



**Loyola Marymount University**  
**Center for Equity for**  
**English Learners**

## ADVANCING COHERENCE: ALIGNING EDUCATOR PREPARATION WITH CALIFORNIA'S ENGLISH LEARNER ROADMAP POLICY

**Magaly Lavadenz, Ph.D.**

Leavey Presidential Chair of Ethics and  
 Moral Leadership and CEEL Executive Director

**Anaida Colón-Muñiz, Ed.D.**

Professor Emerita, Attallah College of Educational  
 Studies at Chapman University

**Elvira G. Armas, Ed.D.**

CEEL Director and Affiliate Faculty



### INTRODUCTION

The California English Learner Roadmap (ELR) was approved in 2017 with the goal of providing guidance on how best to support California's English Learner (EL)<sup>1</sup> population. The ELR is intended to address the structural deficiencies that have led to EL underachievement (Barton & Coley, 2009; Gándara, 2010; Gándara & Hopkins, 2010; Haycock, 2001; Lee, 2002; Pew Research Center, 2015). The core concepts in the ELR are increasingly being embraced by TK-12 Local Education Agencies (LEAs). However, institutions of higher education (IHEs) – where the majority of California's future educators<sup>2</sup> are being prepared to serve our students – are considerably further behind in integrating these concepts into educator preparation programs.

The purpose of this brief is to support English Learner success by encouraging stronger alignment between teacher preparation efforts in IHEs and TK-12 policies and practices. Based on our finding that there is currently insufficient alignment between the ELR and IHE educator preparation programs, we put forth actionable policy and practice recommendations – including the use of the California *English Learner Roadmap Toolkit for Institutes of Higher Education (IHEs)*<sup>3</sup> – to ensure educational partners who play a role in educator preparation have the resources needed to encourage greater coherence across sectors in support of English Learners.

### A ROADMAP FOR IMPROVING ENGLISH LEARNER EDUCATION

#### The Urgent Need to Better Support English Learners and Their Families

English Learners are one of the most vulnerable student populations in California's education system due to a number of opportunity gaps that negatively impact outcomes. For example, ELs are less likely to be placed into gifted programs and have limited access to programs that support college and career readiness (Johnson & Cain, 2019, p.1). Numerous studies over the years have identified education practices that have failed to address the strengths and critical needs of the EL student population, ultimately contributing to lower achievement, higher dropout rates, discipline issues, and other less favorable outcomes (Cook, Pérusse & Rojas, 2012; Lee, 2002; Lucas & Grinberg, 2008; Ochoa & Cadiero-Kaplan, 2004; Schwartz, 2001; Smith, 2005; National Center for Education Statistics, 2017; Warren, 2002). With more than 1.1 million ELs representing one in five students in California's TK-12 system alone (California Department of Education, 2023), improving opportunities to learn for ELs requires that all levels of our system focus on this population, beginning with defining and implementing policies to better meet the needs of this group of students and their families.

