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Leveraging Equity and Excellence for English Learners: An Annotated Bibliography

Center for Equity for English Learners

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Loyola Marymount University
School of Education

Center for Equity for English Learners

MAY 2021
updated



Leveraging Equity and Excellence for English Learners:

An Annotated Bibliography

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TABLE OF CONTENTS

| | |
|---|----|
| Introduction | 1 |
| Methodology | 1 |
| Organization | 1 |
| List of Topics | 2 |
| Annotations | 5 |
| Academic Achievement and Assessment | 5 |
| Biliteracy and Bilingualism | 8 |
| Course Access | 12 |
| Designated English Language Development | 16 |
| Early Childhood Education and Dual Language Learners | 18 |
| English Language and Literacy Development | 21 |
| Identification and Classification | 24 |
| Integrated English Language Development | 27 |
| Leadership | 31 |
| Policy: District, State, National | 33 |
| Program Models | 38 |
| School-Family-Community Engagement | 40 |
| Students with Disabilities | 44 |
| Teaching, Teacher Preparation, & Professional Development | 47 |
| Other | 57 |
| References | 59 |
| Appendix | 66 |

INTRODUCTION

This annotated bibliography is intended to be used a resource for educators and advocates who are working towards equity and justice for English Learner (EL) students.¹ The references that appear in this document provide a variety of empirical research, theories, and literature for topics related to EL students' schooling and academic achievement, as well as for their teachers and leaders. We selected both seminal pieces and recent work whose contributions have implications for policy and practice for ELs.

Methodology

In order to select references for this annotated bibliography we used purposeful internet searches and recommendations from CEEL team members. We first focused our search on empirical and theoretical articles from peer-reviewed journals, and later expanded to include books and reports from leading scholars and organizations in order to capture important work published in sources beyond journals. Additionally, we consulted earlier annotated bibliographies from American Institutes for Research (2010) and the National Writing Project (2007).² Efforts were made to include a wide breadth of topics; we acknowledge that this document is by no means an exhaustive look at historical and contemporary issues in EL education. Our annotations are summative in nature, designed to support the inquiry of readers by offering brief snapshots of a subset of the extant literature.

Organization

The 100 selected annotations are organized by general topics in English Learner education and research. We determined these topics after engaging in a close review of the selected sources, where thematic clusters were identified. While some sources could fall under multiple topical areas, we collectively engaged in discussion and reached consensus on the best topical fit. Each annotation is marked by: (1) source description (e.g., book, journal article, report); (2) type of source (e.g., empirical, guidance, theoretical); and (3) keywords that provide additional information for readers. In the appendix, we have provided working definitions of each of these types of sources.

¹ The Center for Equity for English Learners uses the term English Learners (ELs) to refer to students who are adding English to their home languages from a broad range of diverse cultural and linguistic backgrounds. However, we recognize that the field uses other terms for English Learners, including English Language Learners (ELLs), emerging bilinguals, and dual language learners (DLLs). In this annotated bibliography, we use the term EL and ELLs interchangeably, and DLLs for language learners from birth to age 5.

² Hector-Mason, A., & Bardack, S. (2010). *English Language Learners annotated bibliography*. Washington, DC: English Language Learner Center at the American Institutes for Research.

Rance-Roney, J., & Jacobs, L. (2007). *Resources for educators of English Language Learners: An annotated bibliography*. Retrieved from https://www.nwp.org/cs/public/download/nwp_file/9034/Resources_for_Educators_of_English_Language_Learners_-_An_Annotated_Bibliography.pdf?x-r=pcfile_d

List of Topics

Academic Achievement and Assessment

The academic achievement of ELs is a concern for educators; many academic measures show that ELs trail their English-proficient peers in achievement. Academic achievement is often measured by standardized, summative assessments. However, more recently, there has been a push toward more formative assessments of ELs.

Biliteracy and Bilingualism

We define biliteracy broadly as the ranges of abilities in reading and writing in two languages and bilingualism as the ranges of abilities in speaking and listening in two languages. Both are influenced by societal, national, community, and familial factors, and language status and linguistic diversity, as well as opportunities.

Course Access

Systemic/institutional practices in schools have contributed to the lack of opportunities for many ELs, especially those in secondary schools to enroll in college preparatory or advanced courses. ELs are often tracked from elementary to middle to high school, which can lead to limited schooling or academic trajectories that, in turn, further restrict their postsecondary options.

Designated English Language Development

The *California English Language Arts/English Language Development Framework*³ defines Designated English language development (d-ELD) as a dedicated time during the regular school day when specialized instruction is provided to ELs based on English language proficiency levels and English language learning needs. It includes developing ELs' oral language proficiency, discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. Although designated ELD differs from integrated ELD (see section below), both are needed for a comprehensive ELD program offered in grades preK-12.

Early Childhood Education and Dual Language Learners

Dual language learners (DLLs) typically refer to young children who are learning more than one language. DLLs are children, birth to five, learning two or more languages simultaneously or learning a second language while developing the home language. The development and education of DLLs is informed by national and state policies and recent research at the local, national, and international levels.

English Language and Literacy Development

Learning English as a second language takes time and is influenced by numerous factors. Approaches to language and literacy development include considerations for the length of time, access to appropriate instruction, programs, development of crosslinguistic skills, well-qualified teachers, and monitoring.

³ California Department of Education. (2015). *English language arts/English language development framework for California public schools: Kindergarten through grade twelve*. Sacramento, CA: Author.

Research indicates that support and development of the home language aids the acquisition of high levels of proficiency in English.

Identification and Classification

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

Integrated English Language Development

As part of a Comprehensive ELD program, the *California English Language Arts/English Language Development Framework* defines Integrated English language development (i-ELD) as instruction that is focused on content learning with language support. Integrated ELD emphasizes the interrelated roles of content knowledge, purposes for using English (e.g., explaining, entertaining, arguing), and the language resources (e.g., vocabulary, grammatical structures, discourse practices) through different disciplinary demands (e.g., science, math, ELA, social studies). I-ELD (also known as content-based instruction) differs from designated ELD (see above for description) as it is implemented throughout the day, instead of during an allotted portion of the school day.

Leadership

Schooling for English Learners requires effective instructional and programmatic leadership at all levels of the system—from the classroom, to the school site, to the district office. Leaders shape curriculum, school culture, and environment through approaches that build school communities by engaging with families and other stakeholder groups to ensure EL success.

Policy: District, State, National

Guided by federal regulations, court cases, and state and local mandates, the implementation of education and language policies is complex and inter-related. The coordination between different levels of the education system has the potential to promote quality language teaching and learning, access to rigorous and intellectually rich curriculum, and equitable assessment practices for ELs.

Program Models

Programs serve to ensure that EL students receive the highest quality education develop language and literacy skills in English while simultaneously engaging in grade-level, content-area instruction; foster cross-cultural understanding; and develop or maintain their primary language (additive bilingualism). Delivery models include a range of programs types that use English-medium instruction for language and content teaching and learning or dual language education models with explicit biliteracy goals.

School-Family-Community Engagement

Family and community collaboration are critical to the academic and school success of all students, and especially for those who are ELs. Research on home-school collaboration focused on parents of ELs indicates that such partnerships are most successful when culturally sustaining practices and relationships are established between the home and the school and when parents are active partners in school decision-making.

Students with Disabilities

ELs who are dually identified as students with disabilities are an important group of students within the EL community. As a subset of both types of student groups and needs, consideration of the various typologies of ELs is vital to the understanding of and support for the diversity of the overall EL student population. By identifying their distinct needs, educators can ensure that all of their learning strengths and needs are taken into account.

Teaching, Teacher Preparation, and Professional Development

Teachers of ELs are perhaps the most important influence in the educational experiences of ELs and their families. Learning to teach ELs requires strong and research-based, foundational preservice teacher preparation; robust clinical experiences; and support through the learning-to-teach continuum over the career of the teaching professional. Teacher effectiveness/efficacy is strongly connected to strong school leadership, a collaborative peer network, and ongoing professional learning.

ANNOTATIONS

ACADEMIC ACHIEVEMENT AND ASSESSMENT

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

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

SOURCE: book chapter *TYPE:* review

KEYWORDS: accommodations, summative assessment, students with disabilities, validity

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

The authors considered ELL opportunities to learn (OTL) in mathematics while also investigating factors that influence differences in levels of OTL for ELLs and non-ELLs. Looking at 24 8th grade Algebra I classrooms

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

SOURCE: journal article *TYPE:* empirical

KEYWORDS: opportunities to learn, middle school, academic language, mathematics

Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). *Focusing formative assessment on the needs of English Language Learners*. San Francisco, CA: WestEd.

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

SOURCE: report *TYPE:* review

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

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

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

SOURCE: book chapter *TYPE:* review

KEYWORDS: academic language, assessment system, validity, formative assessment, home language survey

Conger, D. (2013). The effect of grade placement on English Language Learners' academic achievement. *Educational Evaluation and Policy Analysis, 35*(4), 395-412.

