

Here is a **Multilingual Learner (MLL) Instructional Planning Tool** designed to help you **integrate inclusive, equitable strategies into your daily and unit planning**. You can use it as a checklist, reflection aid, or collaborative planning template.



Multilingual Learner Instructional Planning Tool

Focus Area	Guiding Questions	Strategies to Implement	Your Notes / Plan
Asset-Based Framing	How am I affirming and incorporating students' cultural and linguistic identities?	- Use multilingual classroom materials- Invite cultural sharing and storytelling- Include diverse texts and perspectives	
Academic Language Development	What academic language do students need to access content? How will I support it?	- Pre-teach vocabulary with visuals- Use sentence frames and word banks- Model think-alouds and academic writing	
Oral Language Opportunities	Are students getting daily structured opportunities to speak and listen?	- Use Think-Pair-Share, jigsaw, debates- Encourage discussion in home language as needed- Build accountable talk norms	
Multi-Modal Instruction	Am I providing information in varied and accessible formats?	- Anchor charts, images, videos, realia- Graphic organizers and interactive notebooks- Use gestures and physical movement	
Native Language Supports	How am I allowing students to use their full linguistic repertoire?	- Peer support in shared language- Dual-language texts / bilingual dictionaries- Use of translation tools for drafting	
Differentiation & Cultural Responsiveness	Is instruction matched to language levels and lived experiences?	- Use tiered texts / scaffolded tasks- Provide choice in how students show understanding- Use relatable examples and contexts	

 Formative Assessment & Feedback	How will I monitor learning and language growth?	- Use informal checks (e.g., exit slips, whiteboards)- Give feedback on both content and language- Involve students in tracking progress
 Family & Community Engagement	How am I building relationships and communication with families?	- Send translated newsletters- Invite families to share stories or skills- Host culturally responsive family events

How to Use This Tool

-  Use before a **lesson or unit** to plan intentionally.
-  Revisit after teaching to reflect and **adjust your approach**.
-  Use it in team planning to **build a shared vision** for MLL support.
-  Add student-specific notes for **IEPs, language plans, or small-group differentiation**.

CHECKLIST

SUPPORTING MULTILINGUAL LEARNERS

Create a comfortable and welcoming environment

- Learn students' names and, if uncertain of pronunciation, ask them. Ensure their peers are doing the same.
- Find ways to incorporate their culture into lessons or your class environment with a related reading, piece of art, or another resource.
- Invite them to teach you (and the class) common words or phrases from their home language.
- Build strong school-to-home communication.

Build confidence and engagement

- Offer one-on-one assistance frequently.
- Recognize and praise students for the strengths and assets they bring.
- Let them know in advance a question you plan to ask them during class, so they can prepare their answer ahead of time.
- Develop predictable, consistent classroom routines and model the expectations.

Support multilingual learners' academic success

- Encourage students to continue using their home language to keep their language skills sharp and support transfer of content-area skills.
- Display visual supports throughout your classroom and integrate them into your lessons as much as possible.
- Frequently incorporate peer-to-peer discussion with intentional pairings to help multilingual learners develop speaking and listening skills.
- Provide sentence stems to support students in responding to discussion questions and writing prompts.

Computer Science for Multilingual Students

Report from the AERA Educational Research Conference

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Introduction

As advances in computational technologies are changing the fabric of society, computational thinking (CT) is increasingly seen as a fundamental skill that all students should learn. While the bulk of research on CT has focused on its integration into science, technology, engineering, and math (STEM) content, there is a growing body of scholarship that focuses on the relationship between CT, language, and literacy (Bers et al., 2019; Jacob & Warschauer, 2018; Kafai et al., 2019; Vogel et al., 2020), and the roles that language and literacy play in developing students' CT skills (Bers et al., 2019; Jacob & Warschauer, 2018; Proctor & Blikstein, 2019). In 2021, approximately 50 researchers and practitioners in the fields of computer science, language and literacy, and STEM education attended the AERA conference on Computational Thinking for Multilingual Students to discuss two major associated topics: (1) computing and literacy and (2) computing and second language learning. The purpose of this conference was to develop a shared vision of the conceptual relationship of computing to language and literacy development and of evidence-based perspectives on how to support multilingual students in learning computer science. This report reflects that shared vision, focusing on three interrelated aspects: (1) the relationship between CT and language, literacy, and equity; (2) CT and the teaching of language arts and writing; and (3) methods for teaching CT to multilingual learners.

Relationship of Computational Thinking to Language, Literacy, and Equity

Computational thinking (CT) described by Jeanette Wing (2006) as “involving solving problems, designing systems and understanding human behavior that draws on concepts fundamental to computing” (p. 33) has become the common theme for computer science’s move into K-12 education. Considerable debate has focused on whether this definition captures a general problem-solving skill or a skill more specific to solving computer problems (Barr et al., 2011), ignoring that such a discussion frames CT in mostly cognitive terms while leaving out other framings. Currently, three framings of CT in K-12 education are under discussion, emphasizing either (1) cognitive: skill and competency building, (2) situated: creative expression and participation, or (3) critical: social justice and reflection (for a more extended discussion, see Kafai et al., 2019). Each of these framings highlights different aspects of what learning (and teaching) CT can mean for K-12 students. A cognitive framing sees CT as a form of complex problem solving that is primarily performed by individuals (Grover & Pea, 2013), and student learning is seen as gaining competency in computational concepts such as loops, recursion, conditionals, data structures, and practices such as iteration and abstraction. Such views of CT are influenced by cognitive research theories of learning that dominated efforts to introduce programming in the 1980s (Spohrer & Soloway, 1989). A different framing draws from constructionist learning theory (Papert, 1980) and emphasizes interest-driven and peer-supported activities and thus sees CT as a vehicle for personal and creative expression and participation (Kafai & Burke, 2014). Learning key computational concepts and practices are thus situated within acts of designing complex applications of personal relevance that are shared on social networks. Finally, a third, critical framing focuses on social justice and reflection, a direction that engages students’ CT with existing socio-political issues. Efforts following this direction place CT as a platform through which to address existing real-world challenges by creating original multimedia artifacts (Vakil, 2018). These three framings of CT have mostly been illustrated in STEM contexts but their connection to learning theories highlights that they easily can be applied to STEAM (i.e., STEM+Art) contexts as well as language and literacy.

Theoretical frameworks relating CT to literacy have taken asset-based approaches that aim to leverage students' existing literacy skills to develop CT and vice versa. Jacob and Warschauer (2018) proposed a three-dimensional framework for understanding the relationship between CT and literacy that (1) situates CT as a literacy in itself (i.e., computational thinking *as* literacy); (2) examines how students' literacy skills can be leveraged to develop CT (i.e., computational thinking *through* literacy); and (3) explores ways in which students' CT skills can be mobilized to develop their literacy skills (i.e., literacy *through* computational thinking (see Figure 1).

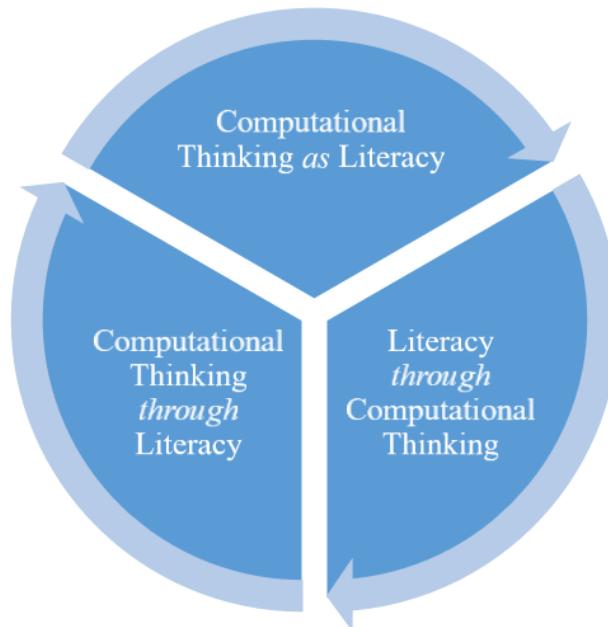


Figure 1. A three-dimensional framework for understanding computational thinking and literacy

The model first situates CT as a literacy in itself (i.e., computational thinking *as* literacy). Jacob and Warschauer (2018) define literacy as “a set of practices situated in a sociocultural context that utilize external technological media to enable expression” (p. 285). Technological media, from clay, papyrus, and wax to the printing press, computers, and the internet, have undergone paradigmatic shifts that have transformed social conceptions of literary practices (Warschauer, 1999). Programming represents an additional technological medium for communication that fosters the evolution of human expression through creative and innovative approaches to problem solving.

Second, given these multiple definitions of literacy, it is possible to leverage students' existing literacy skills as a mechanism for learning CT (i.e., computational thinking *through* literacy). Integrating CT into English language arts (ELA) content has multiple affordances for computer science learning. Narrative structures capture the semiotic process related to computing (de Souza et al., 2011). To this end, the several interlocking features of coding and literacy draw children's attention to symbol-meaning relationships. In so doing, they provide multimodal scaffolding for students to learn letters and words, and offer a highly engaging and supportive environment for children with emerging literacies to demonstrate their skills and abilities (Peppler & Warschauer, 2011).

Third, at the same time, students' CT skills can be leveraged to foster reading, writing, and language development (i.e., literacy *through* computational thinking). There is a substantial amount of work on the similarities between programming languages and traditional languages (Connolly, 2001; Pane & Myers, 2001; Vee, 2017). Jacob and Warschauer (2018) map the syntactic, semantic, and pragmatic similarities between the two. For example, teaching syntactic knowledge could involve leveraging students' knowledge of sequence to teach paragraph organization, chronological storytelling, and the writing of instructions. Students' semantic knowledge can be mobilized through meaning-based activities, such as using command cards to program robots. Finally, students can foster their knowledge of the executive function of programming commands by practicing pragmatic language functions, such as through pair programming and other collaborative activities in which they use the functional language of computer science as well as that of social interaction.

Coding as a Discourse. The relation between CT and literacy can be applied to students' participation in computing discourse (Vogel et al., 2020). While literacy has been traditionally viewed as involving the discrete skills necessary to code and decode written and spoken text, more recently, literacy has been defined as modes of interaction that characterize how individuals position themselves within specific communities of practice (Gee, 2015). K-12 computer science frameworks have outlined mechanisms for students to participate in computer science discourse in a manner that nurtures students' budding computer science identities. However, traditionally marginalized students, such as language learners, have been excluded from computer science communities of practice, thereby delegitimizing their experiences and contributions. Vogel et al. (2020) recommend translanguaging as a method for including multilingual students and other diverse learners in computing discourse by leveraging their entire repertoires for sense making. Methods that draw on students' rich and varied resources combat exclusionary practices that lead to systemic injustice and contribute to diversifying the field.

Computational Thinking and the Teaching of English Language Arts

While ELA and CT are often taught in different areas of the K-12 curriculum currently, their overlapping pedagogical aims suggest that they should be better integrated with each other in instructional design. Movement toward the socially just goal of more widespread distribution of CT will require embedding CT principles across the curriculum, similarly to how writing across the curriculum is implemented now. This realization that pedagogical aims of CT and other subjects, including ELA, have significant overlap is not new. Early computer educators such as Perlis (1962), and Kemeny and Kurtz (the co-developers of BASIC; Kemeny, 1983), and Papert (1980) recognized both the need and the benefits of synthesizing CT with other areas of learning. More recently, scholars interested in CT education have argued for a concept of "computational literacy" that draws on the rich pedagogical history of ELA and the social urgency and necessity of universal literacy (Kafai & Burke, 2014; Vee, 2013). Yet the ELA curriculum is still generally set apart from CT.

This curricular gap is especially present in ELA designed for multilingual students. Key to a socially just computational future is participation from diverse groups of people, including multilinguals. Moreover, CT already operates in a multilingual world, and multilinguals already live in a world infused with computation. Therefore, finding syncretic overlaps between the two

not only is reflective of current educational realities, but also may be beneficial for learning outcomes. In this section, we discuss how the instruction of CT and ELA together can provide students with the competencies that many are defining as essential in the 21st century, and how this benefits K-12 curriculum and society. Examples that model successful integration of CT and ELA in the classroom will be presented. Lastly, considerations in the development of a model for the integration of CT and ELA will be shared.

Shared Pedagogical Aims Between ELA and CT. The overlap in instructional aims of CT and ELA is one reason to support the integration of equal instruction of CT and ELA in a classroom. As lists of essential 21st century skills are being developed to guide educators to prepare the next generation to engage in the workplace and to contribute to society (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010; NRC, 2013; World Economic Forum, 2020), a core set of overlapping essential competencies are emerging that include problem solving, critical thinking, creativity, resilience, and social influence and communication. Not coincidentally, a large proportion of these core 21st century skills also coincide with key elements of the cognitive framing of CT, such as specific problem-solving processes of breaking down a problem into manageable parts and designing individual steps to solve a problem.

These concepts, practices, and perspectives are not limited to CT; they can also strengthen problem solving, decision-making, and critical thinking in other academic subjects and in everyday life. For this reason, Vee (2017) calls computational literacy a "platform literacy" upon which other skills can be built. Kafai et al. (2019) continue to describe two additional framings of CT that draw attention to contemporary educational perspectives and, many argue, are essential to emphasize with the next generation: situated computational thinking and critical computational thinking. Situated CT, which is grounded in constructionist and connected learning theories, focuses on the personal expression, motivation, sense of self and the community that are produced as students participate in developing and sharing their digital artifacts. Situated CT provides a place for humanistic inquiry, an opportunity for students to seek to satisfy their own curiosity. Critical CT emphasizes a social justice approach, in which students use the tools of CT to examine and reflect on forces that marginalize and restrict people.

Skills in the ELA domain, as articulated by the Common Core State Standards in the United States, can work together with the instruction of CT to the benefit of the 21st century workforce. Some of the ELA Common Core standards include having students be able to cite evidence in order to make a claim, to use writing as part of the research process, to work collaboratively, to see the perspectives of others, as well as to use and develop their linguistic resources (Kibler et al., 2015). These research skills could be augmented by CT concepts such as algorithmic thinking and sequence to help students plan their argument and choose salient sources for their research. The abilities to work collaboratively and to consider other perspectives align well with the situated and critical computational framings. Lastly, as students grow in linguistic sophistication across multiple languages, their process parallels computational literacy development: coding and decoding, becoming more fluent, and using coding to meet their own needs and express their own ideas (Bers, 2019).

Curricular Example. The “Coding as Another Language” (CAL) early childhood computer science pedagogical approach is a tangible example of how the instruction and learning of ELA

and CT can mutually support one another in the classroom (Bers, 2019). The development of this pedagogical approach was informed by research in early childhood literacy instruction, with particular consideration of the cognitive changes that take place as young learners begin to read and write. Another influence that has shaped this approach is the premise that coding is a literacy; just as a natural language in the form of text allows communication of ideas beyond immediate time and space, the artificial language of coding permits the same through algorithms. Bers (2019) expands: “Both activities, coding and reading and writing, involve a problem-solving dimension as well as the use and manipulation of a language, a symbolic representational system, to create a shareable, interpretable product” (p. 504). The coding and decoding of both natural and artificial languages enable users to generate unique products, not bound by time or space, that can be interpreted by others. The symbolic representational systems of text and code are tools that support the construction of unique ideas and expression.

The CAL approach carefully considers developmental learning trajectories that young learners experience when engaged with specific curriculum. Drawing on established stages of literacy development, the CAL approach guides students through six coding stages: emergent, coding and decoding, fluency, new knowledge, multiple perspective, and purposefulness. The CAL curriculum provides problem-solving challenges and a personally meaningful computational project for each of these six stages.

The CAL curriculum that embodies the pedagogical approach described above is designed for 4–7-year-olds and integrates the instruction of both ELA and CT to enhance one another. It has been aligned with both Common Core ELA/Literacy Framework (for kindergarten) as well as the Computer Science Framework. There are four units in the CAL curriculum, each of which explores storybooks, such as *Where the Wild Things Are* by Maurice Sendak, and includes learning activities based on them. Each of the four units is comprised of 12 lessons that focus on a “powerful idea of computational thinking and literacy.” For example, the unit on sequencing teaches students about hardware/software, algorithms, and representation, as well as summarizing/retelling, the sequence of a story, and descriptive language in writing. The unit on debugging teaches students about debugging in CT as well as editing and awareness of the audience in writing. The CAL approach serves as a model of CT and ELA integration that may be particularly applicable to multilingual learners.

Future Research. There are many other examples of successful integration between CT and ELA, including Unfold Studio, an interactive story platform using the programming language Ink (Proctor & Blikstein, 2019); Storygame, which uses Twine to teach high schoolers about coding and writing (Mike Sell, Indiana University of Pennsylvania); and textbooks that support ELA and CT integration such as Nick Montfort's *Exploratory Programming for the Arts and Humanities*. Research on the relative efficacy of these approaches for CT and ELA development, student engagement, teacher participation, and practicality of implementation will be helpful as educators continue to develop innovative ways to integrate CT and ELA. Given that any ELA instruction in American schools happens in multilingual settings, specific attention to the skills that multilingual learners bring to ELA, as well as any unique challenges they may have, will be critical for ELA and CT integration research generally. Finally, any research agenda on CT and ELA should include meaningful engagement and collaboration with teachers involved in this work.

Teaching Computational Thinking to Multilingual Learners

In the years since development of the Common Core State Standards and the Next Generation Science Standards, there has been increased emphasis on the communicative aspects of the disciplines and implications for education of students acquiring English in US schools (Bailey & Carroll, 2015; Council of Chief State School Officers, 2012). This has placed the learning of language and content in tandem and at the front and center of K-12 multilingual learner instructional improvements (see, for example, the Understanding Language initiative, <https://ell.stanford.edu/>). The integration of language instruction with content instruction is touted as the most effective approach to instruction for students learning English in school for a host of reasons, not least because it prevents students from falling behind in their content knowledge acquisition as they develop English language proficiency. Rather than viewing language exclusively as an object of instruction, language, it is argued, is “best learned as a medium of content rather than as the focus of instruction” (Potowski, 2004, p. 95).

While content-based ESL has been around as an approach to English language instruction for several decades (for reviews, see Snow, 1998, and Lyster, 2017), its primary objective is most often to support English language development through instruction in the content areas such as mathematics, science, or social studies, rather than to specifically promote learning in these disciplines. Consequently, the rigor of the content with which language learning is paired may be compromised through techniques to simplify and “shelter” the content. Alternatively, the focus on content may come at the cost of effective strategies for language development (Tedick et al., 2011). Furthermore, students who are new speakers of English may be taught separately from their English-speaking peers in specialized classes, not the general education classroom. Recent pedagogical strategies have taken a more inclusive approach to content instruction with multilingual learners and have focused educators' efforts on making rigorous, on-grade academic content accessible through multiple semiotic means. These include translanguaging practices that leverage all linguistic resources available to students including the use of the L1 and that do not exclusively rely on students' knowledge of English as they acquire new knowledge of the disciplines (e.g., National Academies of Sciences, Engineering, and Medicine [NASEM], 2018).

We use the term multilingual to refer to students who speak more than one language and may be learning English. Multilingual students are extremely diverse across several dimensions including but not limited to their cultural backgrounds, languages spoken, immigration status, and time residing in the US (Menken, 2013). Despite their differences, these students bring a shared positionality within educational institutions. For example, all multilingual students bring a wealth of cultural, linguistic, semiotic, and embodied resources to the classroom that can be leveraged for equitable participation (Jacob et al., 2020, 2021; Vogel et al., 2020).

Unfortunately, there are a number of factors that help to explain the chronic lack of representation for linguistically diverse students. First, there is little to no data about multilingual students in computer science education (Schildkamp & Kuiper, 2010). Without basing decisions on data, educators and stakeholders may make biased assumptions about these students or ignore them entirely. To exacerbate this issue, schools with 12% or greater numbers of students designated as English learners offer half as many computer science courses as other schools (Martin et al., 2015). Issues of access are compounded by pervasive stereotyping in the field which is perpetuated through media representation. Students do not report seeing computer

scientists in the media who look like them, which sends messages about who does and who does not do computer science (Code.org, CSTA, & ECEP Alliance, 2020). Finally, the traditions and values of culturally and linguistically diverse students and their families are not reflected in much of the computer science curricula implemented to date (Margolis et al., 2012).

Purposefully tailored instruction can address these issues by leveraging the wealth of knowledge and resources students bring to the classroom and fostering agency in multilingual students to shape disciplinary practices, provide meaningful critique of the field, and become agents of change in their communities (Jacob et al., 2020, 2021; Vogel et al., 2020).

Engaging Multilingual Students in Computer Science. Too often educators assume that multilingual learners are unable to tackle seemingly advanced academic content, such as CS, until they first catch up in English language and literacy development (see discussion in Lee & Stephens, 2020). We reject this deficit view and instead highlight the affordances and opportunities for these students and for our nation in fully including multilingual learners of all ages to participate in CS learning.

We find, for example, that CS expands options for communicating ideas in ways anticipated a quarter century ago by the New London Group (Cazden et al., 1996). The multimodal nature of CS (e.g., creating artifacts with code) affords multilingual students a range of communicative strategies and ways to engage in social interactions with their peers. For one, collaborating on CS projects encourages multilingual students to interact and jointly produce complex ideas through making and problem solving, ideas which they then communicate to others. These projects also have built-in ways for multilingual students to give and receive feedback, such as identifying bugs in their peers' code, gaining new ideas about the use of code from peers, or offering suggestions to a peer who is struggling. Thus, participation in CS provides opportunities for cognitive engagement and interaction in rich disciplinary language. This affordance is valuable both for young learners who are developing literacy (K-5) as well as for secondary students who may be transferring literacy skills from one language to another.

Given the ability of CS to offer forms of communication that are not dependent upon English proficiency, CS provides an opportunity to connect the formal school curriculum to multilingual students' interests, communities, and funds of knowledge. In bringing their informal computing and computational thinking expertise to the classroom, multilingual students challenge the misconception that they are not able to do CS because they have not sufficiently mastered English.

Viewing multilingual students as valued and knowledgeable participants in CS brings new perspectives and ways of knowing to the field. Expanding notions of who participates in CS and for what reasons transforms visions of CS education (Vogel et al., 2017) to consider positive community impacts beyond economic benefits, such as equipping communities to more fully engage with civic life and social reform efforts.

Synopsis of Projects on Computer Science for Multilingual Students. The following four initiatives provide valuable examples of diverse approaches toward engaging multilingual students in computer science.

PiLa-CS (<https://www.pila-cs.org/>) is a partnership with NYC DOE teachers and district staff that aimed to implement and study pedagogical and professional development approaches to CS education that build on multilingual students' diverse language practices and involve them in meaningful conversations at the intersection of computing, school disciplines, and their communities. Teachers participating in PiLa-CS use translanguaging to draw upon multilingual students' varied and rich resources (linguistic, cultural, semiotic, embodied) to engage them in computing. The project frames coding as a discourse and argues that marginalized students such as multilingual learners are systematically excluded from this discourse. By building on multilingual students' diverse language practices, teachers increase students' participation in computing and provide them with rich opportunities to actively shape the CS discipline.

Elementary Computing for All (<https://www.elementarycomputingforall.org/>) brings together researchers and practitioners in the University of California, Irvine, the University of Chicago, Santa Ana Unified School District, and Chicago Public Schools to iteratively develop and evaluate a curriculum targeted at the needs of multilingual students in elementary schools. The curriculum adopts a structured inquiry approach and language-based scaffolding to involve students in creative coding, and helps them develop STEM identities. The curriculum is rooted in five effective practices for engaging multilingual students in STEM including: (1) engaging students in disciplinary practices, (2) encouraging rich classroom discourse, (3) building on students' multiple meaning-making resources, (4) encouraging students to use multiple registers and modalities, and (5) providing explicit focus on how language functions in the discipline (NASEM, 2018).

Computing for the Social Good (<https://www.etr.org/about-us/our-projects/computing-for-social-good/>) is a partnership that includes the non-profit organization, ETR; Santa Cruz City Schools; Santa Cruz Education Foundation; University of California, Santa Cruz; and Stanford University. Funded by the National Science Foundation, the partnership aims to use computer science as a lever to address social and academic inequities between White and Latinx students and their families in the Santa Cruz City Schools. To address these challenges, the team developed a three-part strategy to (1) integrate CS into core K-8 curriculum, (2) engage families in computing, and (3) create a local CS advisory committee to ensure the long-term sustainability of the effort. Guiding the work is a justice-oriented framework for computational thinking integration that brings together an understanding of language as dynamic communicative processes that change and grow over time and sociocultural pedagogy that sees language and disciplinary content learning as inextricably linked, and positions students as agentic learners who bring a wealth of resources to learning.

CSforEL (<https://www.csteachers.org/305564/Page>Show?ClassCode=Page&Slug=%2Fcsforel>) is a federally funded initiative by the U.S. Department of Education designed to engage English learners in AP Computer Science Principles (AP CSP) throughout Arizona, New Mexico, San Diego County, and Orange County, CA. The project includes teacher professional development, district outreach, and program evaluation. The goals of the project are to (1) increase enrollment in AP CSP courses for English learners; (2) increase scores on the AP CSP exam for marginalized students, including English learners; (3) increase English learners' grades in AP CSP; and (4) increase English Language Arts proficiency in students who are designated as English learners.

Table 1 identifies the stated or implied targets of assessment or measurement in the four multilingual learner focused computer science projects. Additionally, current and intended evidence of change is also highlighted. The four projects have some commonalities in key goals such as the authenticity of student discourse and identity relating to coding tasks and the engagement of families or the wider school community. There was some variation in what is currently being assessed or is feasible to assess, ranging from measuring student participation to measuring the efficacy of curricular changes and to identifying resources that can promote access to computer science. Evidence relies primarily on teacher reports of student engagement and teacher reports of benefitting from curricular changes (e.g., integration of CS in core curriculum), as well as analyses of school policies and on occasion reports from students. Although acknowledged by at least one of the projects as challenging to document, suggestions for future targets of assessment are growth in students' CS knowledge and development of a language repertoire for the CS discipline. Additionally, observations of changes to teacher behaviors and student engagement can complement the reliance on teacher report.

Though all four projects seek to draw on the resources of multilingual learners to promote more equitable CS education, they vary in their approaches, with some projects emphasizing provision of language scaffolding so that students can master disciplinary language and others focusing more on challenging existing linguistic norms. While the authors of this report have diverse perspectives on these issues, we are in agreement that there are multiple ways to support multilingual learners, and that those working toward this goal would do well to expand goals to include not only computer science knowledge and academic language proficiency, but also creativity, participation in authentic computing communities, and use of code and computing for expression and learning. We also agree that a wide range of stakeholders, from school districts to communities, deserve a voice in shaping the future of computer science education.

Conclusion

There is a unique opportunity for multilingual students to learn computer science knowledge, skills, and attitudes through peer-to-peer interaction that facilitates sense making through the use of rich discourse. Integrating computational thinking and language can be particularly challenging as English language development instruction tends to crowd out STEM instruction, rather than complement it, especially in elementary school grades (Dorph et al., 2011). Computational thinking and literacy instruction hold promise for bringing computer science to all students. The affordances that media rich programming environments such as Scratch have for storytelling naturally fit within the literary genre. Practically, the integration into ELA mitigates time constraints related to limited time for STEM instruction in elementary grades. Though there is much work that needs to be done, we hope that the concepts and approaches summarized in this report can help scholars and practitioners better serve multilingual students in developing their CS knowledge, skills, and attitudes. Doing so will empower these students to become active creators of CS content who can provide meaningful critique of new technologies and act as change agents in their communities.

Table 1. Targets of assessment and documented evidence of change across four multilingual learner focused CS projects

Project	Institutions/ Presenters	Approach	Key Goals	Current/Possible Targets of Assessment/ Measurement	Current/Future Evidence of Change
<i>Participating in Literacies and Computer Science (PiLa-CS)</i>	NYU/CUNY/ NYCDOE et al., Chris Hoadley, Jasmine Ma, Sara Vogel (NYU) [Laura Ascenzi-Moreno, CUNY Brooklyn College]	RPP	“Build on and sustain the language practices, identities, and communities of learners.” “Bi/multilingual learners use their language and code to make meaning, express, critique, and contribute to meaningful conversations.”	The <i>learning environments that teachers and researchers co-design</i> should: 1) Reflect the diverse communities of bi/multilingual learners 2) Show how they promote the participation of bi/multilingual learners	<ul style="list-style-type: none"> Teachers report (or observed) an increase in noticing, welcoming, and expanding students’ language repertoires. Documented incorporation of code into conversations of students and their communities (home, online, disciplinary, neighborhood, etc.). Teachers report (or observed) providing multiple and flexible entry points for students to use language flexibly to communicate about, with, and through code.
<i>Elementary Computing for ALL (ECforALL)/ IMPACT Curriculum</i>	UCI, Dana Saito-Stehberger [Mark Warschauer, UCI]	Structured Inquiry Approaches	“STEM knowledge and language developed through interaction and regular participation in profession-like activities. Discourse and argumentation to support the creation of knowledge.”	Using adapted NASEM (2018) instructional practices: Efficacy of IMPACT Curriculum components (Teacher’s Guide, Student Workbook, Lesson Slide Decks, & Online Resources)	<ul style="list-style-type: none"> Teachers report (or observed) engaging students in disciplinary practices. Engaging students in productive discourse and interactions with others (e.g., Pair Programming culminating projects). Utilizing and encouraging students to use multiple registers and multiple modalities (e.g., simulations, End of Unit Reflections). Leveraging multiple meaning-making resources (e.g., Responsive Storybooks). Providing some explicit focus on how language functions in the discipline.

<i>Computing for the Social Good</i>	Stanford/UCSC/SCCS et al., Rose K. Pozos (Stanford)	RPP Piloted Integrated CT Lessons in Core Content	“Prepare students and their families to be global citizens, critical thinkers and communicators through the use of equity-oriented Computer Science.”	1) Integrate computational thinking into core curriculum 2) Build family engagement with computing 3) Create a Local CS Advisory Committee	<ul style="list-style-type: none"> Teachers report higher motivation, preparation, and support for their integration of equity-oriented CS into core curriculum. Increase in enrollment in the K-8 pathway from students and families from across the district. Documented family engagement and digital competence by family uptake in computer literacy and leadership activities. Success of Local CS Advisory Committee measured by increase in financial support for CS from school & community and creation of long-term vision and sustainability initiatives.
<i>CSforEL</i>	UCSD/CSTA et al., Megan Hopkins (UCSD) (BT Twarek, CSTA)	Classroom-Focused Intervention (PLCs - PD for AP CSP teachers/ lesson study); School-Focused Intervention (Collaborative equity audit)	Address opportunity gaps in CS for EL students through classroom (improve instruction) and whole school intervention (improve access).	Classroom-Focused Intervention and School-Focused Intervention: Success of equity audit to identify resources to promote EL students' access to CS.	<ul style="list-style-type: none"> Documented transformation of systems and daily practices to expand learning opportunities. Success determined by analysis of school policies; course enrollment data; and teacher-, staff-, and student-reported experiences and outcomes.

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Differentiating Instruction And Assessment For English Language Learners

Advertisement

Differentiating Instruction and Assessment for English Language Learners: A Comprehensive Guide

Introduction:

Teaching English Language Learners (ELLs) presents unique challenges. One of the biggest hurdles educators face is effectively differentiating both instruction and assessment to meet the diverse needs of their students. This isn't just about simplifying the material; it's about creating a learning environment that fosters growth and celebrates each student's unique journey. This comprehensive guide will explore practical strategies for differentiating instruction and assessment for ELLs, providing you with actionable steps to enhance your teaching and create a more inclusive classroom. We'll delve into understanding language acquisition, identifying individual needs, adapting curriculum, crafting effective assessments, and building a supportive classroom culture. Get ready to transform your approach to teaching ELLs and unlock their full potential!

1. Understanding the Spectrum of English Language Proficiency:

Before we dive into differentiation, it's crucial to understand the varying levels of English language proficiency. ELLs aren't a monolithic group; they arrive in the classroom with wildly different levels of English comprehension, speaking, reading, and writing abilities. Familiarize yourself with proficiency levels (e.g., beginner, intermediate, advanced) and the specific skills associated with each stage. This understanding forms the bedrock of effective differentiation. Using standardized proficiency tests, informal assessments, and observation can help place students accurately.

2. Identifying Individual Learner Needs:

Effective differentiation begins with truly knowing your students. Go beyond standardized test scores. Observe students in the classroom. What are their strengths and weaknesses? What are their learning styles? Do they prefer visual, auditory, or kinesthetic learning? Engage in informal conversations to understand their background, experiences, and learning preferences. This personalized approach allows you to tailor your instruction and assessment to meet each student's unique needs. Consider creating individual learning profiles to keep track of each student's progress and needs.

3. Differentiating Instruction: Strategies for Success:

Differentiating instruction means adapting your teaching methods, materials, and activities to meet the diverse needs of your ELLs. Here are some key strategies:

Content: Modify the complexity of the content. Break down complex texts into smaller chunks, provide visual aids, and use simpler vocabulary. Use graphic organizers and pre-teaching key vocabulary to improve comprehension. Offer multiple representations of the same information (e.g., videos, diagrams, text).

Process: Provide different ways for students to engage with the material. Allow students to choose their preferred learning activities, offer peer tutoring, or use collaborative learning strategies. Differentiate assignments based on readiness; some students may need more scaffolding while others can work independently.

Product: Offer diverse ways for students to demonstrate their learning. Allow students to choose how they present their work (e.g., oral presentations, written reports, artwork, multimedia projects). Consider providing alternative assessment options, like performance-based assessments, that allow for non-traditional demonstrations of understanding.

4. Differentiating Assessment: Measuring Progress Fairly:

Assessment for ELLs needs to be fair, valid, and reliable, while still accurately reflecting their learning. Avoid relying solely on standardized tests, which may not capture the full extent of their abilities. Instead, integrate a variety of assessment methods:

Formative Assessment: Use ongoing, informal assessments to monitor student progress. This includes observation, questioning, exit tickets, and quick writes. These provide valuable feedback and allow for adjustments in instruction.

Summative Assessment: Use summative assessments to evaluate overall learning. However, adapt these assessments to be accessible to ELLs. Provide options for different response formats (e.g., oral responses, drawings, or multiple-choice questions). Consider modifying the length and complexity of the assessment.

Authentic Assessment: Use real-world tasks and projects to assess students' abilities. This could involve creating presentations,

writing letters, or participating in role-playing activities. This type of assessment provides a more holistic view of student learning.

5. Building a Supportive Classroom Culture:

Creating a supportive and inclusive classroom environment is paramount for ELL success. This involves:

Creating a safe space: Ensure students feel comfortable taking risks and making mistakes. Encourage collaboration and peer support.