**California’s English Learner Roadmap as the Vehicle for Improving Outcomes**

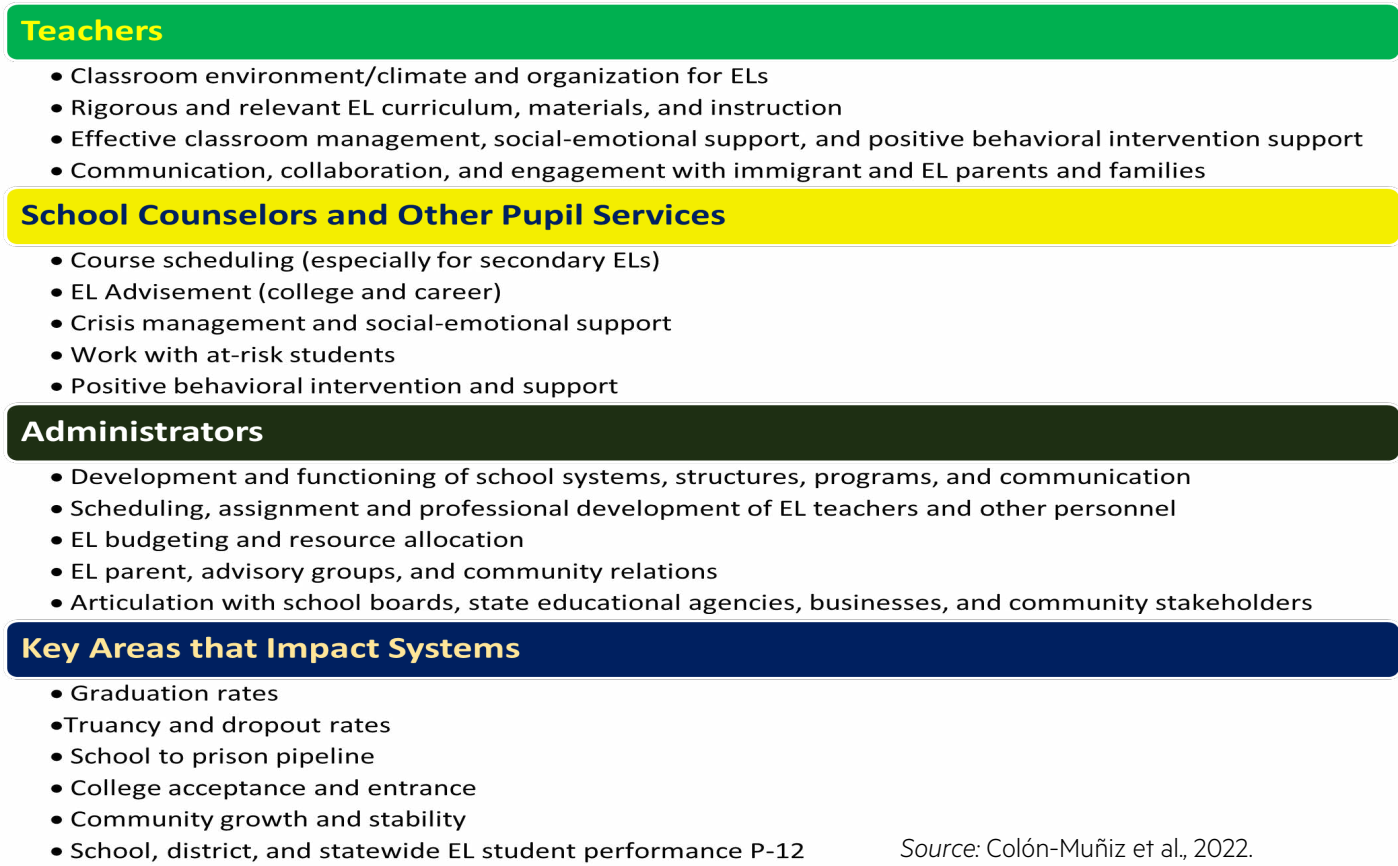
The long-standing concerns outlined above led to the formation of the *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners*<sup>4</sup> in 2017 to guide efforts to better support ELs and produce improved outcomes. The four principles outlined in the ELR focus on different aspects of the educational experience impacting the success of ELs, including: making school environments welcoming and being attentive to the assets ELs bring to school (principle 1); ensuring meaningful access to rigorous instruction (principle 2); creating systems to support effectiveness (principle 3); and ensuring alignment within and across systems (principle 4).<sup>5</sup> The ELR acknowledges the important role educators play in meeting EL students’ linguistic, academic, and social needs (Esch et al., 2005; Hakuta, 2011; Karabenick & Noda, 2004; Karathanos; 2009; Madrid, 2011; Moll et al., 1992; Walker et al., 2004; Warren, 2002), leading to questions about how well university programs are preparing educators to meet those needs (Darling-Hammond et al., 2002). Indeed, educators across roles deeply impact the quality of educational experience for ELs, as depicted in Figure 1.

**TOWARD EDUCATIONAL COHERENCE: ALIGNING EDUCATOR PREPARATION WITH THE ENGLISH LEARNER ROADMAP**

Well-designed and coherent pre-service preparation is required to ensure that beginning educators are adequately prepared to enter the profession ready to support English Learners (Barton & Coley, 2009; Gándara, 2010; Gándara & Hopkins, 2010; Haycock, 2001; Olsen, 2010; Lee, 2002; Pew Research Center, 2015; Johnson & Sengupta, 2009). Unfortunately, California’s professional preservice programs for teachers, school counselors, and educational administrators/leaders – the focus of this brief – have not sufficiently addressed the knowledge, skills, and abilities that are necessary for their candidates to adequately meet the needs of California’s ELs students once they enter the field (California Commission on Teacher Credentialing, 2004; Clemente & Collison, 2000; Darling-Hammond & Orphanos, 2007; de Jong & Harper, 2005; de Jong & Harper, 2011; de Jong & Naranjo, 2019; Esch, et al., 2005; Faubert & Gonzalez, 2008; Irby, et al., 2012; Markos, 2012; Menken & Antuñez, 2001; Stepanek, et al., 2010; Turkan & Oliveri, 2014; National Center for Education Statistics, 2017). In fact, ELs are more likely than many other student groups to have teachers lacking the preparation needed to teach them (Esch, et al., 2005).