This article investigated the academic achievement gap between ELLs and fully English proficient students, which the author acknowledged as one of the largest and most persistent gaps in U.S. schools. Conger explored the effects of grade placement on the short-term academic performance, specifically in math and reading, of ELLs ages 7 through 12 who enrolled in the Miami-Dade County Public School system. In this study, Conger used ordinary least squares (OLS) and probit models with controls for student-level covariates and school fixed effects. These models indicated that students who were placed in the lower of the two grade choices for their age earned higher reading and math achievement scores in the 1st and 2nd years following school entry and exited ELL status more quickly than their peers who enrolled in the higher grade. While the results suggest benefits to placing students in the lower of two grades when it comes to mathematics achievement, they also signal that the potential benefits were absent in other academic outcomes, including reading achievement, grade promotion, and exit from ELL status. The author asserts that this distinction in math achievement may persist for many students, as formal mathematics learning occurs almost exclusively in school, whereas language learning may be more readily available to ELLs outside of school, contributing to grade placement's lesser impact on the other academic outcomes.

SOURCE: journal article *TYPE:* empirical

KEYWORDS: opportunities to learn, mathematics, achievement gap, grade placement, reclassification

BILITERACY AND BILINGUALISM

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

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

SOURCE: book

TYPE: review

KEYWORDS: bilingual education, bilingualism, biliteracy, policy

Bialystok, E., Craik, F. I. M, & Luk, G. (2012). *Bilingualism: Consequences for mind and brain. Trends in Cognitive Science, 19(4), 240-250.*

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

SOURCE: journal article

TYPE: review

KEYWORDS: cognition, brain, neuroscience, functional neuroplasticity, bilingual advantage, executive control

Bialystok, E., Craik, F. I., Klein, R., & Viswanathan, M. (2004). *Bilingualism, aging, and cognitive control: evidence from the Simon task. Psychology and Aging, 19(2), 290.*

This article is one of the earliest to study the effects of bilingualism on aging and cognitive processing. Previous research on childhood bilingualism has shown that bilingualism is associated with more effective controlled processing; the theory is that the constant management of two competing languages enhances executive functions. This article attempted to determine whether this bilingual advantage persists into adulthood and whether bilingualism lessens the negative effects of aging on cognitive control in older adults. The three studies reported in this article compared the performance of monolingual and bilingual middle-aged and older adults on the Simon task. The Simon task is based on stimulus–response (e.g., colored stimuli presented on either the left or the right side of a computer screen and associated with a response key that was also on one of the two sides of the keyboard) that assesses if irrelevant spatial information affects participants’ response to task relevant information. The time needed to respond to the stimuli that don’t correspond to the response keys is the Simon effect. Higher reaction times means slower cognitive processing. Participants for all three studies were English monolingual or bilingual (English and another language, e.g., Tamil, Cantonese) and ages ranged from 30-88 years old. For the bilinguals in the studies, all were long term bilinguals (i.e., bilingual since age 10). Each study reported in this article refined and built on the previous study, and the results of each added to the researchers’ increased understanding of the nuanced cognitive abilities between bilinguals and monolinguals and older and younger participants. Overall, the results of the three studies showed that bilingualism was associated with smaller Simon effects for both younger and older groups; bilingual participants responded more rapidly to conditions that placed greater demands on working memory; and the bilingual advantage was greater for older participants. As one of the first studies to examine cognitive benefits for older bilinguals, results from this article suggests that bilinguals and that bilingualism helps to offset age-related losses in certain executive processes.

SOURCE: journal article *TYPE:* empirical

KEYWORDS: cognition, controlled processing, executive control, bilingual advantage, aging, adults

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

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

place. In summary, the researchers have found that the amount and quality of L1 support in the school program is the most powerful predictor of the long-term success of language-minority students.

SOURCE: journal article *TYPE:* review

KEYWORDS: effective instructional programs, bilingual education, achievement gap

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

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

SOURCE: Book chapter *TYPE:* review

KEYWORDS: academic language, social language, BICS/CALPS, second language acquisition

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

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

SOURCE: book chapter *TYPE:* review
KEYWORDS: emergent bilingual, bilingualism, biliteracy, literacy

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

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

SOURCE: book *TYPE:* review
KEYWORDS: bilingual education, bilingualism, policy, social justice, multilingualism

Larsen-Freeman, D. (2018). Looking ahead: Future directions in, and future research into, second language acquisition. *Foreign Language Annals*, 51(1), 55-72.

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

SOURCE: journal article *TYPE:* review
KEYWORDS: second language acquisition (SLA), sociocognitive approaches, ecological theory, social justice

MacSwan, J. (2017). A multilingual perspective on translanguaging. *American Educational Research Journal*, 54(1), 167-201.

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

SOURCE: journal article *TYPE:* review

KEYWORDS: translanguaging, theories on bilingualism/multilingualism, cognition, sociolinguistics

COURSE ACCESS

Callahan, R. M. (2005). Tracking and high school English Learners: Limiting opportunities to learn. *American Educational Research Journal*, 42(2), 305-328.

Callahan's seminal piece on English Learner (EL) students' tracking examined whether track placement or English proficiency predicts academic achievement. The study was conducted in a rural high school in northern California where one-third of students spoke a language other than English at home. Data sources included academic achievement (e.g., grades, number of credits earned, assessment scores) and individual characteristics (e.g., grade level, gender, English proficiency level) for the entire EL population (N = 355) in the district. Through a series of linear regression models, Callahan found that track placement was significant in predicting all four non-language academic outcomes (i.e., GPA, credits, and standardized test scores in two math assessments), whereas English proficiency level only predicted outcomes in reading and language arts on two different assessments. In addition, there was an overall absence of EL students placed

in college preparatory courses, with 98% of students in the sample not enrolled in eligible courses required for a four-year college. The results of the study highlighted the prominence of tracking in limiting EL students' access to high-quality and rigorous content.

SOURCE: journal article *TYPE:* empirical

KEYWORDS: academic achievement, limited English proficiency, high school, opportunities to learn, tracking

Callahan, R. M., & Humphries, M. H. (2016). Undermatched? School-based linguistic status, college going, and the immigrant advantage. *American Educational Research Journal*, 53(2), 263-295.

This study investigated the perceived “immigrant advantage,” or the assertion that first- and second-generation students experience greater academic achievement relative to their native-born peers. Looking to understand how this apparent advantage varied by school-based linguistic status, the authors closely examined four discrete groups: third plus-generation students, native English speakers, language minorities not in English as a second language (ESL), and English Learner (EL) students. Positioning college-going as a measure of immigrant achievement, the authors explored the relationship between immigrant status and college-going patterns, as well as the relationship between school-based linguistic status with enrollment in math courses and two- and four-year colleges, across the four groups of students. Using data acquired from the 2002 Education Longitudinal Study (students: $n = 11,740$, schools: $n = 745$), the authors applied multivariate methods (e.g., multinomial logistic regression models, mediation analyses) to complete their analysis. Results showed that significant differences in attending four-year college exist across all four groups; in particular, language minorities are significantly more likely to enroll in two-year colleges than native English speakers, and EL students are significantly less likely to go to a four-year college, or to ever enroll than non-EL youth. A significant interaction between taking college preparatory math course and ESL placement suggests that taking college preparatory math course is significantly associated with two-year college enrollment among EL students in ways that it is not for the other groups, both immigrant and native-born. That is, for all other groups, taking college preparatory math course results in higher enrollment in 4-year colleges, except for the immigrant EL student group, who was the least likely group to enroll in any college, most likely to go to a two-year college when prepared for a four-year, and least likely to take college preparatory math. Thus, for immigrant EL students alone, college preparatory math is necessary to move onto a two-year college pathway, but insufficient to ensure entry into a four-year college. The authors suggest that there appears that a mismatch between immigrant EL students' potential and their post-secondary choices based on physical, social, and academic segregation that have come to define EL educational experiences, which leads to a label-specific pattern of undermatching, where high-achieving EL students are pursuing postsecondary options for which they are over-prepared.

SOURCE: journal article *TYPE:* empirical

KEYWORDS: immigrant advantage, ESL placement, academic achievement, college preparation, postsecondary education

Callahan, R., Wilkinson, L., Muller, C., & Frisco, M. (2009). ESL placement and schools: Effects on immigrant achievement. *Educational Policy*, 23(2), 355–384.

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

SOURCE: journal article *TYPE:* empirical

KEYWORDS: educational policy, immigrant students, academic achievement, college preparation, ESL placement

Estrada, P. (2014). English Learner curricular streams in four middle schools: Triage in the trenches. *The Urban Review*, 46(4), 535-573.

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

SOURCE: journal article *TYPE:* empirical

KEYWORDS: middle school, ELD instruction, access to core curriculum, reclassification, English language proficiency

Hill, L., Betts, J., Hopkins, M., Lavadenz, M., Bachofer, K. V., Hayes, J., Lee, A., Murillo, M. A., Vahdani, T., & Zau, A. C. (2019). *Academic progress for English Learners: The role of school language environment and course placement in grades 6-12*. San Francisco, CA: Public Policy Institute of California.

Hill and colleagues looked at two groups of ELs: long-term ELs (LTELs; who have spent several years in U.S. schools without being reclassified fluent in English) and late-arriving ELs (LAELs; who first enroll in the district in grade 6 or higher and who enter with little English fluency) in Los Angeles and San Diego districts' middle schools and high schools. The heterogeneous backgrounds of LTELs and LAELs raise important policy questions about whether districts and schools can deliver instruction effectively to all of these students. The authors analyzed student data (e.g., students' academic records on course placement and school language environment) from 2006-07 to 2015-16 and incorporated interviews conducted in 2017-18 with staff and teachers. The report's major findings across both districts include (1) a decline in enrollment of LTEL and LAEL students in middle and high schools; (2) challenges in assigning LTEL and LAEL students to appropriate ELD coursework, as defined by district guidelines; (3) percentage of ELs at a school was not related to test score growth or grade point average of native or initially fluent English speakers, indicating that a higher proportion of ELs in schools should not be seen as detrimental to the academic performance of fluent English speaker; and (4) LTEL students who are not enrolled in an ELD course demonstrate lower academic performance. Based on the report's findings, the authors recommend policy guidelines that will support the diverse linguistic and academic needs of older EL students and how these factors contribute to their long-term success.