Using positive reinforcement: Celebrate students' progress and achievements. Focus on effort and improvement, not just grades.

Utilizing visual aids and realia: Incorporate visual aids and real-world objects to support understanding.

Incorporating students' native language: When appropriate and possible, incorporate students' native language to bridge understanding.

6. Collaboration and Professional Development:

Effective differentiation for ELLs requires ongoing collaboration and professional development. Connect with other teachers, attend workshops, and participate in professional learning communities to share best practices and stay updated on the latest research.

Conclusion:

Differentiating instruction and assessment for English language learners is not a one-size-fits-all approach. It requires a deep understanding of individual student needs, flexible teaching strategies, and a commitment to creating a supportive learning environment. By implementing the strategies outlined in this guide, educators can empower ELLs to reach their full potential and thrive in the classroom. Remember, continuous reflection and adaptation are key to ongoing improvement in your teaching practices.

FAQs:

1. What are some common misconceptions about teaching ELLs? A common misconception is that all ELLs learn at the same

pace. Another is that simplifying the curriculum is sufficient; it needs to be adapted, not just made easier.

2. How can I effectively use technology to differentiate instruction for ELLs? Technology offers many tools, like interactive whiteboards, language learning apps, and digital storytelling platforms, to cater to different learning styles and needs.

3. What are some effective strategies for assessing speaking proficiency in ELLs? Use tasks that allow for authentic communication, such as role-playing, interviews, or presentations. Focus on fluency, accuracy, and vocabulary use.

4. How can I involve parents in supporting their child's English language learning? Communicate regularly with parents, provide resources in their native language, and encourage them to engage in language-rich activities at home.

5. What are some resources available for teachers of ELLs? Many organizations offer professional development, teaching materials, and support for educators of ELLs. Check your local education agency or search online for resources specific to your region.

differentiating instruction and assessment for english language learners: [Differentiating Instruction and Assessment for English Language Learners](#) Shelley Fairbairn, Stephaney Jones-Vo, 2019 Explains why and shows how to differentiate assessments, assignments, and instruction for English language learners according to English language proficiency level and other background factors--

differentiating instruction and assessment for english language learners: Differentiating Instruction and Assessment for English Language Learners Shelley Fairbairn, Stephaney Jones-Vo, 2019-08 Option: Book with Differentiator For this title packaged with poster see 978-1-934000-38-0. This user-friendly guide shows elementary and secondary general education and content-area teachers, as well as literacy, special education, and English language development (ELD) specialists, how to differentiate core content-area instruction and assessment for the English language learners (ELLs) in their classes. The book provides concrete strategies that teachers can use in any content-area classroom to engage every ELL, from beginning to advanced levels of ELD. The authors also highlight how teachers can address critical differences between ELLs with a strong foundation in the home language as well as students with limited or interrupted formal education (SLIFE). Included with the book is the Differentiator, an easy-to-use flip chart that organizes student descriptors, appropriate assessments, and instructional strategies according to five levels of ELD. Teachers simply flip to the student's English language proficiency (ELP) level in each domain to get a more nuanced understanding of what their ELLs can do with oral and written English. The Differentiator also includes assignment/assessment and instructional strategies for each domain at five ELP levels. The book and flipchart set is aligned with national and state English language proficiency standards and assessments, and it gives teachers tools to ensure that every ELL develops the oral and written academic language they need to reach high content-area standards and succeed at school. Teachers can use this tool to scaffold and support student learning in linguistically and culturally diverse classrooms so that all students?including ELLs?can attain high content area standards and learn to use English for academic purposes. Key Features -True-to-life scenarios of students and teachers in elementary, middle, and high school classrooms ground every chapter -Easy-to-use templates model how to differentiate

core-content instructional units and lessons according to ELLs' ELD level -End-of-chapter professional development activities guide teacher implementation -Extensive resources enhance continued professional development -Quick-reference flip chart for use in the classroom New to the Second Edition -Responds to changes in student demographics and learning standards - Additional chapter on teaching content and language to diverse learners -Attention to academic language at the word, sentence, and discourse levels -Greater focus on how students learn to use language and literacy for school success -Stronger emphasis on teacher collaboration, leadership, and innovative teacher-directed approaches to professional learning - Incorporates feedback from teachers and educators in the field

differentiating instruction and assessment for english language learners: *Differentiating Instruction and Assessment for English Language Learners* Shelley Fairbairn, Stephaney Jones-Vo, 2010 Shelley Fairbairn, Ph.D., is a professor at the Drake University School of Education and a national teacher professional development consultant. Fairbairn specializes in instruction and assessment of K-12 English language learners, cultural and linguistic diversity, and teacher education.

differentiating instruction and assessment for english language learners: *Brain-compatible Differentiated Instruction for English Language Learners* Marjorie Hall Haley, 2010 What is brain-compatible teaching? It emphasizes teaching the way the brain learns naturally. Brain-compatible teaching takes what we know about the structures and functions of the brain and uses it to create brain-friendly instructional strategies and assessment practices. Brain-compatible teaching addresses multiple intelligences and learning styles. Focus is placed on the student as an individual. Lessons and assessments are structured in ways that allow every student to reach their full potential. Students are encouraged to draw on their background knowledge, linguistic and cultural experiences, and use these tools as life-long learners. When teaching and assessment practices reflect the myriad students in our classrooms today, success is inevitable. *Brain-Compatible Differentiated Instruction for English Language Learners* is written for teachers looking for solid instructional practices that work well with mainstream as well as English Language Learners (ELLs.) Drawing on the most current neuroscience research, the authors have give a theoretical overview of the twelve topics that contribute to successful brain-compatible teaching and learning and differentiating instruction for ELLs. The book then examines differentiating instruction and how to use such strategies as anchor activities and structures and provides sample lessons of each. Several examples are given to further illustrate aligning teaching with the standards. The book includes five 1-day lesson plans and two 5-day lesson units of activities that demonstrate sustained teaching. These are divided into topic areas and grade levels.

differentiating instruction and assessment for english language learners: *How to Differentiate Instruction in Academically Diverse Classrooms* Carol Ann Tomlinson, 2017-03-22 First published in 1995 as *How to Differentiate Instruction in Mixed-Ability Classrooms*, this new edition reflects evolving best practices, practitioners' experience, and Tomlinson's ongoing thinking about how to help all students access high-quality curriculum; engage in meaningful learning experiences; and feel safe and valued in their school. Written as a practical guide for teachers, this expanded 3rd edition of Carol Ann Tomlinson's groundbreaking work covers the fundamentals of differentiation and provides additional guidelines and new strategies for how to go about it. You'll learn What differentiation is and why it's essential How to set up the flexible and supportive learning environment that promotes success How to manage a differentiated classroom How to plan lessons differentiated by readiness, interest, and learning profile How to differentiate content, process, and products How to prepare students, parents, and yourself for the challenge of differentiation We differentiate instruction to honor the reality of the students we teach. They are energetic and outgoing. They are quiet and curious. They are confident and self-doubting. They are interested in a thousand things and deeply immersed in a particular topic. They are academically advanced and kids in the middle and struggling due to cognitive, emotional, economic, or sociological challenges. More of them than ever speak a

different language at home. They learn at different rates and in different ways. And they all come together in our academically diverse classrooms.

differentiating instruction and assessment for english language learners: *Differentiated Early Literacy for English Language Learners* Paul Boyd-Batstone, 2006 Early literacy strategies for English language learners are differentiated according to five levels of language proficiency.--BOOK JACKET.

differentiating instruction and assessment for english language learners: [The ELL Teacher's Toolbox](#) Larry Ferlazzo, Katie Hull Sypnieski, 2018-04-03 Practical strategies to support your English language learners The ELL Teacher's Toolbox is a practical, valuable resource to be used by teachers of English Language Learners, in teacher education credential programs, and by staff development professionals and coaches. It provides hundreds of innovative and research-based instructional strategies you can use to support all levels of English Language Learners. Written by proven authors in the field, the book is divided into two main sections: Reading/Writing and Speaking/Listening. Each of those sections includes "Top Ten" favorites and between 40 and 70 strategies that can be used as part of multiple lessons and across content areas. Contains 60% new strategies Features ready-to-use lesson plans Includes reproducible handouts Offers technology integration ideas The percentage of public school students in the U.S. who are English language learners grows each year—and with this book, you'll get a ton of fresh, innovative strategies to add to your teaching arsenal.

differentiating instruction and assessment for english language learners: Engaging English Learners Through Access to Standards Shelley Fairbairn, Stephaney Jones-Vo, 2015-07-16 Use this six-part strategy for measurable, cross-curricular EL achievement! Expert research, instructive tables and templates, essays, and real-life stories illuminate best practices for cross-curricular, standards-based instruction that gets results. Using the authors' six-part ENGAGE Model, you'll learn to: Establish a shared vision for serving ELs Name the expertise to utilize within collaborative teams Gather and analyze EL-specific data Align standards-based assessments and grading to ELs' linguistic and content development Ground standards-based instruction in both content and language development Examine results to inform next steps Use this groundbreaking guide for measurable EL progress!

differentiating instruction and assessment for english language learners: *Differentiated Literacy Strategies for English Language Learners, Grades K–6* Gayle H. Gregory, Amy Burkman, 2011-10-05 Effective ways to help ELLs excel As you tailor your teaching to engage the increasing number of English language learners, the key to success is focusing on literacy. Adapted from the highly successful Differentiated Literacy Strategies for Student Growth and Achievement in Grades K–6, this book provides a wealth of grade-specific literacy strategies that not only increase student achievement but also increase it rapidly. The authors provide proven practical tools for differentiating instruction to meet language and individual learning styles. Teachers will find an instructional and assessment framework designed to promote these critical competencies: Functional literacy in phonics, spelling, and reading Content-area literacy for vocabulary, concept attainment, and comprehension Technological literacy for information searching, evaluation, and synthesis Innovative literacy for creativity, growth, and lifelong learning Included are more than 100 planning models, matrixes, rubrics, and checklists. Teachers with students who have had interrupted formal education or come from newly arrived immigrant populations will find a wealth of proven methods for giving ELLs every opportunity to succeed.

differentiating instruction and assessment for english language learners: Assessing English Language Learners: Bridges to Educational Equity Margo Gottlieb, 2016-03-03 Build the bridges for English language learners to reach success! This thoroughly updated edition of Gottlieb's classic delivers a complete set of tools, techniques, and ideas for planning and implementing instructional assessment of ELLs. The book includes: A focus on academic language use in every discipline, from

mathematics to social studies, within and across language domains Emphasis on linguistically and culturally responsive assessment as a key driver for measuring academic achievement A reconceptualization of assessment "as," "for," and "of" learning Reflection questions to stimulate discussion around how students, teachers, and administrators can all have a voice in decision making

differentiating instruction and assessment for english language learners: Instructional Assessment of English

Language Learners in the K-8 Classroom Diane K. Brantley, 2007 This classroom-ready resource provides teachers in grades K-8 with specific assessments that can be administered to English language learners within the regular classroom. Long overdue and with a focus on the needs of English language learners (ELLs) within the classroom, Instructional Assessment of English Language Learners is a unique book designed to teach readers the basic concepts of assessing English. Today's education courses place an increasing emphasis on the regular classroom teacher to instruct and assess English language learners. Yet, classroom teachers have few resources available to them in regard to assessing ELLs within their classrooms. This book helps readers master the assessments to be administered to English learners and cover a range of literacy skills deemed necessary for English language acquisition and reproduction, while also assessing the student's literacy skills in their primary language. The overarching goal of this book is to enable teachers to acquire a deep understanding of the value of instructional assessment for ELLs and the importance of evaluating the results to provide the students with immediate, appropriate and meaningful instruction. The book addresses the specific areas of language arts related to the development, acquisition, and reproduction of the English language: oral language development and vocabulary; concepts of print and the alphabetic strategies; word recognition and word identification strategies; reading fluency; reading comprehension; written language development and spelling; content area literacy; procedural knowledge; and problem-solving strategies. The strategies presented in this text are research-based and are known to increase reading comprehension for ELLs.

differentiating instruction and assessment for english language learners: Differentiated Instructional Strategies

Professional Learning Guide Gayle H. Gregory, 2013-06-25 Support differentiated instruction in every classroom with this updated expert guide! Keeping up with differentiated instruction (DI) developments can be hard, but you'll stay on track with this updated guide. The official companion book to the bestselling Differentiated Instructional Strategies: One Size Doesn't Fit All, this workshop-friendly resource offers step-by-step training activities for job-embedded professional development, plus guidelines tailored for both small study groups and larger staff development meetings. This new edition of Differentiated Instructional Strategies in Practice: Training, Implementation, and Supervision has been revised to include new strategies and a Common Core lesson-planning template. This professional learning guide remains the ideal accompaniment. Inside you'll find

- Guidelines for providing individualized support and mentoring
- Suggestions for evaluation, coaching, observation, and supervision of DI practices
- Research-based responses to staff members' concerns about change
- Implementation and evaluation tools to measure schoolwide progress
- Resources for staff developers and principals implementing large-scale differentiation initiatives

No differentiated classroom is complete without Differentiated Instructional Strategies: One Size Doesn't Fit All—and no administrative office is complete without its dedicated book study guide. Put the two together and make a successful transition to brain-friendly differentiated classrooms throughout your school. Praise for the previous edition:

An excellent resource for understanding the key concepts and strategies of differentiated instruction. Participants in training based on this curriculum will experience the instructional strategies firsthand, facilitating their application in the classroom. — Maria Timmons Flores, Assistant Professor Lewis & Clark College The book's major strengths are its fluency, readability, and connection of theory and practice. The activities are doable and will make sense to a classroom teacher. —Belinda G. Gimbert, Coordinator, Transition to Teaching Program Newport News Public Schools, VA

differentiating instruction and assessment for english language learners: Differentiating Instruction in the Regular Classroom

Diane Heacox, 2012-08-28 This updated edition presents a practical introduction to differentiation and explains how to differentiate instruction in a wide range of settings to provide variety and challenge. Chapters focus on evaluation in a differentiated classroom and how to manage both behavior and work tasks. The book includes connections to Common Core State Standards. Digital content includes a PowerPoint presentation for professional development, customizable forms from the book, and curriculum maps, workcards, and matrix plans.

differentiating instruction and assessment for english language learners: *Differentiated Literacy Strategies for English Language Learners, Grades 7–12*

Gayle H. Gregory, Amy Burkman, 2011-10-05 100 ways to keep adolescent ELLs engaged This versatile handbook is for middle school and high school educators who need to differentiate literacy instruction for adolescent ELL students at various stages of literacy competency. Adapted from the highly successful Differentiated Literacy Strategies for Student Growth and Achievement in Grades 7–12, the authors use brain-based strategies and texts that appeal to older learners who may have had interrupted formal education or come from newly arrived immigrant populations. More than 100 hands-on tools help teachers develop students' competencies in: Content areas, including vocabulary, concept attainment, and comprehension Technology, such as information searching, evaluation, and synthesis Creative applications and 21st century skills .

differentiating instruction and assessment for english language learners: Differentiating Instruction

Jacqueline S. Thousand, Richard A. Villa, Ann I. Nevin, 2007-03-21 In Differentiating Instruction, Jacqueline S. Thousand, Richard A. Villa, and Ann I. Nevin demonstrate how to use co-planning, co-teaching, and collaboration to differentiate instruction more effectively. This new resource, which follows the authors' bestseller, A Guide to Co-Teaching, showcases examples of good practice using differentiated instruction through retrofit and universal design.

differentiating instruction and assessment for english language learners: *Language and Learning in Multilingual Classrooms*

Elizabeth Coelho, 2012-06-25 This book offers practical research-based advice for teachers and other educators on how to adapt school and classroom procedures, curriculum content, and instructional strategies in order to provide a supportive learning environment for students of minority language backgrounds who are learning the language of instruction at the same time as they are learning the curriculum.

differentiating instruction and assessment for english language learners: *The Differentiated Classroom*

Carol Ann Tomlinson, 2014-05-25 Although much has changed in schools in recent years, the power of differentiated instruction remains the same—and the need for it has only increased. Today's classroom is more diverse, more inclusive, and more plugged into technology than ever before. And it's led by teachers under enormous pressure to help decidedly unstandardized students meet an expanding set of rigorous, standardized learning targets. In this updated second edition of her best-selling classic work, Carol Ann Tomlinson offers these teachers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how to divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests. With a perspective informed by advances in research and deepened by more than 15 years of implementation feedback in all types of schools, Tomlinson explains the theoretical basis of differentiated instruction, explores the variables of curriculum and learning environment, shares dozens of instructional strategies, and then goes inside elementary and secondary classrooms in nearly all subject areas to illustrate how real teachers are applying differentiation principles and strategies to respond to the needs of all learners. This book's insightful guidance on what to differentiate, how to differentiate, and why lays the groundwork for bringing differentiated instruction into your own classroom or refining the work you already do to help each of your wonderfully unique learners move toward greater

knowledge, more advanced skills, and expanded understanding. Today more than ever, The Differentiated Classroom is a must-have staple for every teacher's shelf and every school's professional development collection.

differentiating instruction and assessment for english language learners: English Language Learners: Janette Klingner, Amy Eppolito, 2014-01-01 This unique guide for special education teachers, teachers of English language learners, and other practitioners provides the foundational information needed to determine whether the language difficulties experienced by English language learners (ELLs) result from the processes and stages of learning a second language or from a learning disability (LD). The book addresses the following critical factors in detail: determining whether an ELL's struggles with reading in English are due to LD or language acquisition; characteristics of language acquisition that can mirror LD; different types of ELLS and why these differences are important; considering a student's opportunity to learn when determining whether he or she may have LD; common misconceptions and realities about ELLs and the second language acquisition process; ways that learning to read in English as a second or additional language differ from learning to read English as a first language, and how the differences can be confusing for ELLs; how schools can establish structure to facilitate the process of distinguishing between language acquisition and LD; how families are involved in the process; guidelines for determining which ELLs should be referred for evaluation; and what it means to use an ecological framework to determine whether ELLs have LD.

differentiating instruction and assessment for english language learners: Why Do English Learners Struggle With Reading? John J. Hoover, Leonard M. Baca, Janette K. Klingner, 2016-03-22 Make the right instructional and eligibility decisions to help your English Learners! Do your students' reading difficulties reflect language acquisition issues or a learning disability? Now in an updated second edition, this essential guide helps educators make informed choices about strategies and services to support English Learners, and includes: Nine common misconceptions that can lead to wrongful placement of students in Special Education A new chapter on evidence-based practices for success in teaching reading to students learning English Appropriate techniques to use when assessing students for special education Expanded coverage of Response to Intervention to include a multi-tiered system of supports (MTSS)

differentiating instruction and assessment for english language learners: Foundations for Teaching English Language Learners Wayne E. Wright, 2019 This comprehensive textbook prepares all teachers to teach English languagelearners (ELLs). It is widely used in undergraduate and graduate programs, including:- Elementary and secondary teacher education- Literacy and special education- TESOL and bilingual educationWayne Wright's deep respect for educational practitioners and his passion for Englishlanguage learners' right to a fair and full education are evident in every word he writes. Hisbook and companion website offer a vision and pathway toward fostering dynamic learningcommunities across schools, teacher education programs, and communities to improveeducation for ELLs. The rest is up to us.-Nancy H. Hornberger, University of PennsylvaniaNew to the Third EditionThe textbook and companion website are completely updated while retaining the practicalfeatures of the first and second editions. Readers will find:- New federal regulations, accountability requirements, and flexibility for ELLs under theEvery Student Succeeds Act (ESSA)- A stronger multilingual perspective on ELL education, with attention to new research,theory, and practice on dynamic bilingualism and translanguaging- New research on language, literacy, and content-area instruction for ELLs from theNational Academies of Sciences, Engineering, and Medicine- The integration of new principles by Teachers of English to Speakers of Other Languagesfor the exemplary teaching of ELLs- New information about the Seal of Biliteracy, now approved by more than 35 states andthe District of Columbia

differentiating instruction and assessment for english language learners: Getting Started with English Language Learners Judie Haynes, 2007 A veteran educator provides insights and strategies for educators unaccustomed to working with students whose native language is not English.

differentiating instruction and assessment for english language learners: Differentiating Instruction for Learners with Special Needs Barry W. Birnbaum, 2021-01-24 Differentiating Instruction for Learners with Special Needs: An Anthology provides future educators with a compelling collection of articles that explore special education, differentiated instruction, and universal design for learning. The text helps readers better understand how to work with children who are exceptional in the general classroom and how to apply strategies for teaching them in an inclusive environment. The anthology is divided into three distinct parts. The readings in Part I address special education and the law, and feature discussions regarding laws that impact students with disabilities, the emergence of special and inclusive education in the United States, and perspectives on IQ, ability, and eugenics. Part 2 focuses on differentiated instruction. Readers engage with articles about role-playing in an inclusive classroom, technology as a differentiated instruction tool, peer mediation, assessment to enhance student learning, and more. In the final part, readers further develop their understanding of universal design for learning (UDL). The articles address how to assist students with reading disabilities, the three-block model for UDL, and how to help English language learners cultivate greater literacy. Featuring contemporary research and approaches, Differentiating Instruction for Learners with Special Needs is an ideal supplementary resource for courses and programs in education, especially those with focus on special education.

differentiating instruction and assessment for english language learners: *Fair Isn't Always Equal* Rick Wormeli, 2006 Differentiated instruction is a nice idea, but what happens when it comes to assessing and grading students? What's both fair and leads to real student learning? Fair Isn't Always Equal answers that question and much more. Rick Wormeli offers the latest research and common sense thinking that teachers and administrators seek when it comes to assessment and grading in differentiated classes. Filled with real examples and gray areas that middle and high school educators will easily recognize, Rick tackles important and sometimes controversial assessment and grading issues constructively. The book covers high-level concepts, ranging from rationale for differentiating assessment and grading to understanding mastery as well as the nitty-gritty details of grading and assessment, such as: whether to incorporate effort, attendance, and behavior into academic grades; whether to grade homework; setting up grade books and report cards to reflect differentiated practices; principles of successful assessment; how to create useful and fair test questions, including how to grade such prompts efficiently; whether to allow students to re-do assessments for full credit. This thorough and practical guide also includes a special section for teacher leaders that explores ways to support colleagues as they move toward successful assessment and grading practices for differentiated classrooms.

differentiating instruction and assessment for english language learners: Leading and Managing a Differentiated Classroom Carol Ann Tomlinson Ann Tomlinson, Marcia B. Imbeau, 2010-11-15 Today's teachers are responsible for a greater variety of learners with a greater diversity of needs than ever before. When you add in the ever-changing dynamics of technology and current events, the complexity of both students' and teachers' lives grows exponentially. Far too few teachers, however, successfully teach the whole class with the individual student in mind. In Leading and Managing a Differentiated Classroom, Carol Ann Tomlinson and Marcia B. Imbeau tackle the issue of how to address student differences thoughtfully and proactively. The first half of the book focuses on what it means for a teacher to effectively lead a differentiated classroom. Readers will learn how to be more confident and effective leaders for and in student-focused and responsive classrooms. The second half of the book focuses on the mechanics of managing a differentiated classroom. A

teacher who has the best intentions, a dynamic curriculum, and plans for differentiation cannot—and will not—move forward unless he or she is at ease with translating those ideas into classroom practice. In other words, teachers who are uncomfortable with flexible classroom management will not differentiate instruction, even if they understand it, accept the need for it, and can plan for it. Tomlinson and Imbeau argue that the inherent interdependence of leading and managing a differentiated classroom is at the very heart of 21st-century education. This essential guide to differentiation also includes a helpful teacher's toolkit of activities and teaching strategies that will help any teacher expand his or her capacity to make room for and work tirelessly on behalf of every student.

differentiating instruction and assessment for english language learners: Teaching English Language Learners

Michaela Colombo, 2011-03-08 Ideal as a supplementary text for a variety of courses and as a guide for in-service teachers and for professional development settings, Teaching English Language Learners: 43 Strategies for Successful K-8 Classrooms provides teachers of all content areas with a broad, practical approach to teaching English language learners in the regular classroom setting.

differentiating instruction and assessment for english language learners: Teaching Reading to English Language Learners Socorro Guadalupe Herrera, 2010

differentiating instruction and assessment for english language learners: How to Differentiate Instruction in Mixed-ability Classrooms Carol A. Tomlinson, 2001 Offers a definition of differentiated instruction, and provides principles and strategies designed to help teachers create learning environments that address the different learning styles, interests, and readiness levels found in a typical mixed-ability classroom.

differentiating instruction and assessment for english language learners: Standards-based Activities and Assessments for the Differentiated Classroom Carolyn Coil, 2004 How to plan and implement differentiation using practical strategies, teacher-friendly directions, and time-saving techniques.

differentiating instruction and assessment for english language learners: Differentiated Instructional Strategies Gayle Gregory, Carolyn Chapman, 2007 In this fascinating book, the author of The Hinge Factor and The Weather Factor surveys revolutions across the centuries, vividly portraying the people and events that brought wrenching, often enduring and always bloody change to countries and societies almost overnight. Durschmied begins with the French Revolution and goes on to examine the revolutions of Mexico in 1910, Russia in 1917, and Japan in 1945, as well as the failed putsch against Hitler in 1944. His account of the Cuban Revolution is peppered with personal anecdotes for he was the first foreign correspondent to meet Castro when the future leader was still in the Sierra Maestra. He concludes with the Iranian Revolution that ousted the Shah in 1979 another that he personally covered and, in a new preface, extends his analysis to the Arab Spring. Each revolution, Durschmied contends, has its own dynamic and memorable cast of characters, but all too often the end result is the same: mayhem, betrayal, glory, and death. Unlike the American Revolution, which is the counterexample, few revolutions are spared the harsh reality that most devour their own children. Durschmied is a supremely gifted reporter who has transformed the media he works in. Newsweek A] light and lively narrative that serves as a useful introduction for the general reader. Library Journal

differentiating instruction and assessment for english language learners: Book Fiesta! Pat Mora, 2009-03-10 Take a ride in a long submarine or fly away in a hot air balloon. Whatever you do, just be sure to bring your favorite book! Rafael López's colorful illustrations perfectly complement Pat Mora's lilting text in this delightful celebration of El día de los niños/El día de los libros; Children's Day/Book Day. Toon! Toon! Includes a letter from the author and suggestions for celebrating El día de los niños/El día de los libros; Children's Day/Book Day. Pasea por el mar en un largo submarino o viaja lejos en un

globo aerostático. No importa lo que hagas, ¡no olvides traer tu libro preferido! Las coloridas ilustraciones de Rafael López complementan perfectamente el texto rítmico de Pat Mora en esta encantadora celebración de El día de los niños/El día de los libros. ¡Tun! ¡Tun! Incluye una carta de la autora y sugerencias para celebrar El día de los niños/El día de los libros. The author will donate a portion of the proceeds from this book to literacy initiatives related to Children's Day/Book Day. La autora donará una porción de las ganancias de este libro a programas para fomentar la alfabetización relacionados con El día de los niños/El día de los libros.

differentiating instruction and assessment for english language learners: Supporting Differentiated Instruction

Robin J. Fogarty, Brian M. Pete, 2011-11-01 Examine how PLCs provide the decision-making platform for the rigorous work of differentiated classroom instruction. A practical guide to implementing differentiation in the classroom, this book offers a road map to effective teaching that responds to diverse learning needs. Takeaway objectives at the beginning of each chapter guide discussion, and each chapter ends with action options of highly interactive strategies.

differentiating instruction and assessment for english language learners: Unlocking English Learners' Potential

Diane Staehr Fenner, Sydney Snyder, 2017-05-16 Schools are not intentionally equitable places for English learners to achieve, but they could be if the right system of support were put in place. Diane Staehr Fenner and Sydney Snyder recommend just such a system. Not only does it have significant potential for providing fuller access to the core curriculum, it also provides a path for teachers to travel as they navigate the individual needs of students and support their learning journeys. --Douglas Fisher, Coauthor of Visible Learning for Literacy A once-in-a-generation text for assisting a new generation of students Content teachers and ESOL teachers, take special note: if you're looking for a single resource to help your English learners meet the same challenging content standards as their English-proficient peers, your search is complete. Just dip into this toolbox of strategies, examples, templates, and activities from EL authorities Diane Staehr Fenner and Sydney Snyder. The best part? Unlocking English Learners' Potential supports teachers across all levels of experience. The question is not if English learners can succeed in today's more rigorous classrooms, but how. Unlocking English Learners' Potential is all about the how: How to scaffold ELs' instruction across content and grade levels How to promote ELs' oral language development and academic language How to help ELs analyze text through close reading and text-dependent questions How to build ELs' background knowledge How to design and use formative assessment with ELs Along the way, you'll build the collaboration, advocacy, and leadership skills that we all need if we're to fully support our English learners. After all, any one of us with at least one student acquiring English is now a teacher of ELs.

differentiating instruction and assessment for english language learners: What Teachers Need to Know About

Language Carolyn Temple Adger, Catherine E. Snow, Donna Christian, 2018-07-10 Rising enrollments of students for whom English is not a first language mean that every teacher – whether teaching kindergarten or high school algebra – is a language teacher. This book explains what teachers need to know about language in order to be more effective in the classroom, and it shows how teacher education might help them gain that knowledge. It focuses especially on features of academic English and gives examples of the many aspects of teaching and learning to which language is key. This second edition reflects the now greatly expanded knowledge base about academic language and classroom discourse, and highlights the pivotal role that language plays in learning and schooling. The volume will be of interest to teachers, teacher educators, professional development specialists, administrators, and all those interested in helping to ensure student success in the classroom and beyond.

differentiating instruction and assessment for english language learners: Assessment for Reading Instruction,

Third Edition Michael C. McKenna, Katherine A. Dougherty Stahl, 2015-06-23 This book has been replaced by Assessment for

Reading Instruction, Fourth Edition, ISBN 978-1-4625-4157-7.

differentiating instruction and assessment for english language learners: Differentiated Instruction Amy Benjamin, 2014-05-22 This book demonstrates how to make your classroom more responsive to the needs of individual students with a wide variety of learning styles, interests, goals, cultural backgrounds, and prior knowledge. Focusing on grades 6 through 12, this book showcases classroom-tested activities and strategies. Differentiated Instruction: A Guide for Middle and High School Teachers shows you how to vary your instruction so you can respond to the needs of individual learners. The concrete examples in this book demonstrate how you can use differentiated instruction to clarify: • the content (what you want students to know and be able to do) • the process (how students are going to go about learning the content) • and the product (how they will show you what they know.) This book is uniquely interactive. It features Reflections to help you understand your teaching style and guide you towards developing habits of mind which result in effective differentiated instruction. Also included is a chapter on teaching students whose native language is not English.

differentiating instruction and assessment for english language learners: *Case Studies on Diversity and Social Justice Education* Paul C. Gorski, Seema G. Pothini, 2013-11-07 Case Studies on Diversity and Social Justice Education offers pre- and in-service educators an opportunity to analyze and reflect upon a variety of realistic case studies related to educational equity and social justice. Each case, written in an engaging, narrative style, presents a complex but common classroom scenario in which an inequity or injustice is in play. These cases allow educators to practice the process of considering a range of contextual factors, checking their own biases, and making immediate- and longer-term decisions about how to create and sustain equitable learning environments for all students. The book begins with a seven-point process for examining case studies. Largely lacking from existing case study collections, this framework guides readers through the process of identifying, examining, reflecting on, and taking concrete steps to resolve challenges related to diversity and equity in schools. The cases themselves present everyday examples of the ways in which racism, sexism, homophobia and heterosexism, class inequities, language bias, religious-based oppression, and other equity and diversity concerns affect students, teachers, families, and other members of our school communities. They involve classroom issues that are relevant to all grade levels and all content areas, allowing significant flexibility in how and with whom they are used. Although organized topically, the intersection of these issues are stressed throughout the cases, reflecting the multi-faceted way they play out in real life. All cases conclude with a series of questions to guide discussion and a section of facilitator notes, called points for consideration. This unique feature provides valuable insight for understanding the complexities of each case.

differentiating instruction and assessment for english language learners: *Classroom Dynamics - Resource Books for Teachers* Jill Hadfield, 2013-07-15 This very popular series gives teachers practical advice and guidance, together with resource ideas and materials for the classroom.

differentiating instruction and assessment for english language learners: *Assessment and Student Success in a Differentiated Classroom* Carol A. Tomlinson, Tonya R. Moon, 2013 Carol Ann Tomlinson and Tonya R. Moon take an in-depth look at assessment and show how differentiation can improve the process in all grade levels and subject areas. After discussing differentiation in general, the authors focus on how differentiation applies to various forms of assessment--pre-assessment, formative assessment, and summative assessment--and to grading and report cards. Readers learn how differentiation can --Capture student interest and increase motivation --Clarify teachers' understanding about what is most important to teach --Enhance students' and teachers' belief in student learning capacity; and --Help teachers understand their students' individual similarities and differences so they can reach more students, more effectively Throughout, Tomlinson and Moon emphasize the importance of maintaining a consistent focus on the essential knowledge, understandings, and skills that

all students must acquire, no matter what their starting point. Detailed scenarios illustrate how assessment differentiation can occur in three realms (student readiness, interest, and learning style or preference) and how it can improve assessment validity and reliability and decrease errors and teacher bias. Grounded in research and the authors' teaching experience, *Assessment and Student Success in a Differentiated Classroom* outlines a common-sense approach that is both thoughtful and practical, and that empowers teachers and students to discover, strive for, and achieve their true potential. This is PDF Format E-book: ISBN 978-1-4166-1773-0

differentiating instruction and assessment for english language learners: Classroom Assessment in Multiple Languages

Languages Margo Gottlieb, 2021-01-02 What if multilingual learners had the freedom to interact in more than one language with their peers during classroom assessment? What if multilingual learners and their teachers in dual language settings had opportunities to use assessment data in multiple languages to make decisions? Just imagine the rich linguistic, academic, and cultural reservoirs we could tap as we determine what our multilingual learners know and can do. Thankfully, Margo Gottlieb is here to provide concrete and actionable guidance on how to create assessment systems that enable understanding of the whole student, not just that fraction of the student who is only visible as an English learner. With Classroom Assessment in Multiple Languages as your guide, you'll: Better understand the rationale for and evidence on the value and advantages of classroom assessment in multiple languages Add to your toolkit of classroom assessment practices in one or multiple languages Be more precise and effective in your assessment of multilingual learners by embedding assessment as, for, and of learning into your instructional repertoire Recognize how social-emotional, content, and language learning are all tied to classroom assessment Guide multilingual learners in having voice and choice in the assessment process Despite the urgent need, assessment for multilingual learners is generally tucked into a remote chapter, if touched upon at all in a book; the number of resources narrows even more when multiple languages are brought into play. Here at last is that single resource on how educators and multilingual learners can mutually value languages and cultures in instruction and assessment throughout the school day and over time. We encourage you to get started right away. "Margo Gottlieb has demonstrated why the field, particularly the field as it involves the teaching of multilingual learners, needs another assessment book, particularly a book like this. . . . Classroom Assessment in Multiple Languages quite likely could serve as a catalyst toward the beginning of an enlightened discourse around assessment that will benefit multilingual learners." ~Kathy Escamilla

differentiating instruction and assessment for english language learners: Making a Difference

Alberta Alberta Education, 2010-01-01 Differentiated instruction is a philosophy and an approach to teaching in which teachers and school communities actively work to support the learning of all students through strategic assessment, thoughtful planning and targeted, flexible instruction. This resource is a synthesis of current research and an introduction to the theory and practice of differentiated instruction within an Alberta context. The resource is organized into three parts: the first part includes general information and strategies for differentiating instruction, including why and how; the second part provides ideas for differentiating learning and teaching for specific student groups, including English as a second language learners, students with disabilities, and gifted students; and the third part offers practical, curriculum-specific ideas and strategies for differentiating learning and teaching in English language arts, mathematics, social studies, and science.--Document.

