.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* second language learning, language of instruction, Spanish speaking, language acquisition, assertiveness

Cho, H., Wang, X. C., & Christ, T. (2019). Social-emotional learning of refugee English Language Learners in early elementary grades: Teachers' perspectives. *Journal of Research in Childhood Education, 33*(1), 40–55. <https://doi.org/10.1080/02568543.2018.1531449>

In this exploratory study, Cho and colleagues examined elementary teachers' perspectives on refugee English Learners' (ELs) social-emotional competencies and the teaching methods that they used as interventions. The study was driven by the following research questions: (1) How do teachers describe refugee ELs' social-emotional competencies?; (2) What pedagogical methods do teachers report using with refugee ELs for social-emotional skills development?; and (3) To what extent do teachers' views of their refugee EL students' SEL and their self-reported pedagogies reflect their recognition of refugee ELs' funds of knowledge, teachers' development of culturally sustaining pedagogies, and teachers' use of power to promote equity and social justice in the classroom? To conduct the exploration, the researchers conducted in-depth, open-ended interviews with purposefully chosen kindergarten, 1st-grade, and EL teachers. The six participants were all White female teachers who all had extensive experience with EL students from refugee families; all had about 50% refugee ELs in their classrooms at the time of the study, mostly from Somalia, Iraq, Bhutan, and Nepal. Critical perspectives (critical race theory, funds of knowledge, and culturally sustaining pedagogies) were employed to analyze teacher's views of refugee social-emotional competencies. Although some teachers reported that refugee ELs "behaved really well" and were "eager to learn," most teachers reported their display of social-emotional behaviors being viewed as concerns, problems, or "obstacles." Teachers felt that ELs had difficulties interacting with peers, lacked social awareness in ways that were disruptive to the rest of the class (e.g., difficulty lining up), and failed to control or regulate their emotions, attention, and behaviors. Moreover, teachers reported modifying the classroom social environment more than promoting individual students' skills as their intervention strategies for developing refugee EL social-emotional skills. The majority of teachers held a deficit perspective that focused on problems of refugee ELs that they could help fix. This carried over to their approach when working with refugee families in their one-directional descriptions of "giving resources" and "teaching parents." These findings support previous research indicating that although many refugees have diverse experiences and excellent cognitive and social skills, including survival skills, resilience, and problem solving, these assets are often unrecognized by some U.S. teachers. Implications for practice identified by the researchers include using students' funds of knowledge in the curriculum, incorporating age-appropriate texts and materials that reflect unique and complex cultural identities, and incorporating deep discussions about social and emotional norms from diverse cultural perspectives.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* critical theory, elementary schools, ELL students, refugees, social-emotional learning

Halle, T. G., Whittaker, J. V., Zepeda, M., Rothenberg, L., Anderson, R., Daneri, P., Wessel, J., & Buysse, V. (2014). The social-emotional development of dual language learners: Looking back at existing research and moving forward with purpose. *Early Childhood Research Quarterly, 29*(4), 734–749. <https://doi.org/10.1016/j.ecresq.2013.12.002>

Halle and colleagues' review of the existing literature on the social-emotional development of dual language learners (DLLs) age zero to five focuses on four key dimensions: self-regulation, social competence, social cognition, and problem behaviors. The articles selected are based on the following set of criteria: (1) U.S. peer-reviewed journal publications from 2000 to 2011; (2) DLLs as the only subjects or group of subjects with a separate analysis; (3) availability of direct child assessment or standardized measurement of social-emotional development; and (4) not a single subject research design. A total of 14 articles satisfied the search criteria, with 11 studies focusing on DLLs from Latino/Hispanic backgrounds. The authors report wide variations across studies on the determination of young children's DLL status (based only on parent report, or on a combination of parent report, teacher report, and standardized assessment scores) and social-emotional outcomes (teacher report, parent report, observation, or a combination of these assessments). Study findings are mixed, with reports of both significant and nonsignificant differences between DLLs and their bilingual peers in the social-emotional domain, even from studies which utilized the same data source. However, the emerging picture from a limited number of studies in this area suggests that DLLs have similar or better social-emotional competencies than the young native English-speaking children. Several home and early care factors were found to affect DLLs' social-emotional functioning in the negative direction (such as parental/maternal stress) or in a positive manner (parents' literacy involvement, school stability, supporting teaching environment, and the use of DLLs' home language in early care). The authors suggest that some conflicting research findings could be attributed to the disparate definitions and measures of DLL status and call for research efforts to establish guidelines in the field. Future research should continue to explore the social-emotional abilities of non-Spanish speaking DLLs, and differentiate between the DLL status and other factors, such as race/ethnicity and immigration status, of young children.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* dual language learners, social-emotional development, early childhood, developmental trajectories

Lewis, J. L., Ream, R. K., Bocian, K. M., Cardullo, R. A., Hammond, K. A., & Fast, L. A. (2012). Con cariño: Teacher caring, math self-efficacy, and math achievement among Hispanic English Learners. *Teachers College Record, 114*(7), 1–42.

Caring, defined as the ability to listen to, empathize with, and be moved by the plight or feelings of someone else, has been shown to trigger can-do psychological dispositions that facilitate student achievement. In this study, Lewis and colleagues examined the effect of teacher caring on ELs' math self-efficacy and math achievement. The following research questions guided the study: (1) Do student perceptions of teacher caring impact math self-efficacy and math achievement in ways that vary between Latino English speakers and Latino ELs? (2) Does math self-efficacy mediate the impact of teacher caring on math achievement? and (3) Are the mediational relationships among these variables moderated by group membership as defined by

proficiency in English? The study used longitudinal survey and achievement data from 1,456 Latino 5th and 6th graders from various California elementary schools. The sample was divided between students who were fluent English speakers ( $n=799$ ) and students who were ELs ( $n=657$ ). Students' scores on the California Standards Tests in Mathematics were examined in addition to answers from a student questionnaire that included three items to assess student perceptions of teacher caring and four items to assess self-efficacy in mathematics. The researchers used multilevel modeling with maximum likelihood estimation to examine the research questions. Results showed that teacher caring exerted a significant impact on math self-efficacy for all students, but the impact was of greater magnitude for ELs than English-fluent students (.434 standard deviation increase vs .337 standard deviation increase). Results further showed that a 1.0 standard deviation increase in math self-efficacy was associated with a 1.399-point increase in math achievement; this effect was found to be the same for both ELs and English-fluent students. For English-fluent students, the mediated effect of teacher caring on math achievement was statistically significant and showed that a 1.0 increase in teacher caring resulted in a .442-point increase in math achievement. For ELs, the mediated effect was larger and also statistically significant, indicating that a 1.0 increase in teacher caring resulted in a .569-point increase in math achievement via its relationship to math self-efficacy. The researchers suggested the results have implications both for practice and policy. They further argued that caring is both a disposition and a skill that can be learned by teachers of ELs regardless of their ethnic background, and if more teachers were skilled at caring across culture and language boundaries, Latino ELs' math performance would improve.

*SOURCE:* journal article

*TYPE:* empirical

*KEY WORDS:* academic achievement, program effectiveness, self-efficacy, mathematics tests

**Niehaus, K., & Adelson, J. L. (2014). School support, parental involvement, and academic and social-emotional outcomes for English Language Learners. *American Educational Research Journal*, 51(4), 810–844. <https://doi.org/10.3102/0002831214531323>**

Niehaus and Adelson examined the relationships between school support, parental involvement in their children's schooling, and academic and social-emotional outcomes among third-grade English language learners (ELLs). The authors obtained the data of 1,020 ELLs from the Early Childhood Longitudinal Study – Kindergarten Cohort of 1998. These ELLs were administered the modified Self-Description Questionnaire-I and completed one or both achievement tests (in reading or mathematics). The ELL status was determined by students' scores in the Oral Language Development Scale administered in kindergarten. The authors used results from surveys of parents, teachers, and school administrators to measure parent school involvement, the classroom services provided to ELLs, and family outreach services for ELLs, respectively. The bioecological theory informed the causal model examined in the study, and a structural equation modeling technique was used to examine the relationships between latent variables. Six major findings were reported. First, school and student characteristics (such as school enrollment size and student racial background) were significantly associated with support for ELLs and their families and ELL student outcomes. Second and third, more school support was linked to a higher level of parental school involvement for ELLs, which in turn was related to fewer social and emotional issues among ELLs. Fourth, fewer self-reported social-emotional problems were associated with better achievement among ELLs. Fifth, ELLs at schools with

higher levels of support had lower academic achievement and more social-emotional difficulties. Possible explanations for this unexpected result included variables unaccounted for in the model such as quality of instruction and the difficulty of separating school characteristics and school support services (e.g., students with lower achievement tend to come from schools with more ethnic minority students and low socioeconomic backgrounds, and these schools tend to provide more support services due to the greater need for them). And finally, there was no significant relationship between ELLs' academic self-concept and their achievement. This study offered unique contributions to the growing literature on how to best support ELLs and important implications for teachers, parents, and school leaders, including Schools promote=ing greater involvement by parents of ELLs and attention to their social-emotional needs.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* English language learners, school support, parental involvement, academic achievement, social-emotional outcomes

**Soland, J., & Sandilos, L. E. (2021). English Language Learners, self-efficacy, and the achievement gap: Understanding the relationship between academic and social-emotional growth. *Journal of Education for Students Placed at Risk*, 26(1), 20–44. <https://doi.org/10.1080/10824669.2020.1787171>**

Soland and Sandilos explored the relationship between math, reading, and general academic self-efficacy among English Language Learners (ELLs) vs. non-ELLs. The authors analyzed data from vertically scaled math, reading achievement scores, and a self-efficacy survey from a cohort of students who began their 5<sup>th</sup> grade in 2014–2015 and completed their 8<sup>th</sup> grade in 2017–2018. These students were from a large urban school district in California in which 90% of students came from a low-income Hispanic background and more than a third of students were identified as ELLs. Measurement instruments included the computer-adaptive MAP Growth which assessed students' math and reading achievement, and four items to measure academic self-efficacy which were extracted from existing scales with strong validity evidence. Results from basic descriptive statistics and the conditional multivariate latent curve modeling technique were used to answer the research questions. Major findings generally supported previous research. The statistically significant differences in math, reading and self-efficacy favored non-ELLs, and the gaps were quite large (e.g., in 2015, non-ELLs led ELLs by .35 standard deviations in self-efficacy). ELLs started out with lower math and academic self-efficacy than their non-ELL peers, and the ELL status was not associated with growth rate in either math or self-efficacy. ELLs had lower initial reading achievement scores than non-ELLs, but ELL status was associated with faster growth in reading. Among non-ELLs, their initial self-efficacy was linked to their math and reading growth. However, the ELL status had a negative indirect effect on growth in math, but a positive direct effect on the growth in reading. Because self-efficacy is an important construct related to social-emotional learning, this study contributed evidence to justify an increasing focus on developing social-emotional competencies in education policies. The authors suggested that more research is warranted to further explore the relationship between social-emotional learning and academic achievement.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* English language learners, self-efficacy, achievement gap, middle school, mathematics achievement

**Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. State University of New York (SUNY) Press.**

Valenzuela investigated the schooling orientations and academic achievement of immigrant Mexican and Mexican American students at an urban high school in Houston, Texas. The author employed a modified ethnographic approach with both quantitative and qualitative components. Qualitative data came from informal, open-ended interviews with students (both individually and in groups), teachers, school and community leaders, and observations at the school site. The author also conducted a survey of the entire student body to obtain quantitative data (n=2,281 students). The investigation spanned three years. Analyses of the quantitative data yielded several important findings. Immigrant youth tended to have parents with a low educational level, and they reported more positive school experience than their U.S. born counterparts. Among those on the regular, non-college track, immigrant students outperformed their U.S. born, second, and third generation peers. Within each generation on the regular, non-college track, female students had significantly higher achievement than their male counterparts. These differences, however, were not found among college-bound students, which suggested the leveling effect of the college track placement. The qualitative analysis revealed that schooling is organized in a subtractive manner for Mexican youth. That is, mainstream U.S. schools denounce the meaning of *educación*, i.e., academic success is found in the authentic caring relationship between teachers and students; and through assimilationist school practices and policies, Mexican students are deprived of their linguistic and cultural heritage. The author called for an authentically caring pedagogy out of respect for students' bilingualism and cultural integrity. This caring pedagogy would reverse the impact of subtractive schooling on students and reposition teachers as students of the culture and the community they serve.