SOURCE: report

TYPE: empirical

KEYWORDS: long-term ELs, late-arriving ELs, middle school, high school, school language environment, course placement

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

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

SOURCE: journal article

TYPE: empirical

KEYWORDS: mathematics, high school, postsecondary education, early intervention

DESIGNATED ENGLISH LANGUAGE DEVELOPMENT

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

Adolescent ELs need a comprehensive, standards-aligned English language development (ELD) curriculum taught during a dedicated course of study. At the time of publication, the extant literature presented in this chapter suggests that ELs in secondary schools were not getting a comprehensive approach to ELD: explicit English language instruction throughout the day, which includes a dedicated course for teaching English as its own content area, complemented by targeted academic English instruction across the subject areas. The authors take a functional, communicative competence approach to English learning in which ELs are provided the purposes for paying attention to language, authentic and functional uses of language being learned, and activities beyond the students' current level of proficiency. The chapter reviews the literature related to secondary ELs, including: a discussion of the linguistic challenges adolescent English Learners face; an overview of the diversity among English Learners in grades 6-12 and standards-based ELP levels; and an analysis of common course placements for adolescent ELs and their potential shortcomings of those placements. Additionally, this chapter explains the difference between instructed (or dedicated) ELD vs. integrated ELD, and it presents an in-depth model for instructed ELD for adolescent English Learners based on research and promising practices. The model components include purposeful uses of language identified in ELD standards (e.g., language functions and cognitive tasks), language tools needed to accomplish these goals, and robust and contextualized instruction that includes many opportunities to engage in language practice (e.g., accurate fluency and vocabulary development).

SOURCE: book chapter

TYPE: review

KEYWORDS: adolescent ELs, functional language approach, academic language, long-term ELs, teaching strategies

O'Brien, G. (2007). *The instructional features across three different approaches to oral English language development instruction* (Doctoral dissertation). Retrieved from University of Southern California Dissertations and Theses.

This descriptive observational study sought to explain the differences in oral language gains across three different approaches to oral English Language Development (ELD): ELD Opportunities through Language Arts (OLA; an explicit block of ELD instruction consisting of a 12-component language arts program model for ELs and incorporating small groups), ELD Other (explicit block of ELD instruction), whole group, and No ELD. The data for this study were drawn from a sample of 105 first-grade English Learner students from three elementary schools in a large, urban Southern California school district. Findings revealed that ELD

Other and No ELD approaches focused mostly on vocabulary teaching. A focus on form clarification, function and correction was found only in the OLA approach teacher-led small group instruction. Teacher correction for form clarification requests occurred at a higher rate in the OLA lessons. Furthermore, most of the reactions to form by both teachers and students occurred during the small group instruction suggesting that the structure allowed both teachers and students to attend more carefully to the targeted form and decreased the level of ambiguity in teachers' corrective feedback. Overall, the study results indicated the possible benefit of incorporating form-focused small group instruction into ELD instructional time.

SOURCE: dissertation

TYPE: empirical

KEYWORDS: ELD instruction, bilingual education, elementary school, bilingualism, oral language

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

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

SOURCE: journal article

TYPE: empirical

KEYWORDS: bilingual education, integrated curriculum, kindergarten, immersion programs, reading, language arts, literacy, ELD instruction

Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English language development: Guidelines for instruction. *American Educator*, 27(2), 13–25.

Despite a growing literature on educating English Learners (ELs), there is little existing research that examines the effects of instruction on ELs' English language development (ELD). Recognizing the long-standing controversy over bilingual versus English-only education that has dominated research and policy discussions of ELs, Saunders, Goldenberg, and Marcelletti synthesized research that provided guidelines for ELD instruction. This included resources such as theory, ELD standards, practitioner experience, and

published programs. The authors focused on individual studies and research that point to how educators might provide effective ELD instruction that focused specifically on helping ELs develop English language skills and that is delivered in a portion of the school day separate from the academic content that all students need to learn. Overall, the authors asserted that although no one guideline will be sufficient to help ELs gain access to high-level, mainstream academic curriculum, attention to ELD instruction is growing, and important efforts are underway to develop effective ELD programs for both elementary and secondary school students.

SOURCE: journal article *TYPE:* guidance

KEYWORDS: ELD instruction, bilingual education, program effectiveness, educational practices, elementary school

Spada, N., & Lightbown, P. M. (2008). Form-focused instruction: Isolated or integrated? *TESOL Quarterly*, 42(2), 181-207.

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

SOURCE: journal article *TYPE:* review

KEYWORDS: language acquisition, teaching strategies, program effectiveness

EARLY CHILDHOOD EDUCATION AND DUAL LANGUAGE LEARNERS

Castro, D. C., Páez, M. M., Dickinson, K. K., & Frede, E. (2011). Promoting language and literacy in young Dual Language Learners: Research, practice, and policy. *Child Development Perspectives*, 5(1), 15-21.

In their study, Castro, Páez, Dickinson, and Frede explored the frequency and type of language interactions that children who are low-income Dual Language Learners (DLL) experience in their classrooms and the potential differences in children's language experiences based on their DLL status and teacher-reported level of English proficiency. Acknowledging the tremendous need to further explore the language environments experienced by DLLs as well as language interactions with other conversational partners in the classrooms, the researchers used the Language Interaction Snapshot to observe four focal children in each of 72 early childhood classrooms: one monolingual English-speaking child (i.e., non-DLL), one Spanish-

dominant DLL child, and two bilingual Spanish-English DLL children. The research findings indicated that both lead and assistant teachers predominantly spoke in English and implemented few evidence-based language practices. Additionally, it was revealed that children spoke more often to peers than to teachers and that there was little variation in the language environment for children based on their DLL status or language proficiency. These findings indicate that teachers of DLLs need further support in enhancing language opportunities for young children.

SOURCE: journal article *TYPE:* empirical
KEYWORDS: low-income, literacy, bilingualism, English proficiency

Espinosa, L. M. (2013). *Early education for Dual Language Learners: Promoting school readiness and early school success*. Washington, DC: Migration Policy Institute.

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

SOURCE: report *TYPE:* review
KEYWORDS: kindergarten, policy, academic achievement, effective instructional programs, language development, opportunities to learn

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

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

of academic achievement of students, specifically the growing preschool population who come to U.S. schools speaking a home language other than English.

SOURCE: book

TYPE: guidance

KEYWORDS: achievement gap, bilingualism, family relationships, classroom assessment, policy, preschool

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

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

SOURCE: report

TYPE: review

KEYWORDS: policy, early language development, bilingualism, professional development

Zepeda, M., Castro, D. C., & Cronin, S. (2011). *Preparing early childhood teachers to work with young Dual Language Learners.* *Child Development Perspectives*, 5(1), 10-14.

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

SOURCE: journal article

TYPE: review

KEYWORDS: teacher preparation, diversity, workforce

ENGLISH LANGUAGE AND LITERACY DEVELOPMENT

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

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

SOURCE: book

TYPE: review and guidance

KEYWORDS: second language literacy, oral language development, primary language development

Collier, V. (1995). *Acquiring a second language for school. Directions in Language and Education, 1(4), 1-12.*

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

SOURCE: journal article

TYPE: review and theoretical

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

Conger, D. (2009). *Testing, time limits, and English Learners: Does age of school entry affect how quickly students can learn English? Social Science Research, 38(2), 383-396.*

This article examined how quickly English Learners (ELs), ranging from ages 5-10, acquired English, and whether the age at which they entered the public school system shaped the likelihood of their obtaining English language proficiency. Using student academic and demographic data from the New York City Department of Education (NYCDOE), the author assembled four cohorts of ELs who began attending

NYCDOE schools between 1996 and 1999, and were still enrolled through 2004. Employing discrete-time survival analysis, the author learned that approximately one-quarter to one-third of all EL entrants reached basic English proficiency one year after entry as measured by a Language Assessment Battery and the New York State English as a Second Language Test, with approximately half of ELs reaching proficiency within three years of entry. The author also found that the time students needed to reach proficiency increased the older they were when they entered the school system; only 14% of 10-year-old entrants were English proficient within one year, compared to 40% of 5-year-old entrants. Overall, the study adds to the existing research on time to proficiency and supports the theory that older students face greater developmental barriers in new language acquisition.

SOURCE: journal article *TYPE:* empirical

KEYWORDS: time to proficiency, adolescent ELs

García, O., & Otheguy, R. (2017). Interrogating the language gap of young bilingual and bidialectal students. *International Multilingual Research Journal*, 11(1), 52-65.

This article examines the “language gap,” defined in the general literature by educational and scholarly circles in the United States as the delay in the acquisition of language—specifically vocabulary—among young, low-income children. The authors positioned the language gap within discourse on the “achievement gap” to show that while these terms may be well-intentioned, they ignore larger systems at play (e.g., racism and preference for White middle-class linguistic habits). The authors argued that the notion of the language gap is detrimental for low income children and children of color for two reasons: (1) blame for the language gap is placed on families, while schools are seen as responsible for the achievement gap, and (2) the achievement gap is identified throughout the educational process. The authors further contend that the concept of the language gap frames the differences of bilingual and bidialectal children (who are largely Latino and African American and speak different varieties of English) as deficits, further placing the practices of White middle-class monolingual students as natural and universal.