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Working with Multilingual Learner (MLLs)/English Language Learners (ELLs)¹ Resource Guide

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¹ Under Commissioner's Regulations Part 154, "English Language Learners" are defined as students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English. New York State uses the term Multilingual Learner interchangeably with English Language Learner, and generally refers to this population as Multilingual Learners/English Language Learners (or, MLLs/ELLs). This abbreviation is used in NYSED guidance and other public materials.



Introduction

This guide aims to provide educators with information and strategies to support Multilingual Learners/English Language Learners (MLLs/ELLs) in their classrooms. It offers practical ideas about how to get to know and assess students and provide effective instruction for MLL/ELL success. This guide is divided into three parts:

- Part I: Getting to know your students
- Part II: Understanding Language Proficiency Levels
- Part III: Designing Instruction with MLL/ELL Students at the Center, and
- Part IV: Using Strategies to Support Learning.

Part I: Getting to know your students, provides teachers with helpful information for learning more about their MLL/ELLs. It begins with a discussion of how language and bilingualism works through case studies of students with different language backgrounds. The various subgroups into which MLL/ELL students are classified are also described.

Part II of the guide describes the different levels of language proficiency educators can use to begin to assess where their students are on the continuum of language proficiency. The following section, Part III of this guide, focuses on designing meaningful instruction for MLL/ELL students. It begins with how to set up a classroom for effective instruction, including how to create a multilingual ecology and a culturally relevant learning environment. Next, this section details how to plan integrated units of study where language and literacy are taught through meaningful content.

Finally, Part IV of this guide provides specific strategies teachers can incorporate into their teaching in order to facilitate the use of students' home languages as resources for learning. The use of the home language, also called translanguaging, is a best practice with MLLss/ELLs and appears throughout this guide. These strategies have been adapted from *Translanguaging in Curriculum and Instruction: A CUNY-NYSIEB Guide for Educators* (Hesson, Seltzer, and Woodley, 2014). Each strategy is briefly explained and then illustrated through elementary, middle and high school classroom vignettes linked to a relevant Next Generation Learning Standard for English Language Arts or Mathematics.

A series of *Group Activities*, *Discussion Questions* and *Learning Partner Activities* are provided throughout the guide. Pedagogical staff using this resource as a professional learning guide can use these engagements to extend their learning though reflection, discussion and action. Included in this guide are pictures of activities and classroom wall displays from CUNY-NYSIEB schools. Other pictures, including book covers, have been obtained from the Internet.

I. Getting to know your students

With more than 200 languages spoken within its borders, New York State is one of the most culturally and linguistically diverse places in the world (New York State Education Department, 2018). Because MLLs/ELLs make up a growing percentage of the student population, New York State schools benefit from this richness of languages and cultures. Educators can begin to get to know their MLL/ELL students by finding out about their cultural and linguistic backgrounds. Having more than one language is among students' greatest assets (Billings & Walqui, 2019). Because of this, educational programs for MLL/ELLs across New York State aim to draw on home languages as a resource to ensure that all students are able to excel academically (NYSED, 2018).

Just as there is a diversity of languages spoken by the students of New York State, there is great variation in their cultural and educational backgrounds. Each MLL/ELL student comes to school with a unique background which educators can learn about in order to better support student learning. For example, some are born in the United States, while others emigrate from other countries. Some of these students have received formal schooling, and some have not. Even when students speak the same home language, for example Spanish, they may come from different countries with different cultural backgrounds (Freeman, Freeman, Soto & Ebe, 2016).

Hearing students' stories helps educators understand the linguistic resources MLL/ELL students bring to school. In order to help MLLs/ELLs develop English language proficiency, it is important to understand their linguistic backgrounds, how they use language and how language works. To help you deepen your understanding , below you will read about Maya, Zhang, and Nazir. In order to understand bilingualism, we will learn about these three students and how they use language.

Learning Partners

While Maya, Zhang and Nazir are all bilingual students who are developing English language proficiency, their backgrounds vary greatly.

1. As you read their stories, consider the MLL/ELLs in your classroom.
2. With your partner, compare and contrast their backgrounds of these students with those of your own.

Maya is a bright, energetic third grader who was born in the United States. She attended a monolingual English pre-school and kindergarten and now attends a bilingual school. She



speaks Spanish at home with her parents who are from El Salvador but she always speaks in English with her younger brother, Romero. At home they watch TV in both Spanish and English. On her own, Maya reads books in English and, occasionally, her parents will read books to her in Spanish.

Maya always speaks in Spanish with Mamá Concha, her grandmother from El Salvador who doesn't speak English. and

her uncle from El Salvador who does speak English but is more comfortable speaking in Spanish. She also speaks in Spanish with her parents' friends. However, with her neighbors, who are from New York, Maya speaks mostly in English. No one told her to use English with the neighbors; she just figured out that English was a stronger language for many of them, even though they sometimes speak Spanish to others around her.



At soccer practice after school, the coaches speak Spanish to all the kids. Maya speaks in Spanish with the coaches, but then uses mostly English when talking with her teammates. When a new girl from Mexico joined the team, Maya spoke to her in Spanish. Maya uses her two languages with different people depending what she perceives to be their level of proficiency in either language.

Like most bilinguals, Maya is not completely balanced in English and Spanish. She uses English more often at school, with her peers, and with her neighbors. She uses Spanish more at home. While she is comfortable using oral language, her teacher finds that she struggles using both English and Spanish for academic purposes. Over time, Maya's bilingualism and language use will continue to change depending on her school, the places she lives, and the people she communicates with most often.

Maya provides an example of the dynamic language practices of bilingual students. While older notions of bilingualism theorized that bilinguals use their languages the same way and are equally competent in both languages in all areas, we now understand that “[b]ilinguals usually acquire and use their languages for different purposes, in different domains of life, with different people. Different aspects of life often require different languages” (Grosjean 2010, 29). Rather than developing equal abilities in each language, bilinguals develop the language they need to speak to different people in different settings or domains when discussing different subjects. In other words, each language complements the other.

How We Use Language

Just as Maya is able to use Spanish or English in different contexts, with different people, monolingual speakers use language in a similar way. The language we use when we are speaking in a formal meeting differs from the language we use when talking with friends or disciplining a child or teaching a class. The ways we use language vary by situation, and the features (the words, sounds, word order, etc.) of “English” or “Spanish” or “Chinese” vary depending on the specific language structure and the context.

Even when working in only one language, we find that our students have unique language practices. Consider how different 7-year-olds talk, or middle school students with different backgrounds. Their language would vary even if they were the same age in the same class.

As Garcia, Johnson and Seltzer, 2017)

differently, depending on who they are, what they are doing, what they are feeling, and with whom they are interacting. Now think of how different groups of English speakers (e.g., African American, British, Texan) or Spanish speakers (e.g., Mexican, Cuban, Puerto Rican) use the 'same' language. Their so-called 'English' or 'Spanish' would also be very different, reflecting the language practices used in their communities. It is important to remember that monolingual English speakers and monolingual Spanish speakers, or those considered monolingual speakers of any language, are in fact multidialectal because they can use more than one variety of the "same" language. If we cannot say that there is a single English or Spanish or Arabic for those who are monolingual, we can imagine how much more complex it is to think about the languages of bilinguals (p.18).

Bilingual speakers have even more choices to make than multidialectal monolingual speakers as they use language to communicate. This is because their language repertoires include many more language features from which to choose. Imagine a language repertoire like a bank of language features that can be accessed. Language features include, for example, sounds, nouns, verbs, adjectives, tense systems, pronoun systems, gender distinctions, and syntactic rules. Though from a societal point of view,

bilinguals are said to speak two languages, from their own perspective, bilingual speakers have just one bank of language. This language repertoire includes linguistic features that are associated socially and politically with one language or another and are named as English, Spanish, Chinese, Russian, and so on. Bilingual speakers pull features from their language repertoire, or bank, to communicate in what are called different languages.

Code-switching is a term that has been used to refer to the practice of switching between two languages. This term assumes that bilinguals are switching between two separate codes or languages stored in their brains. García and Wei (2014) however, use the term *translanguaging*. They argue that bilingual speakers do not switch between two linguistic codes. Rather they have one linguistic system and use features of this single system as they communicate.

When bilingual speakers bring in words from both languages, they enrich conversation much in the same way that having a large vocabulary in one language allows a person to express herself more fully. Just as bilingual families use multiple languages in everyday conversations at home, teachers can use all of their students' languages in their classrooms as well. By facilitating the extension of this use of multiple languages into their classrooms, MLL/ELLs can use all of their language for learning in school.

The story of Zhang², a 13-year-old 7th grade student from China, helps us further understand the idea of bilingual students having one bilingual repertoire with language features students use, or suppress, as they communicate with different people and learn in school. In Zhang's case, his teachers support the use of his entire linguistic repertoire for learning. Teachers like Zhang's are able to facilitate this even when they don't speak their student's home languages.

Zhang is a 13-year-old who immigrated to the U.S. from Fuzhou, China at the end of 5th grade. He is a Newcomer ELL in a stand-alone English as a New Language class. Zhang attends a large, urban middle school.

When he arrived from China, his teachers found Zhang to be quiet and reserved. He had taken some English at his school in China, yet struggled to understand all but very simple words and looked to Mandarin-speaking peers to help him communicate. In the last two years, however, as his teachers have invited Zhang to use whatever language he feels most comfortable with to help him accomplish classroom activities, he has come out of his shell and has even experimented more with English.

Inviting Zhang to use Mandarin to accomplish classroom tasks also alerted teachers to his



well-developed academic abilities in the language: he can write whole stories and essays with ease and often reads novels in the language. Teachers encourage Zhang's participation and continued academic growth by using web-based translation software to communicate their prompts and questions in subject area classes.

Zhang also uses the web-based translation software on a class computer, for instance, when he responds to class tasks partially or

wholly in Mandarin and translates them. His teachers also use Chinese-language texts, videos, and peers in the class to support Zhang as his English language proficiency develops. Zhang now does not shy away from speaking to classmates and teachers, even in English. He has also developed a great deal of confidence: at the end of 6th grade, he stood up in front

² Source: CUNY-NYSIEB website.

of his Social Studies class and gave a presentation in Mandarin about the Spartans and Athenians in Ancient Greece. While he still needs to use machine translation software for writing and when he doesn't understand questions, Zhang now tries to write as much as possible in English. Based on Zhang's progress, his teachers are sure that he will reach the next level of English proficiency on the New York State exam by the end of 7th grade.

By encouraging Zhang to use his entire linguistic repertoire in school, Zhang's teachers found that he became more confident which helped his English language development. By providing him with opportunities to use Mandarin, he was able to show all that he knew and to build on it. Instead of falling behind because of his limited English, Zhang was able to participate in class projects and learn new content in a language he understands, while he continues to develop English.

While Zhang quickly excelled in school once given appropriate support, others take much longer. Why is it that some newcomer students seem to do so well, while others take longer? A common misconception is that certain students just work harder or that their culture, families, or parents value school more. What we find, however, when we examine students' backgrounds, is that for a variety of reasons, some MLLs/ELLs have had more time in school than others. Consider the story of Nazir³, a 16-year-old 9th grade student from Yemen. Unlike Zhang, who had attended school in China, Nazir had to work and had few opportunities to attend school before moving to New York.

Nazir arrived from Yemen and was placed in the 9th grade. He was identified as a Student with Interrupted/ inconsistent Formal Education (SIFE) because he lived and worked in a rural area of Yemen and had limited opportunities for formal schooling. Nazir attends high school in a large city in Western New York, where he has been placed in an English as a New Language (ENL) program.



When he first entered high school, he was unfamiliar with basic school routines, and was overwhelmed by being in a new setting. He spent much of his class time doodling and writing his name on his folder. His school programs 9th and 10th grade students together, so the 10th graders can provide peer language support to the newcomer 9th graders.

Upon his entrance to the school, he was paired with Arabic-speaking students so that they could help him understand how to navigate the classroom and school routines. He also received small-group English literacy support.

Nazir is a very friendly and social student. Despite the fact that he started in 9th grade with almost no English, he has made friends with students who speak different languages and come from many cultures. He loves to play soccer and talk about it. This has been a common ground for him to socialize with kids from a variety of backgrounds. Because of his social skills, Nazir's social English has developed very quickly and he was able to communicate orally in English early on. Since many of his friends are from Latin American countries, he has also learned some Spanish.

Nazir is now able to understand the routines of the class and use them to his advantage. He thrives during group work and takes a leadership role in organizing his group and getting everyone to focus. Working in a group helps Nazir because it provides a venue

³ Source: CUNY-NYSIEB website.



for him to participate in the class and check his understanding with other students. The school's philosophy is to encourage students to use their home language for learning English and to work in small groups of students who share a home language. While he is making significant progress, Nazir does continue to struggle to conceptualize what he is supposed to do in his class work, particularly if an activity has more than one component.

Like Zhang, Nazir was paired with students who spoke his home language and could help make the content comprehensible. Knowing his background, it's understandable why he is taking longer to understand school routines and excel academically than a student like Zhang who came to New York directly from a school in China bringing a wealth of school-knowledge with him. Nazir's outgoing personality, however, will help him communicate with Arabic, Spanish, and English-speaking peers who can support him in school.

This section introduced three MLL/ELL students attending schools in New York who have different backgrounds. Through their stories, we explored how they use language to begin to understand bilingualism. Their stories also provide a window for understanding students' varying English language development and academic achievement. In the following section, we will discuss subgroups of MLL/ELL students to further understand similarities and differences among English learners in order to provide effective instruction.

Who are New York State's MLLs/ELLs? Multilingual Learner/ English Language Learner Subgroups

In getting to know your students' individual characteristics, teachers will determine to which MLL/ELL subgroups they belong. The great variation among MLLs/ELLs is reflected in their age of arrival, prior schooling experiences, and literacy levels in their home language, among other variables. Some do very well while many struggle. Teaching these diverse students is complex. In a review of the research on concerns about MLLs/ELLs, García (2000) points out that "There is no typical [MLL/ELL]." (3). It is important that teachers consider some basic differences among MLLs/ELLs as they plan instruction for them, including differences in their academic background and their academic language proficiency. Figure 1.1 briefly describes six types of MLL/ELL students that serve as the basis for the MLL/ELL subgroups in New York State: Newcomer ELLs, Developing ELLs, Long-term ELLs (LTE), ELLs with an IEP, Students with Interrupted / inconsistent Formal Education (SIFE), and Former ELLs. Four of these subgroups are further described below. NYSED (2019a) website provides detailed information for each subgroup.

Teachers and administrators can also contact the Regional Bilingual Education Resource Networks ([RBERNs](#)) which provide technical assistance and professional development in order to improve instructional and assessment practices and educational outcomes of MLL/ELLs.

Newcomer	Students who have been in our schools for three years or less and are Multilingual Learners/English Language Learners. Please note that this subgroup includes both secondary school Newcomers and US born kindergarten MLLs/ELLs.	63.3%
Developing ELLs	Students who have received MLL/ELL services for 4 to 6 years.	24.9%
Long-term ELLs	Students who have completed at least six years of MLL/ELL services in a New York State school and continue to require ELL services.	11.7%

ELL Students with Disabilities	MLLs/ELLs who have an Individualized Education Plan (IEP). An IEP team determines a student's eligibility for special education services and the language in which special education services are delivered.	21.9%
Students with Interrupted Formal Education	MLLs/ELLs who have attended schools in the U.S. for less than twelve months and who, upon initial enrollment in schools, are two or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the U.S.	8.7%
Former ELLs	A Former ELL is a student who was identified as a MLL/ELL and has met the criteria for exiting MLL/ELL status. Upon exiting MLL/ELL status, Former ELLs are entitled to receive at least two years of Former ELL services.	8.4%

Figure 1.1 Multilingual Language Learner/English Language Learner subgroups and student percentages (NYSED, 2019).

Newcomer ELLs⁴

When young people arrive at U.S. schools from other countries, they may feel overwhelmed by all the new experiences they encounter. As teachers, we can also find it challenging to meet the diverse needs of newly-arrived students, due to their highly variable experiences, backgrounds, and levels of comfort in school settings. Although both Zhang and Nazir described in the case studies above were both Newcomer students, their backgrounds were vastly different.

Some Newcomer ELLs are students born in another country who have recently traveled to the United States. Newcomers who are also identified as MLL/ELLs, speak one or more Languages at home and are learning English in school. An incredibly diverse array of students falls under the Newcomer /ELL designation. A Newcomer ELL could range from a very young child just entering the school system whose home and new language practices are still developing, to a high school student who has well-developed academic skills in his/her home language. Newcomer ELLs might also include students with other designations, such as Students with Interrupted Formal Education (SIFE), Refugee (students fleeing their country of origin because of persecution, war, or other disruption), Unaccompanied Minor children or who arrive from other countries without their parents).

Newcomer ELLs students vary in terms of...

1. Nation of origin
2. Age at which they entered the U.S. school system
3. Language(s) they speak at home
4. Comfort with academic environments
5. Access to schooling in their home country
6. Comfort with home language and English school-based literacies
7. Whether they studied English in their home countries
8. Socioeconomic factors
9. Racial, religious, and ethnic identity
10. Extent of ties to family, friends, language, and culture abroad

⁴ Adapted from Resources for Work with Particular Subgroups on the CUNY-NYSIEB website.

Further Resources on Newcomer ELLs:

- To learn more about identifying and supporting Newcomer MLLs/ELLs, refer to the [NEWCOMER TOOL KIT](https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf) (<https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>) a comprehensive resource provided by the U.S. Department of Education.
- Refugee Students: <http://www.colorincolorado.org/ell-basics/special-populations/refugee-students>
- Unaccompanied Children and Youth: <http://www.colorincolorado.org/ell-basics/special-populations/unaccompanied-children-youth>

Long Term English Language Learners (LTEs)⁵

Many MLLs/ELLs in U.S. schools receive language supports and services for extended periods of time without passing their state's English language proficiency exam. When this happens, these MLL/ELL students are labeled "Long Term English Language Learners" or "LTEs." In New York State, if a student has been receiving ENL (English as a New Language), services for six years without passing the New York State English as a Second Language Achievement Test (NYSESLAT), he or she is classified as a Long Term ELL. Most students identified as LTEs are in middle or high school.

It is important to note that most students with this designation speak English fluently. They have been in the U.S. for years, many from birth. Their primary language skills (listening and speaking) are usually much more developed than their secondary language skills (literacy, especially academic literacy). There are many reasons student may be LTEs:

1. **Students who have received inconsistent U.S. schooling:** Students in this category have been shifted by their school system between bilingual education, English as a New Language (ENL) programs, and mainstream classrooms with no ENL services.
2. **Transnational students:** These are students who have moved back and forth between the United States and their families' countries of origin during their school-aged years and may or may not have gaps in their schooling history.
3. **Students who have received monolingual language support:** Some students receive ENL programming consistently, but these programs have failed to build upon the students' home language practices.

⁵ Adapted from Resources for Work with Particular Subgroups on the CUNY-NYSIEB website.

Additional Resources on Long-Term English Language Learners:

- *Meeting the Unique Needs of Long-Term English Language Learners* (Olsen, 2014). Available from https://www.rcoe.us/educational-services/files/2012/08/NEA_Meeting_the_Uneque_Needs_of_LTLLs.pdf
- A CUNY-NYSIEB Framework for the Education of 'Long-Term English Learners': 6–12 Grades (Ascenzi-Moreno, L., Kleyn, T., & Menken, K., 2013) Available from <http://www.cuny-nysieb.org/wp-content/uploads/2016/05/CUNY-NYSIEB-Framework-for-LTLLs-Spring-2013-FINAL.pdf>
- *Supporting Multilingual Learners/Long-Term English Language Learners in New York State* (Ebe, A. & Vogel, S., 2019) Available from <http://www.nysesd.gov/common/nysesd/files/programs/bilingual-ed/topic-brief-long-term-ells-a.pdf>

MLLs/ELLs Students with Disabilities⁶

MLL/ELL students with Individualized Education Plans (IEPs) receive both mandated English as a New Language (ENL) support as well as services for a documented learning need per an IEP. These students are an incredibly diverse group in terms of language and cognition. Also, because students' performances fluctuate over time, they can actually be "decertified" as they move through the school system. Therefore, it is crucial to emphasize the talents, literacies, and intelligences of MLLs/ELLs with IEPs, even as we acknowledge their particular needs. For more information on identifying, monitoring, and providing appropriate services for these students, refer to Chapter 6 of the US Department of Education's frequently updated *English Learner Toolkit* (2017).

Students with Interrupted/Inconsistent Formal Education (SIFE)

Young people like Nazir, whose schooling in their home country has been interrupted or insufficient, can arrive in U.S. schools in need of the language and literacy skills that will help them achieve academic success. These students, identified as Students with Interrupted/Inconsistent Formal Education (SIFE), may also need lower grade-level content knowledge and basic school habits.

Students with Interrupted / Inconsistent Formal Education (SIFE) typically arrive in the U.S. with literacy and content skills that do not meet the standards held by schools. Most SIFE are additionally identified as Newcomers, meaning that they are recent arrivals to the U.S. and U.S. schools. There are many reasons students may be SIFE:

- Lack of schooling due to political or social circumstances in their home country
- Lack of availability of formal education beyond the early years in their home country
- Travel between the U.S. and their home country that has led to gaps in their education (DeCapua & Marshall, 2010).

It is important to realize that many SIFE have specific social and psychological needs due to traumatic migration experiences or lived experience with war or displacement. Some may also need assistance learning basic school routines, given their limited experience with formal schooling. Last, it is



also common for these students to report feeling frustrated or isolated given how academically different they may be from their peers (Spaulding, Carolino & Amen, 2004). Because of these complex socioemotional needs, many MLLs/ELLs labeled as SIFE do not get the support they need and may eventually drop out of school (Spaulding, Carolino, & Amen, 2004).

Further Resources on Students with Interrupted/Inconsistent Formal Education:

- Bridges to Academic Success (N.D.). *SIFE Project: Curriculum Overview*. Available at <http://bridges-sifeproject.com/program-overview/>
- Klein, E. C. & Martohardjono, G. (2009). Understanding the Student with Interrupted Formal Education (SIFE) Phase II: A study of SIFE skills, needs and achievement. *Report to the New York City Department of Education*.
- OBEWL Website: <http://www.nysed.gov/bilingual-ed/students-interruptedinconsistent-formal-education-sife>

While the subgroups described above begin to provide educators with a broad understanding of differences among MLLs/ELLs, it is important to note that there are many variations among students' lives and educational experiences, even within these categories. In order to best serve MLL/ELL students, it is essential that educators and school leaders look beyond labels and get to know individual learners.

Learning About Students' Multilingual Trajectories

On the first day of class each semester, Ann, a professor of education, would ask her graduate students, who were kindergarten through twelfth grade teachers in New York City schools, how many of their students were bilingual. Several would raise their hands. She would then ask how many knew which languages their students spoke and which countries they or their families came from. Many of the teachers had an idea about some of their students, but certainly not all. Ann would then encourage these teachers to talk with their students, to interview them, to get to know about their bilingualism or multilingualism and their cultures. Every semester, teachers would return to class, often very surprised, with valuable information they had never considered gathering about the languages and cultures of their students: “Educators may talk about the importance of culturally responsive pedagogy, but how are teachers to enact such pedagogy if they do not systematically collect information about who their students are, the languages they speak, their cultural practices, their experiences and the worlds that they know?” (Garcia, Johnson, and Seltzer, 2017, p. 31). The New York State Education Department has created the Culturally Responsive-Sustaining Education Framework involves creating student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning, develop students’ abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.

Although schools may categorize MLL/ELL students into groups such as Newcomers, LTE, or SIFE, teachers are typically not encouraged to think about bilingual students beyond these categories. For example, both Zhang and Nazir would be categorized as Newcomer students; however, their language, as well as their cultural and academic backgrounds, differ tremendously. In order to address the need to systematically learn about students’ backgrounds, educators have developed interview protocols and MLL/ELL student identification profiles. Figure 1.2 provides an Interview Protocol for MLL/ELL students that teachers can adapt and use to get to know them. Additional resources for identifying and documenting students’ bilingualism can be found in Garcia, Johnson and Seltzer’s (2017) *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*. In their text, the authors



provide both a Bilingual Student Identification Checklist as well as a Bilingual Student Profile for teachers and administrators to adapt and use in their schools. Celic (2009) also suggests keeping class profiles of students on a chart which would include information for each student including their name, home language(s), country of origin, information about their language proficiency and assessment data. She provides templates for documenting this information.

Group Activities & Discussion Questions

1. In groups of three, assign the case studies of Maya, Zhang and Nazir for each group member to carefully re-read.
2. As you read about your student, take notes about what might be affecting his or her language learning and academic achievement.
3. Once you have completed the reading, summarize what you learned about the student.
4. As you listen to your group members, jot down notes about the student who is being presented.
5. Share examples of when and where each student was able to draw on the full features of his or her linguistic repertoire.
6. Discuss the factors that may be affecting his or her language learning and academic achievement.
7. Consider the subgroups of MLL/ELL learners. Describe a student in your classroom or school who fits into one of these categories and give reasons for your choice.



Figure 1.2: MLL/ELL Interview Protocol for Enrolled Students
(Adapted from the CUNY-NYSIEB website)

Question	Rationale	Response
<p>What's your name?</p> <p><i>For students who haven't always lived in New York State:</i> When did you come to [NY/the US]? What countries have you traveled to? What language/s do you speak at home? What language/s do you and your friends speak?</p>	To obtain basic information	
<p><i>For students coming from another country:</i></p> <p>Who were you living with in your country before you left?</p> <p>Who do you live with now?</p> <p>How do you feel about this/your new school?</p> <p><i>For new students:</i> How do you feel about moving to [this city/the US]?</p>	To understand living situation and socioemotional needs	
<p>What language/s have your classes been in?</p> <p>What language/s do you know how to read and write?</p> <p><i>For students coming from another school/country:</i></p> <p>What grade were you in at school in [your home country]?</p> <p>What was your school like in [your home country]?</p> <p>Tell us a story about an assignment you did at your school before you left.</p> <p>How did your teacher help you?</p> <p>Did you work with other students? How?</p> <p>Did you work with technology? How?</p>	To familiarize ourselves with the students' educational experiences	
<p>What are your goals for learning English?</p> <p>What are your goals for continuing to learn [your home language]?</p>	To create partnerships and set academic goals	
<p>How can we help you in school?</p> <p>How can we help you at home?</p>	To link student and families to services in the school and the community	



Figure 1.2, continued MLL/ELL Interview Protocol for Enrolled Students
(Adapted from the CUNY-NYSIEB website)

Learning about MLL/ELL Home Languages and Countries of Origin

Teachers in New York State have the unique privilege of teaching children from a wide variety of linguistic and cultural backgrounds. Recent statistics reveal that of the 2,622,879 students in New York State, 243,323 (9%) are MLLs/ELLs. Over half of all MLL/ELLs are in elementary school grades while there are fewer in middle and high school. One reason there are fewer MLLs/ELLs in upper grades is that as students become proficient in English, they are no longer identified as MLLs/ELLs but as Former ELLs. However, over a quarter of all MLLs/ELLs are in high school, which is a major entry point for recently arrived MLLs/ELLs (New York State Education Department, 2019).

While Spanish and Chinese-speaking students continue to make up the largest number of MLLs/ELLs in NYS, there has been a significant increase in linguistic diversity among the MLL/ELL population in recent years. It can be a challenge when teachers encounter many different languages in their classrooms and when the students speak languages that, for the teacher, are new and unfamiliar. Teachers need to keep up with the changing linguistic backgrounds of their MLL/ELL students. Of the prevalent languages within the last 5 years, there have been increases in Arabic, Bengali, Karen, Nepali, Uzbek, Somali, and Japanese speakers. (NYSED, 2019).

A good first step is for teachers to begin to get to know their students even before classes start by looking through school records to see their home language. This information can be found in each MLL/ELL's [Home Language Questionnaire](#), completed by parents when their child entered the NYS school system. This is typically filed in a student's cumulative record. Once teachers know their students' home languages, they can gather information about them, perhaps learn some classroom phrases to welcome students and find resources in those languages.

II. Understanding Language Proficiency Levels

Once teachers become familiar with the linguistic and cultural backgrounds of their students, they can begin to assess where they are on the continuum of language proficiency. Language proficiency is based on a student's ability to understand, speak, read and write for both *conversational* and *academic purposes*.

The New York State Education Department (2015) provides a general description of five levels of English language proficiency (See figure 2.1): Entering, Emerging (low intermediate), Transitioning (intermediate), Expanding (advanced) and Commanding. The descriptions focus specifically on MLLs/ELLs' academic language proficiency and provide educators with a starting idea of students' proficiency in English. Student levels are determined by scores on the New York State Identification Test for English Language Learners (NYSITELL) initial entrance exam or the New York State English as a Second Language Achievement Test (NYSESLAT), which determines MLL/ELL proficiency at the end of each year for students who are receiving English as a New Language (ENL) services.

Description of NYS English Language Proficiency Levels	
Level	Entering (Beginning)
Description	A student at the Entering level has great dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).



Level	Emerging (Low Intermediate)
Description	A student at the Emerging level has some dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
Level	Transitioning (Intermediate)
Description	A student at the Transitioning level shows some independence in advancing academic language skills, but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
Level	Expanding (Advanced)
Description	A student at the expanding level shows great independence in advancing language for academic purposes skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
Level	Commanding
Description	As measured by the NYSITELL, a student at the Commanding level has met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within his or her grade level. If a student attains Commanding level on the NYSITELL, the student is NOT an ELL and is NOT considered a former ELL and is therefore not entitled to Former ELL testing accommodations or services. If a student scores Commanding on the NYSESLAT, this is a student who has exited ELL status, is designated as a Former ELL and he or she will receive two years of Former ELL testing accommodations and services. See the OBEWL Former ELLs Guidance.

Figure 2.1 NYSED Language Proficiency Stages.

Part III. Designing Instruction with MLL/ELL students as the Focus

Setting up a Classroom for MLL/ELL Students

In addition to assessing your MLL/ELL students and getting to know their backgrounds, an essential step in preparing to work with students is to carefully consider and prepare the classroom space for optimal learning. As teachers step into their classrooms, it is helpful to think of the classroom as an environment that should support two goals simultaneously: language learning and learning grade-level content (Freeman, Freeman, Soto & Ebe, 2016; Gibbons 2002).

If teachers were to imagine that they were multilingual learners themselves trying to learn English and to keep up academically with classmates, what would help facilitate this? Celic (2009) provides a helpful list of things to consider as teachers look around their classrooms from a student's perspective (Figure 3.1).

Learning Partners

1. Partners silently read the first section of Classroom Review from the Perspective of a MLL/ELL Student.
2. As you read, take note of things you have in place in your classroom now and things you would like to change or add.
3. When you have both finished reading the section, each person will share their notes, giving specific examples.
4. Continue to read and share throughout the reading, reviewing one section at a time.

Classroom Review from the Perspective of a MLL/ELL

Written Language (on charts, the board, poster, word walls)

- Is the written language supported with pictures, photos, examples, or graphic organizers that would give you clues to understanding the content?
- Does the written language include familiar words that students have been explicitly taught during lessons?
- Can you identify the content area or topic for writing samples posted in the classroom?

Vocabulary Development

- Are there any visual resources like word walls, cognate charts, or labels in the classroom that would help you learn important vocabulary words and understand their meaning?
- Are there ways you could meaningfully practice the vocabulary?

Resources Available for Reading

- Are the books and other texts at an appropriate level that would help you develop your reading skills in English? Or would you be expected to wait to read in English until you had learned more of the language?

- Are there books in your home language that would help you continue to develop your reading skills?
- Are there books and other texts about topics and people you can relate to?
- Are there resources such as a listening centers or audio books on iPads that would let you listen to the language as you were reading?

Resources Available for Writing

- Are there resources available that would help you start writing in the new language (modeled writing displayed on charts, word walls, bilingual dictionaries or glossaries, a variety of paper choices)? Or would you be expected to wait to write in English until you had learned more of the language?

Spaces for Learning

- Are desks/tables and other areas set up so you can collaborate with your peers in learning English and grade-level content? Or would you be expected to always work alone?

Home Language

- Are there any materials or resources available in your home language to help you understand new concepts and build literacy skills?
- Have you been partnered with anyone who speaks your home language?

Figure 3.1 Classroom review from the perspective of a MLL/ELL student. Adapted from Celic (2009).

Classrooms should be organized in a logical way so that MLL/ELL students can easily navigate the layout so they know where to find information and resources. It is helpful to consider the questions in Figure 3.1 as teachers set up their classrooms at the beginning of the year. Each year, teachers can reflect on what went well and what changes to make to their classroom layout, resources and organization, to provide the optimal space for students to access both language and content.

Building a Culturally Sustaining Learning Environment⁷

Culturally sustaining pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling (Paris, 2014, p. 93). This means that teachers use students' own backgrounds and knowledge to build bridges to content understandings. To do this, we must create a learning environment where MLL/ELL students feel represented and valued, bringing their cultures into the classroom in a meaningful way. Creating a “culturally sustaining” learning environment isn’t just a benefit for bilingual students, though. Many students come from diverse cultural backgrounds, and *all* students benefit from understanding how their learning relates to different cultures. This means doing more than just celebrating a few multicultural holidays throughout the year; instead, this strategy shares four powerful ways you can make your classroom and instruction more culturally relevant to students. These strategies can also allow for exploration into social justice issues that are relevant to students from diverse backgrounds. The four strategies described below include:

1. Expand the content-area curriculum to include other cultures

⁷ Adapted from: *Translanguaging: A CUNY-NYSIEB Guide for Educators* (Celic and Seltzer, 2011).