While some broad efforts have been made to prepare

**Figure 1. Ways that Educators Impact English Learners’ Educational Experiences**



Source: Colón-Muñiz et al., 2022.

candidates to work with ELs through basic theory and fieldwork, the detailed elements embedded in the four ELR principles have effectively been absent from the program standard expectations that hold credentialing programs accountable for quality instruction. For new professionals to be successful with ELs, we must address the serious gaps across credentialing areas – particularly teaching, counseling, and administration/leadership – by strengthening the structure, coursework, and fieldwork of these preparation programs using the framework provided by the ELR.

California’s educator preparation programs must do their best to respond to this call for excellence. Indeed, within and across IHEs, deans, associate deans, program coordinators, faculty, and staff have an opportunity to engage in reflective processes to plan, improve, and redesign teacher preparation programs as needed.

### Identifying the Gaps Between Educator Performance Expectations and the ELR

We followed a rigorous inquiry process to analyze the degree to which the current educator program expectations for teaching, school counseling, and administration/leadership are aligned to the ELR. Using a form of content analysis known as relational analysis (Elo et al., 2014; Holsti, 1968),<sup>6</sup> we compared the California English Learner Roadmap (ELR) principles and elements to the performance expectations for the three educator areas. The relational analysis approach allowed for both qualitative and quantitative analyses.

We created a matrix (Figure 2) to designate four levels (high, moderate, low, negligible) based on the extent to which the current California performance expectations address each of the four ELR principles. **High (H)** indicates that there is high evidence of alignment (90 - 100%); **Moderate (M)** indicates that there is some evidence of alignment (60% - 89%); **Low (L)** indicates that there is little evidence of alignment (26% - 59%); and **Negligible (N)** indicates there is no or almost no evidence of alignment (25% or less).

Figure 2. IHE-ELR Relational Analysis Matrix Structure

CA ENGLISH LEARNER ROADMAP PRINCIPLES				
	ELR Principle 1 (5 elements <sup>7</sup> )	ELR Principle 2 (7 elements)	ELR Principle 3 (4 elements)	ELR Principle 4 (3 elements)
Program Standard Performance Expectation X	5 = high 3-4 = moderate 2 = low 0-1 = negligible	7 = high 5-6 = moderate 2-4 = low 0-1 = negligible	4 = high 3 = moderate 2 = low 0-1 = negligible	3= high 2 = moderate 1 = low 0 = negligible

## Analysis Process

### Step 1: Assessing alignment between educator performance expectations and the ELR

1. Reviewed program standard performance expectations and their elements
2. Conducted preliminary relational content analysis to compare ELR principles and elements with educator performance expectations
3. Assigned initial ratings based on key word indicators
4. Created the matrices for the three programs

### Step 2: Engaging expert panel to calibrate and validate alignment

1. Compared the performance expectations to the ELR principles
2. Documented and applied expert panel feedback to validate calibration process
3. Reflected on how a similar process could identify areas of improvement in California’s IHE credential preparation programs

## Alignment Analysis Results by Program

Tables 1-3 provide the results of the relational analysis of alignment between teacher education, counseling, and administration/leadership program expectations and the ELR.



**Table 1.** Teacher Performance Expectations (TPE)<sup>8</sup> and EL Roadmap Alignment Ratings

	<b>ELR Principle 1 (5 elements)</b>	<b>ELR Principle 2 (7 elements)</b>	<b>ELR Principle 3 (4 elements)</b>	<b>ELR Principle 4 (3 elements)</b>
<b>TPE 1: Engaging and Supporting All Students in Learning</b>	Moderate	High	Negligible	Negligible
<b>TPE 2: Creating and Maintaining Effective Environments for Student Learning</b>	Moderate	Low	Negligible	Negligible
<b>TPE 3: Understanding and Organizing Subject Matter for Student Learning</b>	Moderate	Moderate	Negligible	Negligible
<b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b>	Moderate	Moderate	Negligible	Negligible
<b>TPE 5: Assessing Student Learning</b>	Moderate	Low	Negligible	Negligible
<b>TPE 6: Developing as a Professional Educator</b>	Moderate	Low	Low	Negligible

Source: Colón-Muñiz et al., 2022.

**Table 2.** School Counseling Performance Expectations (SCPE)<sup>9</sup> and EL Roadmap Alignment Ratings

	ELR Principle 1 (5 elements)	ELR Principle 2 (7 elements)	ELR Principle 3 (4 elements)	ELR Principle 4 (3 elements)
<b>SCPE 1: Foundations of School Counseling Professional Standards</b>	Negligible	Negligible	Negligible	Negligible
<b>SCPE 2: Professionalism, Ethics, and Legal Mandates</b>	Low	Negligible	Negligible	Negligible
<b>SCPE 3: Student Academic Development</b>	Moderate	Low	Low	Low
<b>SCPE 4: Student College and Career Development</b>	Negligible	Negligible	Low	High
<b>SCPE 5: Social/Emotional Development</b>	Moderate	Negligible	Negligible	Negligible
<b>SCPE 6: Educational Foundations: Growth and Development, Learning Theory, Academic Achievement</b>	Negligible	Negligible	Low	Low
<b>SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access</b>	High	Negligible	Moderate	Moderate
<b>SCPE 8: Program Development</b>	Low	Negligible	Low	Moderate
<b>SCPE 9: Research, Program Evaluation, and Technology</b>	Negligible	Negligible	Negligible	Low

Source: Colón-Muñiz et al., 2022.