SOURCE: journal article *TYPE:* review

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

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

In this book, the authors review and analyze existing research on three essential components of English Language Learner (ELL) education: oral language, literacy, and academic achievement. The book provides an extensive review of scientific research on the learning outcomes of K-12 students with limited or no proficiency in English in U.S. schools. Their contributions are technical in nature, focusing on research quality, as well as design characteristics and statistical analyses. After originally identifying 4,000 articles or technical reports on language and education, the authors developed parameters to narrow their synthesis to 200 sources. Each chapter concludes with summary tables, which offer further information about the

cited studies, specifically full references, characteristics of the samples, tools and procedures, and findings. Trends identified in this volume include ELL's L1 maintenance and development being integral to their educational achievement; subpopulations of ELLs having notable differences (in areas such as their motivations or L1 usage at home); and duration and consistency, two dimensions of time, have significant impacts on student learning.

SOURCE: book

TYPE: review

KEYWORDS: academic achievement, oral language, literacy, limited English proficiency

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

This report was published in response to restrictive language policies that were passed in California in the wake of Proposition 227 in 1998. In particular, it addressed a debate policymakers had on setting time limits for ELs to receive appropriate services. The study presented data from four different school districts to draw conclusions on how long it took students to develop oral and academic English proficiency. The authors collected data from two school districts in the San Francisco Bay area (District A and District B), and analyzed another two datasets from summary data reports by researchers in Canada. Districts A and B differed in EL student home language (predominantly Vietnamese and Spanish, respectively) and socio-economic status (SES; low percentage of students receiving free and reduced lunch vs high percentage, respectively), as well as types of language programs offered to their EL students. Additionally, measures of oral and academic English proficiency differed from all four datasets. The data were analyzed for various forms of English proficiency as a function of length of exposure to English. The overriding results emerging from these datasets, despite district differences, were that oral proficiency takes 3 to 5 years to develop and academic English proficiency could take 4 to 7 years, even in districts that were considered the most successful in teaching English to EL students. Furthermore, students who came from lower SES families showed a slower rate of acquisition toward English proficiency. Despite several limitations found in this study (e.g., measurement data not uniformed), and although this report provided policy implications for a different era of student testing and accountability, the overall findings and recommendations still hold true for current contexts.

SOURCE: report

TYPE: empirical

KEYWORDS: academic language, oral English proficiency, time to English proficiency

Short, D., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English Language Learners.* Washington, DC: Alliance for Excellent Education.

This report highlights the need for improved strategies to address the diverse literacy needs of adolescent ELLs. Historically, educators, policymakers, and school reformers have overlooked the needs of the adolescents and ELL populations. The author emphasizes that adolescent ELLs, who are in middle and high school, are forced to perform double the work of native English speakers because they are developing proficiency in English and academic content in English at the same time. Furthermore, as they are learning

English and academic content, they are being held to the same accountability standards as their native English-speaking peers. Based on an expert panel convened for this report, it agreed to a focus on academic literacy, which the panel thought was most crucial for success in school. The panel defined academic literacy as including reading, writing, and oral discourse for school; varying from subject to subject; requiring knowledge of multiple genres of text, purposes for text use, and text media; influenced by students' literacies in contexts outside of school; and influenced by students' personal, social, and cultural experiences. The panel also identified six areas related to the challenge of educating adolescent ELLs: lack of common criteria for identifying ELLs and tracking their academic performance; lack of appropriate assessments; inadequate educator capacity for improving literacy in ELLs; lack of appropriate and flexible program options; inadequate use of research-based instructional practices; and lack of a strong and coherent research agenda about adolescent ELL literacy. The majority of this report provides an array of different strategies to overcome the above six challenges by recommending changes in day-to-day teaching practices, professional training, research, and educational policy.

SOURCE: report

TYPE: guidance

KEYWORDS: immigrant students, effective instructional programs, teaching strategies, professional development, policy, adolescent ELs, literacy

IDENTIFICATION AND CLASSIFICATION

Estrada, P., & Wang, H. (2018). Making English Learner reclassification to fluent English proficient attainable or elusive: When meeting criteria is and is not enough. *American Educational Research Journal*, 55(2), 207-242.

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

SOURCE: journal article

TYPE: empirical

KEYWORDS: policy, equity, longitudinal studies, mixed-methods, reclassification, long-term English learners

**Menken, K., Kleyn, T., & Chae, N. (2012). Spotlight on “long-term English Language Learners”:
Characteristics and prior schooling experiences of an invisible population. *International Multilingual
Research Journal*, 6(2), 121-142.**

Menken, Kleyn, and Chae explored the characteristics and prior schooling experiences of long-term English Language Learners (LTELLs), defined in this article as students who have been classified as English Learners (ELs) for seven or more years. Acknowledging the tremendous need from the field for guidance about how to best serve LTELLs, the authors conducted a mixed methods research study from January 2007 to November 2009 in New York City high schools to gather descriptive information about the students’ language usage and educational backgrounds, types of services LTELLs were receiving, and their educational needs in secondary school. The findings revealed that the majority of the students were orally bilingual for social purposes, yet had limited academic literacy skills in English and their native languages as a result of subtractive prior schooling experiences. Based on interviews with teachers and students, the researchers identified two main groups of LTELLs: (a) students with inconsistent U.S. schooling, who have shifted between bilingual education, English as a second language, and mainstream classrooms with no language support programming, and (b) transnational students, who have moved back and forth between the United States and their family’s country of origin. Overall, the results suggested that LTELLs lacked stability in their educational experiences, which were characterized by inconsistency and transience across programs, schools, and countries.

SOURCE: journal article **TYPE:** empirical

KEYWORDS: emergent bilinguals, high school, long-term ELLs, bilingualism, bilingual education, academic literacy

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

In the reauthorization of the Elementary and Secondary Education Act, known as the Every Student Succeeds Act, states are required to adopt standardized statewide EL entry and exit procedures in consultation with a geographically representative sample of local education agencies (LEAs). Building on earlier work from the Council of Chief State School Officers’ (CCSSO) English Language Learner Assessment Advisory Task Force, this report provides states and LEAs with guidance and examples of tools to collect classroom-based data for reclassification decisions (e.g., observation protocol, language use rubrics). Guidelines for gathering and analyzing evidence of classroom-based language uses are provided, such as where the evidence should come from, which language domains to use, who collects evidence, and how evidence is collected. The need for collecting and using classroom-based evidence for the redesignation of ELs is based on several recommendations from CCSSO’s national working session panels which reflect a consensus view that EL reclassification policies and practices can and should be strengthened, made more

coherent, and standardized within states in ways that enable local educators—those closest to EL students—to meaningfully participate in making reclassification decisions. In ensuring educator participation by developing and implementing statewide, standardized processes and tools for gathering and analyzing EL students’ classroom language use, these data could provide needed complementary evidence of more discipline-specific and process-related language uses that are not adequately captured by annual, large-scale, summative English language proficiency assessments.

SOURCE: report

TYPE: guidance

KEYWORDS: Every Student Succeeds Act, policy, classroom-based evidence, sample tools

Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's long term English Learners*. Long Beach, CA: Californians Together.

This publication was written to inform, motivate, and support state and district policymakers in understanding the scope of challenges facing long-term English Learners (LTELs), and help them consider how to best respond to these urgent challenges. Student data were collected from 40 school districts throughout all regions of California in 2009-10 (n = 175,734). The publication explored themes such as how English Learners (ELs) become “long-term,” characteristics of LTELs, and current supports for these students in secondary schools. Among the findings from this exploration include: the majority of secondary ELs are LTELs, California school districts lack a common definition of LTEL, and few districts have designated programs or formal approaches designed to support these students. The publication closes with a series of policy recommendations to address the systems issues the author observed, such as ensuring ELs have access to the full curriculum and making revisions to state compliance tools that monitor student progress.

SOURCE: report

TYPE: empirical

KEYWORDS: long-term ELs, secondary school, policy

Thompson, K. D. (2015). *Questioning the long-term English Learner label: How categorization can blind us to students' abilities*. *Teachers College Record*, 117(12), 1-50.

Thompson explored the characteristics and educational trajectories of students considered long-term English Learners (LTELs), defined in this article as students who have been classified as ELs for seven or more years. Though created to draw awareness to the unique needs of a particular group of students, the LTEL label has often accompanied strong negative connotations, along with descriptions of LTELs focused on students’ perceived deficits. Consequently, Thompson examined how prolonged classification as an EL impacted students’ opportunity to learn and explored whether and how the LTEL label was linked to stigma for students. Thompson employed district-wide, longitudinal data to focus on the experiences of three students in a medium-sized California school district who were considered LTELs. She found dramatic differences in these students’ academic achievement and the rigor of their enrolled courses, and therefore, a significant difference in the amount of resources and support they received. The results suggested that although the LTEL label was coined to improve the educational experiences for students, this label may

have disguised the level of diversity of particular experiences, abilities, and successes among students to whom the label was applied.