2. Include multiculturalism in classroom or school displays
3. Write identity texts
4. Choose culturally relevant texts and those on topics of interest to students

Readers should inform their instruction by consulting the [NYSED resources on Social Emotional Learning and the Culturally Responsive-Sustaining Education Framework](#).

Expand the content area curriculum to include other cultures

Social Studies

The Social Studies curriculum is full of opportunities to make connections to the geography, history, traditions, and governments of other cultures. You can take any learning objective in the Social Studies curriculum and expand it to include connections to other cultures.

Science and Math

Science and math are more universal subjects across cultures. However, for the science or math concepts you are teaching, you can try to give a real-world application that is culturally relevant to your bilingual students. The most powerful way to do this is to connect the math concepts to a multicultural Social Studies or science unit you are teaching at the same time. You can also explore social justice issues related to science and math. For example, <http://www.radicalmath.org> has examples of math used for social justice issues relevant to students with diverse backgrounds.

Include multiculturalism in classroom and school displays

- When you create a display, think about how you can visually represent the multicultural lens students have been using to learn about a content area topic.
- You can also create a display that shows the multiculturalism present in your classroom. This can be done throughout the school.

Write identity texts

This pedagogical strategy, described in detail by Cummins and Early (2011), has bilingual students create a bilingual text in English *and* their home language as a way to share their cultural and linguistic identities and experiences. As Cummins explains: “Students invest their identities in the creation of these texts which can be written, spoken, visual, musical, dramatic, or combinations in multimodal form. The identity text then holds a mirror up to students in which their identities are reflected back in a positive light. When students share identity texts with multiple audiences (peers, teachers, parents, grandparents, sister classes, the media, etc.) they are likely to receive positive feedback and affirmation of self in interaction with these audiences” (Cummins & Early, 2011, p.3).

To create bilingual identity texts, students begin by creating initial drafts in whichever language they choose, typically the language in which they have a stronger writing ability. This allows them to more freely express their ideas and their identities. Then, they work with a peer or an adult to create a translation of the text into the other language. You can even have students create *digital* identity texts by using digital audio recorders and cameras.



Choose culturally relevant texts

It is especially important for teachers of MLLs/ELLs to ensure their instruction takes place within [NYSED's Culturally Responsive-Sustaining Education Framework](#) across all grades. Krashen (2004) points out that the more people read, the more their reading comprehension will improve and the more capable they will be of reading from a variety of genres, including academic content texts. MLL/ELL students read more and are supported in literacy when engaged with texts that connect to their cultural backgrounds. They find these books meaningful, and they have a real purpose to read them.

Research shows that students read better and read more when they read culturally relevant books (Ebe 2015, 2012, 2010; Feger 2006; Goodman 1982; Rodriguez 2009). Developing a collection of culturally relevant texts takes a concentrated effort. Not all books about Spanish speakers, for example, are relevant to all Latino students (Rosario and Cao 2015). Some books merely perpetuate stereotypes. Others, especially those published in Spain, contain settings and events that are unfamiliar to most Latino students in the United States. Still other books contain fairy tales. Keep in mind that the more relevant the books are, the greater your bilingual students' reading comprehension and engagement will be. Incorporating culturally relevant texts in your teaching helps your bilingual students draw upon their background knowledge, or schema, to comprehend what they are reading. These texts are also a powerful way to validate and celebrate the cultural experiences of the students in your class, while improving their literacy skills.

To learn more about adapting content-area curricula and lessons for MLLs/ELLs, please visit NYSED's [English Language Learner/Multilingual Learner Educator Tools and Best Practices](#).

Part IV. Strategies to support MLL/ELL student learning

This section of the guide provides practical assistance on strategies that help facilitate more effective learning of content and language by bilingual students. The strategies outlined in this section are intended to foster the use of multiple languages in the classroom and is adapted from Celic and Seltzer, 2011 and Hesson, Seltzer and Woodley, 2014.

In this guide, the strategies described are aligned to the New York State Next Generation Learning Standards (2017) with explanations of how bilingual strategies can be used to help students access, meet, and even exceed grade level standards in different content areas. While there are many strategies teachers can use to support their students, the strategies in this section include Multilingual Collaborate Work, Vocabulary, Using Students' Home Languages in Reading and Writing and Preview/View/Review. As teachers read through each strategy and classroom examples, they can select a few to try in their classrooms. To learn more about strategies to support MLL/ELL student learning, please see [OBEWL English Language Learner/Multilingual Learner Educator Resources](#).

Multilingual Collaborative Work: Content Area

Multilingual collaborative work is a great opportunity for bilingual students to engage in use of multiple languages as they make sense of new content and produce written and creative work to demonstrate their learning. Group work allows all students, no matter their proficiency in a new language, to be active participants in making sense of content and building on each other's knowledge. In monolingual environments, bilingual students are at a distinct disadvantage as they are unable to draw on *all* of their background knowledge and are unable to share their bilingual thinking.

process with others. On the other hand, bilingual students, given the opportunity to work together bilingually, have the benefit of making sense of new, challenging content with all the resources available to them. By giving MLL/ELL students the opportunity to contribute to their group in multiple languages, we increase the amount and the complexity of their participation.

The chart below provides an illustration of this strategy in use through short classroom vignettes from different grade levels. These vignettes are linked to the New York State Next Generation English Language Arts Learning Standards (2017). These charts help make the point that without translanguaging, many students will be left behind as they are presented with fast-paced, English only units and rigorous new standards.

Standard	Multiple Language Use in Action	Bridge to NYS NGLS
<p>NYS Next Generation ELA: 5SL1b:</p> <p>Follow agreed-upon norms for discussions and carry out assigned roles</p>	<p>Elementary school</p> <p>In a 5th grade science class, students are grouped strategically for their final projects. In one group, 4 Spanish speaking students with varying English proficiency levels take on different roles and present their findings bilingually. In another group, two students speak Bengali while two speak French. Some parts of the project are done collaboratively in English, while other parts are completed by partnerships in their respective home languages</p>	<p>Because groups are sensitive to students' linguistic abilities, all students are able to meet the NGLS standard of following the discussion rules and taking on a role. Without such support, some students may not be able to participate in these ways.</p>
<p>NYS Next Generation ELA: 7SL1a</p> <p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>Middle school</p> <p>In a 7th grade Social Studies unit on The Civil War, students visit the New York Historical Society to learn about the contributions of African Americans. Students are paired by home language and take notes at the exhibit using a teacher-made graphic organizer. They then use their notes in a class discussion the following day. Students' notes are written and later shared in English, but students discuss and negotiate what they write in their home language.</p>	<p>Consulting with a partner as they take notes bolsters academic vocabulary in both languages and increases overall comprehension of the material. Collaborating with a partner allows all students to prepare for the class discussion regardless of language ability.</p>
<p>NYS Next Generation ELA: 11-12W6</p>	<p>High school</p>	<p>Working together to find bilingual resources helps keep students on track as they</p>

<p>Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.</p>	<p>In an 11th grade ENL class, students who share a home language work together to find bilingual resources in that language for their final project. Students are then able to support each other as they synthesize their various sources in multiple languages in writing and present their findings to the class.</p>	<p>navigate large amounts of information that may not be comprehensible to the teacher (unless she speaks that language). Using bilingual resources increases the complexity of material available to all students, which enriches student writing and class discussions.</p>
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Multilingual Collaborative Work: Reading Groups

In guided reading, independent reading, or literature circles, students can work in groups based on home languages. MLL/ELL students are encouraged to discuss what they read in their home languages, share multilingual texts with group members, and draw on texts in English for support of their ideas in home languages. Students taking on various group roles can use both their home language and English in different ways. Some roles for students in multilingual reading groups can be:

- Discussion leader: prompts group with discussion questions in home language or new language
- Recorder: takes notes during the discussion in home language or English
- Artist: adds visual interpretation of discussion to be shared with whole class
- Translator: translates main points of a home language discussion into English to be shared with whole class
- Taskmaster: keeps group on task, on time, and on topic, providing directions and support in home language or English

Standard	Multiple Language Use in Action	Bridge to NYS NGLS
<p>NYS Next Generation ELA: 4RF3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>NYS Next Generation ELA: 4RF4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Elementary School In 3rd grade literature circles, students take on different roles and read books in home language groups: <i>Hair/Pelitos</i> (Cisneros), <i>Grandfather Counts</i> (Cheng), <i>The Hundred Dresses</i> (Estes), <i>Baseball Saved Us</i> (Mochizuki), <i>Celebrating Families</i> (Hausherr), <i>An-Ya and Her Diary</i> (Christian). In each group, students take turns reading aloud in English, but stop periodically to summarize, ask and answer questions of each other, and discuss opinions in their home language.</p>	<p>1. By working in home language literature circles, students can develop decoding and phonics skills in English with collaborative translanguaging supports. In taking turns reading aloud, students practice fluency.</p>
NYS Next Generation ELA: 7SL1	<p>Middle School Before starting a new class novel, <i>A Long</i></p>	Multilingual reading groups provide spaces

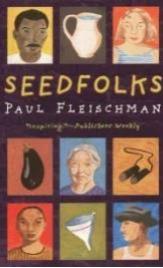
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><i>Water to Water</i> by Linda Sue Park, students in a 7th grade ELA class work in home language reading groups to preview the book. They find and discuss home language translations of anchor concepts and discuss in home languages their inferences about the book based on the title, cover art, chapter or book title, blurbs or multilingual reviews.</p>	<p>for students to develop collaboration and discussion skills such as accountable talk, consensus, debate, questioning, and teamwork. This, in turn, leads them to more complex understandings of grade level texts in English.</p>
<p>NYS Next Generation ELA: 9-10R1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>High School</p> <p>Students in 10th grade American Literature class are reading <i>The Dew Breaker</i> by Edwidge Danticat. The complex relationships in the books are interesting but can be challenging to follow. In home language reading groups, students read and discuss the details of the story while maintaining an ongoing reference multilingual guide to characters and their relationships with each other. Images with home language text such as webs of connection between characters, or family trees, are useful for students to visualize relationships with characters and event details, and students use them as reference for continued reading and writing.</p>	<p>Multilingual reading groups allow MLL/ELL students to draw a quote or passage from the English text then analyze characters or events in their home language using textual evidence as support.</p>

Multilingual Collaborative Work: Writing Partners

MLL/ELL students need support to move from spoken language to reading and writing in that language. You can pair students strategically so that they help one another grow as writers in English and their home language. As they have multilingual conversations about their writing, students practice using language for academic purposes, hone their listening skills, and talk about text and language in authentic ways.

Writing partners can:

- Brainstorm in any language & write in English
- Jointly construct a piece of writing in English, with discussion and negotiation in any language
- Read a partner's writing in English and discuss revisions and edits in any language
- Work together to translate one another's writing (from English to home language & vice versa).

Standard	Multiple Language Use in Action	Bridge to NYS NGLS
<p>NYS Next Generation ELA: 2W2</p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Elementary School</p> <p>In a unit on communities, 2nd graders are partnered to compare/contrast, brainstorm, and jointly create a piece of writing as well as prepare an oral presentation. The teacher pairs up two students who are both between an emerging and transitioning proficiency level in English. They work together to write a text in English, combining their linguistic knowledge to express their ideas (see pages 31-40 for more on this unit).</p>	<p>Pairing students who speak a common home language helps them pool their linguistic resources to create a more complex piece of writing. As students work together in both languages, they learn from one another and can work towards creating grade-level work in a new language.</p>
<p>NYS Next Generation ELA: 8W3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</p>	<p>Middle School</p> <p>8th grade ELA students read the book <i>Seedfolks</i> by Paul Fleischman. In order to compare different perspectives on the migrant experience, students work in pairs to develop imagined narratives via Two-Voice Poems. Because there are both Spanish- and English-speaking characters, the teacher pairs a Spanish-speaking student with a student who speaks English. The pair write back and forth in two languages, adding lines in the perspective of different characters.</p> 	<p>By pairing students with different home languages, they can create narratives that are rich and complex. By enabling each student to draw from his or her strengths, the pair both learns from and supports one another through the writing process. This is especially useful when reading a text that contains both English and students' home languages.</p>
<p>NYS Next Generation ELA: 11-12W2</p>	<p>High School</p> <p>Pairs of students in an 11th grade Chemistry class edit a formal report written on the results of an in-class lab. Though the reports</p>	<p>Just because a text is produced in English does not mean that the writing process can't be carried out in multiple languages. In fact, giving students the opportunity</p>

<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>are written in English, the two students discuss their ideas for revision in their shared languages, Arabic and French. The students discuss both linguistic and content-related revisions, helping one another to improve the overall quality of the report.</p>	<p>to use all of their languages to revise, edit, rewrite, and make linguistic and content-related choices will serve to strengthen any piece of writing. By pairing students with a shared home language, students have the added benefit of strengthening their home language literacy skills while improving their writing in English.</p>
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Multilingual Collaborative Work: Reading Partners

MLL/ELL students often learn informal language before achieving proficiency in academic literacy. Below is a chart that reviews some of the differences between each type of language acquisition which were also discussed in Section II of this guide.

Informal Language Skills	Academic Literacy Skills
<ul style="list-style-type: none"> ▪ Mostly refer to speaking and listening for everyday purposes of communication ▪ Could also include basic reading and writing skills such as identifying items by label in a grocery store or writing a short note to a friend. ▪ Typically acquired before academic literacy 	<ul style="list-style-type: none"> ▪ More complex and challenging ▪ Require abilities such as understanding, synthesizing, evaluating, analyzing, and critiquing academic content ▪ Include ability to read and understand, as well as speak and write language for academic purposes ▪ Typically take longer to acquire ▪ Students with academic literacy in their home language typically acquire academic literacy in an additional language more easily.

Figure 4.1 Informal language skills and academic literacy.

Assigning reading partners is a simple yet effective strategy to help students transition from informal everyday language use to complex academic literacy. Reading partners support literacy development in other ways:

- Students develop trusting relationships, allowing them to make mistakes and grapple with difficult material.
- Using a shared home language allows students to work through unknown vocabulary and complex text.
- Each student's individual strengths contribute to a more nuanced understanding of the text.

Reading the same text in both English and the home language with a partner allows for cross-linguistic transfer where linguistic knowledge from one language is used to leverage the learning of another language. This increases participation for beginner English learners. Even if students are reading different books, multilingual reading partners are a useful academic support. During class, reading



partners can help each other make sense of difficult concepts. At the end of each class, students can report back to each other on what they read using both languages.

Standard	Multiple Language Use in Action	Bridge to NYS NGLS
NYS Next Generation ELA: 3R1 Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.	Elementary school To prepare for a Science unit on the rock cycle, students in a 3 rd grade ELA class read background material with reading partners in their home languages. Together, the students carried out many tasks, including answering one another's questions about academic vocabulary and new content and comparing notes to check for understanding.	Asking and answering questions with a multilingual reading partner increases comprehension of complex material and gives students more opportunities to meet the standard.
NYS Next Generation ELA: 6R4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.	Middle school During a memoir unit in a 6 th grade ELA class, French-speaking students in the class read the original French book alongside the English version. Bilingual reading partners grapple with metalinguistic questions such as, does the book have a different feel in English and French? Is anything lost in translation? Do certain words, scenes, or characters work better in one language than the other? Did you find any cognates? How did reading both versions enhance your experience?	Bilingual partners may look at sentences, paragraphs, chapters, or sections in side-by-side translations to analyze how they fit into the structure of the text overall, as well as how they work differently in different languages.
NYS Next Generation ELA: 11-12R2 Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.	High school In a 12 th grade American History class, reading partners read primary and secondary source documents about present day Navajo life. Then reading partners seek out a blog written by someone with their shared cultural background and/or home language. While reading the blogs, reading partners help each other identify themes across blogs and summarize their findings.	Students are able to practice the skill of summary and finding key details in their home language, and through bilingual discussion navigate the meaning of the text.



Vocabulary

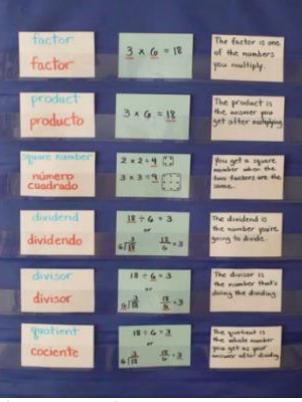
Multilingual Word Walls

Multilingual Word Walls provide opportunities for MLLs/ELLs and English proficient students to visually engage with words and learn new vocabulary. The visual display can be created using a variety of materials and formats including:

- Word cards side-by-side in multiple languages
- Pockets with the target word displayed on the front, and several word cards in the pocket.
Inside the pocket can be:
 - Synonyms or “stronger words” in the target and home languages
 - Cognates or “word friends” in home languages (see Section I of this guide and Funk’s (2012) *Languages of New York*)
 - Definitions or translations in students’ home languages
- Target word with definitions in students’ home language(s)
- Target word with a context sentence in students’ home language(s)

The real power of a Multilingual Word Wall is in students’ continuous engagement with it. Students can be responsible for updating the wall with their various languages. In class, students can use the Multilingual Word Wall in diverse ways including:

- Writing fictional short stories or poetry incorporating words on the wall.
- Creating and playing games using words: crossword puzzles, charades, Pictionary, etc.
- Using Word Wall words as choices for word study, writing prompts, personal dictionaries, and other independent or collaborative learning activities.

Standard	Multiple Language Use in Action	Bridge to Bridge to NYS NGSS
<p>NYS Next Generation ELA: 3L4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p>	<p>Elentary</p>  <p>A Multilingual Word Wall in a 3rd grade classroom consists of new content vocabulary in the new language and student home languages, a visual of the word and a sentence that uses the word. Students, families and school staff help to build the home language portion of the wall, and visuals are made or found by students.</p>	<p>Students can use multilingual word walls as reference throughout a unit. As students work on a task independently or in small groups, and come across a word they do not know, they can physically go up to the word wall, and consult with both the home language translation of words and the visual guide. Students can also work to create the multilingual word wall with the help of the school and local community.</p>
<p>NYS Next Generation ELA: 6L4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies</p>	<p>Middle School</p> <p>In a 6th grade math class, common math words are on a Multilingual Word Wall. This includes the word in English and home languages, an example in math terms and a brief definition of the word.</p> <p>Students refer to the word wall as they engage in problem-solving, creating their own problems, whole class discussions and collaborative and independent work. The teacher stresses the technical meaning of the words in Math but also discusses other meanings. For example, “product” can also be used in a sentence such as “Milk is a dairy product.”</p> 	<p>Students in content area classes often use words that have multiple meanings, including technical and figurative meanings. This can make vocabulary learning an even more complex process for MLLs/ELLs. Multilingual word walls provide space to display multiple meanings of words for students to explore as a reference in their classroom, and also be active participants in the creation of this resource, strengthening their understanding of new concepts.</p>
<p>NYS Next Generation ELA: 11-12R4</p>		<p>Multilingual word walls can be created and used while reading a multilingual text, and can reflect various meanings of individual</p>

<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.</p>	<p>High School</p> <p>Using Arabic, Farsi, Pashtun, English, the author of <i>The Kite Runner</i> weaves different languages through characters' dialogue and narration. This multilingualism is reflected in 11th grade ELA Multilingual Word Wall, which displays multilingual words as they appear in the novel. Students create a home language definition or explanation card to accompany each displayed word and copy the sentence in which it appears onto the card, identifying whether the word is being used connotatively or figuratively. As students continue reading, they use the word wall as reference, and also in their writing as language from the novel is incorporated as textual evidence.</p>		<p>and an</p>	<p>words. As students actively engage in creating the word wall, they are immersed in the language of the text and take ownership over a resource that will be used by the whole class throughout the unit. As students continue reading a text, or working on a theme, they can consult the multilingual word wall for various figurative and connotative meanings of unknown words.</p>
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Cognate Charts

As described in Section I of this guide, cognates are words that look and/or sound similar across different languages. For example, the word *night* in English has many cognates in other languages, including Afrikaans (*nag*), Polish (*noc*), German (*nacht*), French (*nuit*), Spanish (*noche*), and Ukrainian (*nich*), amongst many others. English shares many cognates with other Indo-European languages, but less so with other language families, such as African and Asian language families. Cognate charts are a way to display cognates in the classroom for word study and as an ongoing reference. Cognate charts may focus on:

Content-specific academic vocabulary

English	French	Spanish	Russian
conservation	conservation de la nature	conservación	сохранение

General academic vocabulary used across content areas

English	Polish	Turkish	Haitian Creole
energy	energia	enerji	enèji

Root words related to unit of study

Root	Meaning	Origin	English example	Spanish example
aud	hear	Latin	audible	audible

Use cognate charts in your classroom to:

- Introduce the key vocabulary of the unit.

- Encourage students to note cognates as they read independently in either language.
- Encourage ALL students to look and listen for cognates in each other's bilingual presentations even if they don't speak the same home language.

Standard	Multiple Language Use in Action	Bridge to NYS NGLS
<p>NYS Next Generation ELA: 5L4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p>	<p>Elementary school</p> <p>In a 5th grade bilingual Science class, the teacher keeps a list of cognates of key vocabulary related to their unit on the environment posted on chart paper in the classroom. Students use the chart to build their bilingual vocabulary as well as to create bilingual presentations on the local environment for their communities.</p>	<p>Explicitly showing students the connection between vocabulary in multiple languages increases students' transfer of knowledge between languages.</p>
<p>NYS Next Generation ELA: 7L4b</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>	<p>Middle school</p> <p>In a 7th grade Social Studies class, the teacher regularly asks students to make connections between new English vocabulary and vocabulary in their home languages based on common Greek and Latin roots. The activity is a classroom competition, where each table wins points for recognizing cognates in their home languages.</p>	<p>Embedding the activity into the daily routine helps students to make a habit of drawing on their multiple languages to strengthen their understanding of the material. The social aspect of the activity celebrates the multilingual skills of the students and encourages collaboration.</p>
<p>NYS Next Generation ELA: 9-10L4b</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	<p>High school</p> <p>In a high school ENL class, students engage in a word study exercise in which they list some typical prefixes and suffixes in English and their home language for adjectives, adverbs, gerunds, nouns, etc. Some English examples include -ing, -tion, -ful, -ly, -er, -ble, in-, un-, pre-, etc. Students then note correspondences between languages (for example, erosion - English and érosion - French).</p>	<p>Noting commonalities and patterns between prefixes and suffixes in multiple languages builds students' flexibility between languages as they come to better understand corresponding patterns based on part of speech.</p>

Preview/ View/ Review

Freeman et al. (2016) discuss the strategy Preview-View-Review (PVR), which uses both the new language and students' home languages to build background and read texts/introduce new topics. This strategy has three parts:

- Preview the topic/text in the *home language*
 This includes brainstorming, making connections, and sharing prior knowledge on the topic/text you are about to explore. For example, you can have students engage in *home language conversations and brainstorms* with peers, school staff, and family members, or provide students with *graphic organizers* such as K-W-L charts and Anticipation Guides, which students can complete using all their language resources.

- View the topic/text in the *new language* while connecting to the home language preview
 Here, students are presented with the lesson/content topic in the new, or target language (this if often English, but in dual language bilingual programs this could be another language). The presentation of content can include a traditional mini-lesson, a hands-on activity, watching a video clip or listening to audio, or reading a text either independently, in partnerships/groups, or aloud as a whole class. Here you can make explicit connections between what students previewed in their home language and new content they are learning in the new language.

- Review the topic/text in the *home language and back to the new language*
 This includes discussing, summarizing, and analyzing the text/topic back in the home language and through the use of multiple languages. This step helps MLLs/ELLs to clarify and negotiate what they learned in English, solidifying their understanding of the content. Students can review with a partner or group, staff members who share their home languages, or family members.

Standard	Multiple Language Use in Action	Bridge to NYS NGLS
NYS Next Generation ELA: 3RF4 Read grade-level text with sufficient accuracy and fluency to support comprehension	Elementary School During a unit on analyzing the use of humor in literature, students read different books in literature circles. The teacher introduces new literacy skills by having students <i>preview</i> each skill with a short, home language text. She then gives a short mini-lesson in which students <i>view</i> the skill in action with an English text. Afterwards, students <i>review</i> the new skill as they discuss their own books in their home languages and make links to the English language texts.	The use of explicit reading strategies can aid in comprehension. If students can practice a reading strategy in the language they know best, they are more likely to incorporate that strategy into their reading in a new language like English, leading to better comprehension.
NYS Next Generation Math: 6G1 Find area of triangles, trapezoids, and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals. Apply these techniques in the context of solving real-world and mathematical problems.	Middle School To <i>preview</i> a geometry unit that will be taught in English, a 6 th grade Dual Language Bilingual math teacher shows a short video in French that illustrates geometry at work in the real world. After watching the French video, the teacher gives students a brief introduction to different shapes	Seeing a film in their home languages about math helps students make connections between the real world and new academic content. Because students are introduced to these

	<p>they will be exploring in the unit (<i>view</i>). Then students talk with their partners in French and brainstorm different places they've seen each shape in their own neighborhoods (<i>review</i>) while naming the shapes also in English. This preview exercise builds students' bilingual academic vocabulary and facilitates the transfer of knowledge between languages.</p>	<p>ideas in one of their home languages, they are better prepared to solve real-world math problems about triangles in a new language.</p>
NYS Next Generation ELA: 9-10R7	<p>High School</p> <p>A 9th grade science teacher prepares his MLLs/ELLs for a unit on evolution. He uses Google Translate to put together an Anticipation Guide in both Spanish and English to <i>preview</i> key ideas within the unit. (Remember that items translated through Google Translate need to be reviewed by the teacher before presenting it to the students.) Students read the statements and discuss whether they agree or disagree with the statement, recording their opinions, using all their language resources. The teacher revisits students' answers throughout the unit.</p>	<p>Previewing concepts in home languages helps students compare/contrast their own knowledge of new topics with what they learn throughout a unit. By expressing and rationalizing their opinions of a topic in their home language, students are more able to support/contradict those opinions when learning content in a new language.</p>

Using Students' Home Languages in Reading & Writing

Multilingual Research

One of the advantages of knowing multiple languages is that you can use all of them to acquire information. When bilingual students research a topic using their *entire* linguistic repertoire, they experience the real-life value of being multilingual.

Multilingual research gives students:

- Access to *more information*
- Opportunities to see the world from *multiple perspectives*
- Connections to *background knowledge* about their current learning in their home languages
- Opportunities to develop *reading, writing, speaking, and listening skills* in multiple languages

When planning a research-based unit, consider:

- Collecting sources in multiple languages through the Internet, books from the public library, radio and podcasts
- Assigning student groups so that where possible, students have language partners to work with.

- Having students research by moving through thematic stations in small groups, taking notes in multiple languages on an assigned topic (ex. In a unit of study on Iroquois, topics may be Food, Governance, Family, etc.).
- Encouraging students to use their own multilingual research to inform their final project.

Standard	Multiple Language Use in Action	Bridge to NYS NGELS						
<p>NYS Next Generation ELA: 4R6</p> <p>In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first - and third - person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic.</p>	<p>Elementary school</p> <p>In a 4th grade unit on Native Americans, students' research Iroquois life through texts in multiple languages, including informational texts, graphics and multimedia, Iroquois legends, and historical fiction stories.</p>	<p>Researching one topic in multiple languages will enrich students' understanding of the topic by offering complex information while building students' additional languages.</p>						
<p>NYS Next Generation ELA: 7W6</p> <p>Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.</p>	<p>Middle school</p> <table border="1" data-bbox="633 1094 1008 1305"> <thead> <tr> <th data-bbox="633 1094 747 1199">Text Excerpt</th><th data-bbox="747 1094 861 1199">Write it in your own words (home language)</th><th data-bbox="861 1094 1008 1199">Write it in your own words (English)</th></tr> </thead> <tbody> <tr> <td data-bbox="633 1199 747 1305"></td><td data-bbox="747 1199 861 1305"></td><td data-bbox="861 1199 1008 1305"></td></tr> </tbody> </table> <p>Students do multilingual research about the Second Sudanese Civil War for a 7th grade ELA historical fiction unit. Teachers provide a list of multilingual sources, and students find their own independently. Then, students create a multilingual graphic organizer by recording a text excerpt in the language it was written, followed by an explanation in their own words in both their home language and English.</p>	Text Excerpt	Write it in your own words (home language)	Write it in your own words (English)				<p>Writing about a text excerpt in the home language before explaining it in English gives students a bridge to help them make sense of new, complex information. This exercise also allows students to build their knowledge of the topic as well as increase their fluency in both languages.</p>
Text Excerpt	Write it in your own words (home language)	Write it in your own words (English)						
<p>NYS Next Generation ELA: 9-10R7</p>	<p>High school</p> <p>In a 9th grade Social Studies unit, students create primary source</p>	<p>This activity goes beyond the standard by having students not only compare two points</p>						

<p>Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary).</p>	<p>documents by doing multilingual interviews of classmates, family members, and community members about their own refugee experiences. Students take notes during interviews in both their home languages and English. They then analyze each other's interviews, comparing and contrasting the information gathered, and incorporating these documents into a larger analysis of refugee experience.</p>	<p>of view, but actually creating the primary source documents they will compare. This offers students a greater understanding of primary sources as well as a deeper, personal connection to the material itself.</p>
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Comparing Multilingual Texts

Engaging with multilingual texts for comparison provides space for bilingual students to read rigorous texts in their home languages, and critically evaluate language, content, and structures of diverse texts and mediums. Working independently or in either home language pairs/groups or linguistically diverse pairs/groups, students can compare multilingual texts in a variety of ways, such as:

- Comparing a text in English and the same text translated into students' home language(s).
- Comparing two different texts about the same topic or theme, one originally written in English and one originally written in a student's home language(s).
- Comparing two different texts on the same topic or theme in two different mediums (i.e. a newspaper article and an online video) that are also in two different languages.

When working in pairs/groups with monolingual students or classmates with other home languages, MLL/ELL students can teach or translate texts from their home languages, practicing summarizing skills and strengthening their own comprehension.

Standard	Multiple Language Use in Action	Bridge to NYS NGLS
<p>NYS Next Generation ELA: 5R5</p> <p>In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.</p>	<p>Elementary School</p> <p>Students in a 5th grade Social Studies class work in pairs to create multilingual travel brochures, but don't always share home languages. Each pair finds two texts about their chosen location, one in English and one in a home language of choice. Embassy or national websites, and travel and tourism sites are particularly useful for both multilingual written and visual information. Each partner can teach their text to the other partner, discuss the varying information and language,</p>	<p>Multilingual texts provide ample opportunities for students to compare and contrast language, word choice, structure, content, event details, and more. This particular activity also pushes students to hone their oral language skills as they explain content and comparisons written in their home languages in English.</p>

	<p>and use what they've learned together to create their brochure in English.</p>	
NYS Next Generation ELA: 7R7 Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject.	<p>Middle School In a 7th grade ELA class, students are exploring making change in their communities. They go out into their communities and gather authentic community materials in multiple languages, such as maps, menus, healthcare pamphlets, and brochures. They choose one in their home language, and then find that information online in English (or choose material in English and go online for home language information). Students then evaluate the two mediums for content, language, and personal preference.</p>	Comparing multilingual texts adds a layer of language for students to use as a springboard for evaluation of two texts. It also opens doors for reading a variety of texts in different media, including authentic community materials and multilingual websites.
NYS Next Generation ELA: 11-12 R7 In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem.	<p>High School In groups, 11th grade chemistry students choose to investigate a communicable disease that interests them. Each group member conducts research through a different medium (online video, magazines, public websites, class textbook) and in at least two different languages. Later the class comes together, teaching another what they learned from their sources, comparing and evaluating their language and content, and synthesizing learning to create a presentation with visuals to the whole class about their disease.</p>	Working in a group on a topic of choice, students can independently investigate and research in a language and medium of choice, then join together with group members to evaluate and integrate these ideas to address a problem or complete a task.

Multilingual Reading Responses

When we think more flexibly about how MLL/ELL students can respond to what they read, we can begin to see what these students truly understand. When the pressure of getting the language “right” is alleviated, and when bilingual students utilize their entire linguistic repertoire, they are able to demonstrate their understanding of what they read more successfully. In order for students to respond to what they read in more than one language, teachers must engage in two steps:

1. provide multilingual texts, and
2. create opportunities for students to use multiple languages as they respond to what they read.