**Table 3.** California Administrator Performance Expectations (CAPE)<sup>10</sup> and EL Roadmap Alignment Ratings

	ELR Principle 1 (5 elements)	ELR Principle 2 (7 elements)	ELR Principle 3 (4 elements)	ELR Principle 4 (3 elements)
<b>CAPE 1: Development and Implementation of a Shared Vision</b>	Moderate	Negligible	Negligible	Negligible
<b>CAPE 2: Instructional Leadership</b>	Negligible	Low	Negligible	Negligible
<b>CAPE 3: Management and Learning Environment</b>	Low	Negligible	Moderate	Low
<b>CAPE 4: Family and Community Engagement</b>	Low	Negligible	Negligible	Negligible
<b>CAPE 5: Ethics and Integrity</b>	Moderate	Negligible	Negligible	Negligible
<b>CAPE 6: External Context and Policy</b>	Negligible	Negligible	Negligible	Negligible

Source: Colón-Muñiz et al., 2022.

While we do not fully describe each of the areas of analysis due to space limitations, we found many more gaps than areas of alignment between the ELR and the performance expectations across the three programs (Colón-Muñiz, et al., 2022). These findings suggest that educator preparation programs have a long way to go in aligning their programs with the ELR – a critical priority if we are to ensure the next generation of educators are prepared to serve California’s English Learners well.

**A RESOURCE FOR BRIDGING THE GAP: THE ENGLISH LEARNER ROADMAP TOOLKIT FOR INSTITUTES OF HIGHER EDUCATION (IHEs)**

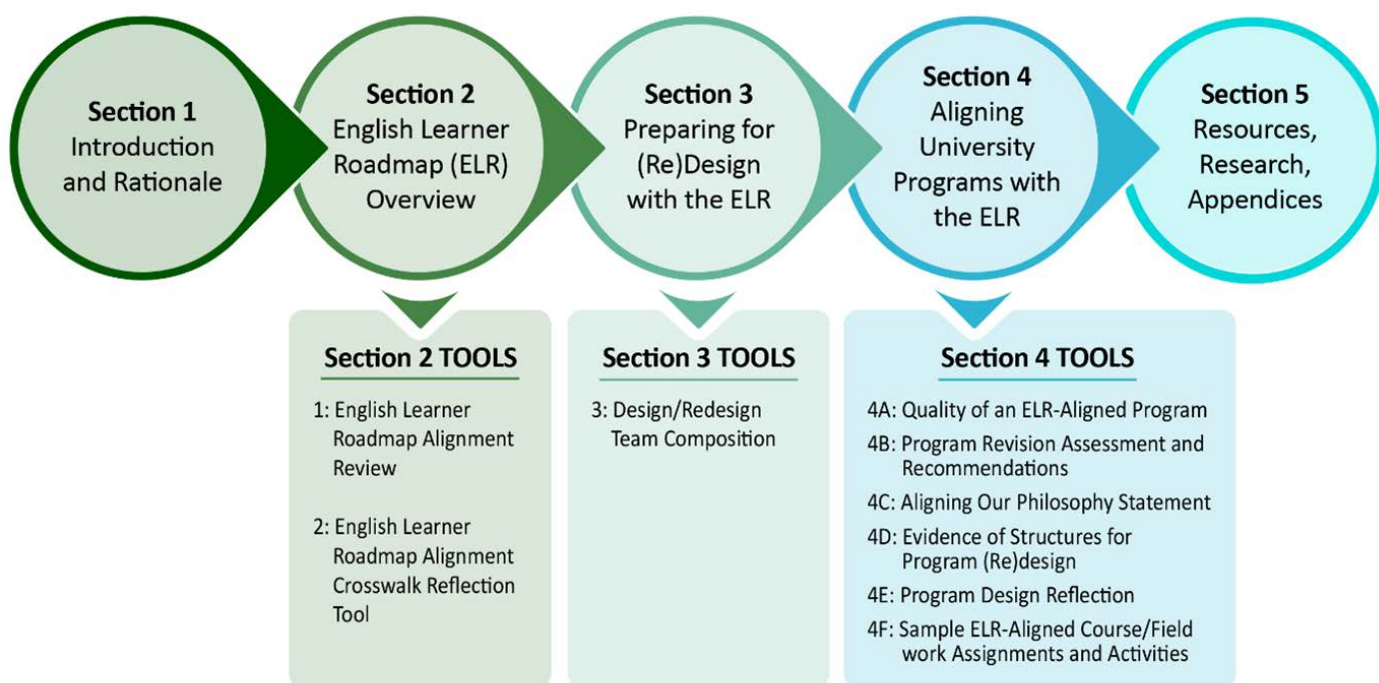
Increasing alignment between educator preparation and TK-12 systems is imperative. *The English Learner Roadmap Toolkit for Institutes of Higher Education (IHEs)*,<sup>3</sup> developed by the Center for Equity for English Learners at Loyola Marymount University, provides a tailored resource to support these efforts. With decades of experience in higher education and expertise in