SOURCE: journal article *TYPE:* empirical

KEYWORDS: long-term ELs, student labeling, opportunities to learn, stigma, diversity, academic achievement, course placement, longitudinal studies

Umansky, I. M. (2016). To be or not to be EL: An examination of the impact of classifying students as English Learners. *Educational Evaluation and Policy Analysis, 38(4), 714-737.*

In this study, Umansky examined the impact of English Learner (EL) classification in kindergarten on a set of students' medium- to long-term educational outcomes. Though EL classification entitles students to specialized services, it may also result in stigmatization and barriers to educational opportunity. Umansky's regression discontinuity design used data from a large urban school district in California to examine data from the California English Language Development Test (CELDT), an English language proficiency test given to all students who are considered ELs or those who are still gaining proficiency in English. The sample included EL and Initial Fluent English Proficient (IFEP) students from nine kindergarten cohorts who entered the district in fall 2002 through fall 2010. Umansky found that among students who scored just above or just below the EL cutoff-point on the CELDT when they entered the district in kindergarten, students did significantly worse on both math and ELA tests if they were classified as an EL rather than as a fluent English speaker. Further, it was revealed that the penalty is meaningful in size by the second grade and grew slowly as students progressed through school. This suggested that the deviation in students' test scores was due to their classification as ELs, and the subsequent treatments and services they had received. Umansky emphasized the criticality of considering how EL programmatic services may, at times, be detrimental to students.

SOURCE: journal article *TYPE:* empirical

KEYWORDS: immigrant students, kindergarten, stigma, longitudinal studies, policy, bilingualism, biculturalism, reclassification practices

INTEGRATED ENGLISH LANGUAGE DEVELOPMENT

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

This book critically synthesizes and interprets current research on language challenges inherent to learning the STEM disciplines of science, technology, engineering, and mathematics, with particular attention to the unique issues for English Learners (ELs). With a focus on what STEM educators need to know about academic language used in their disciplines, the volume also addresses specific challenges the language of mathematics and science may present to the learning and the assessment of EL students. Moreover, the authors highlight the added complexity for EL students learning English at the same time they are

attempting to master these content areas. Further, the chapters provide resources for teachers to learn how to effectively blend scientific literacy and the needs of EL and bilingual students, thus addressing an equity issue and a critical need for the country. Lastly, the authors examine the obstacles to and latest ideas for improving STEM literacy, as well as discuss implications for future research and practice.

SOURCE: book chapter *TYPE:* review

KEYWORDS: adolescent ELs, bilingualism, biculturalism, academic language, middle school, teacher education, STEM

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

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

SOURCE: book *TYPE:* guidance

KEYWORDS: secondary school, instructional practices, teacher preparation, teaching strategies

Kibler, A., Valdés, G., & Walqui, A. (2014). What does standards-based educational reform mean for English Language Learner populations in primary and secondary schools? *TESOL Quarterly*, 48(3), 433-453.

In response to the increasing number of emerging bilinguals in the U.S., Kibler, Valdés, and Walqui argued that U.S. academic standards and ideologies must shift from a monolingual to multilingual orientation, with a corresponding demand for updated classroom techniques and policies that address disciplinary and language learning together to ensure that ELLs succeed in fulfilling academic standards in addition to receiving a well-rounded education. Standards-based educational systems are not best equipped to assess English Language Learners (ELLs), yet they remain in place due to monolingual ideologies in contemporary society. As new standards are implemented (e.g., Common Core, Next Generation Science Standards), ELLs' performance is expected to increase because these new standards conceptualize learning as embedded not only in English language proficiency (ELP) standards language learning is taught through academic content found in "common" or "universal" curricula in the disciplines or content areas (e.g., science, mathematics, English language arts). Although there are substantive critiques with these new standards, the authors find

that the current situation offers a unique opportunity for researchers and practitioners to re-examine educational practices and assumptions about second language development, teaching and learning, and assessment for ELLs who are both learning and demonstrating their knowledge of new standards-based curricula through English. This article presents the most relevant and current literature related to the aforementioned areas for ELLs in relation to the new standards and accountability movements. The authors conclude by calling forth a new research agenda related to standards-based education that brings multilingual understandings of learners and an understanding of how languages develop in standards-based classrooms with disciplinary learning.

SOURCE: journal article *TYPE:* review

KEYWORDS: new standards, assessment, emergent bilinguals, multilingualism, educational policy, disciplinary and language learning

Lee, O., Quinn, H., & Valdés, G. (2013). Science and language for English Language Learners in relation to Next Generation Science Standards and with implications for Common Core State Standards for English language arts and mathematics. *Educational Researcher*, 42(4), 223-233.

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

SOURCE: journal article *TYPE:* review

KEYWORDS: bilingualism, biculturalism, science instruction, language acquisition

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

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

Moschkovich demonstrated that there is strong evidence suggesting that bilingualism does not impact mathematical reasoning or problem solving.

SOURCE: book

TYPE: review and guidance

KEYWORDS: mathematics, bilingual education, multilingualism, code-switching

National Academies of Sciences, Engineering, and Medicine. (2018). *English Learners in STEM subjects: Transforming classrooms, schools, and lives*. Washington, DC: The National Academies Press.

Developed by a committee comprised of practitioners, academics, and policy makers, this consensus report reviews research on the learning, teaching, and assessment of English Learners (ELs) in science, technology, engineering, and mathematics (STEM) subjects. It was notably written during a time when the demand for workers in STEM fields was increasing, but ELs continued to be underrepresented in STEM fields during college and later when they joined the workforce. Topics covered by the report include: EL access to STEM education in schools, the relationship between language and STEM learning, effective instructional strategies for language development and STEM learning, school-family-community contextual factors, educator workforce preparation, assessment of ELs in STEM, and capacity building for schools and districts. The report importantly asserts that language and STEM content are learned simultaneously, and that in order for ELs to develop proficiency in both areas, educators must recognize that there is no language-free content; employing language involves some content and most representations of content demand language use. The report concludes by providing seven policy recommendations, informed by the earlier review of the extant research, that provide guidance on how learning outcomes in STEM can be improved for EL populations.

SOURCE: report

TYPE: review and guidance

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

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

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

SOURCE: book *TYPE:* empirical and theoretical

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

LEADERSHIP

Baecher, L., Knoll, M. & Patti, J., (2013). Addressing English Language Learners in the school leadership curriculum: Mapping the terrain. *Journal of Research on Leadership Education*, 8(3), 280-303.

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

SOURCE: journal article *TYPE:* empirical

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

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

In this article, Brooks, Adams, and Morita-Mullaney asserted that content-area teachers and school administrators must collaborate to create shared instructional leadership to support English Language Learner (ELL) students in reaching high levels of academic achievement. The authors discussed the dialogues that school administrators are having about ELL students and the use of social justice and equity-focused professional learning communities as a way to transform this discourse to address the broader systemic inequities facing ELL students. School-level administrators are often concerned about tertiary supports for ELLs, such as translating signs and school documents or offering Spanish classes for their teachers. Although modeling and learning the heritage language(s) of the ESL population can be helpful, its focus on language differences can limit considerations of broader systemic challenges that impact the success of ELLs in schools. The authors shared insights from their work with administrators on topics

concerning surface-level issues they encounter in their work with ELL students, to deeper discourse about relations of power in schools.

SOURCE: journal article *TYPE:* review

KEYWORDS: teacher collaboration, professional development, academic achievement, social justice, equity, program effectiveness

Elfers, A. M., & Stritikus, T. (2013). How school and district leaders support classroom teachers' work with English Language Learners. *Educational Administration Quarterly*, 50(2), 305-344.

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

SOURCE: journal article *TYPE:* empirical

KEYWORDS: school leadership, district leadership, professional development, academic achievement, effective instructional programs

Gardiner, M. E., & Enomoto, E. K. (2006). Urban school principals and their role as multicultural leaders. *Urban Education*, 41(6), 560-584.

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

will suffer from the lack of opportunities to learn, appreciate, and communicate effectively with people who have different values, beliefs, and cultural practices, which is a necessity in today's global economy.

SOURCE: journal article *TYPE:* empirical

KEYWORDS: multicultural leadership, multicultural education, school leadership

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

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

SOURCE: book *TYPE:* edited volume

KEYWORDS: teacher preparation, professional development, policy

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

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

SOURCE: book *TYPE:* guidance

KEYWORDS: program models, language development, school leadership

POLICY: DISTRICT, STATE, NATIONAL

American Academy of Arts & Sciences. (2017). *America's languages: Investing in language education for the 21st century*. Cambridge, MA: Author.

This report is the American Academy’s response to a bipartisan request from eight members of the United States Congress to examine the following questions: *How does language learning influence economic growth, cultural diplomacy, the productivity of future generations, and the fulfillment of all Americans? What actions should the nation take to ensure excellence in all languages as well as international education and research, including how we may more effectively use current resources to advance language learning?* From this request, the Academy created its Commission on Language Learning to gather data, collect testimony, and discuss opportunities for improving the nation’s capacity in non-English languages. The Commission recommends a national strategy to improve access to as many languages as possible for everyone living in the U.S.—that is, to value language education as a persistent national need similar to education in math or English and to ensure that a useful level of proficiency is within every student’s reach. This report draws and elaborates upon findings from an early report by the Commission that presented a quantitative analysis of our language capacity and its benefits, and it offers a series of concrete recommendations for schools, two- and four-year colleges, universities, community organizations, businesses, government agencies, philanthropists, students, and parents—all of whom have a role to play in preparing citizens to thrive in the 21st century. Key recommendations discussed in this report include: increasing the number of language teachers at all levels of education; supplementing language instruction across the education system through public-private partnerships; supporting and maintaining U.S. heritage languages learners’ native language proficiency; and promoting students’ opportunities to learn languages by experiencing other cultures and immersing themselves in multilingual environments.