*SOURCE:* book                      *TYPE:* empirical

*KEY WORDS:* acculturation, educational environment, educationally disadvantaged, high school, immigrants

**West, M. R., Buckley, K., Krachman, S. B., & Bookman, N. (2018). Development and implementation of student social-emotional surveys in the CORE Districts. *Journal of Applied Developmental Psychology*, 55, 119–129. <https://doi.org/10.1016/j.appdev.2017.06.001>**

CORE is the collaborative partnership of eight California school districts to improve student achievement. In 2013, CORE received a waiver from the U.S. Department of Education that allowed its six member districts to establish a new accountability system to incorporate students' SE skills and school culture/climate along with test scores and graduation rate in a holistic school quality improvement index (SQII). In this article, West et al. provide an overview of three key areas of the School Quality Improvement System (SQIS) implemented across six of the CORE Districts in the 2015–2016 school year, including (1) selection of social-emotional (SE) skills for assessment, (2) reliability and validity evidence for the SE competency measures, and (3) lessons from the Improvement System implementation. Four SE competencies (growth mindset, self-efficacy, self-management, and social awareness) were included in SQII based on three criteria: meaningful, measurable, and malleable. Self and teacher reports' measures of the social-emotional abilities were selected if they were evidence-based, free of charge to



implement, practical, parsimonious, and worded in a positive manner if possible. Analysis of field test data (n=378,465 students in grades 3–12) indicated that the selected SE measures exhibited strong internal reliability with Cronbach's  $\alpha \geq .70$ , but the one-year test-retest reliability was much lower ( $r = .22$  to  $.53$ ,  $n = 22,082$  to  $42,565$  students), possibly due to the malleability of these SE constructs over time. Overall, these SE measures also demonstrated the strong, statistically significant correlations between SE skills and academic outcomes (grade point average, English Language Arts and math test scores) and behavioral outcomes (percent of students suspended and average absence rate). CORE implemented many structures to support school districts in building capacity and practicing school change in SE learning such as index reports for schools without strong expertise in data analysis and pairings of low performing and high performing schools to share best practices and provide assistance. The authors suggested several steps to build upon CORE's initiative: evaluation of SE learning and SQIS, support for cross-district learning around SE learning, building of collective ownership, integration of SE learning and academic content, and connection of data and instruction. Several lessons to learn from the CORE districts' initiative included the formulation of key principles from the beginning, ensuring district endorsement, refining but keeping the key principles constant, rolling out new measurements in stages, and leveraging external support.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* CORE Districts, social-emotional learning, student surveys, survey validation

## TEACHER PREPARATION

Learning to teach English Learners requires effective and research-based, foundational preservice teacher preparation, robust clinical experiences, and support through the learning-to-teach continuum. As preservice teachers learn to teach general education students, they must also be prepared to serve English Learners in ways that continue to strengthen their presence and contributions across all TK-12 classrooms.

**Adger, C. T., Snow, C. E., & Christian, D. (2018).** *What teachers need to know about language* (2<sup>nd</sup> ed.). Center for Applied Linguistics.

This edited volume of papers continues the conversation among current educators and researchers concerned with teachers' knowledge of language and literacy development and how linguistically and culturally diverse students are taught. Research since the first edition has expanded the field's understanding of the language demands of learning, especially for ELs and children from diverse backgrounds. This new edition reflects the growing knowledge base, derived from research on classrooms and curricula, on the fundamental role of language in learning and schooling. Chapters are written as responses, centered around the first chapter, an update of Wong Fillmore and Snow's critical article on the language and literacy knowledge teachers need know to be effective in today's PreK–12 classroom. Main themes examined in this volume include academic language, classroom discourse, language variation, and teacher learning in educational linguistics (e.g., language and literacy development and sociolinguistics).

*SOURCE:* book

*TYPE:* edited volume

*KEY WORDS:* teacher education, language development, literacy, diversity, academic language, practice

**Bunch, G. C. (2013).** *Pedagogical language knowledge preparing mainstream teachers for English Learners in the new standards era.* *Review of Research in Education*, 37(1), 298–341.  
<https://doi.org/10.3102/0091732X12461772>

With the ever-increasing language and literacy expectations associated with the new Common Core Standards, Bunch argues that efforts to prepare teachers for working with English Learners (ELs) requires the development of pedagogical language knowledge. The author reviews recent literature that presents various approaches relevant to ELs and how teacher preparation and development initiatives should foster this newfound knowledge and provides potential insights on how “mainstream” teachers might be prepared for responding to this challenge, both in preservice teacher preparation programs and throughout their careers. He argues that what mainstream teachers need is not pedagogical content knowledge about language, as might be expected of second language teachers, but rather, pedagogical language knowledge that is integrally tied to the teaching of the core subject area(s) for which they are responsible.

*SOURCE:* journal article

*TYPE:* review

*KEY WORDS:* Common Core, standards, effective instructional programs

**Cormier, D. R. (2020). Assessing preservice teachers' cultural competence with the cultural proficiency continuum Q-sort. *Educational Researcher* 50(1), 17–29. <https://doi.org/10.3102/0013189X20936670>**

In this article, Cormier described his rationale and the steps he took to develop a Cultural Proficiency Continuum Q-Sort tool (CPCQ) intended for teacher educators to measure the cultural proficiency of pre-service teachers. Utilizing the cycle of design research, Cormier developed the CPCQ in a professional development school (PDS) situated within a university located in Pennsylvania serving mostly White pre-service women seeking employment as teachers in urban schools. Driven by Ladson-Billings' (1998) recommendation to create a tool aimed to assess teachers' cultural competence that would allow for reflective-practices, Cormier utilized Q-methodology to design and validate the CPCQ. The CPCQ was designed as a static worksheet that displayed a cultural proficiency continuum to enable pre-service teachers and their educators to assess, codify, and reflect on their cultural competence. Convenience sampling was used to recruit participants (n=17). Focus groups were also conducted for participants to reflect on their experience. The CPCQ consisted of: 6 q-factors (destructiveness, incapacity, blindness, pre-competence, competence, proficiency); 30 q-set items (vignettes); 5 categories (attitude, empathy, policy, professionalism, and teaching practice), a rating guide, and a making-sense section. After two iterations to ensure the validity of the items to measure cultural competence and the reliability of the scores across raters, Cormier found that the CPCQ demonstrated usefulness for assessing pre-service teachers. Most importantly, participants observed and reported usefulness of the CPCQ in facilitating self-reflection, inquiry, and dialogue about sociocultural interactions that take place in urban schools and factors that maintain social gaps. Cormier's study has implications for researchers investigating the effectiveness of programs and curriculum designed to increase K–12 pre-service and in-service educator's cultural competence. Further research is needed to test the CPCQ in a wider, rigorous context.

*SOURCE:* report

*TYPE:* empirical

*KEY WORDS:* teacher preparation, cultural competence, mixed-methods, teacher assessment, urban education

**Education Commission of the States. (2020). *50-state comparison: English Learner policies*. <https://files.eric.ed.gov/fulltext/ED607208.pdf>**

Research evidence suggests that English language (EL) training for general classroom teachers can offer benefits to English learners. This report presents the EL training or professional development required of general classroom teachers in the U.S., as specified in state statutes and regulations. According to this report, the federal guidance does not mandate but encourages states to provide personnel for effective EL programs, including core-content teachers who have been trained to support English Learners. At least 28 states in the U.S provide specific qualifications for pre-service training and professional development for general classroom teachers. For example, the Alabama Quality Teacher standards require knowledge of English language acquisition and strategies to support students who have a non-English first language, and Florida state-approved teacher preparation programs must incorporate strategies for teaching English Language Learners (ELLs). In some states, such as Hawaii and Kansas, EL training and professional development are guided by the EL guidebook from the U.S.

Department of Education or federal law rather than state statute. For other states such as Maryland and Iowa, EL training for general classroom teachers is not specified in state statutes or regulation.

*SOURCE:* report

*TYPE:* review

*KEY WORDS:* English language (EL) training, general classroom teachers, language policy, federal guidance, state policy

**Heineke, A. J., & Vera, E. M. (2021). Beyond language and academics: Investigating teachers' preparation to promote the social-emotional wellbeing of emergent bilingual learners. *Journal of Teacher Education*, 1–14. <https://doi.org/10.1177/002248712111027573>**

This study examined how prepared preservice teachers are to promote the social-emotional well-being of emergent bilingual learners (EBLs). Two questions undergirded this investigation: (1) how teachers of EBLs perceived their preparation from a social-emotional perspective, and (2) what teachers and students determined as relevant aspects of expertise to support EBLs' social-emotional well-being. Heineke and Vera employed the comparative case study design with the prism model for bilingual learners as the theoretical framework. The prism model states that EBLs' learning is a multifaceted process with dynamic social-cultural, linguistic, cognitive, and academic developments taking place in school. The authors purposefully selected five suburban K-8 schools in Illinois that served linguistically and culturally diverse students using different program models (two-way immersion, transitional bilingual education) with school specific features. A total of 20 female teachers of EBLs in grades 3-8 from five schools participated in the study, including bilingual teachers and specialists from two-way immersion programs and bilingual, ESL, general education, and special area teachers. Seventy students in grades 3-7 from the five schools also took part in the study. Sixty percent of these students spoke Spanish at home, while the remaining students spoke a variety of home languages such as Arabic and Hindi. Data were collected in individual and focus group interviews for teachers, and focus group interviews for students. It was found that teachers drew from interpersonal relationships (e.g., support from ESL teachers and school social workers) and personal experiences (e.g., experiences as language learners, experiences as mothers to connect their own children's emotional needs to those of EBLs) to support EBLs' social-emotional well-being amid the lack of training to support EBLs' social-emotional learning in institutional apprenticeship. Regarding the second question, Heineke and Vera reported teachers' tendency to generalize expertise in cognitive and linguistic domains, while students focused on the awareness of the unique social-cultural experiences that influence EBLs' social-emotional well-being. The authors concluded with recommendations for explicit attention to EBLs' social-emotional well-being in both teacher preparation coursework and fieldwork.

*SOURCE:* journal article

*TYPE:* empirical

*KEY WORDS:* bilingual/English language learners, case study, elementary teacher education

Hopkins, M. & Heineke, A. J. (2017). Teacher learning through culturally relevant literature. *Teacher Education and Practice*, 30(3), 501–522.