Once you have taken these two steps, MLL/ELL students can engage in one or more of the following strategies when reading a text in English:

Respond Orally:

- Discuss the text in English *and* the home language
- Discuss the text in the home language *only*

Respond in Writing:

- Respond to the text in English *and* the home language
- Respond to the text in the home language *only*

Standard	Multiple Language Use in Action	Bridge to NYS NGLS				
NYS Next Generation ELA: 3R9 Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.	Elementary School During a unit on analyzing the use of humor in literature, MLLs/ELLs participate in literature circles and, as they read, take notes in a Reader Response Journal. Though most of them read books in English, they ask questions, make connections, and analyze the humor in both English and their home languages. For example: <table border="1" data-bbox="518 1227 1083 1480"> <thead> <tr> <th data-bbox="518 1227 796 1269">Moment in the Text</th><th data-bbox="796 1227 1083 1269">Reader Response</th></tr> </thead> <tbody> <tr> <td data-bbox="518 1269 796 1480"> A quote, specific moment, or idea from the text (<i>written in English or the language of the text</i>) </td><td data-bbox="796 1269 1083 1480"> Analysis, questions, connections, etc. about that moment (<i>written in the home language and/or English or the language of the text</i>) </td></tr> </tbody> </table>	Moment in the Text	Reader Response	A quote, specific moment, or idea from the text (<i>written in English or the language of the text</i>)	Analysis, questions, connections, etc. about that moment (<i>written in the home language and/or English or the language of the text</i>)	Students find quotes or specific moments in a text that illustrate a central lesson. They elaborate on <i>how</i> the chosen detail illustrates this lesson by writing about it in both their home language and in English. Responding in the home language can help students demonstrate their knowledge without linguistic restrictions.
Moment in the Text	Reader Response					
A quote, specific moment, or idea from the text (<i>written in English or the language of the text</i>)	Analysis, questions, connections, etc. about that moment (<i>written in the home language and/or English or the language of the text</i>)					

<p>NYS Next Generation Mathematics NY8G3</p> <p>Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p>	<p>Middle School</p> <p>An 8th grade math teacher creates a classroom poster that lists sentence prompts and gives students copies of the list to keep in their binders. The prompts are in English with side-by-side translations in students' home language, Spanish. In groups, students can use the home language prompts to discuss their work. When sharing out their work with the whole class, however, students use the English prompts. This structure helps students develop their language for academic purposes in both English and Spanish.</p> <table border="1" data-bbox="518 671 1078 804"> <tr> <td>I still don't get...</td><td>Todavía no sé...</td></tr> <tr> <td>Can you show how you...?</td><td>¿Puedes demostrar cómo...?</td></tr> <tr> <td>I figured out...</td><td>Me di cuenta que...</td></tr> </table>	I still don't get...	Todavía no sé...	Can you show how you...?	¿Puedes demostrar cómo...?	I figured out...	Me di cuenta que...	<p>As students engage in content area learning, they learn to <i>describe</i> what they are learning using their languages for academic purposes. Thus, students are not only learning new content but talking through their learning in both their home and English.</p>
I still don't get...	Todavía no sé...							
Can you show how you...?	¿Puedes demostrar cómo...?							
I figured out...	Me di cuenta que...							
<p>NYS Next Generation ELA: 9-10R2</p> <p>Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.</p>	<p>High School</p> <p>A 10th grade bilingual chemistry teacher has his students respond to textbook readings using a series of multilingual graphic organizers (Venn diagrams, four-box organizers, semantic maps, etc.). The textbooks they read are in both English and Spanish, and the teacher always encourages students to respond in either or both languages so that they can better understand the concept.</p>	<p>By responding to what they read using graphic organizers in English or the home language, students can visualize processes, summarize important ideas, and draw conclusions about scientific concepts using their entire linguistic repertoire.</p>						

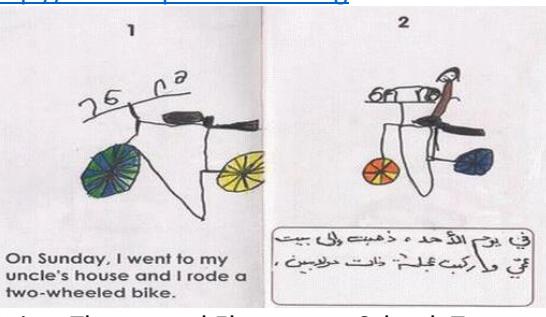
Independent Writing in Multiple Languages

Students have many experiences with independent writing throughout the school day. In Writers' Workshop, journaling, assessments, reading responses, and more, MLLs/ELLs can draw on their home languages as valuable learning tools during independent work. With independent writing, students can:

- write bilingual texts using both home language and English side by side.
- take notes on a text or synthesize first in home language, then in English.
- write a text in home language first, then, with revisions and bilingual dictionary support, write the final draft in English.
- brainstorm, prewrite, outline, or plan in home languages for an English writing piece.
- write in home languages with some English words within the text (or vice versa).

Text Excerpt	Write it in your own words (home language)	Write it in your own words (English)

Student use of their home languages is a valuable scaffold that can be incorporated into every stage of the writing process, from prewriting to publishing. Teachers can ask students to use their home languages in addition to providing other linguistic supports including sentence frames and sentence starters in both English and students' home languages.

Standard	Multiple Language Use in Action	Bridge to NYS NGLS
NYS Next Generation ELA: 3W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<p>Elementary School Students in Thornwood Elementary School's multilingual Dual Language Showcase create bilingual side-by-side texts in English and their home languages. These stories are written independently, with all language chosen by students. Parents and teachers in the school support the home language writing, and the work is shared online for the larger community. http://schools.peelschools.org</p>  <p>Raina, Thornwood Elementary School, Toronto</p>	Providing space for use of multiple languages allows MLLs/ELLs to apply literacy skills of story development, details, and event sequencing to their creative writing. These writing skills can be utilized in English and can strengthen students' biliteracy.
NYS Next Generation ELA: 7W2 Write informative/	<p>Middle School In 7th grade ELA, bilingual students write first drafts of persuasive letters in their home languages. The teacher gives out and reviews a</p>	Providing space for home languages in independent writing is a valuable tool in engaging students in writing

<p>explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing or rewriting.</p>	<p>bilingual rubric for their letter. She asks them to find someone whose opinion they trust, and either read aloud their letter, or have this person read it. Student partners then fill out the rubric, which is used in revisions for the final, English version of the letter.</p>	<p>partnerships. Students have greater access to a multitude of perspectives and supports for revising their writing when sharing in their home languages.</p>
<p>NYS Next Generation ELA: 11-12 R7</p> <p>In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem.</p>	<p>High School</p> <p>Students in a 10th grade Global History class are preparing to write a document-based question (DBQ) essay. They are given two primary source documents, a photograph of a plantation and a diary page written by Harriet Tubman. They are then asked a question to be answered in essay form. As they examine and read the documents, they make notes in the margins in their home languages. They then brainstorm ideas for their writing in both English and home languages. They use their home language brainstorming and prewriting to craft their DBQ essay response in English. Bilingual dictionaries or online translation tools are also available to support students' independent writing.</p>	<p>Home languages are useful for helping students prepare to address a complex task such as comparing and contrasting texts. Students can use multiple languages to flesh out their ideas and explore these texts, then write more complex responses in the new language.</p>

Multi-genre Writing in Multiple Languages

Multi-genre writing offers students the opportunity to showcase their skills and knowledge in a variety of ways. For MILL/ELL students, and for many students who struggle with literacy, formal writing assignments may not fully illustrate their understanding of a topic. Using academic vocabulary, writing complex sentences, and organizing and developing ideas on the page are just a few stumbling blocks your students may face. By writing in multiple genres, students can write about their knowledge in different ways, helping you get a better idea of what they know and can do. Some genres may include: letter-writing, poetry, oral (video-recorded) and written interviews, labeled dioramas/models, plays, art/music reviews, brochures, or TV scripts. Encouraging students to use language flexibly with these multiple genres has many benefits:



- Students are able to develop an authentic writing voice that includes all of their language abilities.
- Students are able to write for wider audiences, including their peers, families, and communities.
- Students have the opportunity to write about their knowledge in the language they feel most comfortable and competent using.
- Students are encouraged to explore how language affects point of view and understanding.

Standard	Multiple Language Use in action	Bridge to NYS NGLS
<p>NYS Next Generation ELA: 3W1</p> <p>Write an argument to support claim(s), using clear reasons and relevant evidence.</p>	 <p>Elementary school In a 3rd grade unit on Persuasive Essay, students use a bilingual graphic organizer to think through their ideas on paper before creating a brochure on "The Best Place in the World." Students then use this brochure to write a persuasive essay on the topic. Using a bilingual graphic organizer has many benefits:</p> <ul style="list-style-type: none"> ▪ Gives students the opportunity to use richer vocabulary in their home language as they develop English ▪ Allows side by side comparison of grammatical structures ▪ Helps organize students' thoughts before writing 	<p>Using a bilingual graphic organizer serves as a stepping stone to writing in multiple genres in both English and students' home languages. Further, one organizer can serve as a jumping off point for multiple writing pieces –in this case, a brochure and a persuasive essay.</p>
<p>NYS Next Generation ELA: 7W4</p> <p>Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience</p>	<p>Middle school In a 7th grade ELA fiction unit on survival, students use both languages to draft a two-voiced poem based on the survival experiences of 2 characters in the unit. Depending on students' abilities and preferences, they may keep their poems bilingual or translate them into one language. In a bilingual classroom, students may write one voice in English and the other in the home language. Then, students turn their poems into performances with a partner.</p>	<p>Writing bilingually helps all students meet the standard of producing a clear and coherent piece of writing. Knowing that the poems will be performed, students keep the purpose and audience in mind as they craft their poems.</p>

<p>NYS Next Generation ELA: 9-10SL4</p> <p>Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p>High school</p> <p>In a 10th grade Living Environment unit, students create model ecosystems that demonstrate how the diversity of living things contributes to the stability of an ecosystem. Students label their ecosystems bilingually, then orally explain their models in either language using a digital recorder. Oral responses are presented to the class along with the model. Students may also present their work to the school on Earth Day, at a science fair, during Parent Teacher conferences, etc.</p>	<p>This project allows students to complete the standard in terms of clearly presenting their findings. Using digital recorders allows students to practice their speech, increasing fluency and reducing anxiety.</p>
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Conclusion

The focus of this guide is to provide essential information and strategies to support MLLs/ELLs. It begins with practical ideas for getting to know students and to understand where they are on the continuum of language learning. It describes how to design instruction so that MLL/ELLs are at the center. Finally, the guide provides specific strategies teachers can incorporate into their teaching in order to facilitate the use of students' home languages as resources for learning. Through the use of this guide, educators are positioned to lead MLL/ELLs toward school success.



Appendix

The following acronyms are referred to throughout the guide:

CUNY-NYSIEB

City University of New York – New York State Initiative on Emergent Bilinguals

ELA	English Language Arts
MILL	Multilingual Learner
ELL	English Language Learner
ENL	English as a New Language. Formerly know English as a Second Language (ESL)
IEP	Individualized Education Plan
LOTE	Language Other than English
LTE	Long-term English Language Learner
NLA	Native Language Arts
NGLS	Next Generation Learning Standards
SIFE	Students with Interrupted Formal Education



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San Ysidro School District Multilingual Language Learner Master Plan



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San Ysidro School District



Governing Board
Irene Lopez, President
Zenaida Rosario, Vice President
Antonio Martinez, Clerk
Rudy Lopez, Member
Rosaleah Pallasigue, Member

Superintendent
Dr. Gina Potter

California English learner Roadmap Alignment:

In 2017, the California Department of Education released the California English Learner Roadmap to aid local education agencies (LEAs) in embracing, comprehending, and educating the varied student population of English Learners enrolled in California public schools. The Multilingual Language Learner Master Plan (MLL Master Plan) of the San Ysidro School District aligns with the California English Learner Roadmap.

The Center for Equity for English Learners proposes four essential goals for English Learner Master Plans.

1. Create **equitable, coherent, and sustainable systems** of EL services
2. Develop **equity-driven processes** to build LEA-wide capacity to **deliver evidence-based programs and practices** that leverage EL students' assets and address their specific needs
3. Establish **effective family-community engagement** systems to foster collaborative partnerships
4. Implement a local **accountability model that ensures EL students' success**

Figure 1. English Learner Master Plan Goals and Components



Superintendent's Message

Dr. Gina Potter



As the superintendent, I want to emphasize our unwavering commitment to our Multilingual Language Learners. We are dedicated to their success and are actively implementing the English learner plan, aligning with federal, state, and Local Education Agency (LEA) initiatives. We believe that every student, regardless of their language background, has the potential to thrive and succeed in our district.

The community of San Ysidro, a culturally vibrant and diverse community located adjacent to the U.S.-Mexico border, is the heart of our school district. With over 4,400 students enrolled in the San Ysidro School District (SYSD), we truly reflect our community. Among our students, almost 24% are considered unhoused youth, 75% are designated as socioeconomically disadvantaged, and 57% are English learners. Our English learners come from various backgrounds, with Spanish being the dominant primary language of our families. However, our school community is enriched by over 18 other languages and dialects. We deeply respect and celebrate all languages, cultures, and heritages. Our district consists of four elementary schools offering Transitional Kindergarten through 6th grade, one elementary school offering Transitional Kindergarten through 5th grade, and two middle schools serving 6th - 8th grade students. Additionally, the school district runs a preschool program through our Child Development Center (CDC). Transitional and pre-kindergarten are offered within the district at selected school sites. Dual immersion classrooms have been offered throughout the district for many years. Notably, most of our teachers are Bilingual, Cross Cultural, Language and Academic Development (BCLAD) certified, demonstrating our commitment to providing quality education to our diverse student body.

SYSD Mission

The San Ysidro School District, in partnership with our teachers and community, is committed to providing a high-quality, multicultural learning environment that promotes academic excellence, social responsibility, and physical and emotional well-being for all students. Our mission is to provide all of our students with a quality education and opportunity for them to succeed.

The SYSD goals for all Multilingual Language Learners (MLL) include the following:

- All Multilingual Language Learners will be fluent in academic English by the end of the fifth year as a MLL student (FEP by 5).
- All Multilingual Language Learners will reach academic proficiency in English Language Arts and mathematics by the end of the fifth year as a MLL student.

District Background

The San Ysidro School District serves a total of 4,260 students across its seven schools and preschool. Among these students, 2,075 are identified as Multilingual Language Learners. According to the October 2023 CALPADS report, 98.9% of these Multilingual Language Learners speak Spanish as their primary language.

In today's high-stakes testing environment, proficiency in English is essential for all students. This master plan for Multilingual Language Learners (MLL) aims to establish a cohesive and uniform approach to district programs, ensuring high-quality language support across all schools to benefit every student.

Goal 1 - Equitable, Coherent, and Sustainable Systems

COMPONENT #1 – COMMITMENT AND PURPOSE

Rationale for the Multilingual Language Learner Master Plan

This plan is based on state and federal laws, the English Learner Road Map, the ELA/ELD framework, district board policies, and the input from educational partners to ensure that the best pedagogy, practice, and procedures for Multilingual Language Learners will be used in San Ysidro School District schools. Therefore, it should be reasonably accessible and efficient for schools and the district to demonstrate compliance with laws and policies to safeguard Multilingual Language Learner students' access to programs tailored to their needs. The San Ysidro School District is dedicated to upholding the highest quality standards in programs and services offered to Multilingual Language Learners. It expects all staff members to faithfully implement this plan, monitor its outcomes, and contribute to its ongoing revision and enhancement.

Enrollment by English Language Acquisition Status by School Site 2023-24

School Site	Number of students	MLLs	RFEPs	Migrants	Students with Disabilities	Foster Youth	Homeless Youth
La Mirada Elementary TK-6th	368	191	46	0	92	3	74
Ocean View Hills Elementary TK-5th	985	314	84	0	130	2	96
Smythe Elementary K-6th	561	384	54	1	85	1	168
Sunset Elementary K-6th	522	357	60	0	49	2	136
Willow Elementary TK-6th	685	470	71	0	110	5	260
San Ysidro Middle School 7th-8th	548	254	230	3	90	0	168
Vista Del Mar Middle School 6th-8th	531	105	191	1	78	0	61
TOTALS	4,200	2,075	736	5	634	13	963

Students by Programs

School Site	Number of Students	Mainstream English Language	Structured English Immersion	Dual Language
La Mirada Elementary TK-6th	368	175	193	0
Ocean View Hills Elementary TK-5th	985	511	201	273
Smythe Elementary K-6th	561	113	173	275

Sunset Elementary K-6th	522	135	178	209
Willow Elementary TK-6th	685	116	235	334
San Ysidro Middle School 7th-8th	548	292	256	0
Vista Del Mar Middle School 6th-8th	531	394	81	56
TOTALS	4,200	1,736	1,317	1,147

Federal and State requirements for services to Multilingual Language Learners

California adopted the ELA/ELD Framework in July 2014, a document that details and reflects recent and emerging research and theory and is intended to support language development as Multilingual Language Learners (MLLs) engage in rigorous academic content. This document details what the instructional program design for each MLL student must entail. These principles and research-based strategies have been traditional components of our SYSD MLL instructional programs for many years, but certain requirements are new and are therefore being added to our existing models. Notably, the distinction between integrated and designated ELD for each MLL.

The California English Language Development Standards provide a foundation for MLLs in kindergarten through grade 12 (K–12) in California schools, so that each MLL can gain access to academic subjects, engage with them, and meet the state's subject-matter standards for college and career readiness.

We would like to acknowledge the contributions of those involved in revising the Multilingual Language Learner Master Plan. This includes the dedicated efforts of the MLL Master Plan Task Force Committee, whose work laid the groundwork for this revision, as well as the Special Education Department, the Human Resources Department, State and Federal Projects, and the Educational Services Department. Additionally, we extend our appreciation to our District Parent Advisory Committee (DPAC) and District English Learner Advisory Committee (DELAC) for their valuable feedback and input.

COMPONENT #2 – RESPONDING TO DIVERSE LEARNERS

Initial Identification Assessment Criteria

Enrollment and placement is a collaborative effort between parents, students, and SYSD personnel that positions each student to experience a successful learning experience. All efforts are made to present each parent with the most important information about the choices they make for their child throughout this process. The enrollment process begins when parents bring students to their local school to enroll. Then, parents complete the online initial paperwork to enroll. SYSD aims to have a consistent process at all school sites; therefore, a series of steps determines the student's English proficiency level and whether Multilingual Language Learner status is in place. The collected information and assessment results inform the placement of students in the appropriate classification.

Home Language Survey

San Ysidro School District is responsible for assessing and identifying students who have a primary language other than English to ensure we provide proper educational programming and support. This process starts with reviewing the Home Language Survey data provided by each family or legal guardian. Upon first enrollment in a California public school, parents/guardians must complete a Home Language Survey (HLS) which is used to determine the primary language of the student. This document remains on file for each student in his or her cumulative folder. The only Home Language Survey (HLS) that is valid is the first one ever completed by the parent/guardian at the time of initial enrollment in a California public school from grades TK-8th grade. The HLS is available in English and Spanish. Each student, including English-only students, must have a completed HLS on file. Each completed HLS must include a parent's signature, country of birth, date of first entry into a United States school, and enrollment date.

If any of the first three responses on the HLS indicate a language other than English, the student is assessed to determine their English Language Proficiency Level. The ELPAC English Language Proficiency Assessments for California will be used (Education Code 313, 52164.1; 5CCR 11511).

To inform language status and placement decisions staff will also research each student in the California Longitudinal Pupil Achievement Data System (CALPADS) while awaiting receipt of transcripts. Upon receiving student transfer records, the student's language status from the originating district shall be honored.

Initial Identification Assessment Tools and Procedures

San Ysidro School District identifies, assesses, monitors, and reports all students who have a primary language other than English. All completed forms and copies of documents on language testing for Multilingual Language Learners are maintained in the student's MLL Master Folder (AKA "Blue Folder") and are housed at each school site.

Initial English Language Proficiency Assessments For California (IELPAC)

The IELPAC is a criterion-referenced test based on the English Language Development (ELD) standards that assess proficiency in listening, speaking, reading, and writing. For details, see the fact sheets from the California Department of Education for teachers and staff or families (English, Spanish). For Special Education students, the Individualized Education Plan (IEP) team may

specify English proficiency be assessed using the Initial Alternate ELPAC.

Based on the overall performance on the IELPAC, students are designated as either Multilingual Language Learners (MLL) or Initial Fluent English Proficient (IFEP) students. Students classified as IFEP are not eligible for Multilingual Language Learner programs or services and are placed accordingly. Students identified as MLLs are placed in an appropriate program and receive MLL services. Students designated as MLL are assessed annually using the Summative ELPAC until redesignated as Fluent English Proficient (RFEP). Once Initial ELPAC results are available, the district notifies families through the Initial Parent Notification Letter.

This process is completed within the first 30 calendar days of the student's first day of school (or as required by CDE.)

CALIFORNIA ENGLISH LEARNER CONTINUUM OF PROFICIENCY LEVELS				
Summative ELPAC (Overall)	Level 1 (Minimally Developed)	Level 2 (Somewhat Developed)	Level 3 (Moderately Developed)	Level 4 (Well Developed)
Initial ELPAC	Novice	Intermediate		IFEP (Initial Fluent English Proficient, Not MLL)
Proficiency Descriptors	Emerging	Expanding	Bridging	

Initial Enrollment and Identification



Primary Language Assessment

Sometimes additional assessments or screeners are needed to make decisions for appropriate program placement. Determining a Spanish-speaking Multilingual Language Learner's primary language proficiency level is useful in discussing the option for students to consider participating in a Dual Language Program (DLP) program and/or access to a biliteracy pathway which culminates in a California Seal of Biliteracy on their diploma upon high school graduation. Sites have the option of administering a Spanish Lexile test using district-approved software or creating or seeking out other primary language assessment tools to meet the needs of the site program.

Transfers From Other California Schools

Students transferring from another district within California should have a record of a Home Language Survey (HLS), scores on the mandated assessments, and language status in the California Longitudinal Pupil Achievement Data System (CALPADS). These students do not need to undergo the district's initial identification process. The information provided on the original HLS in CALPADS precedes any information provided on subsequent surveys.

Out Of State/Country Transfers

Students entering the district from another state or country are identified and assessed according to the district's initial identification process (See initial enrollment chart). All relevant assessment, academic progress, and placement information will be entered into the Student Information System at the time of enrollment. The student is placed in the grade level aligned with the student's age and/or transcripts. Schools review transcripts to determine the student's prior placements and academic history. This same procedure applies to students transferring to California public schools from private schools for the first time.

Transfers Between SYSD Schools

Parent-initiated intradistrict transfer requests are made through the Pupil Services department. The department's personnel will notify the receiving school's site of the transferring student so they can follow up with the family. The site is responsible for reviewing the information in Synergy (EL assessment history, current scores, current placement, records of academic progress, and interventions) to ensure the student is placed in the appropriate program at the new school.

Multilingual Language Learner Typologies

SYSD recognizes that there is not just one type of Multilingual Language Learner. We must know who our students are so that we can best serve their needs:

*Taken from the California EL Roadmap

Typologies	
Initial Fluent Proficient (IFEP)	A student who has a home language other than English and has tested Initial Fluent English Proficient on the Initial ELPAC.
Immigrant	Students who have been in U.S. schools for 3 years or less and were not born in the United States. *May have interrupted formal education.
Newcomer	Newly arrived, newly enrolled immigrants, usually 1 year or less. *May have interrupted formal education.
Multilingual Language Learner (MLL)	An English learner who is making annual progress in language proficiency on the ELPAC and is meeting benchmarks in academics in the classroom. The student is making expected annual growth towards reclassification.

At-Risk for Long-Term English Learners (ARLTEL)	A student in grades 3 and above who: <ul style="list-style-type: none"> • Has been enrolled in a U.S. school for four or more years • Scored a 1, 2, or 3 on ELPAC • Scored "Standard Not Met" on CAASPP ELA (<u>applies to Grades 4-5 only</u>)
Long-Term English Learner (LTEL)	A student in grades 6 and above who: <ul style="list-style-type: none"> • Has been enrolled in a U.S. school for six or more years • Did not make annual progress on the ELPAC • Scored "Standard Not Met" on CAASPP ELA
English Learner with Special Needs	A student who is dually identified as an English learner and student with a disability and is currently on an Individualized Education Plan (IEP). They may receive their education in a general education classroom <ul style="list-style-type: none"> • Speech Services • Resource Specialist Services (RSP) • Special Day Class (SDC) • Mild/Moderate • Moderate/Severe
Reclassified Fluent English Proficient (RFEP)	A student with an overall score of 4 on ELPAC or an overall score of 3 on the Alternate ELPAC and has met local academic criteria for reclassification, including teacher evaluation and parent input.

Parental Rights, Notification, and Program Options

Parents/guardians of Multilingual Language Learners are notified of the language development instructional services of their child on an annual basis and have a right to decline or opt their child out of Multilingual Language Learner services. Identified students will maintain their Multilingual Language Learner status, continue annual administration on ELPAC, and teachers will communicate with parents if a child is not making progress and offer Multilingual Language Learner services. Any language development instructional program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school to the extent possible. SYSD follows the guidelines outlined in Title V CCR Section 11311 (Education Code 310)

All Multilingual Language Learners identified as such receive Structured English Immersion (SEI) services across all instructional programs. SEI instructional methods are delivered through standards-based instruction, curriculum, and strategies, guaranteeing that Multilingual Language Learners gain access to content while acquiring English language proficiency and academic accomplishments.

English Language Development (ELD), including Integrated and Designated, is a required component of instruction for Multilingual Language Learners until students are reclassified as fluent English proficient. The California Education Code defines Structured English Immersion as "an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language." CAL.EDUC. Code 306.

Parental choice and voice will be valued in determining the most appropriate language acquisition program placement. Parents have the right to choose the program model that they

feel best meets the needs of their children as well as the right to refuse any program placement. Each parent's request for their children's removal from any program is reviewed and acted upon immediately, according to guidelines stated in EC 305 (a)(1) and 306 and state priorities for English proficiency as identified in paragraph (2) of subdivision (d) of Section 52060 and Section 52066. Additionally, all MLL instructional programs for students with a disability will meet the objectives of an individualized education plan.

Program Placement Options

SYSD schools provide language acquisition programs designed to address the educational needs of Multilingual Language Learners. Families are informed about these instructional programs for MLLs of the initial enrollment process.

Elementary Programs	Secondary Programs
<p>Structured English Immersion and English Language Mainstream (SEI/ELM)</p> <p>All classroom instruction is conducted in English, tailored to meet the needs of students learning the language. Multilingual Language Learners benefit from daily Sheltered English Immersion (SEI) services integrated into all instructional programs. These services encompass comprehensive English Language Development (ELD) aligned with standards, delivered daily through whole-group and small-group instruction. The emphasis is on fostering academic and language proficiency as students progress toward reclassification.</p> <p>Dual Language Program (DLP)</p> <p>Students achieve fluency in both English and Spanish while cultivating cross-cultural competence. Both native Spanish-speaking and English-speaking students serve as second-language models as they strive to attain bilingualism and biliteracy.</p>	<p>Structured English Immersion and English Language Mainstream (SEI/ELM)</p> <p>All classroom instruction is conducted in English, tailored to accommodate students learning the language. Multilingual Language Learners benefit from daily Sheltered English Immersion (SEI) services integrated into all instructional programs. These services encompass comprehensive, standards-based English Language Development (ELD), delivered daily through whole-group instruction. The primary focus is on enhancing academic and language proficiency as students progress toward reclassification.</p> <p>Dual Language Program (DLP)</p> <p>Students become fluent in English and Spanish while developing cross-cultural understanding. Both native Spanish-speaking and English-speaking students can become second-language models as they work towards becoming bilingual and biliterate.</p>

Reclassification Criteria and Processes

The reclassification process officially documents when a Multilingual Language Learner has demonstrated sufficient proficiency in acquiring the English language. Students qualify for reclassification from Multilingual Language Learner to Redesignated Fluent English Proficient (RFEP) when it's determined that specialized language and academic support services are no longer necessary for them to perform at a level similar to non-English learners. California

Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 mandate that Multilingual Language Learners meet two criteria—demonstrating English language proficiency comparable to that of the average native English speaker and effectively participating in an English-language curriculum appropriate for their age—be reclassified as RFEP.

The State Board of Education's Reclassification Guidelines serve as the foundation for the district's reclassification criteria. The ultimate goal of the multilingual learner programs in SYSD is for our students to achieve proficiency in English and succeed academically across all content areas.

General Education Reclassification Criteria

***Starting 2024-25 School Year**

Multiple Criteria		Grades	Minimum Requirement
1) English Language Proficiency	Summative ELPAC (English Language Proficiency Assessments for California)	TK-8th	Overall Proficiency 4 (Baseline/Absolute Requirement)
2) Teacher Evaluation	Proficiency Level Descriptors	TK-8th	The teacher agrees the student is performing successfully in all academic areas.
3) Parent/Guardian Consultation	Parent/Guardian consultation	TK-8th	Opportunity for consultation
4) Assessment of Basic Skills <i>(Note: Only one out of the three options is required.)</i>	District-Approved Diagnostic Assessment	TK-8th	Similar to Grade Level Average or Above
	ELA District Unit Assessments	K-8th	Proficient Score on a Unit Assessment (Benchmark /Challenge)
	Assessment of Student Performance and Progress ELA CAASPP	3rd-8th	Standard Nearly Met, Standard Met or Exceeded

Students needing special education and related services, including those identified as Multilingual Language Learners (MLL), will receive appropriate Special Education/English Language Learner services. It is the responsibility of the district and the Special Education Department to offer sufficient and appropriate resources to ensure each SPED/MLL student has the same educational and linguistic opportunities in the least restrictive environment.

Special Education Reclassification Criteria

Multiple Criteria		Grades	Minimum Requirement
1) English Language Proficiency	Alternate ELPAC (English Language Proficiency Assessments for California)	TK-8th	Overall Level 3 (Baseline/Absolute Requirement)
2) Teacher Evaluation	Teacher Conference Form evaluating student's language skills based on the student's academic performance and the impact of disability.	TK-8th	Passing
3) Parent Notification and Opportunity for Consultation	Parent/Guardian consultation	TK-8th	Input on expressive and receptive skills at home, to compare the progress made at school.
4) Assessment of Basic Skills <i>(Note: Only one out of the three options is required.)</i>	Curriculum Based Assessment	TK-8th	Passing
	CAA ELA	3rd-8th	Passing (3)
	Progress towards IEP goals	TK-8th	Meets 80% of objectives/goals

Monitoring Reclassified Students

Once Multilingual Language Learners (MLLs) become Reclassified Fluent English Proficient (RFEP) students, they retain this status for their entire school journey. However, progress monitoring continues for a minimum of four years, per state and federal regulations. If their continued linguistic and academic performance declines or stalls, interventions may be provided to ensure these students reach and maintain grade-level academic proficiency. Teachers receive an RFEP Monitoring Form to record student progress and academic accomplishments, facilitating intervention recommendations when necessary. Reclassified students encountering challenges in the core curriculum can access tiered support services and interventions available to all students struggling to meet academic standards.

In instances where a student's grades fall below grade level or if they fail to progress satisfactorily in any academic subject, the site administrator or their representative will convene a meeting with support staff and instructors to assess the student's development.

The progress of Multilingual Language Learners (MLLs) and reclassified students is evaluated against data to inform targeted interventions tailored to enhance their academic growth.

Considerations for Diverse Learners (including dually identified students)

Dually Identified students are those Students who are Multilingual Language Learners with special needs, students with an Individual Education Plan (IEP) who have also been identified as an English Learner.

When a student enrolled and has been identified to receive Special education services with a previously established Individualized Education Program (IEP), the same initial identification procedure for English learner services occurs. If it is determined that a student must take the Initial ELPAC, important considerations must be made.

For students with learning disabilities, the ELPAC is administered with appropriate universal tools, designated supports, and accommodations. Any accommodations must be documented in the student's IEP.

For students with the most significant cognitive disabilities, the Alternate IELPAC is used to identify possible EL status (assessment assignment determined by the student's IEP team). All appropriate universal tools, designated supports, and accommodations must be selected and documented in the IEP.

If a student with an IEP is identified as a Multilingual Language Learner based on the results of the IELPAC or the Alternate IELPAC, the Special Education team must review the student's IEP to determine that the goals and objectives are linguistically appropriate based on the student's English language proficiency level. Regardless of their placement within Special Education programs, these dually identified students must receive ELD instruction and services, as do all MLLs, in addition to the Special education services they require.

Accurate identification is an important consideration in placing MLL students into Special Education. It must be determined whether or not learning disabilities in the primary language exist or if second language acquisition variables, lack of prior school experiences, and/or cultural differences are the reasons for a student's poor academic achievement.

Additional screening may be necessary to determine:

- Literacy skills in primary language
- Language skills and basic knowledge of primary language
- Computation skills
- Correlation of English language proficiency level with the performance expectations of the student.

COMPONENT #3 – PROGRAM OPTIONS

Description of Programs Being Offered to Multilingual Language Learners

SYSD provides various instructional program options tailored to meet the diverse needs of Multilingual Language Learners across our schools. All students identified as Multilingual Language Learners receive Structured English Immersion (SEI) services in all instructional programs. SEI services are provided through standards-based instruction, curriculum, and strategies that ensure that Multilingual Language Learners acquire English language proficiency and academic achievement as rapidly as possible with scaffolds and support for students at different English language proficiency levels.

English Language Development (ELD), including integrated and designated ELD, is a required component of instruction for Multilingual Language Learners until students are reclassified as fluent English proficient.

The California Education Code defines Structured English Immersion as "an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children learning the language." CAL.EDUC. Code 306.

The San Ysidro School District offers the following language acquisition programs: Structured English Immersion (SEI) Program

Multilingual Language Learners are enrolled in the SEI program and receive their entire instruction in English, with primary language support as needed and as available. Standards-based core grade-level instruction in language arts, math, science, and history is delivered in English through integrated English Language Development (ELD) methods. Additionally, this program also includes standards-based leveled ELD courses specifically designed to target language proficiency development. All Multilingual Language Learners (MLL) receive designated ELD instruction during that protected period.

Dual Language Program (DLP)

SYSD schools provide a Dual Language Program that serves students of diverse language backgrounds, offering instruction in both English and Spanish. In our Dual Language Programs, the objective is to achieve high academic standards, multilingual proficiency, and foster socio-cultural competency for all students. The district is working towards implementing a well-structured 50/50 model for dual language programs across all elementary school sites in the community and providing two classes in Spanish at the middle school level.

Program Options

Elementary and Middle Schools	<p>Dual Language Program</p> <ul style="list-style-type: none"> • Students can become fluent in English and Spanish while developing cross-cultural understanding. • The program's goals are bilingualism and biliteracy, high academic achievement, and socio-cultural competency. <p>Mainstream English Program</p> <ul style="list-style-type: none"> -(MEL)Mainstream English Learner -(SEI) Structured English Immersion <ul style="list-style-type: none"> • All classroom instruction is provided in English curriculum presentations designed for students learning English. • The program's goals are English Language proficiency and meeting state-adopted academic achievement goals.
<p>Designated English Language Development (ELD)</p> <p>The district provides all English Learners with a protected time during the regular school day for focused instruction using the state-adopted ELD standards, supported by state-adopted academic content standards. This instruction supports English learners in developing critical English language skills necessary for academic content learning in English.</p>	
<p>Integrated English Language Development (ELD)</p> <p>Students also receive instruction via Integrated ELD, in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. This occurs during all content area instruction, e.g., English language arts, social studies, math, and science.</p>	

Kindergarten

Mainstream English/SEI

Subject	Curriculum
ELA (150 min)	Benchmark Advance
Math (60 min)	My Math
Science/Social Studies (35 min)	<ul style="list-style-type: none"> • Science - Twig • Social Studies - Savvas
**ELD (150 min. weekly; average 30 min. daily)	Benchmark Express
PE (100 min weekly; 20 min. average daily)	PE Units
SEL (20 min daily)	Second Step
315 Daily Minutes	

First-Third Grade	
Mainstream English/SEI	
Subject	Curriculum
ELA (150 min)	Benchmark Advance
Math (70 min)	My Math
Science/Social Studies (45 min)	<ul style="list-style-type: none"> • Science - Twig • Social Studies - Savvas
**ELD (150 min. weekly; average 30 min. daily)	Benchmark Express
**PE (100 min weekly; 20 min. average daily)	PE Units
SEL (15 min daily)	Second Step
330 Daily Min	

Fourth- Sixth Grade	
Mainstream English/SEI	
Subject	Curriculum
ELA (150 Min)	Benchmark Advance
Math (70 Min)	My Math/SpringBoard
Science/Social Studies (40 min)	<ul style="list-style-type: none"> • Science - Twig/McGraw • Social Studies - Savvas
**ELD (150 min. weekly; average 30 min. daily)	Benchmark Express
**PE (100 min. weekly; 20 min. average daily)	PE Units
SEL (20 min daily)	Second Step
330 Daily Min	

*Time suggestions can be built up to the first weeks of school.