SOURCE: report

TYPE: guidance

KEYWORDS: language policies, teacher pipeline, technology supports, global community, heritage language

Cook-Harvey, C. M., Darling-Hammond, L., Lam, L., Mercer, C., & Roc, M. (2016). *Equity and ESSA: Leveraging educational opportunity through the Every Student Succeeds Act*. Palo Alto, CA: Learning Policy Institute.

This report outlines the equity implications of the Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Education in 2015, which replaces the previously iteration of the law, No Child Left Behind (NCLB). The authors examined the new law’s provisions and identified ways in which they could be leveraged to enhance the educational opportunities of students historically overlooked, namely students of color, low-income students, English Learners, students with disabilities, and students experiencing homelessness or in foster care. In reviewing the provisions of ESSA, the authors grouped them into topical areas they conceptualized as the “four pillars of educational opportunity,” which include: (1) access to learning opportunities focused on higher-order thinking skills; (2) multiple measures of equity; (3) resource equity; and (4) evidence-based interventions. The provisions described under each of these areas are intended to be accessible and applicable to educators, advocates, researchers, and policymakers who are interested in promoting greater educational opportunities for underserved students.

SOURCE: report

TYPE: guidance

KEYWORDS: Every Student Succeeds Act, equity, historically marginalized students, educational opportunity

Gándara, P., & Hopkins, M. (Eds.). (2010). *Forbidden language: English Learners and restrictive language policies*. New York, NY: Teachers College Press.

In this book, Gándara and Hopkins explore the effects of English-Only language policies in three states: California, Arizona, and Massachusetts. This volume offers a careful analyses of the effects of restrictive language policies on student outcomes, and the impact of these policies on teachers and on teacher education programs. It features contributions from well-known educators and scholars in bilingual education and includes an overview of English Learners (ELs) in the United States and a brief history of the policies that have guided their instruction. Prominent contributors analyze current research and policies that are often used inaccurately to advance already-determined judgements to specifically determine the most effective instructional strategies. Ultimately, the authors stress that the statewide implementation of English-Only policies in the three states mentioned has done nothing to improve the outcomes of ELs. In fact, it seems that student success in reading was slightly better under various bilingual models. Lastly, the authors suggest how better policies, that rely on empirical research, might be constructed.

SOURCE: book

TYPE: edited volume

KEYWORDS: language policies, English-only language policies, student outcomes

Heineke, A. J., & Davin, K. J. (2018). *Prioritizing multilingualism in U.S. schools: States' policy journeys to enact the Seal of Biliteracy*. *Educational Policy*. <https://doi.org/10.1177/0895904818802099>

Having emerged in several states in recent years, the Seal of Biliteracy is an award granted by state departments of education or local districts aimed at promoting bilingualism and biliteracy within their student populations. This study employs narrative inquiry to explore the paths states have taken to enact the Seal of Biliteracy, and whose voices and choices have guided these policy journeys as educators, policy makers, and other stakeholders have come together. The authors conceptualize the Seal as a language education policy, and utilize a three-fact scheme of policies, people, and places, to understand the dynamic interactions that take place in translating the policy into practice. Through interviews with stakeholders in 18 states and Washington D.C. that had passed Seal of Biliteracy policy, the authors learned that most states in their sample had enacted the Seal through the state legislature and governor passing such legislation, with the process taking an average of three years to initiate, pass, pilot, and implement into practice. The study goes on to describe state-level narratives, and explore how policy journeys have varied by context, like the linguistic diversity landscape, and thus provides crucial insights to other states considering their own such policy.

SOURCE: journal article

TYPE: empirical

KEYWORDS: Seal of Biliteracy, legislative process, policy implementation, instructional practices

Hopkins, M., Lowenhaupt, R., & Sweet, T. M. (2015). *Organizing English Learner instruction in new immigrant destinations: District infrastructure and subject-specific school practice*. *American Educational Research Journal*, 52(3), 408-439.

In this study, Hopkins, Lowenhaupt, and Sweet examined how one rural midwestern school district undergoing demographic change developed an infrastructure to support the teaching and learning of its elementary school English Learner (EL) population. As part of a larger longitudinal study, this study used qualitative data and social network analysis to explore how this infrastructure shaped teachers' work practice, in which teachers engaged with one another in language arts and mathematics instruction. Using a convergent parallel mixed-methods design, the researchers conducted interviews with a total of 10 participants in four school districts that focused on teacher professional development related to elementary mathematics education. Findings revealed that teachers' opportunities to learn about EL instruction varied significantly by the school subject and that these differences were directly related to the way in which the district built its EL educational infrastructure. As a result, English as a Second Language (ESL) teachers' interactions were fewer with math teachers in comparison English Language Arts (ELA) teachers. The researchers recommended that school districts include more EL-specific professional development for all school staff and that they facilitate greater collaboration between ESL teachers and core subject teachers.

SOURCE: journal article *TYPE:* empirical

KEYWORDS: rural schools, professional development, elementary school, teacher collaboration, language arts, mathematics

Humphrey, D. C., Koppich, J. E., Lavadenz, M., Marsh, J. A., O'day, J., Plank, D. N., Stokes, L., & Hall, M. (2018). *How stakeholder engagement fuels improvement efforts in three California school districts*. Palo Alto, CA: Stanford University, Policy Analysis for California Education.

This report presents the findings from three case study districts that were nominated by educational experts as noteworthy in their implementation of California's Local Control Funding Formula (LCFF). The LCFF was signed into law in 2013 and represented the most significant change in California education finance and governance in 40 years. It moves additional funds to districts with students in poverty, English language learners, and foster youth. The LCFF eliminates nearly all categorical funding and pushes decision-making about how best to allocate resources to the local level. The LCFF also requires districts to develop a Local Control and Accountability Plan (LCAP) with meaningful local community engagement of parents, community members, students, and educators. Given these changes in the law, this study sought to understand how districts were implementing the LCAP, and in particular how they advanced implementation of the Common Core State Standards, took an innovated approach to resource allocation, and meaningfully engaged stakeholders. Through interviews and focus groups with district stakeholder and reviews of district documents, findings from each district revealed distinct approaches to implementing these reforms. Palmdale School District developed a system with innovative stakeholder engagement activities to bring together diverse community interests; Anaheim Union High School District engaged broad-based community interests in its efforts to integrate standards implementation into the LCAP process; and San Mateo-Foster City School District's approach to resource allocation decision-making. Additionally, the authors found was that each district's improvement efforts were closely related to its efforts to achieve meaningful stakeholder engagement. The purpose in conducting these three case studies

was to highlight interesting efforts districts have developed to implement the LCFF, so that all California school districts could learn from the efforts and experience of these three.

SOURCE: report

TYPE: empirical

KEYWORDS: policy implementation, Local Control Funding Formula (LCFF), Local Control and Accountability Plan (LCAP), community engagement, case studies

Mavrogordato, M. (2012). Educational equity policies and the centralization of American public education: The case of bilingual education. *Peabody Journal of Education*, 87(4), 455-467.

In this article, the author situates bilingual education within the larger U.S. historical context. She begins by acknowledging the historical tendency of the federal government to assume a supportive and peripheral role, rather than a formative one, when it comes to education policy. With the passage of *Brown v. Board of Education*, the government went well beyond its earlier federal oversight position by issuing a mandate on how American public schooling should be structured and organized. Ten years later, with the passage of the Civil Rights Act from which emerged the Office of Civil Rights (OCR), the federal government went even further by ensuring compliance with federal civil rights laws. These developments marked a period of centralization in American education, that were intensified with the Elementary and Secondary Education Act (ESEA) of 1965, and its 1968 addition, the Bilingual Education Act. The article goes on to examine the development, implementation, and expansion of the Bilingual Education Act, before discussing some states' attempts to reclaim educational territory at the turn of the 21st century. The article closes by exploring the implications of Language Instruction for Limited English Proficient Students, which replaced the Bilingual Education Act in 2002.

SOURCE: journal article

TYPE: review

KEYWORDS: history of education, equity, bilingual education, civil rights, policy, federal government

Olsen, L., & Maxwell-Jolly, J. (2018). *English Learners in focus: The English Learner Roadmap: Providing direction for English Learner success*. Sacramento, CA: California School Boards Association.

This brief provides an overview of the California English Learner (EL) Roadmap, which was unanimously adopted by the California State Board of Education in July 2017. The Roadmap positions EL education as a system-wide responsibility and affirms the diversity of EL strengths, needs, and identities. Developed by a working group comprised of 32 leaders, practitioners, and EL experts, the Roadmap builds coherence across the many policy and guidance documents that have implications for ELs. This overarching new policy articulates four principles to help guide local education agencies (LEAs): (1) assets-oriented and needs-responsive schools, (2) intellectual quality of instruction and meaningful access, (3) system conditions to support effectiveness, and (4) alignment and articulation within and across systems. In addition to defining the principles, the brief provides an example of how LEAs are embodying the elements of each principle, and ends by offering questions school boards should reflect on as they implement the Roadmap.