In this article, Hopkins and Heineke presented findings from an empirical study that sought to engage in-service and pre-service teachers in learning communities around culturally relevant texts as an approach to developing teacher dispositions to effectively work with ELs. A total of 48 participants took part in the study, including 36 in-service and 17 pre-service teachers, from a midsize private university in the Midwest (23 urban participants; 14 suburban participants) and a large public university in the Northeast (16 rural participants). Hopkins & Heineke chose the text *Return to Sender* by Julia Alvarez (2009), a story about the life and experiences of a Mexican immigrant EL student and her family. Using a qualitative, comparative case study design, they analyzed 10 audio-recordings of participants' learning community dialogue, 10 artifacts (e.g., photographs of posters, boards), and 48 written reflections. Findings revealed differences based on participant location in terms of how they engaged in discussion about *Return to Sender*. Specifically, rural participants often revealed lack of prior knowledge and exposure to cultural and linguistic diversity compared to urban and suburban teachers. Further, urban participants, particularly those from culturally and linguistically diverse backgrounds, were most likely to draw on personal and familial experiences to make connections to the text whereas suburban participants most often connected the text to prior course content and other texts. Findings also revealed that participants' prior professional experience also shaped their discussions about the text; in-service teachers engaged in dialogue, applied a linguistic lens to their interpretation of the text, and made more connections to language learning than pre-service teachers. Hopkins and Heineke concluded that *Return to Sender* offered a window through which teachers and teacher candidates in rural, urban, and suburban settings could explore the main character and her family's lived experiences. Learning communities provided a space for participants to deconstruct and discuss the main character's varied and unique sociolinguistic and sociocultural backgrounds, as well as larger sociopolitical issues impacting ELs. The findings have implications for practice, specifically for purposeful, heterogeneous grouping, pre-teaching, and differentiated scaffolds for participant engagement in learning communities around culturally relevant texts in preparation or continued work with English Learners.

SOURCE: journal article            TYPE: empirical

KEY WORDS: bilingual teacher preparation, culturally relevant literature circles, praxis, university-based teacher preparation program

Lavadenz, M., & Colón Muñiz, A. (2018). The education of Latino/a teachers: A LatCrit analysis of the role of university centers and Latino/a teacher development. In P. C. Ramirez, C. J. Faltis, & E. de Jong (Eds.), *Learning from emergent bilingual Latinx learners in K–12: Critical teacher education* (pp. 79–102). Routledge.

In this chapter from the book, *Learning from emergent bilingual Latinx learners in K–12: Critical teacher education*, Lavadenz and Colón Muñiz review university-based teacher preparation programs using Latino Critical Theory (LatCrit) to examine how the programs engage pre-service and in-service teachers in social justice initiatives. The authors begin with an examination of *Latinidad* in the U.S., that is, the expansion of Latinos. They examine Latinos (or lack thereof) in the teaching profession, highlighting major imbalance between Latino students and teachers even in light of research that shows how students might benefit from having more teachers of their same background. Next, they examine historical, contemporary, and prospective model programs and approaches to increasing the number of Latino and bilingual teachers (e.g., International Teacher Recruitment, Grow Your Own) before turning their attention to two specific teacher preparation programs: the Center for Equity for English Learners teacher preparation program based in Los Angeles, California and the Chapman University's *Centro Comunitario de Educación* teacher preparation program based in Orange County, California, both situated in largely urban settings and with high concentrations of Latino families and Latino students in public schools. Lavadenz and Colón Muñiz find commonalities across the programs including *convivencia* which in Spanish is a dense term that means to live and exist together but can also mean to be engaged, responsive, and action-oriented, and their ability to join like-minded people in embracing and serving Latino communities. LatCrit theory provides an entryway to challenge the status quo as it relates to the education of Latinos in the U.S. The authors conclude that well-planned recruitment efforts along with financial support, *convivencia*, praxis, and opportunities for critical and rigorous engagement with school communities are key to increase the numbers of Latino teachers.

SOURCE: book chapter

TYPE: guidance

KEY WORDS: Latino critical theory, Latino teacher shortage, teacher preparation

López, F., Scanlan, M., & Gundrum, B. (2013). Preparing teachers of English Language Learners: Empirical evidence and policy implications. *Education Policy Analysis Archives*, 21(20). <https://epaa.asu.edu/ojs/article/viewFile/1132/1086>

This study examined two questions regarding how the achievement of English language learners (ELLs) relates to state requirements on the knowledge demonstrated by (1) specialist certification teachers and (2) mainstream teachers. López and colleagues employed six essential understandings of second language learning (knowledge of conversational versus academic language differences, and the contexts facilitating their development) in Lucas et al. (2008) and adapted the three-domain Matrix (pedagogy, linguistics, and cultural and linguistic diversity) by Menken and Antunez (2001) as the theoretical framework for their investigation. Participants included all Hispanic 4<sup>th</sup> grade students who took the 2009 National Assessment of Educational Progress (NAEP) Reading assessment in all 50 U.S. states and D.C. (N=~15,000 students across 2,800 schools), and their teachers. An item response analysis and a multi-level analysis were conducted to estimate students' scores and address the two research questions. At level 1,

student level variables included reading scores, free lunch eligibility, gender, individualized education program, and years of receiving English instruction. At level 2, school level variables included state requirements for specialist teacher certification, state requirements for mainstream teachers, whether specialist certification specific to ELL education is required, and percent of Hispanic students. Results indicated that regarding specialist certification, state requirements of native language literacy, and training in ESL/ELD were significantly associated with gains in reading for Hispanic ELLs; whereas the requirement of content delivery in students' native language had a negative association with students' achievement. Among pre-service teachers who sought bilingual/ESL certification, more stringent state requirements in bilingual curriculum training were linked to Hispanic ELLs' lower reading scores. State-required native language or English content assessment for pre-service teachers were found to be significant predictors of ELLs' scores in the positive direction; whereas Limited English Proficiency assessment training was significant in the negative direction. States which required that all mainstream teachers have training to teach ELLs were associated with lower Hispanic ELLs' reading scores, while states which required bilingual/ESL certification to teach ELLs and states which had both requirements were linked to gains in these students' performances. Taken together, the evidence from this study supported the authors' theory of action in teacher preparation to serve ELLs. The authors recommended that states should require both certification for specialist teachers and at least one course for mainstream teachers. All teachers, both specialist and mainstream, should understand ELLs' English language development trajectory as well as how to facilitate it.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* academic achievement, English language learners, teacher certification programs, NAEP, Latinos

**Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English Language Learners. *Journal of Teacher Education, 59*(4), 361–373. <https://doi.org/10.1177/0022487108322110>**

As the population of English Language Learners (ELLs) has increased, mainstream classroom teachers find themselves with growing numbers of ELL students in their classes. Recognizing the continued scarcity of ELL-specific teacher preparation, the authors offer six essential principles at the core of linguistically responsive educating. From these principles, they derive three linguistically responsive teaching strategies: (1) understanding the diverse educational and linguistic backgrounds of ELLs on a general and individual level, (2) identifying the language demands inherent in classroom tasks that may cause difficulties, and (3) implementing modifications and supports (scaffolding) to best enable the students' learning. The article concludes with concrete suggestions for the ways in which teacher preparation programs can support the development of pre-service teachers who are linguistically responsive.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* linguistically responsive teaching, language demands, scaffolding, teacher preparation, effective instructional programs

**Nieto, S. (2017). *Becoming sociocultural mediators: What all educators can learn from bilingual and ESL teachers. *Issues in Teacher Education*, 26(2), 129–141.***

Nieto examines ways that non-bilingual teachers can benefit from the practices of bilingual and ESL teachers, and how teacher educators can incorporate this knowledge in their curriculum and pedagogy. Nieto highlights two major lessons that non-specialist teachers of ELs can learn from bilingual and ESL teachers: (1) they need to learn certain bodies of knowledge (e.g., learning students' native language), and (2) they need to build bridges with their students by developing affirming dispositions about language and culture. The experiences of the teachers highlighted in this article suggest lessons for teacher education and professional development. Nieto suggests that all teachers, not only those who are preparing to specialize in bilingual education, should be required to take the following courses: linguistics, first and second language acquisition, culture, and family outreach. Further, Nieto suggests the following practicum activities for all teachers: how to connect with families, visiting social service agencies, working with community organizations, and attending school board meetings.

*SOURCE:* journal article      *TYPE:* review/guidance

*KEY WORDS:* English (second language), bilingual teachers, bilingual students, language teachers

**Paris, D. (2017). *Equity by design: On educating culturally sustaining teachers. Midwest & Plains Equity Assistance Center. <https://files.eric.ed.gov/fulltext/ED580793.pdf>***

In this report, Paris argues that focusing on culturally sustaining practices for students of color can disrupt the systemic racism that has existed and perpetuated in the field of education. Paris relies on his own repertoire of educational research, the current literature, and exemplary teacher preparation programs to identify practices (he refers to them as understandings) for growing a more culturally sustaining teacher workforce. He identifies five "understandings" possessed by culturally sustaining educators of students of color, namely: (1) an understanding of the systemic nature of racialized and intersectional inequalities and their own relative privileged or marginalized position within those systems; (2) an understanding that education participates in and often perpetuates such inequalities, though it can also disrupt them; (3) an understanding of the ways deficit approaches have historically and continue to perpetuate racial inequalities, and an understanding of asset approaches and how to curricularize them; (4) an understanding that critical asset approaches do improve academic achievement, but that current measures of achievement are narrow and assimilative; and (5) an understanding that human relationships that stand on dignity and care are fundamental to student and teacher learning and disrupt deficit views. These understandings have implications for teacher preparation programs and in-service teacher programs where White middle-class teachers abound so that they are challenged to study the concept of equity and learn to live it. Paris also notes implications for changing existing recruitment efforts to target more racially diverse and social justice minded faculty.

*SOURCE:* report      *TYPE:* theoretical

*KEY WORDS:* culturally sustaining pedagogy, asset pedagogy, curricularization of racism, Cis-hetero, ableism



**Rosado, L. A., Amaro-Jiménez, C., Pant, M., Curtis, M. D., & Nandakumar, V. (2020). Identifying barriers impeding bilingual and ESL teacher candidates' success on state licensure exams. *NABE Journal of Research and Practice*, 10(3–4), 84–93. <https://doi.org/10.1080/26390043.2020.1828789>**

In this multi-year study, Rosado et al. examined the characteristics and factors that affected the performance of teacher candidates seeking bilingual education and ESL in a teacher preparation program. Specifically, this investigation focused on two questions: (1) What subject areas are the most challenging for bilingual and ESL EC-6 teacher candidates? and (2) What is the relationship between teacher candidate characteristics and performance on teacher certification exams? The authors collected test scores from 84 education students at a university in Texas who took Core Subject EC-6 (TexES 291) certification exams between 2015 and 2018, and demographic information and other characteristics (e.g., gender, program completed, test taking skills, progress toward certification) via survey questionnaires. Sixteen students failed one or more subtests at their first attempt but passed at the second attempt, while the rest of the sample students passed all subtests at their first attempt. Up to 54.8% of the participants were of Hispanic/Latino origin, and 65.5% were first generation college students. The sample was predominantly female (94%). Results indicated that Science was the most difficult subtest (candidates failed 10 times on this subtest and 11 times on this subtest along with one or more subtests), followed by Social Studies. A multiple regression analysis indicated that gender, marital status, and program admitted (ESL EC-6 program versus Bilingual EC-6 program) were significant predictors of the composite score of five subtests (including English Language Arts and reading; Mathematics; Social Studies; Science; and Fine Arts, Health, and Physical Education). While the sample in this study was admittedly small, results indicated the need to enhance the coursework for teacher candidates, especially in the domains that they tended to struggle the most with on the certification exams. Rosado and colleagues made other recommendations regarding the inflexible timing of the exam, the number of pilot-tested items, and time allocation for subtests.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* bilingual teachers, language teachers, second language learning, second language instruction, English (second language)