** State Mandated

Middle School (7th-8th Grade)

Mainstream English/SEI			
Courses	Electives	OR	ELD
<ul style="list-style-type: none"> • English • Math • Accelerated Math • IM 1 (based on recommendation) • Social Studies • Science 	<ul style="list-style-type: none"> • ASB • AVID • Journalism • Art • Computer Science • Spanish • Science Lab 		<ul style="list-style-type: none"> • Emergent • 1-2 • 3-4

Benefits and alignment to typologies for each program being offered

Typology	Program Option	
Initial Fluent Proficient (IFEP)	Dual Language Program Benefit/Goal: <ul style="list-style-type: none"> • Academic Spanish and English Language Proficiency • Bilingual, Biliterate, and Bicultural • Biliteracy Recognitions 	Mainstream English Benefit/Goal: <ul style="list-style-type: none"> • Academic English Language Proficiency
Immigrant/ Newcomer		
Multilingual Language Learner (MLL)		
At-Risk for Long Term English Learner (ARTEL)		
Long-Term English Learner (LTEL)		
English Learner with Special Needs		
Reclassified Fluent English Proficient (RFEP)		

Dual language program model available for Multilingual Language Learners

The San Ysidro School District is actively working to establish a standardized 50/50 dual language program (DLP) across all elementary campuses in the community. This model evenly divides instruction between Spanish and English, promoting bilingualism and biliteracy by providing equal exposure to both languages throughout the school day.

At the middle school level, the program will adopt a model consisting of 33% instruction in Spanish and 67% in English. Courses offered in Spanish will include Social Studies and Spanish language classes. The plan for the 2024-25 academic year involves expanding the

offerings of Spanish elective classes. In the 2025-26 academic year, the plan includes the addition of social studies classes, complementing the existing Spanish language elective.

The implementation of this structured 50/50 DLP will occur in phases, allowing students and educators to adjust to the focused language immersion. This approach aims to ensure a smooth transition and effective support for all involved. The phased transition is expected to be completed by the 2027-2028 school year.

Enrollment

Office staff will adhere to a protocol for informing parents about Dual Language Programs. Parents enroll their children at their designated school and indicate interest in the Dual Language Immersion Program. When space is available in a dual language classroom, priority is given to students residing in the school's attendance area.

For schools without a Dual Language program, parents may opt to enroll their child at another site with available space, provided they arrange transportation. Ideally, enrollment in a dual language program should occur as young as possible to maximize benefits (Transitional Kindergarten, Kindergarten, or first grade).

Parent Commitment

When parents enroll their children in a Dual Language Program, they commit to enrolling them for the duration of their elementary school education. They also understand the long-term commitment involved and are aware of the expectations for proficiency in both languages. This duration of enrollment ensures the comprehensive development of Spanish and English language skills.

Newcomers

Newcomer students are students who have arrived in the United States and have been enrolled in U.S. schools for less than 12 months. They are considered emerging Multilingual Language Learners. Viewed through an assets-based lens, their home language is a source of knowledge. When a newcomer student whose home language is Spanish is enrolled at a site with a Dual Language Immersion program, school staff inform the newcomer's family of their program model. Staff then assist the parents in making an informed decision about their child's placement.

Late Entry

Spanish-speaking students new to US schools particularly benefit from participating in the Dual Language Programs. Late entry for grades 2-6 may be considered individually, ensuring equitable opportunities for all learners. This process includes a parent consultation meeting with the principal to discuss entering a dual language program late and the expectations involved. The consultation shall be used to assist parents in making an informed decision to commit to the Dual Language Program.

Language Of Instruction Matrix by Grades

SYSD developed a Language of Instruction Matrix, outlining the instructional minutes and language of instruction by content area for each grade level following the 50/50 model. The

allocation of percentages is based on instructional minutes (lunch and recess are not part of instructional minutes). Allocated instructional minutes enable rich instruction in both languages, fostering fidelity to the language of instruction and providing meaningful instructional time in each assigned language.

Transitional Kindergarten	20% Spanish and 80% English (adding 10% yearly until we get to 50/50)
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2024-2025 Kindergarten 50/50 Dual Language Program		
Subject	Curriculum	Language of Instruction
English Language Arts 80 min. daily	Benchmark Advance	English
Spanish Language Arts 80 min. daily	Benchmark Adelante	Spanish
Math 50 min. daily	My Math	English
Science/Social Studies 35 min. daily	<ul style="list-style-type: none"> ● Science - Twig ● Social Studies - Savvas 	Spanish
*ELD 150 min. weekly (average 30 min daily)	Benchmark Express	English
PE 100 min weekly (20 min average daily)	PE Units	Spanish
SEL 20 min. daily	Second Step en Español	Spanish
TOTAL: 315 Daily Minutes - 160 min. English; 155 min. Spanish		

2024-2025 First-Third Grade 50/50 Dual Language Program		
Subject	Curriculum	Language of Instruction
English Language Arts 75 min. daily	Benchmark Advance	English
Spanish Language Arts 75 min. daily	Benchmark Adelante	Spanish
Math 60 min. daily	My Math	English

Science/Social Studies 55 min. daily	<ul style="list-style-type: none"> • Science - Twig • Social Studies- Savvas 	Spanish
*ELD 150 min. weekly (average 30 min. daily)	Benchmark Express	English
PE 100 min weekly (20 min. average daily)	PE Units	Spanish
SEL 15 min. daily	Second Step en Español	Spanish
TOTAL: 330 Daily Minutes -165 min. English; 165 min. Spanish		

2024-2025 Fourth- Sixth Grade 50/50 Dual Language Program (adding 10% every year to reach 50/50)		
Subject	Curriculum	Language of Instruction
English Language Arts instruction 75 min. daily	Benchmark Advance	English
Spanish Language Arts instruction 75 min. daily	Benchmark Adelante	Spanish
Math 70 min. daily	My Math/SpringBoard	English
Science/Social Studies 50 min. daily	<ul style="list-style-type: none"> • Science - Twig/McGraw • Social Studies - Savvas 	Spanish
* ELD 150 min. weekly (average 30 min. daily 30 min. daily)	Benchmark Express	English
PE 100 min. weekly (20 min. average daily)	PE Units	Spanish
SEL 10 min. daily	Second Step en Español	Spanish
TOTAL: 330 Daily Minutes - 165 min. English; 165 min. Spanish		

7th and 8th Grade 33/67 Dual Language Program (33% Spanish and 67% English)	
Spanish Language	Social Studies (Period)

Instruction	CCSS Spanish (Period)
<ul style="list-style-type: none"> ● 2024-2025 - Expand the number of Spanish Elective Classes ● 2025-2026 - Add the Social Studies Class in Spanish 	

Biliteracy Pathway Recognitions

SYSD offers different opportunities to recognize and honor our multilingual students' bilingual and biliteracy skills.

California Biliteracy Recognitions		
Biliteracy Attainment Recognition	Biliteracy Program Participation Award	Home Language Development Award
<ul style="list-style-type: none"> ● Available at the end of elementary school (grade 5) and/or middle school (grade 8) ● Competency-based ● Aligned with State Seal requirements 	<ul style="list-style-type: none"> ● For students enrolled in bilingual literacy programs (PK-12) ● Recognition of participation - not based on proficiency 	<ul style="list-style-type: none"> ● For students with a home language other than English (PK-8) ● Offered to those who demonstrate that they continue developing their home language.
State Seal of Biliteracy		
<ul style="list-style-type: none"> ● Recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. ● A gold seal affixed to the diploma or transcript of the graduate. 		

Parent Rights

Parents/guardians of Multilingual Language Learners are notified of the language development instructional services of their child on an annual basis and have a right to decline or opt their child out of Language Learner services. Identified students will maintain their Multilingual Language Learner status, continue annual administration on ELPAC, and teachers will communicate with parents if the child is not progressing and offer Language Learner services.

Parents or legal guardians of enrolled students have the option to select the language acquisition program that best aligns with their child. "Language acquisition programs" refers to educational programs designed to ensure English acquisition as rapidly and effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The language acquisition programs shall be informed by research and must lead to grade-level proficiency and academic achievement in English and another language. (EC § 306[c].)

Any language development instructional program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school to the extent possible. SYSD follows the guidelines outlined in Title V CCR Section 11311 (Education Code 310)

COMPONENT #4 – STAFFING

Rationale for staffing based on state requirements

The goal of the San Ysidro School District is to provide Multilingual Language Learners with highly qualified educators possessing both a Professional Credential and the authorization mandated by California State Law to work with MLLs. The Human Resource Department diligently ensures that all hired teachers possess the necessary credential, such as CLAD or equivalent, to teach Multilingual language Learners and oversees class assignments to ensure that all teachers assigned to MLLs possess the appropriate certification.

SYSD's prioritization of the process for assigning qualified personnel

The district is committed to ensure that Multilingual Language Learners receive instruction from an appropriately authorized teacher. Teachers assigned to teach English language instruction in TK-8th grade and/or core curriculum to Multilingual Language Learners must possess one of the following credentials: CLAD (Cross Cultural, Language, and Academic Development) BCLAD (Bilingual, Cross Cultural, Language, and Academic Development), or equivalent (Bilingual Authorization).

At the secondary level, teachers who provide ELD and/or SDAIE (Specially Designed Academic Instruction in English) core curriculum (language arts, math, science, and social studies) are required to participate in district's training if they do not already have the proper credential. Teachers who provide academic instruction in the student's primary language must have a BCLAD or equivalent authorization or be on an emergency permit. The requirements for maintaining an emergency permit is as follows:

1. At the beginning of the year teachers must sign the statement of the intent form and complete an application for an emergency permit.
2. Every year the teacher needs to show progress toward obtaining the appropriate authorization.
3. At the end of each year, employees on an emergency permit must provide proof of passing exam scores or course-work for the year to the Human Resources department. The Human Resources department will be responsible for monitoring this process and following up with teachers who have not complied with their renewal requirements.
4. Teachers not complying with their agreed upon statement of intent will be at risk for reassignment as outlined in the District Policy.

Options for staffing MLL programs, including recruitment and retention plans

When offered, the district attends recruitment fairs sponsored by universities, colleges, and organizations. The Director of Human Resources participates in recruitment efforts. Every effort is made to hire qualified teachers. Candidates with BCLAD, CLAD or equivalent authorizations are given hiring priority. All new hires are notified of credential requirements before contracts are signed. This is monitored by the Human Resources department.

GOAL 2: Equity-Driven Processes, Research-Based Programs and Practices

COMPONENT #5 – PROFESSIONAL LEARNING

Rationale for professional learning to build and sustain the capacity of MLLs

To build staff capacity to leverage the strengths of Multilingual Language Learners, SYSD supports professional learning and collaboration at all levels of the school system, including, but not limited to teachers, site leaders, parent facilitators, counselors, specialists, and district leaders.

Professional development is designed to provide research-based methodologies and practical application of the Multilingual Language Learner Master Plan.

The ongoing professional development aims to enhance staff awareness and sensitivity towards the cultural and linguistic diversity within our student population. Its goal is to prepare staff with the necessary skills to ensure all students have equal access to the core curriculum. Ongoing training is based on the role of individual staff members in meeting the needs of Multilingual Language Learners. This training is correlated with instructional programs outlined in the Multilingual Language Learners Master Plan and models implemented district-wide.

Training aims to help educators stay current in best practices proven to work with and assist Multilingual Language Learners in ELD instruction, comprehensible standards-based instruction, and district program designs and should reflect current research-based best practices. Staff development opportunities to support teachers in providing differentiated instruction may include the following:

- ELD state-adopted curriculum
- Implementation and Intentional Planning of the CA ELD Standards
- Comprehensive ELD: Integrated and Designated ELD
- Data and EL monitoring of student achievement
- GLAD Instructional Strategies
- ELPAC
- Dual Language Program Implementation
- Literacy and Language
- Content area support (Language Arts, Social Studies, Science, Math)
- Data and MLL monitoring
- SDCOED provided training (MEGA Department)
- New Teacher Academy

Professional Learning may be delivered in a variety of ways and may include:

- District Level Professional Development
- Site requested Professional Development
- Grade Level Teacher Collaboration Time
- Professional Learning Communities
- Data Reflection Sessions

Clarity around the responsibilities of the district and site for coherent and aligned professional learning

Personnel	Responsibility
District Office	<ul style="list-style-type: none">• Communicate professional development opportunities• Allocate funding for substitutes and/or extra duty for teachers attending PD
Site Administrators	<ul style="list-style-type: none">• Ensures PD opportunities are shared with appropriate staff• Identifies professional development based on needs/request• Allocates and schedule time for teachers to meet, debrief, and apply new learning during PLC, staff meetings, and/or release days
Resource Teachers	<ul style="list-style-type: none">• Provide content specific professional development• Provide coaching, modeling, and mentoring for teachers• Provide additional curricular support and resources to scaffold Multilingual Language Learner language acquisition development and access to core content• Provide site-specific PD upon request
Classroom Teachers	<ul style="list-style-type: none">• Attend appropriate PD depending on their assignment• Seek support, mentoring, and modeling of lessons from district resource teachers• Incorporate pertinent standards, strategies, and structures to lessons to ensure access of content for Multilingual Learners

Connectedness between professional learning for MLL educators and SYSD's educational plans

As teachers carry the significant responsibility of differentiating instruction and monitoring student progress, they have access to a variety of resources and support:

- Administrative coordination of Designated ELD instruction, which may include a universal Designated ELD time and shared teaching of students.
- Appropriate training and coaching in ELD standards and instruction.
- Supplemental materials and resources to provide Designated ELD instruction.
- Professional time to collaborate with colleagues to design and review instruction and assessments.

Professional Development Monitoring

The San Ysidro School District and Educational Services reports regularly on professional development opportunities offered and reviews staff participation in training with the district leadership team. This ensures that all staff working with Multilingual Language Learners participate in ongoing training and that the district continues to provide quality and relevant professional development to support instruction, climate, and culture across the district.

COMPONENT #6 – ACCESS TO CORE CURRICULUM

Rationale for access to the core curriculum

Multilingual Language Learners are enrolled in variety of programs in the District (Structured English Immersion, Dual Language Immersion, Special Day Class), and regardless of the program, SYSD has the obligation to provide MLL students with meaningful access to grade level academic instruction and to support students to develop academic English Language proficiency.

As part of the core instructional program, all identified MLLs receive Comprehensive ELD as part of Tier I instruction in order to develop proficiency in English as rapidly and effectively as possible and meet state priorities for MLLs. Comprehensive ELD is provided for all MLL students through Designated and Integrated ELD to address the language and literacy needs. The District takes appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

The California English Language Arts/English Language Development (ELA/ELD) Framework guides the implementation of the standards. All teachers should attend to the language learning needs of their MLLs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English.

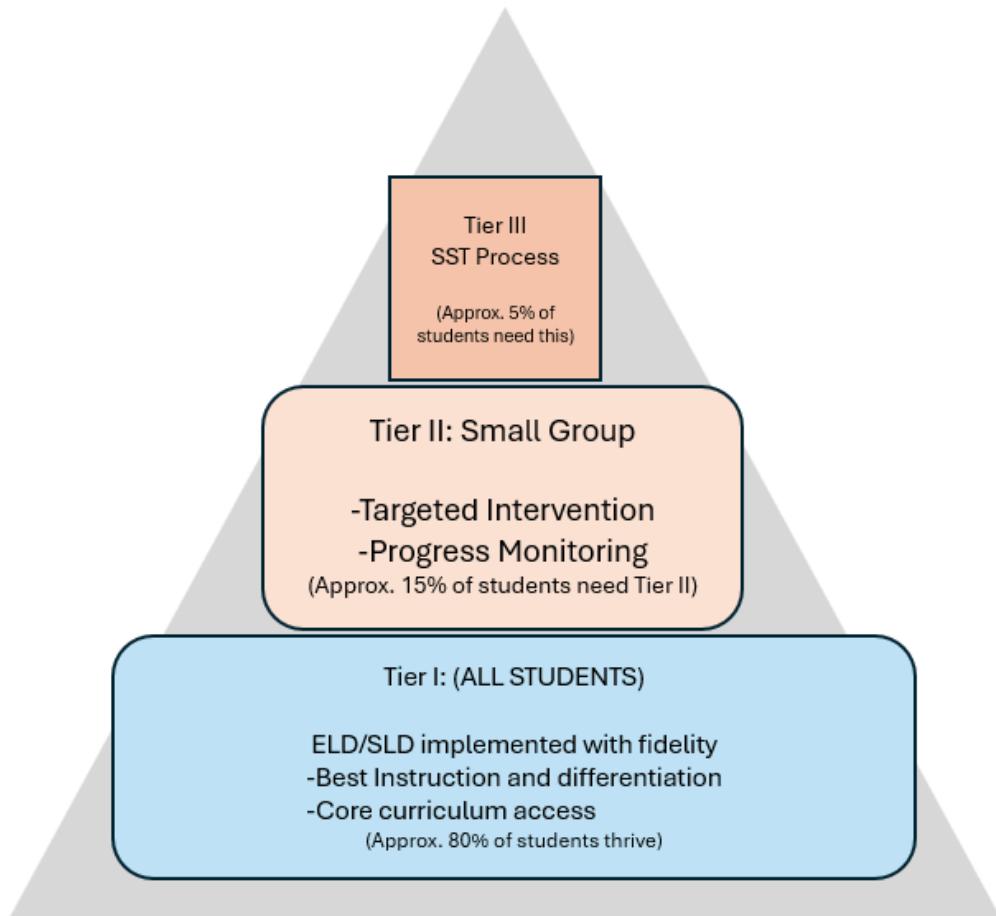
Student Study Team (SST)/Response to Intervention (RTI)

SST/RTI is a tiered approach to academics that includes intervention and support that fall within our Multi Tiered System of Supports (MTSS) Framework. MTSS includes the following pillars: SEL (Sociol, Emotional Learning), PBIS (Positive Behavior Intervention Supports), and academics, which is RTI.

For students, including MLLs, that need additional support, the tiered plan is followed:

1. Tier 1: Daily ELD Instruction based on grade level content aligned with standards
2. Tier 2: Targeted interventions and progress monitoring
3. Tier 3: Student Study Team (Individualized, evidence based, 6—8-week cycles)

Student Study Team members are knowledgeable of research-based interventions for Multilingual Language Learners, and language development considerations are part of the District SST process. A tiered plan of support is exhausted before a decision is made to refer to special education or change a student's instructional program.



Expectations for rigorous standards-based instruction

District adopted language arts curriculum is based on the California English Language Arts/English Language Development Standards and provides core instructional materials. The adopted **Benchmark Advance/A adelante Language Arts program for ELA/ELD** is implemented to address language development and literacy for Multilingual Language Learners, alongside strategies that support MLLs. Grade-level Common Core Content Standards in English and Spanish, the ELA/ELD Framework, and the Spanish and English Language Development Standards are used for instructional planning. The following tables explain SYSD instructional design for Literacy for students enrolled in the educational programs.

ELA Elementary Instructional Design

Reading & Word Study (2-6) & Phonics (K-2) & Grammar	K-6 Small Group Instruction/Centers (60 minutes)	Designated ELD (30-40 minutes)	K-2 Writing & Language 3-6 Writing
<p><u>Whole Group Benchmark:</u> Reading and Word Study</p> <p><u>Integrated ELD (Strategies)</u> <u>GLAD & ELRise!</u> Strategies</p> <p><u>Standards Based Matrix</u></p> <p><u>Unit Test</u></p> <p> <u>-Scarborough's Reading/Literacy Rope</u></p>	<p><u>Small Groups</u> Divide class into 4 groups: lowest 2 groups seen daily, highest 2 groups seen every other day.</p> <p><u>EXAMPLES</u></p> <p>Center 1: Teacher-guided leveled reading</p> <p>Center 2: <u>Desk Work</u>- Must Dos/May Dos</p> <p>Center 3: <u>Reading</u>- (MyOn, A.R., Epic!, Prodigy))</p> <p>Center 4: <u>Computers</u>- Achieve3000/SmartyAnts</p> <p><i>Centers should be interactive, standards based and self-checking</i></p> <ul style="list-style-type: none"> -<u>Guided Reading Level Conversion Chart</u> -<u>Guided Reading Lesson</u> 	<p>Benchmark EXPRESS + <u>GLAD & ELRise!</u> Strategies</p> <p>Students grouped by English Language Proficiency levels (ELPAC) and/or (STAR)</p> <ul style="list-style-type: none"> -Emerging -Expanding -Bridging -E.O./RFEP/IFEP <p>Four Domains:</p> <ul style="list-style-type: none"> -<u>Speaking</u> -<u>Listening</u> -<u>Reading</u> -<u>Writing</u> 	<p><u>Whole Group Benchmark:</u></p> <p>*<u>Writing Process</u> (Upper Grades)</p> <p><u>Grammar and Language</u> (Lower Grades)</p> <p>Strategies:</p> <ul style="list-style-type: none"> -<u>Step up to Writing</u>

Direct Instruction Lesson

OPENING

- Prominently display **Target Standards Poster** for Unit.
- Read the standard** for the day on the Target Standards Poster to begin each lesson.
- Introduction/Attention Getter
 - * Prior knowledge * Relevance *Curiosity *Personal Stories *Videos/Pictures

BODY

I Do	We Do	You Do
<p>-Model/Think Aloud</p> <p>-Check for Understanding/Student Participation (Cognitive State Change)</p>	<p>-“Hourglass” repeated several times</p> <ul style="list-style-type: none"> ● whole group ● check for understanding ● small group <p>-10/2 Check for Understanding (Every 10 minutes, add a cognitive state change to increase active engagement, i.e. pair/group work, standing up, choral response, changing seats, use of white boards, clapping...)</p> <p><u>Prompts & Frames</u> (repeat/complete/elaborate)</p>	<p>-Independent Practice WITH corrective specific Feedback</p>

CLOSING

- Exit Ticket or MVP (Most Valuable Point)**
- Reread the standard for the day on the Target Standards Poster to end each lesson.

Grade Level Collaboration

Teachers at all school sites participate in Data Reflection Sessions/PLC on a weekly basis through release time provided by SCI-PHY Teachers. During this time teachers have an opportunity to plan targeted instruction and Tier I interventions to support Multilingual Language Learners.

Supplemental Instructional Support

The District provides additional opportunities for MLLs to access core instruction and meet grade level standards through additional support such as:

- Intervention Teachers
- Instructional Assistants
- Expanded Learning Opportunity Programs (ELOP)

The District evaluates these supports annually, determines the effectiveness of these services and modifies or continues accordingly.

Integrated ELD's role in accessing the core curriculum

All teachers should address the language learning needs of their Multilingual Language Learners (MLL) strategically, promoting the simultaneous development of content knowledge and proficiency in English. Integrated English language development is academic English language instruction provided throughout the instructional day across all disciplines, designed to support access to rich content knowledge and develop academic English across the disciplines. Teachers of English learners use the CA ELD Standards in concert with their CA CCSS for ELA/Literacy and other content standards to support the linguistic and academic progress of Multilingual Language Learners. The CA ELD Standards describe the key knowledge, skills, and abilities in critical areas of English language development that students learning English as an additional language need to develop in order to be successful in school.

Effective integrated ELD instruction requires intentional practices for Multilingual Language Learners and regular academic interactions and conversations as the key drivers to access and master grade-level academic content.

Expectations For Integrated ELD:	<ul style="list-style-type: none">• Teachers use the CA Content Standards in tandem with the CA ELD Standards.• Have clear learning intentions and language objectives.• Value and build on primary language and culture and other forms of prior knowledge• Appropriately scaffolded in order to provide strategic support that moves learners towards independence• Teachers create authentic, action-based learning opportunities that require students to interact in meaningful ways in grade-level disciplinary text and tasks.• All teachers support Multilingual Language Learners' linguistic and academic progress (content knowledge).• Include formative assessment practices (frequent academic and language production monitoring)
Expected Student Learning Outcomes:	<ul style="list-style-type: none">• Use and develop academic English while simultaneously learning content knowledge through English.• Engage in meaningful interactions with others using intellectually rich content, texts, and tasks that require interpretation and discussion of informational texts.• Write (both collaboratively and independently) a variety of different text types and justify opinions by persuading others with relevant evidence.• Use language as a meaning-making resource in discussion and writing based on discipline, topic, task, purpose, audience, and text type.• Demonstrate growth in English language acquisition as demonstrated on state and district assessments.

Adapted from CA ELA/ELD Framework - California Department of Education 2014

To meet the students' language needs and promote the use of academic English, teachers adjust the level of support they provide.

Integrated ELD Strategies

- Briefly preview and explain some of the words that are critical for content understanding before students read.
- Post the words so students can refer to them and encourage students to use the words during conversations, in writing, and use them in sentence frames as needed.
- Routinely examine the texts and tasks used for instruction to identify language that may be challenging for MLL.
- Determine the opportunities to highlight and discuss particular language resources (e.g., powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas)
- Meaningful interactions with complex texts.
- Observe students to determine how they are using the targeted language
- Adjust whole group instruction or work with small groups or individuals to provide adequate and appropriate support
- Engage in collaborative discussions to develop content knowledge
- Use comprehension strategies to interpret complex text.
- Produce oral and written English

Role of Primary Language

According to the California ELA/ELD framework, research has demonstrated that the knowledge, skills, and abilities students have developed in their primary language can transfer to their development of English language and literacy. Multilingual Language Learners come to the district with a valuable asset—their primary language—which supports their learning of the English Language. Furthermore, literacy skills and abilities (such as phonological awareness, decoding, writing, or comprehension skills) can be transferred from students' primary language to English. Teachers facilitate this transfer in many ways and help MLL students develop English through strategic use of primary language resources.

Primary Language Supports

Collaborative conversations	MLL share ideas in their primary language with a peer while they increase their proficiency and confidence in interpreting and expressing the same ideas in English
Read in primary language	Students are given the opportunity to read texts in both their primary language and English, allowing them to engage with texts above their English reading level.
Conduct research	Students draw evidence from primary or secondary resources in their primary language and summarize their findings in English.

MLLs' access to advanced, honors and gifted

SYSD should identify all students, including MLL, who can participate in GATE. The district must ensure that their GATE admission policies and practices do not limit MLLs' access to and participation in GATE. Third grade students in SYSD are administered a non-verbal test that is normed for MLL and EO students.

Additionally, MLLs who are gifted and have a disability—sometimes referred to as twice exceptional students—must be carefully monitored so that they can receive English Learner and special education services, and gifted curricula at their ability levels. Twice exceptional MLLs should receive services consisting of GATE instruction, English language support, special education and related services and supplementary aids and services (as specified in their IEPs), and appropriate accommodations and case management.

COMPONENT #7 – ENGLISH LANGUAGE DEVELOPMENT

Purpose of ELD

Comprehensive ELD is provided for all MLL students through Designated and Integrated ELD instruction. According to the California ELA/ELD Framework, all teachers must attend to the language learning needs of their MLL students in strategic, differentiated ways that promote the simultaneous development of content knowledge and advanced levels of academic English using CA ELD Standards. English language development instruction ensures that MLL use English purposefully; interact in meaningful ways with peers, content, and texts; and learn about how English works.

Comprehensive ELD	
Integrated ELD	Designated ELD
<p>Content Standards What are the language demands for accessing and participating in the content?</p>	<p>Language Standards What are the opportunities presented by this content for teaching language?</p>
<p>Integrated English language development instruction in which all teachers with MLLs in their classroom use the California ELD standards in tandem with the focal California Common Core State Standards for ELA/Literacy and other content standards to ensure MLLs strengthen their abilities to use English as they simultaneously learn content through English.</p>	<p>A protected time during the regular school day when teachers use CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.</p>

The California ELD Standards are organized into three parts:

Part I: Interacting in Meaningful Ways	MLLs participate in meaningful and intellectually challenging tasks in three ways: <ul style="list-style-type: none">• Collaboratively, by communicating with others about social and academic topics (listening and speaking)• Interpretively, by understanding written and spoken information (listening, speaking and reading)• Productively, by writing or presenting to explain ideas and information (speaking and writing)
Part II: Learning About How English Works	<ul style="list-style-type: none">• MLLs comprehend and produce academic texts in various content areas.• MLLs use language to create organized texts, expand and enrich ideas, and connect and condense ideas.
Part III: Using Foundational Literacy	Multilingual Language Learners at all grades require specialized instruction to learn foundational literacy skills, based on their age, previous literacy, and educational experiences. For MLLs new to California schools in grades six through twelve, teachers need to provide learning activities and material to help students achieve all language skills, including literacy in English, as quickly as possible.

Designated ELD

According to the ELA/ELD Framework, designated ELD is not separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather is an opportunity during the regular school day to support MLL in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. During this protected time, MLL are actively engaged in collaborative discussions in which they build their awareness of language and develop their skills and abilities to use language. Accordingly, during designated ELD, there is a strong emphasis on oral language development. Naturally, designated ELD instruction also addresses reading and writing tasks as students learn to use English in new ways and develop their awareness of how English works in both spoken and written language.

Grouping for Designated ELD

According to the California ELA/ELD Framework, during designated ELD sessions—exclusively during these periods—Multilingual Language Learners (MLLs) are grouped according to their English language proficiency levels. This approach enables teachers to effectively target and address the specific language learning needs of each student. It is imperative that grouping during the rest of the day be heterogeneous to ensure that MLL interact with proficient English speakers. Designated ELD must be provided in addition to all core content instruction. In secondary settings, MLL needs full access to grade-level content in all disciplines, as well as specialized instruction in academic English, to prepare for college and careers.

Expectations for ELD instruction and minimum number of daily minutes

The California English Language Arts/English Language Development (ELA/ELD) Framework outlines that both Integrated and Designated ELD is to occur daily. Ideally, students are grouped for designated ELD by English language proficiency levels. However, schools need to consider their particular student population and make appropriate decisions about grouping. Following the California ELA/ELD Framework, sites will make decisions about the specific Designated ELD implementation structure that best serves their MLL students and maximizes the opportunity for MLLs to move between ELD clusters mid-year if they are advancing quickly.

Every MLL student receives designated ELD instruction. The purpose is to support MLLs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. The following table describes designated ELD for students with different profiles.

Elementary Designated ELD Instructional Design		
ELD Levels 1-4	Less than three years in U.S. Schools	Four or more years in U.S. schools
	<p>On Track</p> <ul style="list-style-type: none"> • Approximately 30 minutes daily • Grouped by English level • (ELPAC) with maximum of 2 levels per group (if possible) • Focus: Fundamentals of English language development Class should be planned following the <i>Essential Features of Designated ELD Instruction</i> mentioned below 	<p>On Watch</p> <ul style="list-style-type: none"> • Approximately 30 minutes daily • Group may include EO, RFEP, and IFEPEP students • Grouped based on English Reading and ELA performance • Focus: Preview and review of ELA standards with an academic language emphasis • Class should be planned following the <i>Essential Features of Designated ELD Instruction</i> mentioned below • Add extended day intervention

Middle School Sites

Students are assigned to ELD classes based on their proficiency levels. The expectation is that students will progress through the courses in sequence by demonstrating proficiency on the state English language proficiency assessment (ELPAC).

Course Placement Overview For Multilingual Language Learners

This chart is a guide to inform class placement of multilingual students identified as Multilingual Language Learners (MLLs) at the middle schools. All MLL students are provided access to grade-level content material and Integrated ELD within all of their courses.

Middle School ELD Instructional Design			
ELPAC Level	Newcomers ELPAC Level 1-2 or Initial ELPAC Novice	ELPAC Level 1-2 or Intermediate Initial ELPAC	ELPAC Level 2-4
ELD Courses (Designated)	ELD Emergent	ELD 1/2	ELD 3/4
ELA & Content Courses	Grade level content courses with all peers		

Strategies and practices for ELD

Essential Features of Designated ELD Instruction (adapted from the California ELA/ELD Framework)	
Intellectual Quality	Students are provided with intellectually motivating, challenging, and purposeful tasks, along with support to meet the tasks.
Academic English Focus	Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, is the main focus of instruction.
Extended Language Interaction	Extended language interaction between students, including ample opportunities for students to communicate in meaningful ways using English is central. Opportunities for listening or viewing and speaking or signing are thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities also increase in sophistication.
Focus on Meaning	Instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.
Focus on Form	Congruent with the focus on meaning, instruction explicitly focuses on learning about how English works based on purpose, audience, topic and text types. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable individuals to make meaning as members of discourse communities.
Planned and Sequence Events	Lessons and units are carefully planned and sequenced to strategically build language proficiency along with content knowledge.
Scaffolding	Teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.
Clear Lesson Objectives	Lessons are designed using the CA ELD Standards as the primary standards and are grounded in appropriate content standards.
Corrective Feedback	Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.
Formative Assessment Practices	Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices; they analyze student writing, work samples, and oral language production to prioritize student instructional needs.

Expected ELD progress and monitoring

The ultimate goal of the multilingual learner programs in SYSD is for our Multilingual Language Learners to achieve proficiency in English and succeed academically across all content areas. To achieve this goal, we strategically focus on how students' language skills are advancing through multiple measures. Multilingual Language Learners (MLL) and Reclassified (RFEP) students who are identified as making inadequate progress will be provided with appropriate intervention services.

Monitoring Multilingual Language Learner Progress

Multilingual Language Learner programs are monitored in compliance with the Federal Every Student Succeeds Act (ESSA) and the California Department of Education regulations and educational code (EC). The coordination of all departments in the district and collaboration with outside agencies such as the San Diego County Office of Education (SDCOE) help to ensure that programs are carried out in a manner that is compliant, efficient and leads to student success.

Teachers and administrators monitor MLL students' English language development in listening, speaking, reading, and writing, along with their academic performance. This information is used for many purposes, including but not limited to:

- Monitoring student progress during the school year and instructional planning.
- Identification of students who need additional tiered support.
- Monitoring student progress towards reclassification.
- Placement of Multilingual Language Learners in appropriate programs.
- Determination of whether schools and the district meet state and federal accountability criteria.

Multilingual Language Learners who are identified as not making adequate progress, are students that are not improving one level per year on the English Language Proficiency Assessment (ELPAC).

Monitoring Reclassified Students

Once MLLs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be regularly monitored for a minimum of four years, as required by The Every Student Succeeds Act (ESSA). If their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade-level academic proficiency. Reclassified students who are not meeting on track criteria, are those students who are not meeting or exceeding standard on CAASPP ELA, are not maintaining a 2.0/C or above average, or are not attaining Benchmark or Challenge on the District Unit Assessments.