SOURCE: report

TYPE: guidance

KEYWORDS: EL Roadmap, local education agencies, policy implementation

PROGRAM MODELS

Cervantes-Soon, C. G., Dorner, L., Palmer, D., Heiman, D., Schwerdtfeger, R., & Choi, J. (2017). Combating inequalities in two-way language immersion programs: Toward critical consciousness in bilingual education spaces. *Review of Research in Education, 41(1), 403–427.*

This review critically examined issues of inequality in the highly proclaimed and exponentially growing model of bilingual education: two-way immersion (TWI), defined in the article as the integration of two languages and students from two different language backgrounds. Acknowledging the increasing evidence that TWI programs are not living up to their ideal to provide equal and equitable access to educational opportunity for transnational emergent bilingual students, this analysis of research demonstrated that TWI's stated goals may be necessary but insufficient and unrealized. Through a synthesis of research from related fields, the authors summarized TWI-related discourses from a range of fields, in order to identify competing interests and orientations that permeate TWI education, and sometimes, compound issues of inequality. Further, they offered guidelines for program design that attend to equality and a framework for future research to push the field of bilingual education towards creating more equitable and integrated multilingual learning spaces. Specifically, this review led to a proposal for adding a fourth goal for TWI programs: to develop "critical consciousness" through using critical pedagogies and humanizing research.

SOURCE: journal article **TYPE:** review

KEYWORDS: bilingual education, two-way immersion, emergent bilinguals

Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). *Guiding principles for dual language education* (3rd ed.). Washington, DC: Center for Applied Linguistics.

Guiding Principles for Dual Language Education has been used for over a decade by dual language programs and educators across the United States as an effective tool for planning, self-reflection, and continual improvement. The third edition of this publication has been updated to reflect new knowledge, practices, and policies in the arena of dual language education and serves as the primary source book for the design, implementation, and evaluation of dual language education programs across the nation. Building from an updated literature base, the authors represent experts in the field and have organized the report around seven strands that include a self-assessment rubric to assess levels of alignment in each of the strands, as well as two appendices with additional resources.

SOURCE: report **TYPE:** guidance

KEYWORDS: dual language immersion, curriculum, instructional practices, language acquisition, policy

Valdés, G. (1997). Dual-language immersion programs: A cautionary note concerning the education of language-minority students. *Harvard Educational Review, 67(3), 391-429.*

In this article, Valdés concentrated on the possible negative effects of the dual-language immersion movement. The supporters of dual-language immersion see the promise of providing first-language instruction for children with non-English-speaking backgrounds, while simultaneously offering monolingual children access to non-English languages. After reviewing the literature on the success and failure of Mexican-origin children, the author raised difficult questions surrounding the use of dual language immersion in the education of language-minority students. She argued that language is not necessarily the dominant factor in English Learners' education, but only one of the many factors that contribute to their success and failure in school. Among the issues raised are the quality of instruction in the minority language, the effects of dual immersion on intergroup relations, and, ultimately, how dual-language immersion programs fit into the relationship between language and power. Overall, Valdés emphasized the importance of having these conversations surrounding dual-language immersion programs, including discussions of the different policy sectors that support such educational implementations, with both majority and minority parents.

SOURCE: journal article *TYPE:* review

KEYWORDS: dual language immersion, policy

Valentino, R. A., & Reardon, S. F. (2015). Effectiveness of four instructional programs designed to serve English Learners: Variation by ethnicity and initial English proficiency. *Educational Evaluation and Policy Analysis, 37*(4), 612-637.

Valentino and Reardon explored the differential effects between four elementary school instructional programs designed to serve English Learners (ELs), as well as EL students' longitudinal academic outcomes in English language arts and math through middle school. The researchers' quasi-experimental methods used data from a large urban district that served a sizable EL population. The sample followed 13,750 EL students who entered the district in kindergarten sometime between the 2001-2002 and 2009-2010 academic years. Focused on examining the differential program effectiveness by child ethnicity and initial English proficiency, the findings indicated considerable differences in program effects between program types, between students of different ethnicities, and across academic subjects. Findings indicated that in the short-term (by second grade), there were substantial differences in English language arts (ELA) and math academic performance among EL students who started in different EL instructional programs in kindergarten. Further, no particular instructional model appeared to be better at serving ELs at one level of initial English proficiency over another. Provided the researchers' longer-term findings, these short-term results suggested the potential problems with relying on short-term outcomes to determine program effectiveness.

SOURCE: journal article *TYPE:* empirical

KEYWORDS: elementary school, effective instructional programs, program effectiveness

Umansky, I., & Reardon, S. F. (2014). Reclassification patterns among Latino English Learner students in bilingual, dual immersion, and English immersion classrooms. *American Educational Research Journal, 51*(5), 879-912.

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

SOURCE: journal article

TYPE: empirical

KEYWORDS: reclassification, bilingualism, middle school, high school, English immersion

SCHOOL-FAMILY-COMMUNITY ENGAGEMENT

Cannon, J. S., Jacknowitz, A., & Karoly, L. A. (2012). *Preschool and school readiness: Experiences of children with non-English-speaking parents*. San Francisco, CA: Public Policy Institute of California.

The authors of this report argue that one promising approach in addressing the school readiness gap is to provide high-quality early education to children from low-income backgrounds. A large segment of low-income children have immigrant parents, and in-turn some of these children grow up in linguistically isolated environments. With little to no English spoken in their homes, many of these linguistically isolated children are classified as English Learners (ELs) when they enter the school system. This report looked at the early care and educational experiences, and kindergarten readiness of four-year old children from California and the United States. The authors learned that linguistically isolated children in California were more likely than other subgroups to be disadvantaged and were predominantly Hispanic. Moreover, most linguistically isolated children who participated in nonparental care attended publicly funded programs. The primary nonparental care arrangement for two-thirds of these linguistically isolated children in California was center-based care, a similar proportion to that of children from non-immigrant families. The authors further found that linguistically isolated children in the United States sample who participated in center-based care had significantly improved reading skills compared to those who did not participant. Such improvements with mathematics skills, however, were not observed, suggesting that center-based programs could do more to promote mathematics readiness among its population of linguistically isolated children. Overall, this report has several implications for California policymakers, such as the need to facilitate participation in center-based care for greater numbers of linguistically isolated children.

SOURCE: report

TYPE: empirical

KEYWORDS: preschool, early childhood education, school readiness, policy, low-income

Ee, J. (2017). Two dimensions of parental involvement: What affects parental involvement in dual language immersion? *Bilingual Research Journal*, 40(2), 131-153.

This article investigated parental involvement in Korean two-way immersion (TWI) programs from a social capital theory perspective. Parental involvement included activities that were observable in school, such as parental aspirations for their children, school–parent/parent–child/parent–teacher communication about school, and parents’ involvement in school–community collaborations. Drawing on the notion of parental involvement as social capital, the author explored the degree to which individuals could use their personal and social bonds accumulated in society to participate in their children’s education. The study also examined the extent to which parents’ demographic characteristics affected their involvement in their children’s school and dual language immersion (DLI) program. The author analyzed survey data (N = 454) from parents of students enrolled in seven elementary schools in the greater Los Angeles area. The results indicated that the impact of social capital-related features on parental–school engagement was modest. In fact, the more positively parents felt about the school environment, the more actively they tended to interact with their fellow parents. Although the magnitude was modest, this result suggested that parents who felt positively about their children’s experiences when relating to students of other races and cultures were more likely to participate in various school events and communicate with school personnel. The study’s findings implied that it was important for parents, especially of students in DLI programs, to be engaged in diverse types of networks that connected them to their school communities.

SOURCE: journal article

TYPE: empirical

KEYWORDS: two-way immersion, dual language immersion, elementary school, societal factors, family engagement

Lowenhaupt, R. (2014). School access and participation: Family engagement in the new Latino diaspora. *Education and Urban Society*, 46(5), 522-547.

In this study, Lowenhaupt investigated how schools shape family engagement practices in the context of the New Latino Diaspora, where over the last few decades, immigration trends have led to an increase in states that have little tradition of immigration. The communities in these new destinations often do not have recent history with Latino immigration, and in many cases, have few experiences with racial, ethnic, and linguistic diversity. Therefore, schools in these contexts often lack access to bilingual resources that are more easily accessible in traditional gateway locations. Recognizing the need for more culturally appropriate definitions of family engagement, Lowenhaupt sought to develop a theoretical understanding of how school practices influenced immigrant families’ access to and participation in schools with little tradition of serving immigrant communities. Drawing from a Wisconsin statewide survey of practice in schools serving the New Latino Diaspora, the researchers conducted a census of school principals and EL teachers working with immigrant students in 384 schools across the state. The analysis included descriptive and inferential statistics, as well as textual analysis of open-ended textboxes from 115 principal surveys and

152 teacher surveys. The research findings illustrated how considerable efforts to ensure access to Spanish-speaking families through interpretation and translation fall short of increasing family participation in key aspects of schooling.

SOURCE: journal article

TYPE: empirical

KEYWORDS: immigrant students, instructional practices, family engagement

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.

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

SOURCE: journal article

TYPE: empirical

KEYWORDS: qualitative methods, ethnography, funds of knowledge, teacher-researcher, home visits

Orellana, M. F., Reynolds, J., Dorner, L., & Meza, M. (2003). In other words: Translating or “para-phrasing” as a family literacy practice in immigrant households. *Reading Research Quarterly*, 38(1), 12-34.