**Rutt, A., Mumba, F., & Kibler, A. (2019). Preparing preservice teachers to teach science to English Learners: A review. *Journal of Research in Science Teaching*, 58(5), 625–660. <https://doi.org/10.1002/tea.21673>**

Rutt, Mumba and Kibler seek to determine the ways interventions designed to prepare preservice teachers for linguistically diverse science classrooms address the structural and task-related components the authors identify in their framework as key to developing preservice teachers to provide language and literacy integrated science instruction for ELs. Their framework for preparing preservice teachers to teach in linguistically diverse science classrooms is informed by literature on language, science, and teacher preparation. They conduct a multi-step literature review including an internet search for empirical studies using search terms such as "preservice teacher education," "English learner," "English language learner," "emergent bilingual," and "science" (and its various subdisciplines). From the large body of research describing interventions in K–12 classrooms, the authors identify 17 U.S.-based studies in which

the interventions focus on preservice teacher preparation and include outcomes for preservice teacher learning or instruction. All 17 studies are summarized in a multi-page table and qualitative findings indicate that integration of language and literacy into science methods instruction, cohesion across program components, instructor modeling of targeted instructional strategies, and opportunities to practice targeted instructional strategies in K–12 classrooms are contributing factors to the success of the interventions. Despite variation in how interventions integrate language and literacy into science instruction, common themes include (1) ensuring rigor while providing scaffolds for language development, (2) attending to and incorporating students' cultural, linguistic, and academic resources, and (3) focusing on scientific discourse, and emphasizing collaboration. For most of the studies, outcomes are positive but limited, particularly regarding implementation. Specifically, even though most interventions train preservice teacher to identify and integrate students' funds of knowledge into instruction, doing so is one of the greatest areas of struggle for preservice teachers. While preservice teachers appear to grow their knowledge base around language and literacy integrated science instruction, the transfer from knowledge to practice is a challenge. These findings have implications for teacher preparation programs as well as for future research. Specifically, the researchers indicate that teacher education programs should seek to build partnerships with K–12 and community institutions and provide opportunities for mentor teacher training to support coherence between teacher education and K–12 practice. Supporting preservice teachers in gathering and incorporating students' funds of knowledge into instruction is another area that should be stressed in science teacher preparation programs. The researchers also identify the need for more research on training for preservice teachers in linguistically diverse science classrooms, particularly, the importance of research on how to more effectively support preservice teachers in implementing knowledge into practice including longitudinal studies that can report the long-term effect on practice.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* language and literacy, language of science and classrooms, science teacher education, teacher education-prospective teachers

**Santibañez, L., & Gándara, P. (2018). *Teachers of English Language Learners in secondary schools: Gaps in preparation and support*. The Civil Rights Project.**

Teacher preparation and professional development for teaching English Learners (ELs) is weak across all grade-levels but particularly deficient for teachers at the secondary level (middle school and high school). In this study, Santibañez and Gándara examined how secondary school teachers are being prepared for teaching ELs. Specifically, they studied the following research questions: (1) What are the top challenges secondary teachers face when teaching ELs? (2) How well prepared are these teachers to face these challenges? (3) What kinds of in-service support and professional development are most helpful for secondary teachers of ELs? Are they receiving this kind of support? and (4) Do answers to these questions vary by teacher seniority and classroom conditions? Using data from a survey administered to 154 middle and high school teachers across 56 schools in one large urban school district, they explored the challenges faced by teachers of ELs at the secondary level. Survey findings revealed that the top challenges to teaching ELs identified by secondary teachers were addressing the needs of ELs with multiple levels of English proficiency in the classroom, and parents' inability to support student learning

at home. Additionally, teachers felt least prepared to teach the ELD standards under the Common Core and most unsure about their pedagogical skills and strategies to teach content to EL students. Across all responses, novice teachers (three years or less in the field) felt less prepared than experienced teachers. An overwhelming 70% or more of all teachers also reported that their pre-service preparation program had not trained them to assess EL language development, to engage with parents of ELs, nor to tailor instruction for students of varying English proficiency levels. Teachers reported that the in-service professional development they have received was not effective for their teaching of ELs and identified their preference for observing their peers and for having a mentor or coach. Santibañez and Gándara asserted that these findings point to policies that school districts could undertake to better support secondary teachers including the provision of mentoring, coaching, and time to observe other teachers of ELs. They called for teachers to be trained on how to engage families of ELs. They also highlighted the need to evaluate the characteristics of credential programs that are most effective at preparing new teacher candidates.

*SOURCE:* report

*TYPE:* empirical

*KEY WORDS:* English language learners, secondary school teachers, teacher education, educational resources

**Santibañez, L., Snyder, C., & Centeno, D. (2021). Missed opportunity: How induction policy fails to explicitly address English Learner-classified students. *Journal of Teacher Education*. <https://doi.org/10.1177/00224871211000071>**

Little is known about how teacher induction supports novice teachers who work with English Learner-classified (ELC) students. Santibañez and colleagues contributed to this literature gap by exploring the teacher induction policy in California at state and individual program levels, and the experiences of mentors and candidates in induction. Two questions guided their study: (1) how and to what extent California induction addresses the teaching of ELC students, and (2) how this induction ensures novice teachers demonstrate skills in teaching ELC students. The conceptual framework included (1) specialized expertise to teach ELC students (specific, observable practices; principles, knowledge, and pedagogy; and orientations and stances), and (2) induction as having the potential for developing EL-specific expertise. The authors employed the case study methodology for their inquiry. Eight participants, including four teacher candidates and four mentors from a small induction program in Southern California, were recruited via convenience and snowball sampling. The teacher candidates taught classes with varied linguistic diversity. All mentors had current/previous experience of teaching ELC students and had participated in EL-specific professional development. Statewide policy documents, accreditation documents from 39 induction programs, and data from 12 classroom observations and 18 semi-structured interviews were subject to summative, conventional, and directed content analysis. It was found that ELC students received mostly implicit references and minimal explicit references in statewide policy documents. Most induction programs (79%) made references (both implicit or explicit) to ELC students, and 64% of programs had explicit references to ELC students. However, most of these references were found in descriptions of site- or district-based professional development or induction-related coursework, and they were much less often found in descriptions of other program features. Common themes from induction mentors and candidates' experiences were that the focus of induction was general

classroom practices rather than instruction for ELC students. Regarding the second question, the authors found little evidence that induction ensures novice teachers demonstrate knowledge and orientations to work with ELs. No uniform statewide requirement exists to require teachers to meet a certain level of competency to earn the clear credential. Induction assessment was found to be incomprehensive, internal to programs, and lacking standardization. The authors also reported another relevant finding that teachers had little information about their ELC students (e.g., how many ELC students in their classroom). The findings of this qualitative inquiry have important policy implications: (1) Induction policy should focus more explicitly on how to support teachers of ELC students, (2) EL-specific teaching proficiency should be assessed with higher standards, (3) Induction programs should be provided with guidance on how to support new teachers in developing knowledge, practice, and dispositions to work with ELC students, and (4) Induction policy should reflect the ELC student diversity.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* teacher induction, English learners, linguistically diverse classrooms, novice teachers, California

**Schall-Leckrone, L. (2018). Coursework to classroom: Learning to scaffold instruction for bilingual learners. *Teacher Education Quarterly*, 45(1), 31–56.**

Emerging bilingual (EB) students include those who enter the school system for the first time as secondary (middle school or high school) students and face what researchers call a "triple challenge" of simultaneously learning academic content, academic English, and the culture of U.S. schools. These threats often push EBs to the margins and many end up dropping out of school. Because of this, there is a heightened need to prepare mainstream teachers to work with EBs. In this piece, Schall-Leckrone focused on pedagogical classroom practices identified in the literature to support EBs' learning of academic content. The following research question guided this study: How do student teachers and novice history teachers, who completed targeted pre-service coursework, scaffold instruction for EBs? To conduct the study, Schall-Leckrone followed five teachers from their university-based, pre-service teacher preparation program and into their secondary history or social studies classrooms where they each taught adolescent EBs. Instruction was observed 2–3 times per teacher and document analysis of their lesson plans and interviews were also conducted. The number of EBs in observed classes ranged from a handful in one class to all students in another. All teachers were female, but they ranged in racial and linguistic backgrounds from bilingual to monolingual. Schall-Leckrone found that participants consistently used four types of scaffolds: visuals, vocabulary instruction, graphic organizers, and adapted /annotated text. Most of the scaffolding was designed or planned in advance; fewer examples were found of interactional (in the moment) scaffolding—suggesting more opportunities needed for novice teachers to rehearse, practice, and collect feedback on interactional or oral scaffolding. The author called for similar investigations across other content areas as context and content may matter for novice teachers when choosing scaffolds for their EBs.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* Scaffolding (teaching technique), qualitative research, beginning teachers, student teachers

Schall-Leckrone, L., & McQuillan, P., J. (2012). Preparing history teachers to work with English Learners through a focus on the academic language of historical analysis. *Journal of English for Academic Purposes*, 11, 246–266. <https://doi.org/10.1016/j.jeap.2012.05.001>

Schall-Leckrone and McQuillan reported findings from their effort to infuse a pre-service history teacher preparation program with tools to teach history to English Learners (ELs) through a focus on vocabulary and academic language development. Specifically, the authors sought to answer the following research questions: (1) How does the infusion of EL modules for teaching the academic language of historical analysis in a history methods class influence pre-service teachers' sense of preparedness to teach ELs in mainstream history classes? (2) How do these modules shape teacher's beliefs about their responsibility for teaching the language of history to students? and (3) What effect do these modules have on pre-service teachers' ability to use Systemic Functional Linguistics (SFL) language analysis to 'do history' as a means to help students improve their historical content knowledge and related linguistic skills while preparing them for active citizenship? The research for this study was conducted in a secondary history methods class for aspiring history teachers at a Jesuit university in northeastern U.S. Two cohorts participated in the study; Cohort 1 (2009) consisted of 30 participants; Cohort 2 (2010) consisted of 25 participants. Both received modules including readings, PowerPoint presentations, written assignments, and group activities focused on strategies for identifying and teaching the language demands of history with a focus on ELs but for the benefit of all students. The modules were developed, delivered, and then researched by the authors and consisted of: Module 1 – Promoting language development in history class, Module 2 – Strategies for interpreting history texts based on systemic functional linguistics (SFL), Module 3 – Strategies for decreasing teacher talk and scaffolds for increasing class participation of ELs, Module 4 – Genres of historical writing (accounts, explanations, and arguments) and teaching writing. Data collected included pre- and post-surveys, interviews, field notes, and video footage of the modules and assignments as presented to pre-service teachers. A mixed methods design was used in an action research cycle to analyze participants' attitudes and preparedness to teach history to ELs history before and after the modules. Quantitative data revealed statistically significant changes in participants' perceptions of their preparedness to work with ELs. Specifically, participants felt they had been adequately trained to work with ELs in secondary history/social studies and had learned various strategies to scaffold EL's participation. Moreover, participants recognized a specialized language of history and their role as teachers of the language of history. These findings were further supported by interviews with participants which were mostly positive, but also indicated room for modifications such as more training in working with ELs. Qualitative findings indicated a change in participants' perception of history teachers as teachers of language. Close examination of interviews and class observations and student work further revealed that most participants need more experience before they can use SFL to do history with students. Findings have implications for continued support for content area teachers including in-service training and coaching. The authors also suggested the need for continued strategic collaborations with content and language specialists to develop and present instructional strategies and to study the outcomes of these efforts.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* history, English for academic purposes, teacher education, English learners, secondary school