Student progress will be monitored using the district's ELA Data Reflection documentation (approximately 5 times per year) and an RFEP Monitoring Form (approximately 3 times per year). Staff will use the process outlined below to monitor the progress of RFEP students for a period of no less than 4 years after reclassification. Dual-identified student language needs are monitored through IEP goals and a yearly IEP team meeting. The team may recommend assessments, additional services and/or supports to meet individual student needs.

If the student's standardized test scores fall below the proficiency level of Standard Met in English Language Arts or the student's grades fall below satisfactory in any academic area, the school site team will re-evaluate the student's lack of progress and interventions will be recommended and monitored via a Plan of Action form.

Who	Responsibilities
Educational Services	<ul style="list-style-type: none"> • Will provide each school site a list of students who are less than four years reclassified as fluent English proficient. <ul style="list-style-type: none"> ◦ Additional lists will be sent with newly identified RFEP students after each round of reclassification is complete. • Will provide each school site with RFEP monitoring forms for students who need to be monitored during that academic year. • Will hold on-going meetings with Educational Services Staff, Principals, Assistant Principals and Instructional leads to review pertinent Multilingual Language Learner data.
Site Administrator	<ul style="list-style-type: none"> • Coordinate monitoring of RFEP students at school site for four years following their reclassification. • Coordinate intervention/support services for students who do not demonstrate satisfactory academic progress via monitoring during DRS and/or on RFEP monitoring forms. <ul style="list-style-type: none"> ◦ These may include, but are not limited to additional tutoring or counseling, training in test taking strategies, and modified work in reading, and language arts.
Classroom Teacher	<ul style="list-style-type: none"> • Monitors and tracks RFEP students' progress in DRS • Completes the teacher evaluation form for RFEP students based on the academic characteristics of the students three times a year • Submits completed RFEP monitoring form to site designee with appropriate signatures. • Creates a plan of action with Site Administrator to support any RFEP students who are not making adequate progress.

Intervention Services and Progress Monitoring

Each student that is identified “On Watch” will be provided with the intervention programs and/or services as specified in the Intervention Plan. His/her progress is to be carefully monitored throughout the school year. Teachers will evaluate the student’s progress and make modifications to interventions and goals as needed at the end of each ELA data reflection session based on the student quadrant of achievement. This process will be monitored via a plan of action form that will be filed in the student’s LEP folder.

Identifying students as ‘On Watch’	
MLLs	RFEPs
MLLs who are not making adequate progress, as measured by the ELPAC.	RFEPs who are not meeting the following “On Track” criteria: <ul style="list-style-type: none">• SBAC: Meets or Exceeds Standard on ELA & Math• Elementary: Average Rubric score of 2 & above on report card• Middle School: C or better on report card• District Unit Assessments: Quadrant placement at benchmark or challenge at the end of each unit

GOAL 3: Family-Community Engagement

COMPONENT #8 - FAMILY-COMMUNITY ENGAGEMENT

Role of families in the education of MLLs

SYSD recognizes and values the linguistic and cultural diversity that Multilingual Language Learner families bring to the school community. We believe families are essential partners who contribute unique perspectives to their children's overall success and we seek innovative opportunities to work with them. SYSD is committed to strong, collaborative relationships that support the exchange of information, purposeful interactions, and meaningful participation that strengthen student learning and achievement. As a part of this commitment, the Principal and/or school support staff will ensure that families feel welcome and are introduced to the school procedures, resources, and program options when they first enroll in one of our schools.

Expectations and systems for MLL families, including students, to engage in district activities/education

In order to provide an integrated experience for families across multiple programs, there are different avenues for participation that SYSD offers:

- Volunteer opportunities
- Community events
- Family Learning Workshops and Parent Facilitator (Promotoras) engagement sessions

Volunteer Opportunities

School sites across the district welcome families to volunteer in classrooms, at school-wide activities and district level events. To volunteer, families can contact the district office or site administrator to get information about procedures and requirements.

Community Events

The languages and cultures that students and their families bring to our schools are important contributions to our learning communities. Sites host social and cultural events, including carnivals, family nights, awards, holiday events, and heritage celebrations. The district encourages participation in city and community events that celebrate and showcase the diversity of our San Ysidro community.

Family Learning Workshops and Engagement Sessions

As an educational institution, SYSD believes in lifelong learning and capacity building. In addition to staff, this includes our families and educational partners. There are multiple opportunities for families to engage in continuous learning and pathways for developing parent leaders at sites and at the district level.

Some of the offerings include workshops that support parents in understanding and navigating the school system and leadership series that focus on effective advocacy. Learning series are offered at school sites and the district level on many topics including, but not limited to: reclassification, assessments, technology, safety, policy, parenting, etc. The goal is to strengthen EL parent leadership capacity in order to ensure that EL families have a strong voice in district programs and policies.

Forms and purpose of communicating with families

MLLs families need to be informed about district and site opportunities, activities, and programs that impact their children. There are many ways families can keep communication with their school and the district. The following tools are available to all families:

- Parent Vue
- Interpretation and translation
- District, site, and classroom newsletters and bulletins
- Parent facilitator communication
- Official family notifications (report cards, annual notices, etc.)
- Social Media
- District Website

Primary language communication/translation

To facilitate communication, SYSD is committed to offering interpretation and translation to ensure accessibility of information to all families, as required by law and when possible. (Under state law, schools must provide written communication in the primary language of the parent when fifteen percent (15%) or more of the parents speak a specific language other than English.)

Role of Advisory Committees

Meaningful participation at an advisory level is a critical component of our students' education. As part of the district's effort to systematically involve families of MLLs in the education of their children, the district establishes policies and procedures for School Site Councils (SSC), English Language Advisory Committees (ELAC) at the school-site level, and the district ELAC (DELAC) at the district level. At each committee level, families of MLLs have opportunities to be involved in their child's education, collaborate with district staff, receive training, evaluate instructional services and provide recommendations.

School Site Council (SSC)

The responsibility of the SSC involves oversight of programs supporting all students, including MLLs. In collaboration with the site administrator, the SSC reviews and approves the School Plan for Student Achievement (SPSA), which includes funded programs and allocation of resources to the site. Membership includes site administrators, teachers, other school staff, families, and community members. All families are welcome to attend SSC meetings.

English Learner Advisory Committee (ELAC)

According to the California Education Code, each school with twenty-one (21) or more MLLs must establish a functioning ELAC. The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELACs are not decision-making councils, nor do they approve expenditures from any funding source. However, they do provide input and advice on school decisions and the use of funding sources dedicated to MLLs.

The ELAC is responsible for the following tasks:

- Advising the site administrator in the development of a site plan for Multilingual Language Learners and submitting the plan to the SSC for consideration of inclusion in the School Plan for Student Achievement (SPSA).
- Assisting in the development of a schoolwide needs assessment.
- Discussing ways to make parents aware of the importance of school attendance.
- Electing a member to the District English Learner Advisory Committee (DELAC).

District English Learner Advisory Committee (DELAC)

San Ysidro School District maintains a District English Learner Advisory Committee (DELAC) in which at least 51 percent of the members are parents/guardians of Multilingual Language Learners, not employed by the District. Each school's ELAC must have the opportunity to elect at least one member to the DELAC. If the District has 31 or more ELACs, it may use a system of proportional or regional representation.

The DELAC provides parents the opportunity to advise the Board of Education on programs and services for Multilingual Language Learners and to advocate for the quality of their education.

The DELAC shall advise the school district governing board on at least the following tasks:

- Development of a district master plan for education programs and services for Multilingual Language Learners. The district master plan will take into consideration the school site master plans.
- Conducting a district wide Needs Assessment on a school-by-school basis.
- Establishment of district program, goals, and objectives for programs and services for Multilingual Language Learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- If the DELAC acts as the MLLs parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Capacity building for families and community

Capacity building for families and the community is provided by external organizations outside the district, addressing a range of topics.

- | | |
|--|--|
| <ul style="list-style-type: none">• PIQUE (Parent Institute for Quality Education)• Adelante Mujer• CABE (California Association of Bilingual Education) | <ul style="list-style-type: none">• English Development Classes• Parenting Classes• San Ysidro Health Clinic Service |
|--|--|

GOAL 4: Accountability

COMPONENT #9 - Assessment and Student Monitoring

Comprehensive assessment program and purpose

The ultimate goal of the Multilingual Language Learner program in SYSD is for our MLL to achieve proficiency in English and succeed academically across all content areas. To achieve this goal, we strategically focus on how students' language skills are advancing through multiple assessments. Those assessment reports are closely monitored to measure students' adequate progress.

The assessments used include state-mandated assessments, such as the English Language Proficiency Assessments for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP), as well as district assessments.

ELD assessments to measure progress in speaking, listening, reading and writing

In order for MLLs to meet the standards of literacy in English, they must be proficient in all four of the following domains: speaking, listening, reading and writing. Yearly, English language proficiency is assessed and monitored using the English Language Proficiency Assessment of California (ELPAC). ELPAC and CAASPP data is used to monitor growth towards reclassification, to make data informed decisions about language instruction, and for instructional grouping in English Language Development (ELD).

When administering any ELPAC assessment to a student with a disability, the district shall provide designated supports or accommodations per the student's individualized education program (IEP) or Section 504 plan. When an IEP team determines that a student has a significant cognitive disability, that student may be eligible to take the Alternate ELPAC

In addition, the District and school sites administer a variety of site based formative, diagnostic, and summative assessments to monitor student progress and make data-driven decisions on instructional interventions as well monitor progress towards reclassification.

Monitoring Multilingual Language Learner Progress

Monitoring progress in language and academics is essential to ensure that our Multilingual Language Learners are reclassified in a timely manner and continue to grow and have success in their educational journey.

During ELA data reflection sessions student data reviews are done by site administrators, counselors, specialists, and teachers to continuously monitor Multilingual Language Learners'

progress toward meeting language development and academic content learning goals and make modifications to interventions and goals as needed.

To ensure that Reclassified Fluent English Proficient (RFEP) students maintain grade level expectations, they are monitored for a period of at least 4 years following reclassification in accordance with the Every Student Succeeds Act (ESSA). Student performance shall be reviewed using formative and summative data at each progress-reporting period. Overall student progress shall be shared with parents at fall and spring parent-teacher conferences. Students found to be regressing in their academic performance will receive an academic intervention in the specific area of need and will have access to the tiered support services and interventions offered at the site to all students who are not meeting academic standards. Parents will be notified of the intervention plan using the RFEP Monitoring Form. The progress of MLLs and Reclassified students are examined annually in comparison with the data of the average native English speaker, and this student achievement data is included in the CA Dashboard data for the school district.

COMPONENT #10 – PROGRAM MONITORING AND EVALUATION

Plan for Multilingual Language Learner Program Evaluation

The San Ysidro School District is committed to working with students, parents, teachers, support staff, administrators, and community-based educational partners to provide effective instructional programs for Multilingual Language Learners (MLLs). The success of our MLLs is a shared responsibility that involves accountability with resources, assessment, programs, and services.

Both state and federal programs require the California Department of Education (CDE) to monitor categorical programs operated by Local Education Agencies (LEAs). A Federal Program Monitoring (FPM) instrument represents federal or state laws, regulations, or guiding judicial decisions that are arranged into statutory core and supporting items. CDE uses the English Learner Program Instrument to determine whether an LEA meets each program's requirements. SYSD is committed to ensuring that we serve our students, families and staff in accordance with these requirements.

[English Learner 2023–24 Program Instrument California Department of Education May 2023](#)

The English Learner Program Instrument which includes the following:

- EL 01: English Learner Advisory Committee (ELAC)
- EL 02: District English Learner Advisory Committee (DELAC)
- EL 03: EL Identification and Assessment
- EL 04: Implement, Monitor and Revise Title III Plan
- EL 05: EL Program Inclusion in the SPSA (Schoolwide)
- EL 06: Title III Inventory
- EL 07: Supplement, Not Supplant with Title III
- EL 08: Time and Effort Requirements (Title I and Title III)
- EL 09: Evaluation of Title III-Funded Services and Programs
- EL 10: Reclassification
- EL 11: Teacher EL Authorization

- EL 12: Professional Development Specific to English learners
- EL 13: Language Acquisition Program Options and Parent Choice
- EL 14: ELD
- EL 15: Access to Standard Instructional Program

Federal, state, and district requirements and evaluation processes

Developing Multilingual Language Learners' linguistic and academic capacities is a shared responsibility among all educators and levels of the schooling system. The four principles support the vision and provide the foundation of the CA EL Roadmap in conjunction with the CDE EL instrument. Both policies are intended to guide all levels of the educational system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, twenty-first-century education for the state's Multilingual Language Learners.

Four Interrelated Principles

Principle #1: Assets-Oriented and Needs-Responsive Schools

Pre-schools, Elementary Schools, and Middle Schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of Multilingual Language Learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle #2: Intellectual Quality of Instruction and Meaningful Access

Multilingual Language Learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding.

Multilingual Language Learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle #3: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, preschool) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of Multilingual Language Learners and their communities, and who utilize valid assessment and other data systems that inform instruction and continuous improvement.

Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of Multilingual Language Learners.

Principle #4: Alignment and Articulation Within and Across Systems

Multilingual Language Learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.

To ensure high-quality implementation of all aspects of the Multilingual Language Learner Master Plan, SYSD identified assessment tools to use at all levels. Student progress monitoring and evaluation consist of disaggregated (school, grade level, language group, race/ethnicity, program status) data analysis (in staff and parent spaces) of these assessments multiple times during the year:

- ELPAC
- District standards-based benchmark assessments (i.e., STAR reading and math, FastBridge)
- California Assessment of Student Performance and Progress (CAASPP) in ELA, Math, and Science
- Reclassification data
- Teacher progress reports, report card data
- Referrals for academic or behavioral support

Rubrics also support monitoring programs and instructional support systems. These rubrics are not meant to be used as checklists but as a set of tools that guide continuous improvement for our multilingual students. While some of the tools are considered aspirational by many educational agencies, SYSD believes that the rigor and responsiveness of MLL programming highlighted in this rubric should be the standard to ensure educational equity for multilingual students. The findings from evaluations using these rubrics are shared with educational partners throughout the year.

District Level

SYSD uses aspects of the CA EL Roadmap to inform our Local Control Accountability Plan (LCAP) during the annual development, implementation and evaluation timelines embedded in those plans. The rubric offers specific criteria which SYSD uses as an evaluation tool in monitoring the progress of programs and determining the efficacy of initiatives, interventions, and administrative policies intended to raise MLLs student achievement.

Our Local Control Accountability Plan (LCAP) goals specifically address our commitment to each Multilingual Language Learner. (BP 6174a) Goal #1 - Student Achievement - Enhance student achievement across all demographics, mainly focusing on accelerating learning for Multilingual Language Learners and students with disabilities. This includes improving English language and academic proficiency outcomes to ensure universal access to Common Core State Standards (CCSS), aiming for Multilingual Language Learners (MLLs) to demonstrate annual expected progress and achieve reclassification within five years or less. Goal #2 - Culture, Climate, and Student Well-Being - Ensure that all students are educated in positive academic environments that are safe, welcoming, and drug-free while also equipping them with the necessary social-emotional skills to build resilience and thrive not only in an equitable educational environment but also in their community and beyond. Goal #3 - Parent Engagement - Increase parent engagement, involvement, and satisfaction with the educational process annually.

School Level

Schools use aspects of the CA EL Roadmap as it applies to school-level programming. This evaluation will occur when designing and monitoring site-based professional learning and services related to MLL programs and students. The CA EL Roadmap will also be used in the development and monitoring of School Plans for Student

Achievement (SPSAs) and to monitor progress towards goals set by school-level advocacy groups, such as the ELAC. This process of utilizing this tool within various structures of school-level planning is intended to provide useful feedback to inform modifications and actions to programming for MLLs while also having strong coherence to district-level goals and outcomes.

Classroom Level

Aspects of the CA EL Roadmap Teacher Toolkits from Californians Together are used with the district's teacher evaluation system to monitor classroom level practices, support continuous improvement, and identify needed modifications to inform classroom instruction and staff development priorities and goals. This occurs within staff evaluation timelines and during job-embedded professional learning and collaboration spaces.

Evaluation of base/supplemental funding

LCAP Alignment

Our Local Control Accountability Plan (LCAP) goals specifically address our commitment to each Multilingual Language Learner. (BP 6174a) Goal #1 - Student Achievement - Enhance student achievement across all demographics, mainly focusing on accelerating learning for Multilingual Language Learners and students with disabilities. This includes improving English language and academic proficiency outcomes to ensure universal access to Common Core State Standards (CCSS), aiming for Multilingual Learners (MLLs) to demonstrate annual expected progress and achieve reclassification within five years or less. Goal #2 - Culture, Climate, and Student Well-Being - Ensure that all students are educated in positive academic environments that are safe, welcoming, and drug-free while also equipping them with the necessary social-emotional skills to build resilience and thrive not only in an equitable educational environment but also in their community and beyond. Goal #3 - Parent Engagement - Increase parent engagement, involvement, and satisfaction with the educational process annually.

Local Control Funding Formula

In California, school districts are funded through the Local Control Funding Formula (LCFF). The LCFF model allows more freedom in how funds are spent but also requires developing a Local Control and Accountability Plan (LCAP). This plan links spending to specific district goals for student achievement. The LCFF is an important opportunity for families to shape the vision for their children's education. The LCFF requires school districts to involve parents in planning and decision-making in developing the LCAP.

The LCFF also:

- Requires school districts to focus on the eight key areas that help all students succeed.
- Provides extra funding for students with greater challenges.
- Gives districts more flexibility to spend their money to improve local schools.

Under this system, school districts receive a uniform base grant for every student, adjusted by grade level. School districts receive additional supplemental grant funding for students with greater challenges, defined as

1. Low-income students
2. Multilingual Language Learners
3. Foster youth

Districts receive additional concentration grant funding when the numbers of these students enrolled in a district make up more than 55 percent of a district's total enrollment. These students are commonly referred to as unduplicated students.

Within LCFF, districts receive base grant funding to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries, and other district services (e.g., custodial, clerical) and support systems for monitoring program implementation, student progress, and program evaluation.

Resources

General fund resources are used to provide services and programs for Multilingual Language Learners, including English Language Development (ELD) and access to the core curriculum. The District allocates Federal Title III funds for direct services to Multilingual Language Learners, and supplemental support above and beyond the base program.

These services and materials may include, but are not limited to:

- Professional Learning for instructing Multilingual Language Learners
- New Teacher Training on Designated ELD
- Supplementary materials for Multilingual Language Learners
- Supplementary resources for teachers to support MLLs
- Building capacity for parents and educators through professional learning opportunities
- Multilingual Language Learner parent education, training, and involvement

Assessment and Data

The District evaluates the effectiveness of our Multilingual Language Learner programs and services through analysis of academic data points and language development growth.

Local Control Accountability Plan (LCAP)

The LCAP is the spending plan that accompanies each district's budget. This three-year plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. All local education agencies must develop and submit their first LCAP with an approved budget. In a school district, the governing board adopts the

LCAP, and the County Superintendent reviews and approves the LCAP. All districts must address the specific instructions in the State Board of Education's adopted template which includes a description of improved services for foster youth, low-income students, and Multilingual Language Learners.

The LCAP is a comprehensive planning tool to help all students succeed. Each three-year plan must describe:

- District-wide and school-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of the eight state priority areas, plus any locally identified priority areas.
- Expected progress toward meeting the goals, and as part of a district's required annual update of the plan, the district must describe actual progress made toward meeting the goals and any adjustments to be made.
- Expenditures required to implement each of the goals and actions, including a description of how additional funds for low-income students, MLLs, and foster or homeless youth will be used to increase or improve services for these students. These students are referred to as "unduplicated students" because even if they are in more than one priority group, they are only counted once.
- The process used to involve parents, students, community members, school employees, and other stakeholders in developing, reviewing, and supporting the implementation of the LCAP. Specifically, the district must engage Multilingual Language Learner parents in an advisory group to provide input and feedback on the LCAP.

The District's Local Control Accountability Plan (LCAP) outlines specific goals and action steps aligned with state funds that address the needs of our Multilingual Language Learners. Each site's School Plan for Student Achievement (SPSA) outlines site goals and action steps aligned with state funds that address the needs of Multilingual Language Learners at the school level and are developed to support the District's LCAP goals. To improve academic achievement, the following metrics are utilized:

- California Dashboard English Language Arts and Mathematics Indicator
- ELPAC Annual Progress towards English Language Proficiency
- Reclassification Rate
- Smarty Ants/Achieve 3000
- Renaissance (Star Reading & Star Math)
- LEA created Benchmarks

The LCAP Federal Addendum

The LCAP Federal Addendum describes how Title III funds are used in the following areas:

- Parent Family and Community Engagement
- Professional Development
- Programs and Activities
- English Proficiency and Academic Achievement

(ADAPTED FROM ENGLISH LEARNER MASTER PLAN PLAYBOOK)

English Learner Master Plan Template adapted from: Armas, E., Lavadenz, M., Rozsa, N., & O'Brien, G. (2021). English Learner Master Plan Playbook: Developing Equitable Local Policies for Multilingual and English Learner Students. Loyola Marymount University Center for Equity for English Learners.

Multilingual Language Learner Master Plan Task Force

Member	Site	Position
Russell Little	District Office	Assistant Superintendent
Luis Ramos	District Office	Director
Maria C. Rodriguez	District Office	Coordinator
Adriana Aguilar	District Office	Resource Teacher
Sandra Guzman	District Office	Resource Teacher
Carolina Hernandez	District Office	Resource Teacher
Cynthia Mosqueda	District Office	Resource Teacher
Josefina Villegas	District Office	Resource Teacher
Zenaida Rosario	Governing Board	Vice President
Elmy Flores	District Office	Translator
Laura English	La Mirada	Principal
Maria Fernanda Rios	La Mirada/CSEA	Instructional Aide/Secretary
Karla Montanez	Sunset/CSEA	Instructional Aide/President
Jacob Rodriguez	District Office/CSEA	Data Support Specialist
Marta Vazquez	OVH	Teacher
Erika Valarezo	Smythe	Teacher
Elizabeth Gomez	SYMS	Teacher
Nohemi Yescas	Sunset	Teacher
Lourdes Quezada	Willow	Teacher

Mayra Cruz	DELAC/DPAC	Parent/Smythe
Jennifer Villanueva	DELAC/DPAC	Parent/OVH
Roxane Palestino	CDC	Parent
Melissa Hendrick	CDC	Teacher

A Guide to Response Frames with Multilingual Learners



What are response frames?

Multilingual learners may understand a concept but need support to articulate it in English. **Response frames**, or **academic response frames**, are scaffolding tools to support students in structuring a written or verbal response. When using a response frame, students fill in relevant content to demonstrate their understanding.

Response frames provide a supportive structure for students to practice new and increasingly complex language. An effective response frame models and clarifies features of an accurate response, such as appropriate syntax, correct grammar, and precise vocabulary.

Academic response frames at a glance

Response frames help address the complex linguistic needs of long-term English learners.

Essential components of a response frame

A syntactic scaffold written in an academic register Embedded topical and high-utility academic vocabulary A clearly specified grammatical target

Response Frame: I work **effectively** with a partner who is ____ (adjective).

Word bank
Everyday adjectives
helpful
respectful
serious

Precise adjectives
polite
friendly
hardworking

A focused **word bank** prompting precise word choices

Response frames allow teachers to model a verbal and written response, deconstruct a response, and guide students in constructing their own proficient response.

Response frames vs. sentence starters

Response frames provide considerably more linguistic guidance than sentence starters. When using sentence starters, students have a framework to guide their thinking but do not have support to articulate their thinking using standard English grammar. The supportive structure of a response frame allows students to understand and use more sophisticated language.

Sentence starter vs. academic response frame

Sentence starter: A partner shows active listening when ____.

Academic response frame: A partner **demonstrates** active listening when (he/she) ____ (present-tense verb).

Word bank Everyday verbs lets tells likes	Precise verbs allows responds compliments
---	---

Steps to using response frames

Follow these steps to use response frames effectively with your multilingual learners.

1. Introduce the frame

- Display the frame with a model response.
- Provide a model of how to complete the frame.

2. Provide rehearsal time

- Model using a “public voice.” Use complete sentences, a precise academic vocabulary, and a more formal register.
- Read the frame with students three times.
 - **First read:** Read it aloud while students silently track it.
 - **Second read:** Echo-read the frame one phrase at a time with students chorally repeating after you.
 - **Third read:** Read the frame chorally with students.

3. Identify vocabulary and grammatical targets

- Point out unfamiliar academic vocabulary in the response frame.
- State the part of speech, and give a student-friendly definition for it.
- Ask students to mark the grammatical target.
- Provide a clear explanation for the grammatical target.

4. Direct and monitor students

- For verbal response frames, direct students to think of how they will complete the frame and share their responses with a partner. For written response frames, provide time for students to complete the frame.
- Circulate and listen to verbal responses, or read written responses and provide feedback.
- Preselect a few students with strong responses to report out to the class. Notify these students first that you would like them to share.

5. Clarify reporting expectations

- Signal for students’ attention.
- Remind students to report using the entire frame and public voices.
- Review the specific grammatical target.
- Explain specific listening and note-taking tasks.

6. Cue reports

- Ask students to nominate partners who have different responses to report.
- Use various strategies to determine student reporters. For example, you could determine names using a spinner, have students nominate reporters by saying, “I select __,” or select volunteers from different areas of the classroom.

7. Chart response and provide feedback

- Call on the students you preselected to report their responses.
- Briefly record students’ responses to reference during future discussions or writing tasks.
- When a student’s response contains a grammatical error, quickly model an accurate response, and ask the class to repeat it.



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My community and me

Response frame cards

Spark conversations among students about their identity and being part of a community with the following response frames. Print the response frame cards to facilitate speaking and/or writing practice in your classroom.

Note: You may need to support students to tweak their responses to account for different nuances of English grammar.



My community and me

Question: What are you **responsible** for at school?

Frame: At school, I am **responsible** for _____ (**verb+ -ing**: paying attention...) and _____ (**verb+ -ing**: contributing...).

Verbs (action words)		
taking care of	contributing	collaborating
attending	participating in	analyzing
paying attention	modeling	calculating

Question: How do you participate in your **community**?

Frame: I participate in my **community** by _____ (**verb+ -ing**: visiting...) _____ (noun: parks).

Verbs (action words)			Nouns (people, places, things)		
cleaning	volunteering at	planning	food	events	friends
sharing	assisting	talking to	neighbors	flowers	projects
visiting	calling	bringing	parks	parties	family members

My community and me

Question: Who has a positive **impact** on your life?

Frame: My _____ (**noun**: teacher) (has/have) a positive impact on my life because (he/she/they) _____ (**present-tense verb**: encourages...).

Nouns (people)	Verbs (action words)
teammates <u> </u>	neighbors <u> </u>
coaches <u> </u>	counselors <u> </u>
parents <u> </u>	friends <u> </u>
siblings <u> </u>	grandparents <u> </u>
classmates <u> </u>	teachers <u> </u>
	compliments <u> </u>
	connects <u> </u> with
	believes <u> </u>
	laughs <u> </u>
	communicates <u> </u>
	supports <u> </u>
	encourages <u> </u>
	enjoys <u> </u>
	teaches <u> </u>
	understands <u> </u>

Question: What is something you do **constantly**?

Frame: One thing I do **constantly** is _____ (**present-tense verb**: watch...) _____ (**noun**: sports...).

Verbs (action words)	Nouns (people, places, things)
play	family
encourage	games
plan	books
think about	outside
practice	sports
talk to	phone
learn	projects
read	English
listen to	music

My community and me

Question: What is one **talent** that you have worked hard to develop?

Frame: One **talent** that I worked hard to develop is _____ (**verb + -ing**: drawing...).

Verbs (action words)

drawing	painting	swimming
cooking	dancing	writing
singing	running	baking

Question: What is one **strength** that you have improved in?

Frame: I am more _____ (**adjective**: brave...) than I used to be.

Adjective (describing words)

brave	kind	honest
imaginative	curious	studious
collaborative	responsible	determined

My community and me

Question: What do you do when you are with your **family**?

Frame: When I'm with my family, we _____ (**present-tense verb**: cook...)
and _____ (**present-tense verb**: celebrate...).

Verbs (action words)		
cook	speak	celebrate
make	drink	dance
share	help	give
visit	eat	play

Question: When do you feel **connected** to other people?

Frame: I feel **connected** to other people when they _____ (**present-tense verb**: encourage...).

Verbs (action words)		
act	compliment	learn
share	listen	play
help	provide	write
participate	support	encourage

My community and me

Question: How do you **communicate** with people?

Frame: I communicate with _____ (**plural noun:** *cousins...*) by _____ (**verb + -ing:** *speaking...*).

Nouns (people)	Verbs (action words)
parents	friends
classmates	teachers
siblings	family members
cousins	grandparents
	sending
	creating
	posting
	sharing
	writing
	emailing
	using
	drawing
	video chatting
	calling

Question: What is an important part of your **identity**?

Frame: An important part of my identity is that I am (a/an) _____ (**adjective:** *caring...*)
_____ (**noun:** *sister...*).

Adjectives (describing words)	Nouns (people)
helpful	loyal
generous	respectful
talented	intelligent
	student
	friend
	artist
	grandchild
	athlete
	dancer



Asset-based Approaches to Multilingual Students' Computer Science Identity Development

RESEARCH

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ABSTRACT

While computer science identity development has been examined in several studies, there is much to learn about the development of multilingual students' computer science (CS) identities. To develop strong CS identities, multilingual students must engage in culturally and linguistically sustaining curriculum, pedagogy, and interaction that draws from their rich and varied resources. This theoretical paper is grounded in a justice-centered, asset-based framework that views the traditions and practices in students' cultures and communities as strong contributors to knowledge construction in STEM. We draw on multiple studies exploring multilingual student CS identity development to better understand how their personal, familial, community-based, and intersectional experiences can be leveraged to promote equitable CS participation. Based on a synthesis of these studies, we find that educators should engage in the following practices: 1) leveraging multilingual students' multiple meaning-making resources, 2) connecting classroom learning to informal learning spaces, 3) providing broader contexts for disciplinary practices, 4) offering multiple opportunities for self-expression, and 5) drawing on multilingual students' strong intersectional identities. Through these practices, we discuss how researchers, practitioners, and policymakers can strengthen multilingual students' disciplinary identification and overall persistence in CS.

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INTRODUCTION

Nurturing computer science (CS) identities is critical to providing culturally sustaining computer science education. When students view themselves as capable participants in CS communities, there are greater possibilities for learning. To this end, learning opportunities are more just and equitable when students can make multiple points of connection between CS and their lived experiences (Jacob, Montoya, et al., 2022; Kapor Center, 2021). culturally sustaining computer science instruction legitimizes minoritized communities' ways of knowing (Nasir & Vakil, 2017). This empowers marginalized students to reimagine disciplinary practices and act as community change agents (Calabrese Barton et al., 2021; Kapor Center, 2021). Research indicates that culturally sustaining computing has several affordances, including increasing student investment in learning, bolstering student interest, and positively impacting self-concept (Byrd, 2016; Hill, 2009; Howard, 2001).

Furthermore, the development of CS identities has shown to be important as early as elementary school, leading to greater interest in the field (Jacob, Montoya, et al., 2022). Unfortunately, credentialing systems nationwide lack multiple subject authorizations for elementary-level CS. Therefore, generalist elementary teachers receive little to no state-sanctioned professional development on how to teach CS to their students (Yadav et al., 2017). While there are a host of CS supplementary authorization programs, these are typically targeted at high school teachers and are not available at the elementary level. Despite the lack of qualified teachers, research indicates that multilingual students benefit from early exposure to CS, beginning in elementary grades (Jacob, Montoya et al., 2022). Findings such as these make providing culturally sustaining CS instruction and professional development a policy issue that school partners and key stakeholders at the district, county, state, and national levels need to consider as they work together to provide culturally sustaining CS education for diverse students.

This is especially important as research shows that students lose interest in STEM as early as middle school, especially when it is unrelated to their lives (Duschl et al., 2007). Programs targeting young learners are critical in CS, in which knowledge, skills, and attitudes are frequently tied to what students learn outside the classroom during elementary and middle grades (Gee, 2008; Bers, et al., 2021; Sullivan & Bers, 2019). Simply put, high-SES students are gaining CS experience through robotics clubs, coding summer camps, and at-home mentoring and modeling to which underserved students have less access (Barron et al., 2009); this leads to gaps in CS knowledge, skills, and

attitudes by high school that are difficult to overcome (Wang et al., 2016). Because this trend continues through high school, postsecondary education, and careers, students from historically marginalized communities remain alarmingly underrepresented in the field (US Census Bureau, 2021; Bureau of Labor Statistics [BLS], 2021).

To address this issue, researchers have examined computer science identity development for underrepresented students in several studies (DiSalvo et al., 2011; Rodriguez & Lehman, 2017; Ryoo et al., 2020), yet there is much to learn about the development of multilingual students' computer science identities. Multilingual students face perpetual and systemic inequities in computer science education. For example, educators often exclude students designated as English learners from computer science education opportunities due to the unwarranted belief that they must develop language proficiency before engaging in CS. Furthermore, students designated as English learners are provided unequal access to CS education and careers (Code.org Advocacy Coalition, 2020; Martin et al., 2015). The majority of students designated as English learners in the educational system are Latine. This group is alarmingly underrepresented in computer science (National Center for Science and Engineering Statistics [NCSES], 2021). There is evidence that English learners among Latines suffer the greatest barriers to achievement and technology access (Irwin et al., 2021). These systemic forms of marginalization prevent equitable participation for these students.

To exacerbate these issues, students from underrepresented groups rarely see people who look like them working in CS fields (or play-acting these jobs on TV), and fewer have access to home computers or computer-knowledgeable guardians (Royal & Swift, 2016). This relative absence of media representation and familiar role models has detrimental effects on student interest in the field. Finally, few instructional materials used to teach computer science in K-12 are specifically tailored to the values of students from diverse communities (Goode, 2008; Goode et al., 2018).