credentialing programs, coordination, certification, and program development, experts on EL education have thoughtfully created this resource to support IHE preparation programs in their efforts to increase alignment.

**Toolkit Overview**

The toolkit offers a comprehensive set of tools and resources to support program redesign. Figure 3 offers a high-level overview of the sections of the toolkit.

**Figure 3.** Organization of the English Learner Roadmap Toolkit for Institutes of Higher Education (IHEs)



Source: Colón-Muñiz et al., 2022.

Because the toolkit is lengthy and easy to reference, we highlight key toolkit sections and resources here along with a brief description of the section and page references.

**Table 4.** *Highlights from the English Learner Roadmap Toolkit for Institutes of Higher Education (IHEs)*

Toolkit Highlights	Brief Description	Starting Page Reference
Section 2, Tool 1: English Learner Roadmap Alignment Review Tool	Engage interdisciplinary program teams to assess alignment of performance expectations to ELR principles	P. 7
Section 3: Preparing for (Re) Design with the ELR	Explore how to increase alignment between credential programs and the ELR, from formation of a redesign team, to considering necessary revisions, to program/course design	P. 21
Section 4, Tool 4A: Quality of an ELR-Aligned Program	Assess whether key program elements are ELR aligned	P. 25
Section 4, Tool 4B: Program Revision Assessment and Recommendations	Identify program elements ripe for redesign or refinement	P. 26
Section 4, Tool 4C: Aligning Our Philosophy Statement	Consider faculty beliefs about how best to serve EL students and commitments to redesign processes	P. 28
Section 4, Tool 4E: Program Design Logic Model and Reflection	Engage interdisciplinary teams in iterative processes for designing ELR-focused program elements	P. 31
Section 4: Coursework and Fieldwork: ELR-Focused Syllabus Augmentation	Augment program expectations and course content to better prepare candidates to work with ELs	P. 33

## RECOMMENDATIONS

Following the lead of county offices of education (COEs) and our elementary and secondary-level districts and schools, the field of educator preparation now needs state policies and practices to guide IHEs to better align to the ELR in their program design, implementation, and evaluation. And, IHEs must actually begin the work of aligning their educator preparation programs with the ELR using resources like the toolkit highlighted in this brief. Here, we include detailed recommendations for state entities, professional organizations, and IHEs.



## RECOMMENDATIONS (Continued)

### State-Level Recommendations

#### California Commission on Teacher Credentialing (CTC)

- **Engage the field in a review process to update and align the current State of California Standard Expectations and its accreditation procedures with the ELR.** Prioritize teacher education, school counseling, and administration/leadership credentialing programs initially before ensuring all credential areas are ultimately upgraded to align with the ELR principles, including programs for special education teachers, school psychologists, and other teaching and support staff.
- **Improve program accreditation processes in alignment with the ELR.** Ensure review team members become familiar with the California English Learner Roadmap policy through knowledge-building sessions prior to accreditation visits, and equip them with updated resources (particularly the *English Learner Roadmap Toolkit for Institutions of Higher Education (IHEs)* and other resources developed by the CDE<sup>5</sup>) to ensure intake and observation documents/tools support the team during the review and reporting process. Share these resources with IHE leaders well in advance of accreditation reviews to help them understand the ELR-aligned program elements they will be assessing.
- **Serve as a convener in the IHE space to support ELR alignment efforts.** For example, convene California's three public higher education segments (University of California, California State University, and California Community College) along with the more than 150 private IHE institutions in California to support intersegmental collaboration.

#### California Department of Education (CDE)

- **Disseminate existing ELR resources more broadly to IHEs and all educator preparation programs.** The CDE awarded two sets of implementation and dissemination grants using funds earmarked by the state legislature to support ELR implementation.<sup>11</sup> The resources developed by grantees can support and inform the efforts of IHEs to align their preparation programs with the ELR and should be intentionally disseminated in IHE contexts by CDE. CDE staff can collaborate with CTC and the professional organizations named below in these dissemination efforts.