**Solano-Campos, A., Hopkins, M., & Quaynor, L. (2020). Linguistically responsive teaching in preservice teacher education: A review of the literature through the lens of cultural-historical activity theory. *Journal of Teacher Education, 71*(2), 203–217. <https://doi.org/10.1177/0022487118808785>**

Solano-Campos et al. used the linguistically responsive teaching (LRT) framework (Lucas & Villegas, 2013) to investigate how teacher educators attend to linguistic and sociocultural approaches as they prepare preservice teachers to work with multilingual learners in general education classrooms. They then used the culturally historical activity theory (CHAT) (Engestrom, 2001, 2007) to examine how teacher education has used LRT as part of a system to support preservice teacher learning. To conduct the investigation, Solano-Campos and her colleagues searched through online databases for peer-reviewed journal articles utilizing search words including: "pre-service teacher," "teacher candidate", "teacher education," along with "English language learner," "English learner," or "emergent bilingual." Only U.S.-based studies conducted between 2001–2017 were included resulting in a total of 64 articles. The articles were analyzed with assistance from NVivo 10 software for qualitative analysis during two phases; one that applied the LRT framework, and one that focused on components of CHAT. Their review identified three ways in which the LRT framework was utilized in teacher preparation programs: (1) focus on beliefs and orientations, (2) focus on methods, pedagogical knowledge and skills, and (3) focus on Integration. Most studies (36, or 56% of the sample) focused on the LRT dimension of developing preservice teachers' beliefs and orientations to work with multilingual learners; these studies focused on developing sociolinguistic consciousness, appreciation of language diversity, and propensity to advocate for multilingual learners. Nearly all studies aimed to facilitate change in preservice teachers' beliefs about multilingual learners through self-reflection but did not describe how these ideas were put into practice with multilingual learners. Fewer studies (12, or 19% of the sample) focused primarily on the LRT dimension of developing preservice teachers' pedagogical knowledge and skills via scaffolding and application of second-language learning principles. Again, the studies relied on preservice teachers' self-reported changes in knowledge and were unclear how this knowledge was applied with multilingual learners in the classroom. Last, sixteen studies (25% of the sample) integrated both dimensions of the LRT framework—orientations and pedagogical knowledge and skills. These findings have implications for longitudinal research to capture changes in classroom practice. The authors also suggest that future research on multilingual preservice teacher programs could improve by: (1) including information about the local political context in which the teacher preparation program takes place, (2) focusing on preservice teacher preparation efforts for future dual language and bilingual program teachers, and (3) focusing on the development of specific pedagogical techniques.

*SOURCE:* journal article      *TYPE:* review

*KEY WORDS:* bilingual/English language learners, meta-analysis, preservice teacher education, teacher education preparation

**Turkan, S. & de Jong, E. J. (2018). An exploration of preservice teachers' reasoning about teaching mathematics to English Language Learners. *Teacher Education Quarterly*, 45(2), 37–60.**

Turkan and de Jong explored the knowledge resources that pre-service teachers draw from when presenting mathematical concepts to English Learners (ELs) in authentic teaching scenarios. Eleven female pre-service teachers from an elementary teacher education program in the southeastern U.S responded to a set of 19 scenarios with multiple choices of instructional strategies/resources and one scenario that allowed participants to construct their own responses. The scenarios were based on a national survey and panel of expert teachers and teacher educators. Turkan and de Jong then interviewed each candidate within 48 hours after they responded to the scenarios to avoid memory retention issues when candidates recalled their reasoning about the teaching scenarios. Results indicated that sources of knowledge employed by pre-service teachers could be grouped into two broad categories: scenario-embedded sources (i.e., drawing from EL-specific characteristics and from language-related knowledge), and participant-driven sources (i.e., drawing from content knowledge sources, pedagogical sources, and culture-related sources). Turkan and de Jong observed that pre-service teachers did not possess a strong understanding of what ELs can do at a certain proficiency level, their understanding of language did not go beyond word-level representations in content instruction, and they viewed language access in terms of nonverbal replacement (i.e., using pictures or manipulatives) of difficult vocabulary. Turkan and de Jong suggested that linguistically and culturally responsive teacher education that viewed language beyond vocabulary could transform teacher understanding of language and the meaning of integrating language and content instructions. In addition, teacher education methods classes need to foster candidates' abilities to shelter their content instruction and develop academic language because visual/nonverbal cues are insufficient to allow ELLs full access to the language of academic disciplines.

*SOURCE:* journal article            *TYPE:* empirical

*KEY WORDS:* English Language Learners, mathematics instruction, preservice teachers, mathematics teachers, teacher education programs

## TEACHING/PROFESSIONAL DEVELOPMENT

Teachers of English Learners are perhaps the most important influence in the educational experiences of ELs and their families. Learning to teach English Learners requires effective and research-based support over the career of the teaching professional. Teacher effectiveness/efficacy is strongly connected to exemplary school leadership, a collaborative peer network, and ongoing professional learning.

**Adams, S. R., Brooks, K., & Kandel-Cisco, B. (2017). Professional development in culturally and linguistically diverse schools: What if we have PD upside down and backwards? *AILACTE Journal*, 14, 25–36.**

Adams and coauthors discuss transformational teacher professional development which centers the needs of culturally and linguistically diverse (CLD) students, and they share their experience of implementing a professional development project with CLD students' needs as its focus. Adams and Brooks, two of the authors, delivered the professional development courses, known as Project Alianza, to 255 middle and high school teachers from four local school districts in Indianapolis, Indiana. The courses focused on inclusive schools, second language acquisition and literacy development for adolescents, and content-based instruction for CLD students. The authors described three lessons for teachers to foster an engaging and meaningful learning environment for CLD students as well as all students, including (1) professional development must be relational (i.e., fosters the development of authentic and meaningful relationships between educators) to be effective and sustainable, (2) it is necessary to change underlying beliefs, and this process requires time and patience, and (3) professional development should be grounded in authentic teacher inquiry (e.g., deep analysis of CLD students' needs, systematic responses), not quick-fix strategies.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* professional development, culturally and linguistically diverse students, equity

**Alfaro, C., & Quezada, R. L. (2010). International teacher professional development: Teacher reflections of authentic teaching and learning experiences. *Teaching Education*, 21(1), 47–59. <https://doi.org/10.1080/10476210903466943>**

Alfaro and Quezada examined biliterate, U.S.-based teachers' experiences in teaching in indigenous children in Altacomulco, Mexico. The purpose of this program was to provide an eight-week in-service professional development program for novice and experienced teachers with an international teaching and learning experience that would allow them to examine their current teaching practices and the ideology that drove their pedagogy. The research questions addressed in this study were: (1) To what extent does an international teacher professional development experience serve to create a globally minded teacher? and (2) To what extent are teachers more linguistically and culturally responsive to teach in ethnically diverse school communities? Twenty-one biliterate teachers (17 female, 4 male) were recruited to the program where they participated in two, four-week sessions studying at the Escuela Normal del Estado



de Querétaro while concurrently teaching at indigenous schools. Data were collected weekly from teachers' reflective journal entries, program evaluations, and anecdotal notes. These data were qualitatively coded related to the research questions. Five themes emerged from the data: (1) globally minded teachers, (2) linguistic and culturally relevant curriculum, (3) passionate pedagogy (*amorosidad*), (4) community authentic engagement, and (5) political and ideological clarity. The article described these themes using excerpts of teachers' journal entries to illustrate how each theme contributed to teachers' development into a globally-minded educator who was more linguistically and culturally responsive to teach in ethnically diverse school communities. The authors reported that all the biliteracy teachers in the study grew personally and professionally from their international teaching experiences. They became more sensitive to issues of multiculturalism and were able to relate to the experiences that immigrant children and families faced in the US. The authors concluded that providing international teaching experiences was successful professional development for teachers to increase their cultural and global knowledge in order to support their students of immigrant backgrounds.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* in-service professional development, biliterate teachers, international teaching experience, teaching ideology, qualitative methods

**Bartolomé, L. (1994). *Beyond the methods fetish: Toward a humanizing pedagogy.* *Harvard Educational Review*, 64(2), 173–195. <https://doi.org/10.17763/haer.64.2.58q5m5744t325730>**

In this article, Bartolomé criticized the rote practice of focusing on instructional methods as a way to increase academic achievement of culturally and linguistically subordinate, or minoritized, students. Instead, to address instruction and achievement of subordinate students, she set forth a premise of a humanizing pedagogy in which teachers respect and incorporate the reality, history, and perspectives of traditionally underserved students in their educational practice. A humanizing pedagogy is rooted in sociohistorical view and begins when teachers examine and address the discriminatory practices that lead to subordinated students' dehumanization. Dehumanization occurs when teachers maintain a deficit model in thinking about students and fail to acknowledge students' culture, language, history, and values, which is discriminating and eradicates students who have different culture and language from the mainstream. Bartolomé argued that a necessary first step in evaluating the failure or success of instructional methods used with subordinated students is a shift in perspective: from a narrow, technical view of instruction to one that is broader in scope and takes into consideration the sociohistorical and political nature of education. She then highlighted two approaches that use a humanizing pedagogical framework: culturally responsive education and strategic teaching. Bartolomé emphasized that teachers reject an uncritical use of methods, materials, or curricula, and evaluate methods that reflect students' status in terms of cultural, class, gender, and linguistic differences.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* academic achievement, sociohistorical view, culturally responsive education, strategic teaching

Besterman, K., Williams, T. O., & Ernst, J. V. (2018). STEM teachers' preparedness for English Language Learners. *Journal of STEM Education*, 19(3), 33–39. <https://www.learntechlib.org/p/184626/>

Besterman, Williams and Ernst investigated the preparedness of K–12 teachers in the STEM fields to serve ELLs including teacher caseloads, credentialing, and professional development (PD). The authors explored both national and regional trends. The study examined data from the School and Staffing Survey Teacher Questionnaire (SASS TQ) from 2011–2012. The SASST TQ is conducted by the National Center for Education Statistics (NCES). The data analyzed for this study was from a restricted-use data file not for public-use. The researchers analyzed the data using statistical software with weighted variables. The study found that nationally, over half of all STEM teachers have ELLs in their classes yet less than a quarter of STEM teachers participated in ELL specific PD. Further, the majority of participants who indicated that they had taken part of an EL specific PD in the last year indicated having eight or less hours of exposure to the PD. These findings have implications for the provision of PD targeted to STEM teachers that are long-term, as opposed to short-term opportunities.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* STEM education, school and staffing survey teacher questionnaire, English language learners

Cadiero-Kaplan, K., Lavadenz, M., & Armas, E. (2012). *Essential elements of effective practices for teachers of English Learners. Californians Together.*

The authors of this policy brief acknowledge that credentialing requirements, professional development, and other supports for teachers of English Learners (ELs) are inadequate. This policy and practice environment is of particular concern as prior research has found the quality of teachers to be one of the most powerful variables for EL success. The authors contend that effective teaching of ELs, centering on the assets these students bring to classrooms, is characterized by four essential elements: (1) rigorous and relevant instructional practices, (2) multiple measures for EL assessment, (3) assessing practices of teachers of ELs, and (4) collaboration and professional development. Among the recommendations they offer to policy makers include establishing clear and coherent local and state-level policies, providing adequate school resources that allow for robust professional development and appropriate access to curricular resources, and revising teacher preparation and credentialing requirements to include the four critical elements of effective practice.