To develop strong CS identities, multilingual students must engage in culturally and linguistically sustaining curriculum, pedagogy, and interaction that draws from their rich and varied resources. This theoretical paper is grounded in a justice-centered, asset-based framework that views the traditions and practices in students' cultures and communities as vital contributors to knowledge construction in STEM (Calabrese Barton et al., 2021). Asset-based approaches to computer science education mobilize multilingual students' backgrounds and existing resources to bridge the divide between formal and informal learning environments. This paper discusses how culturally and

linguistically sustaining computing pedagogies lead to more equitable participation for multilingual students. We draw on multiple studies exploring multilingual student CS identity development to better understand how their personal, familial, community-based, and intersectional experiences (or the ways in which issues of race, gender, class, language, and sexuality shape lived experiences; Nash, (2008) can be leveraged to promote equitable CS participation. Based on a synthesis of these studies, we find that educators should engage in the following practices: 1) leveraging multilingual students' multiple meaning-making resources, 2) connecting classroom learning to informal learning spaces, 3) providing broader contexts for disciplinary practices, 4) offering multiple opportunities for self-expression, and 5) drawing on multilingual students' strong intersectional identities (Author et al., n.d., n.d., n.d., n.d.). Through these practices, we discuss how researchers, practitioners, and policymakers can strengthen multilingual students' disciplinary identification and overall persistence in CS.

REVIEW OF THE LITERATURE

Several factors contribute to multilingual students' CS identity development. In this paper, we focus on how culturally and linguistically responsive CS pedagogies foster positive identity formation in multilingual students. We further discuss how these pedagogies present challenges and opportunities for these students' CS learning and identity development.

CULTURALLY SUSTAINING COMPUTING

Funds of knowledge represent the cultural resources that students bring to formal learning environments (Eisenhart & Edwards, 2004). Drawing on funds of knowledge is based on the premise that students' cultural backgrounds are not barriers to overcome but repositories of knowledge acquired out of school that can be leveraged to facilitate the development of formal learning (e.g., González et al., 2006; Moje et al., 2004). Computer science instruction that draws on students' funds of knowledge supports multilingual student identity development by promoting interest in CS, changing negative beliefs about CS ability, fostering persistence in the face of challenges, and facilitating self-expression (Author et al., n.d.).

Culturally diverse students lose interest in science early on when instructional materials are unrelated to their lives and communities (Duschl et al., 2007). Drawing on funds of knowledge makes instruction more relevant to these students and positively shapes their attitudes and interests. Multiple studies suggest that bridging the gap between

home and formal learning environments helps students to identify with computing curricula and, ultimately, the field of computer science (Jacob, Montoya, et al., 2022; Jacob, Montoya, & Warschauer, 2022; Vogel et al., 2020). For example, in a mixed-methods paper, Jacob, Montoya, et al. (2022) found that Latine and multilingual students who participated in a culturally and linguistically sustaining CS curriculum shared and projects created in Scratch, a media rich visual programming language for novice coders (Resnick et al., 2009) not only with their immediate families but also with their extended families, peers, and members of their communities. In so doing, they were able to position themselves as experts within their familial and social spheres while spending additional time learning computer science. These opportunities helped to shape students' perceptions of themselves as competent members of CS communities (Jacob, Montoya et al., 2022).

Connecting students' cultural resources to disciplinary content improves school-based outcomes for marginalized students (Lynch & Macbeth, 1998; O'Connor et al., 1998). Cultural resources encompass the accumulated bodies of knowledge that exist in students' households. For example, e-textiles leverage the mathematical and computing principles present in the crafting practices of indigenous and Latine families. Students create wearable technologies by blending crafting rules with circuitry and conductivity to solve local and global problems. Research indicates that multilingual students especially benefit from curricula that integrate e-textiles as they have multiple opportunities to leverage the knowledge of their family members, collaborate with their peers, personalize their projects, and draw upon their conceptual resources as they practice CS (Howell et al., 2016). In characterizing how to draw from students' cultural resources, González et al. (2006) recommend that teachers as ethnographers learn about the sense-making strategies students utilize to navigate their everyday lives (as cited in Eisenhart & Edwards, 2004). Teachers then leverage students' existing strategies to enhance learning.

LINGUISTICALLY RESPONSIVE COMPUTING

Several asset-based approaches to language teaching leverage multilingual students' linguistic resources in service of learning (Grapin et al., 2022; Lee, 2001, 2021). Linguistic resources are defined as the discursive practices present in linguistic communities, such as the presence of irony, satire, and metaphors in African American Vernacular English (Eisenhart & Edwards, 2004). As an illustration, Duran et al. (1998) conducted a qualitative study on Latine students using extant linguistic skills for learning concepts in a high school biology class. Through semiotic tools, students leveraged their linguistic and discursive practices

to construct meaning and participate in discipline-specific discourse, demonstrating the potential for drawing upon linguistic resources to enhance science learning (for a review see Lee, 2005).

Translanguaging represents an approach to language teaching that leverages students' discursive practices by mobilizing their entire meaning-making repertoires for learning (Wei, 2018). Translanguaging describes a theory from applied linguistics proposing that students tend to access their entire sense-making practices in service of learning (Garcia et al., 2017; Vogel et al., 2019). Students use their linguistic resources and move beyond named languages to access their semiotic, cultural, embodied, and social resources during the meaning-making process. According to this approach, student interaction is often fused with multiple modes of discourse where language is coupled with meaning-making modalities such as gestures, drawings, sounds, and symbols. Research has shown that by leveraging multilingual students' existing repertoires for learning, translanguaging strengthens both their computational thinking (CT) and literacy skills (Vogel et al., 2020). The translanguaging approach recognizes students' home languages as assets that can be combined with their rich and varied resources to provide culturally sustaining environments for learning.

Jacob and Warschauer (2018) similarly present an asset-based approach to integrated CT and literacy instruction that seeks to leverage students existing literacy skills to develop their CT skills. The study draws from Jacob & Warschauer's (2018) three-dimensional theoretical framework examining the relationship between CT and literacy. This framework takes an asset-based approach to understanding how diverse learners leverage their linguistic resources to develop their CT skills and vice versa. Findings from classroom observations indicated that classroom teachers leveraged Latine and multilingual students' knowledge of narrative genres to teach key computational thinking concepts and practices such as sequence, abstraction and modularization, and experimentation and iteration (Jacob, Parker, & Warschauer, 2022). In leveraging these students' existing literacy resources, teachers made multiple points of connection between students' funds of knowledge and lesson content.

There is a plethora of research on how linguistically responsive instruction enhances computer science and language learning for culturally and linguistically diverse students (Calabrese Barton & Tan, 2009; Grapin et al., 2022; Moje et al., 2004). This research informs our understanding of culturally and linguistically responsive computer science pedagogy for multilingual students. For example, Nguyen et al. (2020a) use discourse-rich digital tools such as Flip

Grid to better understand student learning of computer science language and concepts. Students in predominately Latine and multilingual classrooms were asked to reflect on their Scratch projects in pairs, focusing on strengths, weaknesses, and CS concepts taught and used. Findings indicated that students who used higher frequencies of CS vocabulary and exhibited greater elaboration in describing their Scratch projects tended to score higher on their programming projects. This research highlights the critical link between programming in Scratch and talking about Scratch, and how reflection activities can be used to bolster peer-to-peer interaction.

Building on this work, Nguyen et al. (2020b) studied teacher noticing of multilingual students' CS discourse. They found that while teachers initially placed greater emphasis on vocabulary usage than conceptual understanding, over time, teachers shifted their attention away from vocabulary usage to notice how students used their everyday sense-making abilities to understand abstract CS concepts. Throughout the year, teachers were provided professional development to leverage students' multiple meaning-making resources during CS instruction, representing a key pillar of culturally sustaining CS pedagogy (Kapor Center, 2021). Given the lack of formal professional development in CS education available to K-12 teachers, sharing pedagogical approaches for providing culturally and linguistically responsive CS education to multilingual and other diverse learners is critical. Beyond the strategies and theories presented for leveraging multilingual students' linguistic resources for CS learning, it is paramount that parents and teachers extend shared messaging to students that their home languages are valuable assets for learning. Unfortunately, for multilingual and Latine communities, the strong majority receive negative messaging about the use of the home language in schools (Henderson, 2017; Przymus, 2016). Prado et al. (2022) highlight how teachers and parents work in concert to center students' cultural and community knowledge across formal and informal learning environments. Using a comparison case-study design, Prado et al. (2022) found that parents and teachers engaged in shared messaging that Spanish is valuable both in and out of school. Parents and teachers framed Spanish as a resource for extending cultural pride, shaping communal legacy, and forming cultural capital. Furthermore, teachers and parents worked together to create a sense of comfort and safety in using Spanish. Creating classroom and familial experiences that value students' home languages are critical to preserving their home language use and centering community cultural wealth as a valuable asset for learning (Prado et al., 2022).

THEORETICAL FRAMEWORK

Studies in STEM identity development have traditionally focused on how students acquire competence and receive subsequent recognition upon demonstrating competence (e.g., Hazari et al., 2010). However, conceptions of competence are too often narrowly defined as prescriptive ways of knowing that are disconnected from students' lives and communities (Calabrese Barton et al., 2021). Within this lens, minoritized communities' ways of knowing, informed by their rich cultures, families, and traditions, are often delegitimized among classroom practices (Nasir & Vakil, 2017). This is especially true for multilingual students, who face compounded marginalization due to their cultural and linguistic backgrounds. These students' ways of knowing are too often viewed as incongruent with traditional scientific ways of knowing (Reveles & Brown, 2008).

A principle governing identity development for multilingual students is that target languages can act as barriers to participation for students with diverse linguistic backgrounds (Brown & Ryoo, 2008). Brown and colleagues point to the disconnect between disciplinary practices and students' discursive identities as a site of struggle for marginalized students (Brown et al., 2005). To this end, instructional approaches that leverage multilingual students' identities strengthen students' disciplinary identification.

Our study takes an asset-based lens, grounded in a justice-centered framing of culturally sustaining education, that values the ways in which students' lived experiences and community resources contribute to meaningful types of disciplinary knowledge and practices (Calabrese Barton

et al., 2021; Kapor Center, 2021). We adapt situative theories of learning (Greeno, 1997; Jacobson et al., 2016) to propose a principled system for understanding multilingual CS identity development. Situative theories of learning frame learning and its sociocultural contexts across three dimensions: *agents* (e.g., people and their interactions), *conditional actions* (e.g., social norms and values that shape interactions), and *macro-level systems features* (e.g., sociocultural and historical power dynamics; See Table 1). Framing student participation in this way acknowledges students' cultural practices and values as resources for learning that are taken up when sociocultural and historical power dynamics are just and equitable.

Although social realities are actively co-constructed, Davies and Harre (1990) grant individuals a degree of *agency* as the ability to exercise choice in how they participate in discursive practices. Cultivating student agency is essential to culturally sustaining CS pedagogy (Kapor Center, 2021). It enables students to participate in disciplinary practices that are valuable to them, position themselves as capable participants, engage in action-oriented learning, create new knowledge, and disrupt traditional scientific practices (Calabrese Barton & Tan, 2010; Ryoo et al., 2019).

To better understand equitable student CS participation, we adopt a sociocultural view of identity development that frames disciplinary practices as rooted in social interaction, which is embedded within broader social and institutional structures or *macro-level systems features*. *Macro-level systems features* reproduce power relations in which student identity enactment may be taken up or disregarded based on dominant narratives surrounding

Agents (e.g., people and their interactions)	Conditional actions (e.g., social norms and values that shape interactions)	Macro-level systems features (e.g., sociocultural and historical power dynamics)	Asset vs. deficit-based approaches to CS identity development (e.g., instructional approaches that value or devalue agents and their conditional actions within the context of macro-level features)
<ul style="list-style-type: none"> • Students • Teachers • Administrators • Families • Peers • Community members • Policymakers 	<ul style="list-style-type: none"> • Spoken language(s) • Everyday language • Experiential ways of knowing • Family values • Cultural values • Social practices • Community knowledge • Community resources 	<ul style="list-style-type: none"> • National and state-wide CS policies • District and school-wide policies • Language policies • Cultural power dynamics • Racial power dynamics • Resource allocation • Immigration policies • Political reform • Media representation 	<p><u>Asset-based power dynamics:</u></p> <ul style="list-style-type: none"> • Mobilize students' multiple meaning-making repertoires • Connect classroom learning to informal learning spaces • Provide broader context for disciplinary practices • Offer multiple opportunities for self-expression • Leverage students' strong intersectional identities <p><u>Deficit-based power dynamics:</u></p> <ul style="list-style-type: none"> • Devalue students' multiple meaning-making repertoires in favor of target language norms • Separate classroom learning from informal learning spaces • Teach disciplinary practices in isolation • Limit opportunities for self-expression and creativity • Marginalize students' intersecting identities

Table 1 Theoretical model for understanding multilingual students' CS identity development.

what it means to be a competent actor. Within these *macro-level systems features*, several *conditional actions*, or mediating factors, link students' identity enactment to resultant uptake and ideologies. *Conditional actions* include students' negotiation of discursive practices, their multiple ways of knowing, and their material and social ways of being (Anderson, 2009). The coherence of these mediating factors over time helps to establish our understanding of an individual as a *kind* of person, that is, of developing a reified sense of how a person participates in and across interactions (i.e., as a good student, as a failure).

IDENTITY AND LANGUAGE

Identity is inseparable from language (Crump, 2014). We draw from Crump's (2014) theoretical framework to advance our understanding of language studies that recognize the intersections between language, race, and identity. According to Crump (2014), identity performance is connected to larger social discourses and practices, and language and identity are linked as identity is essentially constructed through language (Crump, 2014). However, identity construction is constrained by dominant narratives about what it means to be a competent community member (Crump, 2014). Unlike monolingual designations, such as English Language Learner, which describe what students with these labels cannot do, plurilingual designations acknowledge what linguistically diverse learners can do and view these resources as assets to be leveraged for learning (García & Otheguy 2020).

Culturally sustaining approaches to education view multilingual students' linguistic identities as assets facilitating learning and contributing to meaningful participation and authentic disciplinary engagement (Lee, 2021). These identities go beyond named language to encompass students' entire meaning-making repertoires (Vogel et al., 2020) as well as their everyday sense-making abilities. Students acquire cultural wealth from their homes and communities that they can draw upon to make sense of scientific phenomena. Culturally and linguistically responsive instruction mobilizes students' sense-making abilities by making multiple points of connection between the curriculum and students' cultural backgrounds and interests. We build on Crump's (2014) theory to argue that identity is not only constructed through named languages but also through students' rich and varied meaning-making resources, which are rooted in their community cultural wealth.

Asset-based practices for developing multilingual students' CS identities

Drawing from multiple studies exploring multilingual student CS identity development, we provide recommendations

for researchers, educators, and policymakers on nurturing multilingual students' budding CS identities. These recommendations include: 1) leveraging multilingual students' multiple meaning-making resources, 2) connecting classroom learning to informal learning spaces, 3) providing broader contexts for disciplinary practices, 4) offering multiple opportunities for self-expression, and 5) drawing on multilingual students' strong intersectional identities (Jacob et al., 2020; Jacob, Montoya et al., 2022; Jacob, Montoya & Warschauer, 2022; Scott et al., 2023; Vogel et al., 2020). What follows is a description of each.

LEVERAGING MULTILINGUAL STUDENTS' MULTIPLE MEANING-MAKING RESOURCES

Too often, educators assume that multilingual students lack the linguistic resources necessary for learning STEM content. This deficit-based approach excludes these students from equitable STEM participation. In contrast to English-only instructional approaches, plurilingual approaches to language instruction view multilingualism as an asset that contributes to content learning. Research corroborates this view as the multiple languages students speak have been shown to improve language and content learning compared to monolingual students (Aguayo, 2020; García & Wei, 2014). Furthermore, teachers valuing students' first languages positively shape students' perceptions of themselves as competent learners (García & Wei, 2014).

In addition to valuing named languages, many asset-based approaches to computer science instruction seek to leverage the rich and varied resources students bring to the classroom. These resources include but are not limited to their linguistic, cultural, semiotic, and embodied resources. Students draw upon their multiple sense-making abilities to access content, and in turn, these sense-making abilities can contribute to shaping disciplinary practices.

As a mechanism for drawing on multilingual students' rich meaning-making repertoires, translanguaging represents a culturally sustaining pedagogy because it leverages the existing ways students make sense of content. Vogel et al. (2019) implemented a curriculum integrating computational thinking into middle school students' Spanish-English bilingual arts classes. An examination of curricular implementation found that through translanguaging, students 1) disrupted traditional boundaries between linguistic, disciplinary, and multimodal discourses; 2) infused computational literacies with their existing literacies; 3) based their understanding of translanguaging on their existing beliefs about language, and 4) engaged in translanguaging to learn about key computational thinking practices (Vogel et al., 2019). This research pinpoints how students' computational thinking

practices are intertwined with their beliefs about language and bilingualism. To this end, fostering a translanguaging stance provides safe spaces for students to draw from their cultural backgrounds during formal CS learning. This strengthens their CS identities and positions them as more capable participants in CS communities.

Translanguaging represents one of many asset-based approaches to teaching multilingual students. For pedagogy to be culturally sustaining for multilingual students, identity development should be rooted in what students already know. Furthermore, equitable CS curricula should leverage students' everyday sense-making abilities when teaching abstract concepts (i.e., algorithm, abstraction). In an asset-based course, teachers focus on understanding before terminology. This approach is particularly beneficial for multilingual students as unnecessary linguistic tasks may divert their attention from learning and understanding key concepts. The content-first approach mimics the scientific method in which scientists seek to understand a phenomenon before assigning the scientific term. This content-first approach represents an effective mechanism for teaching both language and STEM content to marginalized students (Brown & Ryoo, 2008).

Building on (Brown & Ryoo, 2008; Lee, 2021; Vogel et al., 2020), Jacob, Montoya et al. (2022) take a content-first approach to upper elementary curriculum design and instruction. Accordingly, children are taught computer science concepts in a manner that allows them to leverage their entire repertoires (i.e., cultural, linguistic, multimodal, embodied, semiotic) before receiving explicit language instruction. This type of learning often occurs through unplugged activities, or activities that teach computing concepts without computers. To illustrate, students learn the concept of loops, or the repetition of programming commands, through dance. First, students dance to a series of moves. Then the teacher asks students to identify each action in the dance. Next, the teacher and students discuss how individual moves repeat, how sequences of movements repeat, and how many times the entire dance repeats. In this way, they embody the concept before they are provided explicit instruction on the disciplinary language that uses the term loops to describe their program. The asset-based, content-first approach to computer science instruction led to the development of strong disciplinary identities for Latine and multilingual students (Jacob, Montoya et al., 2022).

The approaches mentioned above leverage the discursive practices that students develop in their homes and communities to facilitate computational sense-making and logic building. Linguistically responsive approaches to CS education go beyond written and spoken text to

encompass the multiple semiotic resources students draw upon as they engage in computer science learning. These linguistic repositories, or funds of knowledge, are rooted in students' social and cultural backgrounds, which shape the myriad ways in which they make sense of phenomena. Building on multilingual students' linguistic resources incorporates their family, community, and cultural knowledge into CS classrooms, nurturing their budding interests and encouraging CS learning in both formal and informal learning environments (Kapor Center, 2021; Lee, 2021).

CONNECTING CLASSROOM LEARNING TO INFORMAL LEARNING SPACES

Students' experiences in informal learning environments intersects with students' cultural connections with their peers, families, and communities. Pinkard (2019) refers to this term as community knowledge, or the practices students engage in through their out-of-school community learning. Findings from Jacob, Montoya, and Warschauer (2022) indicated that multilingual, upper elementary students' cultural and familial identities facilitated informal learning, which afforded them additional learning opportunities and positioned them as CS experts in their communities. In turn, students were able to leverage the skills learned at home and out of school to build on their CS learning while fortifying their multiple linguistic, cultural, and disciplinary identities.

Jacob, Montoya, and Warschauer (2022) conducted a mixed-methods study on the identity formation of upper elementary, multilingual Latinas from predominantly low-socioeconomic backgrounds. In this study, socioeconomic status was defined as students who received free and reduced-priced lunch. Findings indicated that drawing upon home and community-based resources rooted in diverse group membership mobilized students' disciplinary identities for CS learning. Jacob, Montoya, and Warschauer (2022) found that family support was critical for building young Latina's intersectional identities. This is corroborated by research on Latine communities finding that *familismo*, or positive relationships built with immediate and extended family, nurtures Latine students' budding STEM identities (Rodriguez et al., 2019). In addition, students reinforced their formal CS learning through interactions with peers, family, and extended family in informal settings. Students ventured beyond classroom lessons and coding activities to practice CS in their daily lives. Through these interactions and experiences, students were able to challenge the confines of traditional disciplinary narratives, "rewriting the formula of what a computer scientist is and can be, and leaving space to include and invite other strong identities as well." (Jacob, Montoya & Warschauer, 2022).

PROVIDING BROADER CONTEXTS FOR DISCIPLINARY PRACTICES

A major goal of CS education is to develop students' understanding of the field as a lever for creating new technologies (Smith, 2016). Unfortunately, pervasive stereotyping in the field depicts CS as an innate talent (Margolis, 2017), preventing students from making authentic connections to the professions. For example, Scott et al. (2023) examine how gender stereotypes unequally shape multilingual students' participation in CS. Findings indicated that while upper elementary boys viewed CS as a vehicle for creating new technologies, many girls viewed CS as a mechanism for fixing errors and bugs. Furthermore, the boys connected CS to their own interests (i.e., gaming), while the girls viewed the computer scientist's primary responsibility as troubleshooting and fixing things. Research indicates that students show greater interest in a given skill when they are provided a broader context for learning it (Kelly et al., 2013). There have been several efforts to engage marginalized students in interest-driven computing contexts, such as leveraging the weaving traditions of indigenous families to engage students in computational thinking through the development of e-textiles (Kafai et al., 2014). Efforts such as these contextualize learning in culturally appropriate ways while building on students' cultural and community knowledge.

Computer science identity development is also strongly associated with students' perceptions of competent actors in the field. When students see computer scientists who look like them, they are more likely to identify with the discipline. Jacob et al. (2018) have iteratively refined an upper elementary Elementary Computing for All (ECforALL) curriculum to meet the needs of diverse learners. The first iteration of the curriculum integrated children's stories depicting diverse pioneers and professionals in the field of computer science to teach computer science in culturally sustaining ways. Based on teacher feedback, the second iteration integrated memorable mentors or videos describing the career paths of Latine computer scientists (Saito-Stehberger et al., 2021). These videos were accompanied by reflection prompts designed to explore the systemic and structural barriers these professionals faced in securing roles and succeeding in the CS profession. Research indicates that including same-race role models in STEM curricula positively influences Black and Latine students' dispositions and attitudes towards CS (Tukachinsky et al., 2017).

OFFERING MULTIPLE OPPORTUNITIES FOR SELF-EXPRESSION

The affordances that media-rich programming environments such as Scratch offer, such as the ability to program stories,

are particularly suited to Latine communities. The tradition of oral storytelling is a widespread practice in Latine communities and serves as a sociocultural approach for passing on cultural knowledge (Leyva & Skorb, 2017; Melzi et al., 2022). Stories highlight how Latine children interpret the world through community cultural wealth (Bell & Roberts, 2010). Anchored in indigenous traditions, oral storytelling has several affordances, including transmitting important values and historical insights (Reese, 2012). Furthermore, incorporating storytelling into programming activities allows students to simultaneously engage in CS and language and literacy learning.

Jacob et al. (*in press*) found that predominately Latine and multilingual students in K-2 grades leveraged their knowledge of storytelling to develop their coding skills. For example, students used their understanding of well-known tales to practice abstraction by preserving critical elements of existing stories while changing other details. Other students used well-known characters, such as superheroes, to anchor their projects and reimagine possibilities for remixing existing narratives. Throughout this process, students engage in restorying, or developing counter-narratives to traditional stories (Shaw, 2020; Thomas & Stornaiuolo, 2016). As students began to reimagine and reshape disciplinary practices, they moved from identifying with computing to identifying as individuals with the agency to shape the discipline and enact change (Shaw et al., 2021).

Media-rich programming environments such as Scratch also provide a multimodal platform that enables students to express themselves in a variety of ways. Jacob, Montoya, et al. (2022) describe an upper elementary student interested in CS. She says:

I try to make stories, conversations, and try to make games that include what I like. I already made a game, it is like a unicorn going to different backgrounds, and it makes music...and I included that because I like unicorns. It's like a way to express like what I [want], like when not like telling it in words but showing it.

In this example, the student expresses her affinity for unicorns and music. This excerpt reveals the asset-based affordances of Scratch. Students can leverage the multimodal features of Scratch by *showing* their interests and proclivities rather than *telling* them *in words*. These multimodal features enable students to engage in self-expression beyond written and spoken text. Research indicates that self-expression through multiple modalities increased student identification with and participation in CS disciplinary practices (Grapin et al., 2022).

DRAWING ON MULTILINGUAL STUDENTS' STRONG INTERSECTIONAL IDENTITIES

Grounded in the seminal theory of intersectionality (Crenshaw, 1990; Collins, 2008), Rodriguez and Lehman (2017) argue that educators need to account for issues of intersectionality that shape CS identity formation to create more equitable learning environments. We define intersectionality as the multiple identities individuals construct that shape their experiences within specific contexts, such as multilingual students who are Latine in computing, and how systemic issues produce compounding inequities for marginalized groups (Crenshaw, 1990; Rodriguez & Lehman, 2017). Acknowledging intersectionality in identity construction frames marginalized students' experiences as being shaped by issues such as class, gender, and race (Collins, 2008; Crenshaw, 1990; hooks, 1992). The broader public perception of these identities may contribute to the marginalization of students who belong to underserved groups.

Much of the identity-based scholarship has focused on specific groups (i.e., women, students of color, multilingual students, and students from lower socioeconomic backgrounds) (e.g. Cohoon & Aspray, 2008; Margolis, 2017), but little research explores how these identities intersect to promote identification or disidentification with computing. The latter approach can advance our understanding of the dynamism, multiplicity, and conflictual nature of identity development and the diverse resources that students from intersectional groups bring to bear.

For multilingual students, as with other groups rooted in other communities, linguistic, social, and cultural issues intersect to shape diverse students' identities. Aguayo (2020) describes the interconnectedness of ethnic identity and cultural identity. In her dissertation, Aguayo (2020) examines the relationship between identity, language, and race from 13 Latine individuals with English learner-labeled backgrounds. She found that many reported being stigmatized and delegitimized because of this label. When coupled with Latine identity, the participants felt that the stigmatization was compounded and resulted in cultural desensitization, as an attempt to bridge their Latine identities with their linguistic identities was futile (Aguayo, 2020).

Exploring issues of intersectionality for multilingual students have multiple affordances. On the one hand, examinations of intersectional identity construction advance our understanding of how racism and structural barriers are compounded for particular groups (Rodriguez & Lehman, 2017). On the other hand, research also underscores how students' intersecting identities bring valuable contributions to the classroom that lead to greater identification with computing (Author et al., n.d.). When

teachers leverage students' rich and varied resources, the latter begin to develop agency and become active participants in shaping the field.

DISCUSSION AND IMPLICATIONS

Findings from this paper highlight the value of connecting students' formal CS learning experiences with their rich cultural backgrounds and funds of knowledge. Based on these findings, we discuss the implications of culturally sustaining CS practices for researchers, educators, and policymakers. In this paper, we provide five culturally sustaining practices that teachers can implement in their classrooms to develop multilingual students' CS identities, including 1) leveraging multilingual students' multiple meaning-making resources, 2) connecting classroom learning to informal learning spaces, 3) providing broader contexts for disciplinary practices, 4) offering multiple opportunities for self-expression, and 5) drawing on multilingual students' strong intersectional identities (Jacob et al., 2020; Jacob, Montoya et al., 2022; Jacob, Montoya & Warschauer, 2022; Scott et al., 2023).

Understanding the sociocultural and linguistic factors that shape CS instructional practices enables researchers to advance their understanding of culturally sustaining CS pedagogy, providing equitable and accessible learning opportunities for marginalized students. While computer science identity development has typically been framed around notions of competence, this paper highlights the sociocultural and linguistic dimensions contributing to multilingual students' CS identity development. Culturally sustaining CS pedagogy can be fostered when teachers leverage the *conditional actions* that mediate student identity enactment. For example, teachers can make connections between CS curricula and students' lived, familial, and community-based experiences. Drawing on students' funds of knowledge in this manner in turn strengthens their CS identities (Jacob, Montoya et al., 2022; Vogel et al., 2020). As multilingual students draw upon their community cultural wealth as assets for learning, they begin to disrupt disciplinary practices and act as change agents in their communities (Calabrese Barton et al., 2021; Kapor Center, 2021). To this end, culturally sustaining pedagogy can be operationalized through the five practices recommended in this paper to nurture multilingual students' budding CS identities.

In addition to this contribution, this paper puts forth a theoretical framework for understanding the *actors* (e.g., people and their interactions), *conditional actions* (e.g., social norms and values that shape interactions), and *macro-level system features* (e.g., sociocultural

and historical power dynamics) that shape multilingual students' CS identity development. What follows is a principled example that illustrates how the theoretical model relates to the culturally sustaining practices put forth in this paper. In particular, we focus on the fourth asset-based practice listed above; offering multiple opportunities for self-expression. As multilingual students express their identities in Scratch, they assert their agency, which is rooted in individual characteristics (i.e., languages spoken, knowledge structures, motivation). At the same time, student expression is mediated by *conditional actions*, or sociocultural norms and values influencing individual behaviors. For example, students may draw from their everyday language, multiple ways of knowing, cultural identities, familial identities, and/or community knowledge to make sense of phenomena. The degree to which students' identity expressions and their underlying sociocultural norms and values are taken up in a given community depends heavily on *macro-level system features* (social and historical power dynamics governing institutions). For example, if students express their identities by representing their cultural values and traditions in Scratch, but at the systemic level students' cultural practices are devalued, then their identity enactment will be disregarded. The conditions surrounding these deficit-based *macro-level systems features* lead to student disidentification with CS. However, if students' cultures are embraced and celebrated at the *macro-level*, their identity enactments will be taken up within their communities, thereby strengthening multilingual students' identification with CS.

The situative theoretical framework presented in this study can be practically used as a culturally sustaining model to aid CS teachers during professional development and in the preparation of lesson plans. For example, teachers can identify and mobilize the *conditional actions*, or sociocultural resources (e.g., spoken language, everyday language, cultural values) that students leverage as they make sense of classroom content. It can be further used to guide educators and policymakers in understanding the types of supports necessary to ensure that CS classrooms are culturally sustaining at the institutional level. In particular, policymakers should pay attention to the *macro-level systems features*, or the systemic policies and power dynamics that shape CS learning for multilingual students.

To make culturally sustaining CS classrooms feasible and sustainable, educators should focus on the policy level to increase culturally sustaining CS learning opportunities for students on the margins. Across the US, efforts are being made at the local and statewide level to offer more computer science courses in high school and to have these courses count towards graduation requirements. But the

question remains as to who these courses are serving. While AP computer science courses are increasingly enrolling low-income students and students of color, issues of representation and gaps in performance remain critically problematic (College Board, 2020). Several states are working to develop computer science credentialing programs, yet it remains unclear the extent to which this preparation will include courses on culturally and linguistically sustaining pedagogies. This paper's findings can inform educational policymakers on leveraging culturally sustaining pedagogies in CS teacher preparation and professional development programs to increase access to and identification with CS curricula for culturally and linguistically diverse students.

There are several limitations to this study. First, the five practices outlined in this review are not exhaustive but are representative of major findings from studies to date that examine multilingual students' CS identity development. Nor are the components in the theoretical framework exhaustive of possible *agents*, *conditional actions*, or *macro-level systems features* that frame the topic. The model presents preliminary principles for understanding the principles, components, and dynamics that shape multilingual students' CS identity development. In the future, educational researchers can adapt or build upon this model to provide a more comprehensive understanding of multilingual students' CS identity development. Finally, the research on multilingual CS identity development is nascent. While much of the research to date has focused on mixed methods and case study designs, future research can test the efficacy of these culturally sustaining practices using experimental and quasi-experimental methods. Examinations such as these will provide a firm empirical foundation for understanding the relationship between culturally sustaining pedagogy and CS identity development for diverse learners.

CONCLUSION

We must provide early exposure to culturally sustaining CS opportunities for diverse learners. This exposure is linked with later interest in CS careers (Wang et al., 2016) and greater CS identity development (Jacob, Montoya, et al., 2022; Jacob, Montoya & Warschauer, 2022). In this paper, we provide several practices outlining how researchers, teachers, and educational policymakers can provide culturally sustaining CS educational opportunities for Latine and multilingual students. While there is much need for top-down reform in CS education, these recommendations can also be adopted at the local level to address social, cultural, and economic constraints and contexts.

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The authors have no competing interests to declare.

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Fact Sheet EL-2

Sample Strategies for Differentiated Instruction

The chart includes a sample of essential strategies recommended for providing differentiated instruction for ELs across all content areas. This document may be useful in guiding the discussions of the EL committee to determine the instructional differentiation that relates to the applicable accommodations for school-based and county-and state-mandated assessments. For allowed accommodations on state content assessments, please refer to the table in Fact Sheet EL-1.

Category	Strategies for Differentiated Instruction
Direct Linguistic Support in English: Oral/Written	<ul style="list-style-type: none">Provide ample repetition of language and tasks: repeat, restate, rephrase, review, and reread.Keep explanations and directions brief and concise: focus on key concepts and vocabulary.Highlight and explicitly teach key vocabulary needed to accomplish the assigned task.Enhance oral presentations with nonverbal (e.g., visual) and written support, graphic organizers, and modeling.Allow students time to check and discuss understanding of directions and material with peers.Present materials through multiple, diverse modes using audiovisual and other technology (e.g., audio-books).Introduce and develop new vocabulary by using visual aidsUse electronic devices to present content to students.Allow ongoing use of bilingual dictionaries during reading and writing assignments in order to clarify meaning when possible.Use leveled texts or adapt texts by shortening or simplifying language to make the content more accessible.Encourage and allow for nonverbal responses such as pointing, nodding, pictures, manipulatives, and graphic organizers.Adjust expectations for language output (e.g., by accepting isolated words and phrases).Allow shortened responses and require fewer assignments (e.g., by focusing on the quality of a reduced number of instructional objectives).Pair ELs with strong speakers and writers (i.e., buddies).Encourage buddies to take a dictated response during pair work.Request oral explanations of concepts that ELs can better express orally than in writing.Allow ELs to dictate responses into a recording device as evidence of completion of assigned written work.
Indirect Linguistic Support/Test Administration Practices	<ul style="list-style-type: none">Chunk instruction into shorter segments to allow for monitored breaks.Expand assignments so that they cover a longer period.Extend wait time for oral and written participation and responses.Plan most challenging tasks and subjects earlier in the day or period or at another time that is best for the student.Seat ELs close to speaker, screen, or reader.Dedicate support staff to work with ELs in addition to classroom teacher.Provide small-group instruction.Pair or group ELs with buddies who will assist with modeling and explaining tasks.Work one-on-one with students.