#### California Legislature

- **Commit sustained funding for ELR implementation.** More funding is needed, beyond the initial investments made via the two sets of implementation grants, to continue the important work of implementing the ELR in every California classroom. Funding should be sustained into the future, with IHE-specific allocations to support educator preparation alignment efforts.

#### State-Level Professional Organizations

- **Train faculty to be knowledgeable about the ELR.** Mainstream professional organizations such as the California Council on Teacher Education, the California Association of School Counselors, the California Association of Professors of Education Administration, and the Association of California School Administrators should play a role in these training efforts by leveraging faculty experts in those organizations to lead these efforts and through their collaboration with CTC in the development of training materials.

### Educator Preparation Program Recommendations

- **Align programs with the English Learner Roadmap by utilizing the *English Learner Roadmap Toolkit for Institutes of Higher Education (IHEs)*.**<sup>12</sup> In particular, IHEs that have teacher education, school counseling, and administration/leadership preparation programs should immediately begin the work of aligning with the ELR using the toolkit, focusing on Sections 1-4 and the tools embedded within them. Tap into faculty with expertise in EL and bilingual education to support these efforts.
- **Strengthen TK-12 and IHE alignment by collaborating with COEs and school districts in service of the ELR's goals.** Collaboration with and across these TK-12 agencies will strengthen the quality of partnerships between educator preparation and create better articulation and alignment for TK-12 ELR implementation based on lessons learned on the ground that can help inform IHE program design.
- **Engage in collaborative opportunities that support stronger ELR program alignment.** Consider opportunities to foster intersegmental collaboration with other IHEs as well as opportunities to foster new relationships with local LEAs. Lean on the resources and supports available through CTC and other state agencies.

## CONCLUSION

With the California English Learner Roadmap, California's TK-12 system is poised to turn the tide for California's 1.1 million ELs. However, IHEs must also respond to the urgent call to better support ELs by aligning their educator preparation programs with the principles of the ELR. Doing so will require efforts on the part of IHEs to engage in redesign efforts with the support of the English Learner Roadmap Toolkit for Institutions of Higher Education (IHEs) and other resources. It will also require action on the part of state agencies, policymakers, and professional organizations to ensure policies and practices that are all working in service of the same goal: Preparing educators to provide the educational supports and services our ELs deserve.

## REFERENCES

- Colón-Muñiz, A., Lavadenz, M., & Armas, E.G. (2022). *The California English Learner Roadmap Toolkit for Institutes of Higher Education (IHEs): (Re)Designing Educator Preparation Focused on Equity for English Learner/Multilingual Students*. Loyola Marymount University, Center for Equity for English Learners.
- Barton, P., & Coley, R. (2009). *Parsing the achievement gap*. Educational Testing Service.
- California Commission on Teacher Credentialing. (2004). *Standards of quality and effectiveness for administrative services credentials*.
- California Department of Education. (2023, May 15). *Facts about English learners in California*. Data and Statistics. <https://www.cde.ca.gov/ds/ad/cefelfacts.asp#:~:text=Basic%20Facts%E2%80%9494California%20Language%20Census%3A%20Fall%202022&text=A%20total%20of%20%2C310%2C311%20students,the%20state's%20-public%20school%20enrollment>.
- Clemente, R., & Collison, B. B. (2000). The relationships among counselors, ESL teachers and students. *Professional School Counseling, 3*, 339-348.
- Colón-Muñiz, A., Lavadenz, M., & Armas, E.G. (2022). *The English Learner Roadmap Toolkit for Institutes of Higher Education (IHEs): (Re)Designing Educator Preparation Focused on Equity for English Learner/Multilingual Students*. Loyola Marymount University, Center for Equity for English Learners.
- Cook, A., Pérusse, R., & Rojas, E. D. (2012). Increasing academic achievement and college-going rates for Latina/o English language learners: A survey of school counselor interventions. *Journal of Counselor Preparation and Supervision, 4*(2). <http://dx.doi.org/10.7729/42.0023>
- Darling-Hammond, L., Chung, R., & Frelow, F. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach? *Journal of Teacher Education, 53*(4), 286–302. <https://doi.org/10.1177/0022487102053004002>
- Darling-Hammond, L. & Orphanos, S. (2007). *Leadership development in California (research summary & technical report)*. Stanford University, Institute for Research on Education Policy & Practice. <http://irepp.stanford.edu/projects/cafinance-studies.htm>
- de Jong, E. J., & Harper, C. A. (2011). Accommodating diversity: Pre-service teachers' views on effective practices for English language learners. In T. Lucas (Ed.), *Teacher preparation for linguistically diverse classrooms. A resource for teacher educators* (pp. 73–90). Routledge.
- de Jong, E. & Naranjo, C. (2019). General education teacher educators and English language learner teacher preparation: Infusion as curricular change, *The New Educator, 15*(4), 331-354, doi: 10.1080/1547688X.2019.1663331

- Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness. *SAGE open*, 4(1), 2158244014522633
- Esch, C. E., Chang-Ross, C. M., Guha, R., Humphrey, D. C., Shields, P. M., Tiffany-Morales, J. D., Wechsler, M. E., & Woodworth, K. R. (2005). *The status of the teaching profession, 2005*. The Center for the Future of Teaching and Learning.
- Faubert, M., & Gonzalez, E. (2008, March). *What counselors need to know about language and language acquisition to enhance their effectiveness with clients*. Counseling Outfitters. <http://counselingoutfitters.com/vistas/vistas08/Faubert.htm>
- Gándara, P. (2010). *The Latino education crisis: Rescuing the American dream*. Policy Perspectives, WestEd.
- Gándara, P., & Hopkins, M. (Eds.). (2010). *Forbidden language: English Learners and restrictive language policies*. Teachers College Press.
- Hakuta, K. (2011). Educating language minority students and affirming their equal rights: Research and practical perspectives. *Educational Researcher*, 40(4), 163–174. doi:10.3102/0013189X11404943
- Haycock, K. (2001). Closing the achievement gap. *Educational Leadership*, 58(6), 6-11.
- Holsti, O.R. (1968). Content Analysis. In G.Lindzey & E.Aronson (Eds.), *The Handbook of Social Psychology* (2nd ed.) (Pp.596-692), Vol.II, New Delhi: Amerind Publishing Co.
- Irby, B. J., Guerrero, C., Lara-Alecio, R., Tong, F., & Rodriguez, L. (2012) Professional development principles for teachers of English language learners. *School Leadership Review*, 7(1), 7. <https://scholarworks.sfasu.edu/slr/vol7/iss1/7>
- Johnson, H., & Sengupta, R., (2009, April). *Closing the gap meeting California's need for college graduates*. Public Policy Institute of California. <http://ppic.org/main/publications.asp?i=835>
- Johnson, L. & Cain, A. (2019). Preparing school counselors in training to implement English as a second language (ESL) strategies during classroom lessons. *International Journal for the Scholarship of Teaching and Learning*, 13(1). doi:13. 10.20429/ijstl.2019.130109.
- Karabenick, S. A., & Noda, P. A. C. (2004). Professional development implications of teachers' beliefs and attitudes toward English language learners. *Bilingual Research Journal*, 28, 55–75.
- Karathanos, K. (2009). Exploring U.S. mainstream teachers' perspectives on use of the native language in instruction with English language learner students. *International Journal of Bilingual Education and Bilingualism*, 12(6), 615–633
- Lee, J. (2002). Racial and ethnic achievement gap trends: Reversing the progress toward equity. *Educational Researcher*, 31(1), 3-12.
- Lucas, T., & Grinberg, J. (2008). Responding to the linguistic reality of mainstream classrooms: Preparing all teachers to teach English language learners. In M. Cochran-Smith, S. Feiman-Nemser, & D. J. McIntyre (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts* (3rd ed., pp. 606–636). Routledge.
- Madrid, E. M. (2011). The Latino achievement gap, multicultural education. *Caddo Gap Press*, 19(3), 7-12.
- Markos, A. M. (2012) Mandated to learn, guided to reflect: Pre-service teachers' evolving understanding of English language learners. *Issues in Teacher Education*, 21(1), 39-57.