*SOURCE:* report                                      *TYPE:* guidance

*KEY WORDS:* professional development, policy, practice, assessment, teacher collaboration

de Jong, E. J., & Harper, C. A. (2005). Preparing mainstream teachers for English Language Learners: Is being a good teacher good enough? *Teacher Education Quarterly*, 32(2), 101–124. <https://www.jstor.org/stable/23478724>

de Jong and Harper’s article analyzed the effectiveness of the “just-good-teaching” practices and strategies that are taught to mainstream teachers of English Language Learners (ELLs). They specifically emphasized how teacher preparation could better examine cultural and linguistic differences so that classroom teachers are adequately prepared to support the needs of their EL students. de Jong and Harper presented a theoretical framework from which teachers can create a stimulating classroom environment as well as integrate culturally and linguistically diverse lesson plans. The three dimensions of the framework are: (1) understanding the process of second language acquisition, (2) being aware of cultural and linguistic differences in each student and accounting for the increased support of language development for some students, and (3) setting explicit linguistic and cultural goals for themselves to achieve throughout the school year.

*SOURCE:* journal article                      *TYPE:* review

*KEY WORDS:* culturally responsive teaching, linguistically responsive teaching, language development

Gándara, P., Maxwell-Jolly, J., & Driscoll, A. (2005). *Listening to teachers of English Language Learners: A survey of California teachers’ challenges, experiences, and professional development needs*. Center for the Future of Teaching and Learning. <https://escholarship.org/uc/item/6430628z>

A joint publication between multiple agencies yielded the results from a survey of over 5,000 teachers in order to identify the challenges teachers faced with regard to educating English Learners (ELs). The majority of teachers acknowledged their students’ will and determination to learn. Among the needs identified by teachers, the most frequent were: (1) teacher-parent communication and understanding of home-community issues, (2) multiple levels of language proficiency, (3) lack of assessment tools and resources, (4) inconsistent professional development, and (5) the desire for increased support and quality professional development in teaching ELs. The authors concluded with a set of recommendations for policymakers at the state, regional, and local levels responsive to teacher voices. These included convening a statewide summit, developing a materials clearinghouse, designing school and district EL program/resource evaluation tools, prioritizing EL-focused professional learning, and establishing a well-planned, rigorous research agenda.

*SOURCE:* report                                      *TYPE:* empirical

*KEY WORDS:* professional development policy, teacher preparation, EL teacher efficacy

Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English language instruction for English Learners in the elementary grades: A practice Guide (NCEE 2007-4011)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.  
<http://ies.ed.gov/ncee/wwc/publications/practiceguides>

This early version of English Learner (EL) practice is focused on children in the elementary grades. The purpose of this practice guide is to offer educators specific, evidence-based recommendations that address teaching ELs with a focus on literacy and English language instruction. Each claim made in this guide is given a clear and explicit classification of strong or moderate –this classification system is operationalized early in the guide as being informed both by the quality and quantity of available evidence to determine the strength of the practice and, in turn, the recommendation made by the authors. Based on available research evidence and expert opinion at the time of publication, the panel of authors make five recommendations for English language academic instruction: (1) screen for reading problems and monitor progress; (2) provide intensive, small-group reading interventions; (3) provide extensive and varied vocabulary instruction; (4) develop academic English and (5) schedule regular peer-assisted learning opportunities. There is a section in this guide that provides information about the role of evidence and its criteria in the Institute of Education Sciences' (IES) What Works Clearinghouse (WWC) practice guides. The majority of this guidance document reviews the literature for each recommendation and provides examples and strategies of how to carry out the recommendation with ELs in classrooms. For an updated version of the guide (which expands to middle school) see Baker et al. (2014).

*SOURCE:* report

*TYPE:* review/guidance

*KEY WORDS:* English language learners, elementary education, strategies, reading achievement

Grant, L. T., Yoo, M. S., Fetman, L. & Garza, V. (2021). In-service teachers' perceptions of their preparation to work with learners of English. *Educational Research: Theory and Practice, 32*(1), 62–71.

Numerous studies have found that classroom teachers feel unprepared or underprepared to work with ELs. In this study, Grant and colleagues reported on one program's efforts to provide coursework and coaching to in-service teachers to feel better prepared to work with ELs in the classroom. National Professional Development grant funds supported participant enrollment in eight university classes in addition to coaching support which took place once per quarter for two years. The professional development focus was on Cultural and Linguistic Diversity (CLD). The study used a pre-post-test control group (PD) design. The experimental group was composed of 23 in-service teachers who took part of the CLD PD; the control group consisted of 14 in-service teachers who did not enroll in the program. Responses to the same pre-post survey were used to determine the effectiveness of the program. The survey addressed four areas: (1) beliefs about ELs, (2) feelings of preparedness to teach a diverse student population (including ELs), (3) knowledge of ELs, and (4) knowledge of best practices for teaching ELs. Participants selected their responses based on a Likert scale of 0–5. A series of two-way ANOVA tests determined whether statistically significant differences resulted between control and experimental groups over time. Results indicated statistically significant growth in the experimental group in all but one area covered by the survey. Specifically, teachers in the

experimental group who took part of the CLD PD reported feeling better prepared to work with ELs (from 3.2 to 4.1 pre-to-post), increased knowledge of ELs including better understanding the process of language acquisition (from 3.1 to 4.2 pre-to-post), and increased knowledge of best practices for working with ELs in the classroom (from 2.9 to 4.3 pre-to-post); changes in beliefs about ELs were not statistically significant. The findings were promising for preparing teachers to work with ELs through university-based CLD PD. Implications for further research included investigations of CLD PD on classroom practice and student achievement.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* English learners, in-service teachers, culturally and linguistically responsive teaching

**Hansen-Thomas, H., & Richins, L. G. (2015). ESL mentoring for secondary rural educators: Math and science teachers become second language specialists through collaboration. *TESOL Journal*, 6(4), 766–776. <https://doi.org/10.1002/tesj.221>**

In this study, Hansen-Thomas and Richins described the experiences of rural math and science teachers in the professional development project SMARTTTEL (Science and Mathematics for ALL: Rural Teacher Training Through Technology for English Learners) in Texas. The authors qualitatively analyzed the written reflections by 16 SMARTTTEL teachers in the final mentoring course. These reflections were written assignments in which teachers detailed their learning of new concepts in English as a Second Language (ESL), how they applied these concepts and shared with other colleagues who did not have ESL methods training. Several common themes emerged in teachers' reflections, including the benefits of the mentoring experience in forming effective, trusting relationships between mentors and participants, co-learning and working collaboratively to identify the problems facing English Language Learners and find solutions, and the changes in teachers' identities from math and science teachers to math and science ESL teachers and mentors. Teachers' positive experience and their embracing of new identities as ESL teachers suggested that similar mentoring models can be an effective and economical part of a professional development program in rural school settings.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* mentors, secondary school teachers, rural schools, professional development

**Heritage, M., Walqui, A., & Linquanti, R. (2015). *English Language Learners and the new standards: Developing language, content knowledge, and analytical practices in the classroom*. Harvard Education Press.**

In the new era of college and career ready standards (CCRS) (e.g., Common Core, Next Generation Science Standards), learning and teaching standards are more rigorous and aligned to assessment. Moreover, CCRS emphasize extensive language use to engage in deep and transferable content learning and analytical practices. This book is about the reformulation of instructional practice to achieve academic outcomes for ELs in today's context of new CCRS. Integral to this reformulation is that assessment is a key practice used by teachers and students. By assessment, the authors highlight formative assessment, in which teachers gather evidence

of both language and content learning while that learning is taking place, so that they can use the evidence to engage in contingent pedagogy. Formative assessment also enables student involvement with the learning through peer and self-assessment. This book shows how all teachers can assist ELs to successfully meet the demands of CCRS by engaging them in the simultaneous learning of content, analytical practices, and language learning, supported by ongoing assessment and contingent pedagogy. It connects assessment and instruction, policy and practice, and language and academic content by providing narratives of practice (e.g., vignettes), theory, and policy implications to the issue of effective teaching for ELs.

*SOURCE:* book

*TYPE:* guidance

*KEY WORDS:* formative assessment, integrated ELD, standards, second-language acquisition theories, pedagogy, assessment, policy

**Matera, C., Armas, E., & Lavadenz, M. (2016). Scaffolded dialogic reading professional development for transitional kindergarten teachers of Dual Language Learners. *Dialog*, 18(4), 80–104.**

Matera and colleagues examined changes in transitional kindergarten (TK) teaching practices related to language and literacy instruction for Dual Language Learners (DLLs) in TK classrooms through professional development and coaching on scaffolded dialogic reading which is based on the use of a storybook to engage children in conversation, making connections, and building interests and ideas. Studies have shown positive effects of dialogic reading for language development for children of low SES; however, these studies have not focused on the use of dialogic reading with DLLs in TK, nor the impact of coaching on implementation of dialogic reading. The study addressed the following research question: What is the impact of scaffolded dialogic reading professional development on DLL classroom practices for teachers with and without coaching support? Teachers (n=28) participated in six months of professional development on scaffolded dialogic reading for DLLs in TK classrooms; of them 14 received in-classroom coaching in addition to their PD (treatment) and the other 14 did not. All were from a large district in Southern California with 48% TK/K students identified as EL/DLL. Two measures were used to answer this research question: the Observation Protocol for Academic Literacies (OPAL) and the Dialogic Reading Teacher Survey. Quantitative results from the OPAL observations revealed mid-range ratings across the domains (Rigorous and Relevant Curriculum, Connections, Comprehensibility, and Interactions) for both coached and uncoached groups, particularly in the area of Rigorous and Relevant Curriculum through Interactions. Findings also showed a moderate effect size among the coached teachers' overall OPAL composite score and in the Connections domain. Teacher surveys indicated that the PD developed their knowledge and practices of scaffolded dialogic reading. However, the majority of teachers and notes from classroom observations indicated a need for more time to implement PD into classroom practice and coaching. Despite the short duration of the treatment, findings provide evidence of some impact in classroom instruction. These findings indicated a need for TK teachers to continue to gain knowledge about scaffolded dialogic reading to improve implementation to maximize student engagement in language, literacy, and academic language practices.

*SOURCE:* journal article

*TYPE:* empirical

*KEY WORDS:* dual language learners, dialogic reading, transitional kindergarten, teaching practices

O'Hara, S., Bookmyer, J., Pritchard, R., & Martin, R. (2020). Mentoring secondary novice teachers to develop the academic language of English Language Learners. *Journal of Educational Research & Practice*, 10(1), 26–40. <https://doi.org/10.5590/JERAP.2020.10.1.02>

In this study, O'Hara and colleagues investigated two research questions: (1) to identify the necessary foundational knowledge and instructional practices to foster the academic language development of English language learners (ELLs), and (2) to determine how mentors can support novice teachers to negotiate these dynamic instructional moves. The authors employed the convergent parallel research design to combine qualitative data from two independent studies for analysis: one was a case study which involved experienced mentors from a university program, and the other study had a national panel of scholars and educators as its participants. The cross-case analysis method was utilized to identify themes from emergent patterns and contextualize the complexities of teaching and mentoring practices to support ELLs' academic language development. Regarding the first research questions, scholars and experienced practitioners identified first and second language acquisition, academic language achievement, and culturally relevant pedagogy as foundational knowledge needed for teachers of ELLs. In addition, teachers of ELLs should consider themselves language teachers and embed academic language development in their content instruction. Participants also voiced the importance of providing ELLs with a range of linguistic scaffolds in content classrooms to promote their independent use of academic language and striking a balance between explicit and immersive academic language instruction. To answer the second research question, the authors incorporated two vignettes of exchange between a new teacher and a mentor to demonstrate their developmental trajectory. The conversations illustrated how the mentor keeps pace with the novice teacher's progress and leads him to higher levels of understanding, and how the mentor promotes the new teacher's scaffolding and blends immersive and explicit academic language instruction together. The study surfaced implications for both researchers and practitioners. More research on the effectiveness of the instructional moves identified by experts and the impact of the balance between explicit and immersive academic language instruction on ELLs' content and academic language learning is needed. For practitioners, the findings of the study suggested the necessity of (1) foundational knowledge of academic language in content areas in teacher preparation programs, (2) foundational work in teacher support and mentoring tailored to student populations and learning contexts, and (3) more attention to supporting teachers' academic language development of ELLs across all academic content areas.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* mentoring, novice teachers, academic language development, English language learners, professional development, secondary education

**Snow, C. E., & Uccelli, P. (2009). The challenge of academic language. In D. R. Olson & N. Torrance (Eds.), *The Cambridge handbook of literacy* (pp. 112–133). Cambridge University Press.**

Academic language is a construct that has surfaced in recent years as a necessary skill to students' success, in particular English learners' success, in schools. However, there is no consensus in the field as to how to define academic language. Recent research presents a variety of terms and definitions, with one approach to characterize academic language as describing the contexts for its use, such as the language used in school, in writing, or in formal settings. Further specification expands the meaning of academic language to include types of vocabulary, grammatical and discourse structures, and language functions. The purpose of this chapter is to provide an overview of the work on academic language to date in order for the authors to propose a coherent, pragmatics-based framework that encompasses the many features and descriptions of academic language. The chapter first describes in depth the features of academic language, providing examples from a study on academic language. Then the authors describe their pragmatics-based framework which is based on the premise that "language forms represent conventionalized solutions to communicative challenges and that decisions about specific forms constitute solutions to those challenges" (p. 122). For students and their teachers, this means that two essential starting points for academic language are to (1) gain an awareness of the desired relationship among participants in academic communications and (2) understand that meaning resides not only in what they say but also in how they communicate it. The chapter concludes with future research agendas for the study of academic language in two areas: the developmental course of academic language within an individual and the use of academic language in instruction. Answers to the research questions proposed will help support effective instruction for all students (e.g., English learners, struggling readers) and professional development for teachers to ensure that students learn this important skill in academic achievement.

*SOURCE:* book chapter                      *TYPE:* review

*KEY WORDS:* academic language, teaching, professional development, sociolinguistics, research agenda

**Tang, S., Tong, F., Irby, B. J., Lara-Alecio, R., & Guerrero, C. (2020). Fidelity of implementation in a randomized controlled trial study: The effect of virtual professional development on bilingual teachers. *Bilingual Research Journal*, 43(1), 111–124. <https://doi.org/10.1080/15235882.2019.1711268>**

Tang and colleagues investigated the effectiveness of virtual professional development (VPD) on the instructional practices of bilingual teachers across seven Texas school districts. This sub-study was part of a larger randomized control trial to validate instructional components during ESL lessons with ELs in Texas. Comparable schools were identified based on: (1) ELs composite rating on the state assessment, (2) percent of economically disadvantaged students, and (3) percent of ELs. Once identified, schools were assigned to a treatment or control condition for four years. This study took place in year three of the four-year study. Teachers (N=38) in treatment schools received VPD and virtual coaching. Teachers (N=39) in the control schools received professional development provided by the school and considered "business as usual" by this study. Chi-square tests show no statistically significant difference between teachers in



the control and treatment conditions in terms of the student characteristics listed above. The virtual professional development received by teachers in the treatment group consisted of bi-weekly sessions provided by project coordinators on various topics including: (1) assessing pedagogical process; (2) ESL instructional strategies; (3) vocabulary building and fluency; and (4) language of instruction, language content, communication modes, and activity structures. To evaluate the effectiveness of the VPD, the Teacher Observation Record was used to rate delivery of instruction for both treatment and control teachers. The Teacher Observation Record assessed instruction in nine areas on a scale of 1–4 where 1 indicates low implementation and 4 indicates high implementation. Findings indicate that VPD most supported bilingual teachers to increase opportunities for student involvement, allow appropriate time for student practice of oral and/or written skills, and ask questions that tapped higher levels of Bloom's Taxonomy and scaffolding to promote students' higher-order thinking. No difference between VPD and control teachers were found in teacher preparation, material preparation or pacing. Although not explicitly noted by the authors, and further research may be required, this study has potential implications for the delivery professional development in virtual spaces for bilingual classroom teachers.

*SOURCE:* journal article                      *TYPE:* empirical

*KEY WORDS:* faculty development, bilingual teachers, bilingual education, computer simulation, English (second language)

**Wong Fillmore, L., & Snow, C. E. (2000). *What teachers need to know about language*. Center for Applied Linguistics. <https://doi.org/10.21832/9781788920193-003>**

In this paper, Wong Fillmore and Snow provide the rationale for what current and future teachers need to know about language. The authors specify knowledge needed for systematic and intensive preparation in educational linguistics, including skills in assessing children, individualizing instruction, and respecting diversity. They discuss requisite knowledge about oral language, oral language used in formal and academic contexts, and written language. The authors suggest pre-service courses that teacher preparation programs should design and offer. They also recommend aspects of an integrated, in-depth professional development program for in-service teachers.

*SOURCE:* report                                      *TYPE:* guidance

*KEY WORDS:* applied linguistics, second language instruction, second language learning, teacher education, literacy

Yoon, B. (2008). *Uninvited guests: The influence of teachers' roles and pedagogies on the positioning of English Language Learners in the regular classroom. American Educational Research Journal, 45(2), 495–522.* <https://doi.org/10.3102/0002831208316200>

Yoon explored the ways in which mainstream classroom teachers perceived their role with regard to English Language Learner (ELL) students. The researcher examined “regular” classroom teachers’ views of their roles and their approaches to working with ELLs. Using data from a suburban middle school in New York, Yoon employed a collective case study to examine the teaching practices of three English Language Arts teachers over one semester. The findings indicated that the teachers had different ways of positioning themselves that influenced their relationship with ELL students: as teachers for all students, as teachers for regular education students, or as teachers for a single subject. Findings further suggested that the approach teachers took with students was related to the level of ELL-student participation in their classrooms as well as if students positioned themselves as powerful or powerless. The results suggested that a close examination of classroom dynamics through observation is essential and that a simple discussion of ELLs’ issues without observation is incomplete. This study called attention to the complex interactional dynamics of classrooms, and the potential influence of teacher attitude on shaping opportunity for ELLs.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* adolescent ELs, bilingualism, biculturalism, middle schools, qualitative research, teacher education, power dynamics

## UNIVERSITY PARTNERSHIPS

University and district and school partnerships leverage university research expertise and district and school experience teaching English Learners with the goal of supporting pre-service teacher learning, enhancing in-service teacher professional capacity, and improving outcomes for English Learner students. Partnerships are most effective when the focus of the partnership is collaboratively decided and planned by all partners with support for implementation and sustainability.

**Gooden, A. C., & Chase, K. (2015). Habits of mind: Forging university-school partnerships to bring a high-quality enrichment curriculum to English Learners. *Voices in Urban Education*, 41, 26–35.**

Gooden and Chase described a successful partnership between Boston University and an urban school district in Malden, Massachusetts to develop essential knowledge and skills for English language learners to succeed academically. The program design included research-based curriculum and instruction informed by Understanding by Design principles, WIDA, and the Common Core standards, a professional development model comprised of blended learning opportunities, and a co-teaching instructional model that fostered critical reflection, parental involvement, and student advocacy. The curriculum was built to encourage critical and higher order thinking skills, linguistic and academic development, and five habits of mind (perseverance, empathy, imagination, precision, and continuous learning). Each unit of study within five weeks had a habit of mind as a central theme, and all learning activities (guest speakers, readings, and field trips) revolved around it. The curriculum was integrated with socio-emotional objectives (e.g., students learn about strong and courageous peers with great ethnic pride; write and recite poems about resilience), intercultural objectives (e.g., students practice critical thinking skills by discussing cross-cultural norms, and issues of racism and sexism in the U.S. as well as their own countries), and integration of arts to enhance learning (e.g., inclusion of content-based theater, dance and music classes that were connected to each weekly theme). The program also featured guest speakers from diverse backgrounds, such as international graduate students, to ensure students had the opportunity to identify with culturally appropriate role models. Overall, the partnership was a success for students (high attendance rate, improvement in English language and literacy), teachers (increased curricular knowledge, pedagogical knowledge, and intercultural awareness), and parents (confidence and ability to support their children's language development and their college planning). The authors recommended that it is necessary to build in ample time and opportunities for project members and stakeholders to cultivate a relationship and learn from each other.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* theory of mind, curriculum enrichment, college school cooperation, partnerships in education, English language learners

**Heineke, A. J., Roudebush, A., Papola-Ellis, A., Davin, K. J., Cohen, S., & Wright-Costello, B. (2020). Apprenticing educators of Emergent Bilingual Learners: Partnerships to promote linguistically responsive practice in classrooms, schools, and communities. *Professional Educator*, 43(1), 70–80.**

Heineke et al. report on the Language Matters project that was a partnership between Loyola University Chicago and local elementary and high schools to support the language development of emergent bilingual learners (EBLs) through high-quality curriculum and instruction. It was funded by the Chicago Community Trust to address the socioeconomic and linguistic diversity of targeted neighborhoods (known as Networks) that welcome refugees and immigrants in the Chicago Public Schools (CPS) district. In the first year, the project focused on four areas: (1) backward planning and effective delivery of curriculum and instruction, (2) professional development for teachers and school leaders, (3) professional learning communities (PLCs) for vertical and horizontal support, and (4) school structures to emphasize language development and diversity. All grantees then participated in a series of sessions to develop a professional knowledge base that practitioners should possess to have a positive impact on EBLs' learning, including (1) the simultaneous development of language and cognition, (2) attention to academic language demands in classroom texts and tasks, (3) scaffolding and supporting individual students' language development via instruction, and (4) the central role of meaningful interaction in supportive classrooms. To develop teacher expertise and professionalism for instruction for EBLs, it was necessary to apprentice teachers across individual, interpersonal, and institutional planes of practice. After the initial vertical partnership, the project incorporated horizontal collaboration in cross-university sessions to draft the above theoretical framework of learning, development, and practice, and design practical processes to implement the work with P–12 teachers and leaders effectively and meaningfully. The project expanded from six to 32 partner schools within three years. External and internal evaluations indicated that the collaborative efforts to build practitioners' knowledge and skills to support EBLs' language learning in classroom instruction, as well as establish schools and networks to prioritize EBLs' development, have been successful. The authors highlight the value of a well-defined framework for teacher expertise and apprenticeship, and advocate for a bottom-up approach to professional development for teachers of EBLs, i.e., efforts to improve EBLs' learning must commence with those directly involved with the students themselves. Although the project was terminated after three years due to expiration of funding, Heineke and co-authors recommend that similar capacity building work is feasible when universities and P–12 schools can leverage varied funding, personnel, and training resources.