- Menken, K., & Antuñez, B. (2001). *An overview of the preparation and certification of teachers working with limited English proficient (LEP) students*. National Clearinghouse for Bilingual Education.
- 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.
- National Center for Education Statistics. (2017). *English language learners in public schools*. nces.ed.gov/programs/coe/indicator\_cgf.asp
- Ochoa, A. M., & Cadiero-Kaplan, K. (2004). Towards promoting biliteracy and academic achievement: Educational programs for high school Latino English language learners. *The High School Journal*, 87(3), 27-43. <http://dx.doi.org/10.1353/hcj.2004.0001>
- Olivares, M. (2023). Funding Allocations and Human Resources: Identifying Opportunity Gaps for English Language Learners in “Low-Achieving” and “High-Achieving” Districts in California. *Journal of Education Human Resources*, 41(3), 440-465.
- Olsen, L. (2010). *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California’s Long-Term English Learners*. Californians Together.
- Pew Research Center. (2015). *Demographic and economic profiles of Hispanics by state and county, 2014*. [www.pewhispanic.org/states/state/ga/](http://www.pewhispanic.org/states/state/ga/)
- Schwartz, W. (2001). *Closing the achievement gap: Principles for improving the educational success of all students*. ERIC Clearinghouse on Urban Education.
- Smith, C. (2005). School factors that contribute to the underachievement of students of color and what culturally competent school leaders can do. *Educational Leadership and Administration*, 17, 21-32.
- Stepanek, J., Raphael, J., Autio, E., Deussen, T., & Thomps, L. (2010). Creating schools that support success for English language learners. *Lessons Learned*, 1(2), 1-4.
- Turkan, S. & Oliveri, M.E., (2014). Considerations for providing test translation accommodations to English language learners on Common Core standards-based assessments. *ETS Research Report Series*, 14(5), 1-13. doi:10.1002/ets2.12003.
- Walker, A., Shafer, J., & Liams, M. (2004). “Not in my classroom”: Teacher attitudes towards English language learners in the mainstream classroom. *National Association of Bilingual Education (NABE) Journal of Research and Practice*, 2(1), 130-160.
- Warren, S.R. (2002). Stories from the classrooms: How expectations and efficacy of diverse teachers affect the academic performance of children in poor urban schools. *Educational Horizons*, 80(3), 109-116.

**ENDNOTES**

- 1 English Learners are increasingly referred to as “emergent bilingual” students or “multilingual learners” in recognition of both languages they are learning, rather than just their progress towards English proficiency. We use the term English Learner given the alignment to the CA English Learner Roadmap. (See also “Improving Education for Multilingual and English Learner Students,” California Department of Education, <https://www.cde.ca.gov/sp/el/er/documents/mleeducation.pdf>.)
- 2 For the purposes of this brief, we limit the term “educators” to teachers, counselors, and administrators. We recognize that there are many types of educators that serve students and schools.
- 3 The full toolkit can be found at <https://digitalcommons.lmu.edu/ceelreports/9/>.
- 4 For more information about the California English Learner Roadmap, see <https://www.cde.ca.gov/SP/el/rm/index.asp>.
- 5 For more information about the four ELR principles, see <https://www.cde.ca.gov/sp/el/rm/>.
- 6 Relational content analysis utilizes both quantitative and qualitative methods to: (1) examine the level of presence of concepts in a text or across texts (e.g. the ELR policy document and Educator Program Standards Expectations) by identifying key words, sets of words, or concepts; and (2) explore the relationship between concepts.
- 7 “Elements” are sub-topics within each ELR principle, as reflected in the ELR policy document. For example, one element under Principle 1, Assets-Oriented and Needs-Responsive Schools, is “School Climate.”
- 8 California Teacher Performance Expectations, <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>.
- 9 California Pupil Personnel Services: School Counseling Performance Expectations (SCPE). See [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pps-school-counselingpdf.pdf?sfvrsn=28e552b1\\_4#:~:text=The%20School%20Counselor%20Performance%20Expectations%20\(SCPEs\)%20describe%20the%20set%20of,students%20in%20an%20educational%20setting](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pps-school-counselingpdf.pdf?sfvrsn=28e552b1_4#:~:text=The%20School%20Counselor%20Performance%20Expectations%20(SCPEs)%20describe%20the%20set%20of,students%20in%20an%20educational%20setting) for more information. Section for school counselors begins on page 9 of the document.
- 10 The California Administrator Content Expectations (CACE) describe what preliminary candidates need to know and understand in order to meet the performance expectations established in the California Administrator Performance Expectations (CAPE) and measured by the California Administrator Performance Assessment (CalAPA). See [https://www.ctc.ca.gov/docs/defaultsource/educator-prep/asc/2017-cape-and-cace.pdf?sfvrsn=f66757b1\\_2](https://www.ctc.ca.gov/docs/defaultsource/educator-prep/asc/2017-cape-and-cace.pdf?sfvrsn=f66757b1_2) for more information.
- 11 For more information about these grants, see <https://www.cde.ca.gov/sp/el/rm/ewigelrmpolicy.asp>.
- 12 Available at <https://digitalcommons.lmu.edu/ceelreports/9/>.

## ACKNOWLEDGMENTS

This publication was made possible, in part, by the generous funding and support from the Sobrato Philanthropies. Special recognition and appreciation are expressed to the expert EL faculty teams who provided invaluable input in the calibration of the educator performance expectation alignment with the California English Learner Roadmap Matrices.



# Loyola Marymount University Center for Equity for English Learners

Center for Equity for English Learners

[ceel@lmu.edu](mailto:ceel@lmu.edu) | 310.568.6117

[soe.lmu.edu/centers/ceel/](http://soe.lmu.edu/centers/ceel/)

1 LMU Drive Suite 1300  
Los Angeles, CA 90045