*SOURCE:* journal article      *TYPE:* report

*KEY WORDS:* bilingualism, second language learning, English (second language), urban universities, capacity building

Hoover, J. J., Soltero-González, L., Wang, C., & Herron, S. (2020). Sustaining a multitiered system of supports for English Learners in rural community elementary schools. *Rural Special Education Quarterly*, 39(1), 4–16. <https://doi.org/10.1177/8756870519847466>

Sustainability is a crucial feature of educational reform. This study investigated sustainability of a 5-year university partnership project designed to improve literacy instruction and special education referrals for K–3rd grade English Learners (ELs) across three elementary schools, each situated in rural communities in a western U.S. state. The school district in which all three schools in the study belonged had an overrepresentation of ELs in special education. The district entered into a university partnership that utilized a Multitiered System of Support (MTSS) to ensure customization and sustainability of reform efforts. Year 1 was devoted to conducting a needs assessment and customizing/developing a program model for which the university partners conducted interviews and observations of classroom instruction and the referral process; years 2 to 4 were devoted to delivering the program model including professional development; and year 5 was devoted to sustainability. Based on findings from the needs assessment, an MTSS model was developed with the following five program components: (1) multilevel instruction, (2) research-based core literacy instruction, (3) culturally and linguistically responsive instruction, (4) multiple forms of assessment and data sources, and (5) ecological decision-making. As part of the sustainability efforts during year 5, each school's leadership team developed their own sustainability plan describing how its staff anticipated continuation of the model components; university partners used these plans and turned them into customized school-level and classroom-level tools that served as self-administered checklist and rating tools for leaders and teachers to evaluate their own sustainability efforts. One year following the projects' implementation, sustainability evidence was collected for this study including the self-administered checklist and rating tools from school leadership and staff, classroom observations, observations of team meetings, and interviews with school leaders. The evidence collected showed that all five program components were being sustained, some indicating a stronger presence than others, but none received a not addressed rating. Of the program components listed above, the three components with the strongest presence were component 1: multilevel instruction, component 4: multiple forms of assessment and data sources, and component 5: ecological decision-making. Results also indicated the need for reinforcement in component 2: research-based core literacy instruction and component 3: culturally and linguistically responsive instruction. This study has implications for developing university-school district partnerships to adequately define project goals, determine PD topics, and deliver technical assistance and coaching that reinforce and sustain MTSS models for EL program improvement efforts. This study provided further implications for school ownership of their sustainability plans to support buy-in, motivation, and for sustainability to best occur.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* learning, disability/ies, elementary, rural special education, cultural diversity/competency

**Mogge, S. G., Martinez-Alba, G., & Cruzado-Guerrero, J. (2017). Supporting school responsiveness to immigrant families and children: A university-school partnership. *TESL-EJ*, 20(4).**

In this article, Mogge and colleagues described a partnership between The Northeast Elementary Middle School (NEMS) in Baltimore, Maryland, and the Towson University Graduate Reading Education Program to provide outreach to the immigrant community and to meet the needs of the increasing number of English Language Learners (ELLs). Two factors were deemed essential to the partnership: 1) the Towson Learning Network (TLN) to bring graduate courses to schools, and 2) school principals' discretion to allocate professional development funds. Four graduate courses were offered, including (1) Social, Cultural and Curricular Contexts for Second Language Learning, (2) Instruction and Assessment for Second Language Learners, (3) Conversational Spanish for Teachers of English Language Learners, and (4) Linguistics for Educators. More than twenty teachers participated in the courses, and the principal also took most courses to demonstrate his leadership and commitment. The university professors collected feedback throughout the program to ensure the coherent continuation in course content so that teachers could build upon what they learned previously. Via engagement in "Funds of Knowledge" inquiry, study of curriculum models, and focus on classroom instruction supporting inclusive and differentiated pedagogy, teachers proposed over two dozen recommendations to better serve immigrant ELLs and embraced opportunities to differentiate instruction to support their development. Teachers also reported trusting relationships, open communication, and reciprocity with parents as a result of their outreach, and a higher level of comfort when communicating with Spanish-speaking families and children after the Spanish course. The university organized eight workshops for parents in the community, four of which were in English and four in Spanish, to help parents understand the importance of regular book sharing, to motivate children to read, and to establish connections to the library. In general, parents reported positive results in children's eagerness to work with parents to develop literacy skills and increased parent-child dialogue. Positive changes in a new school culture, such as monthly homework help nights for ELLs and bilingual parent workshops, began implementation when teachers pushed aside the feelings of helplessness and had greater confidence in working with ELLs and parents overcame their fears to participate in school events. The authors credited the improved performances of limited English proficient students to the NEMS principal, teachers, and staff who recognized and dedicated themselves to serving the needs of immigrant children and families.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* partnerships in education, school community relationship, school community programs, enrichment activities, English language learners

Rivera, J., Donovan-Pendzic, E., & Marion, M. J. (2015). Empowering ELLs through strong community-school district partnerships for enrichment. *Voices in Urban Education, 41*, 36–45.

Rivera and colleagues described the six-week intensive English Language Learner (ELL) Summer Camp for middle and high school students in the Worcester Public Schools (WPS), Massachusetts. The program aimed to foster students' literacy and linguistic skills and self-efficacy via the integration of academic and community enrichment activities, with the ultimate goal of increasing their high school graduation and preparing them for college and career pathways. The program was the result of a partnership between five stakeholders, including the school district, two higher education institutions (Worcester State University Latino Education Institute [LEI] and Quinsigamond Community College), and two community organizations (African Community Education [ACE], and the Spanish-language television program *Esperanza y Su Éxito*). In the planning stage, community partners and WPS leadership offered their insights into outreach and recruitment strategy, program structure, data sharing and accountability. The organizers drew on the culturally competent staff, experience in curriculum development, and additional resources such as teaching expertise in language acquisition and adjustment counseling. The three-module enrichment curriculum (My Voice, My Community, Our World) offered students space for active civic engagement and reflection while improving English skills. The final community projects included food and clothing donations to homeless youth, educational posters in community spaces, a mural representing various cultures that constituted the summer camp, and three documentary videos at a Community Expo event. Rivera and colleagues attributed the success of the program to the clearly defined partnership roles and responsibilities, complementary expertise and competencies in delivering a comprehensive program, and the nurturing relationship between staff and students. The authors recommended that programs designed for ELLs create space for them to enact their creativity and critical thinking to build important soft skills such as self-efficacy and resiliency to thrive in a new environment.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* partnerships in education, school community relationship, school community programs, enrichment activities, English language learners

Russell, F. A. (2018). A university and district ESOL partnership: Collaboration within the context of Common Core State Standards implementation. *Education and Urban Society, 50*(4), 351–375. <https://doi.org/10.1177/0013124517713246>

Russell examined a pilot school-university partnership to provide professional development (PD) to English to Speakers of Other Languages (ESOL) teachers in a district with an increasing English Learner (EL) population. In this partnership model, the teacher educator from the university served as a collaborating partner in the district. Russell addressed three questions: (1) how the teacher educator and ESOL teachers develop a coaching model, (2) the benefits and challenges of starting this partnership, and (3) how the partnership can support ESOL teacher professional learning. The author drew on Vygotsky's (1978) sociocultural learning theory and classroom-based PD as the theoretical framework. Participants included an instructional coach/mentor from a comprehensive, state university, and eight ESOL teachers at four high schools in Skyview Public Schools (SPS), a large, linguistically and culturally diverse urban district in a metropolitan

area in the Southeastern U.S. Russell conducted field observations and end-of-project interviews with all teachers, collected documents and teaching artifacts, administered a needs assessment survey and established electronic communication to collect data for the pilot study, and analyzed data using the constant comparative method. At the time of the study, the district was in the first year of implementing the Common Core State Standards (CCSS) and a new teacher evaluation system, hence teachers' high apprehension. Data analysis indicated a wide range of teacher needs. Novice teachers were interested in induction mentoring and support, while the math and science teacher needed support in their content area, and the experienced teachers were initially wary of the partnership. Nevertheless, the partnership provided teacher learning opportunities despite the timing and contextual constraints. Specifically, teachers described the coaching partnership as providing a self-reflective mirror and encouraging self-analysis and experiment with new instructional strategies. Major challenges involved the rollout of the partnership (timing; lack of communication between SPS ESOL coordinator, school principals, and the teacher educator; unclear criteria for teacher involvement in the partnership), lack of teachers' experience with instructional coaching, and teachers' own opinions of the project length and format. These findings suggested the need for a shared framework across stakeholders before the actual implementation of the school-university partnership, and the inclusion of both informal and formal mentoring to address the broad range of teacher needs.

*SOURCE:* journal article      *TYPE:* empirical

*KEY WORDS:* English learners, professional development, school–university partnership, Common Core State Standards

**Umansky, I., Reardon, S.F., Hakuta, K., Thompson, K., Estrada, P., Hayes, K., Maldonado, H., Tandberg, S., Goldenberg, C. (2015). *Improving the opportunities and outcomes of California's students learning English: Findings from school district-university collaborative partnerships*. Policy Analysis for California Education.**

In this brief, Umansky and co-authors addressed several key components of English learner (EL) education and their implications based on research findings from three school-university partnerships in California school districts. The first partnership, funded by the Institute of Education Sciences, involved the Los Angeles Unified School District (LAUSD), the University of California, Santa Cruz, Stanford University, and SRI International. This partnership examined the EL classification, ELs' and former ELs' access to core content, and the relationship between reclassification and academic outcomes. The second partnership, known as the English Language Learner (ELL) Leadership Network, was between Stanford University and seven small and medium-sized districts to analyze data, conduct site visits, and learn from each other's policies and practices. The third partnership was between a large, urban school district and the Center for Education Policy Analysis at Stanford University with the main goal of comparing the academic progress of ELs in four programs (English immersion, early exit bilingual, maintenance bilingual, and dual immersion). Major findings from these partnerships included (1) the diversity of ELs, educational experiences, and outcomes; (2) challenges in ELs' access to core content (ELs' overrepresentation in lower track classes and underrepresentation in upper track classes, lower likelihood to enroll in core academic subject courses, and weak/inappropriate instruction); (3) factors to consider in reclassification; (4) medium to long term academic and linguistic benefits of bilingual instruction; and (5) teacher needs when working with ELs in the context of new CCSS



and SBAC assessments (e.g., professional development, the need to modify teaching practices to help students meet the new standards). Regarding reclassification, Umansky and colleagues synthesized predictors of reclassification (including student background, varied reclassification criteria, different levels of adherence to reclassification policies, and the impact of instructional design), its barriers (the CELDT English proficiency criterion for elementary school students and the CST-ELA content standards criterion for middle and high school students, and its impact ( which depended on many factors such as reclassification criteria, and the quality of services and instruction for ELs). Findings from these school-university partnerships spoke to the needs to improve the collection and use of EL data, improve the EL classification system, and enhance services and learning opportunities for ELs to support their success.

*SOURCE:* brief

*TYPE:* empirical

*KEY WORDS:* English language learners, educational opportunities, outcomes of education, educational policy, educational practices

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# APPENDIX

## Definitions of Source Descriptors

**SOURCE:** *where the resource came from*

- Book
- Book chapter
- Dissertation
- Journal article
- Report -- includes briefs; usually these are publications from centers, institutes, or government agencies

**TYPE:** *what kind of source it is*

- Edited volume -- books that have editors; chapters are written by different authors
- Empirical -- describes a study that includes research questions, research design, methods, participants, sample, data analysis procedures, results; usually appears in a journal but can sometimes appear in a report or book chapter
- Guidance -- main purpose is to give recommendations; often times a review of literature is included; practitioner-oriented sources (e.g., rubrics, program design, vignettes) are included in this category
- Review -- main purpose and content is a review of the literature, but may contain some guidance or theory
- Theoretical -- contains new or established abstract principles related to a specific field of knowledge (e.g., conceptual framework, model, theoretical foundation, perspectives); does not typically contain research or present experimental data

**KEY WORDS:** *main topics addressed in the source*







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