This article presents an ethnographic study which examined family literacy practices, in particular, the ways in which Spanish-English bilingual children interpret English texts for their families. The research literature uses several different terms, such as language brokering, to describe the activity in which bilingual children read and interpret English texts (e.g., educational, financial, legal, medical texts) for their adult, immigrant family members. However, the authors use the term *para-phrasing* to deliberately invoke “a play on the

Spanish word *para* and its English translation (“for”), to name what children do when they ‘phrase’ things *for* others, and *in order to* accomplish social goals” (p. 15). The term also helps signal a parallel between home and school literacy practices, as teachers often have students “sum things up” and “put things in their own words” after reading school texts. The authors documented 18 young adolescent interpreters’ multiple literacy practices using participant observation in their homes and classrooms. Using activity setting/interactional analysis on 86 transcripts of these interpreters’ oral Spanish translations of English texts and 95 journal entries written by the participants about their translating experiences, the authors examine how home para-phrasing events unfold and how they contrast with literacy learning activities that occur in schools. The authors describe how para-phrasing activities at home result in distributed authority between adults and children, but often with children as lead agents in these activities. The authors conclude that as a common literacy practice in immigrant households, teachers can use para-phrasing activities that value bilingual youth’s experiences and to support them in school literacy practices.

SOURCE: journal article *TYPE:* empirical

KEYWORDS: ethnography, family literacy, home-school connections, sociocultural literacy

Reese, L., & Goldenberg, C. (2008). Community literacy resources and home literacy practices among immigrant Latino families. *Marriage & Family Review*, 43(1-2), 109-139.

This article examined the communities in which Spanish-speaking children of immigrants grow up and the opportunities these communities offer for the acquisition of English, maintenance of Spanish, and the development of literacy skills in both languages. Recognizing that these opportunities will influence children’s integration into U.S. society and their ability to maintain the language and culture of their families, Reese and Goldenberg focused on literacy development outside of school, as part of a larger longitudinal study. Their sample included a total of 35 schools in urban California and urban and border Texas. The findings revealed that community characteristics, such as ethnicity, education levels, residential/commercial mix, and income, are associated with literacy and language resources in the community. Further, home literacy practices appear to have language-specific effects on early literacy development. The study also found that communities with higher percentages of Latino residents are more likely to include fewer English-only speakers and fewer literacy resources such as books and magazines for sale. This suggests that Spanish-speaking families face greater obstacles in accessing books to read with their children than families living in more affluent and English-speaking environments. Overall, these findings reveal that children’s home literacy opportunities cannot be predicted by the communities in which they live and by the resources that those communities offer. Rather, agency at both the family-level and the school-level—more specifically, what parents, children, and teachers do and the decisions they make—makes a difference in terms of children’s performance in school.

SOURCE: journal article *TYPE:* empirical

KEYWORDS: language acquisition, literacy, early language development, family engagement

STUDENTS WITH DISABILITIES

Abedi, J. (2009). English Language Learners with disabilities: Classification, assessment, and accommodation issues. *Journal of Applied Testing Technology*, 10(2), 1-30.

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

SOURCE: journal article *TYPE:* review

KEYWORDS: identification methods, classification, accommodations, learning disabilities, limited English proficiency

California Department of Education. (2019). *California Practitioners' Guide for Educating English Learners with Disabilities*. <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

The *California Practitioners' Guide for Educating English Learners with Disabilities* is intended to assist practitioners in understanding the legal requirements, best practices, and resources available when they suspect their English learners (ELs) may have an underlying disability. This guide draws on guidance from the San Diego Unified School District and the Special Education Local Plan Area (SELPA) Administrators of California Association. In addition, a statewide workgroup comprised of researchers, administrators, state and local agency staff, and focus groups of teachers contributed to its development in an effort to ensure the accuracy, relevance, and practicality of this guide. The guide provides information on: 1) identification of ELs, Multi-Tiered Systems of Support (MTSS), and pre-referral interventions; 2) pre-referral and referral, assessment, and the individualized education program process; 3) educational programs and instructional strategies; 4) exiting special education; and 5) reclassification from EL status. The guide's intent is to provide practitioners with updated guidance that is founded in strength-based approaches to meeting student needs and ensure their academic success.

SOURCE: report *TYPE:* guidance

KEYWORDS: dually identified, English learners with disabilities, intervention, multi-tiered systems of support, MTSS, pre-referral, referral, special education

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

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

SOURCE: journal article *TYPE:* review

KEYWORDS: learning disabilities, policy, educational practices, identification methods, evaluation methods, effective instructional programs

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

This study moved to understand the experiences of English Language Learners (ELLs) in the special education referral and decision-making process, by looking closely at how school personnel determined if ELLs struggling with reading had learning disabilities. Employing ethnographic techniques, the researchers observed child study team (CST) meetings and special education placement conferences for 19 ELL students across nine schools in the same district. The researchers found great variability across schools in how district-wide policies were implemented, assessments were conducted, and placement decisions made. The findings highlight particular factors with great variability, with the researchers suggesting that the observed differences were influenced by the intentions, knowledge, skills, and commitment of school personnel involved in CSTs. These factors of focus include the differentiation between language acquisition and learning disabilities, prereferral strategies, role of psychologist, role of bilingual assessor, and interactions with parents.

SOURCE: journal article *TYPE:* empirical

KEYWORDS: child/student study team, referral process, reading disabilities, learning disabilities

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

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

SOURCE: journal article *TYPE:* empirical

KEYWORDS: identification methods, access to services, placement, special education, elementary school, middle school

Sullivan, A. L. (2011). Disproportionality in special education identification and placement of English Language Learners. *Exceptional Children, 77*(3), 317-334.

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

SOURCE: journal article *TYPE:* empirical

KEYWORDS: identification methods, special education, students with disabilities, placement

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

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

SOURCE: report

TYPE: empirical

KEYWORDS: reclassification, special education, learning disabilities, instructional practices

TEACHING, TEACHER PREPARATION, AND PROFESSIONAL DEVELOPMENT

Adger, C. T., Snow, C. E., & Christian, D. (2018). *What teachers need to know about language* (2nd ed.). Washington, DC: Center for Applied Linguistics.

This edited volume of papers continues the work of the first edition, representing a conversation among current educators and researchers concerned with teachers' knowledge of language and literacy development and how linguistically and culturally diverse student populations are taught. Research conducted since the first edition has expanded the field's understanding of the language demands of learning, especially with ELs and children from diverse backgrounds. This new edition reflects the growing knowledge base, derived from research on classrooms and curricula, on the fundamental role of language in learning and schooling. Chapters are written as responses, or conversations, centered around the first chapter, an update of Wong Fillmore and Snow's critical article on the language and literacy knowledge teachers need know to be effective in today's preK-12 classroom (the original paper appears in this annotated bibliography). Main themes examined in this volume include academic language, classroom discourse, language variation, and teacher learning in the area of educational linguistics (e.g., language and literacy development and sociolinguistics), all in the service of instruction with EL and diverse students.

SOURCE: book

TYPE: edited volume

KEYWORDS: teacher education, language development, literacy, diversity, academic language, practice

Alfaro, C., & Quezada, R. L. (2010). International teacher professional development: Teacher reflections of authentic teaching and learning experiences. *Teaching Education, 21*(1), 47-59.

This study examined biliterate, US-based teachers' experiences in teaching in indigenous children in Altacomulco, Mexico. The purpose of this program was to provide an eight-week in service professional development program for novice and experienced teachers with an international teaching and learning experience that would allow them to examine their current teaching practices and the ideology that drove their pedagogy. The research questions addressed in this study were: (1) To what extent does an international teacher professional development experience serve to create a globally minded teacher? and (2) To what extent are teachers more linguistically and culturally responsive to teach in ethnically diverse school communities? Twenty-one biliterate teachers (17 female, 4 male) were recruited to the program where they participated in two, four-week sessions studying at the Escuela Normal del Estado de Querétaro while concurrently teaching at indigenous schools. Data were collected weekly from teachers' reflective journal entries, program evaluations, and anecdotal notes. These data were qualitatively coded related to the research questions. Five themes emerged from the data: (1) globally minded teachers; (2) linguistic and culturally relevant curriculum; (3) passionate pedagogy (amorosidad); (4) community authentic engagement; and (5) political and ideological clarity. The article describes these themes using excerpts of teachers' journal entries to illustrate how each theme contributed to teachers' development into a globally-minded educator who was more linguistically and culturally responsive to teach in ethnically diverse school communities. The authors reported that all the biliteracy teachers in the study grew personally and professionally from their international teaching experiences. They became more sensitive to issues of multiculturalism and were able to relate to the experiences that immigrant children and families face in the US. The authors conclude that providing international teaching experiences was successful professional development for teachers to increase their cultural and global knowledge in order to support their students of immigrant backgrounds.

SOURCE: journal article *TYPE:* empirical

KEYWORDS: in-service professional development, biliterate teachers, international teaching experience, teaching ideology, qualitative methods

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

This update to an earlier version of an English Learner (EL) practice guide follows new state standards and research in the field of EL learning and instruction. The purpose of this practice guide is to offer educators specific, evidence-based recommendations that address teaching ELs in grades K-8, specifically by building their English language proficiency (i.e., listening, speaking, reading, and writing) while simultaneously building content knowledge in literacy, mathematics, and social studies, and science. Based on currently available research evidence and expert opinion at the time of publication, the panel of authors, who are experts in the field of research on EL learning and teaching, make four recommendations for English

language academic instruction. They are: (1) teach a set of academic vocabulary words intensively across several days using a variety of instructional activities; (2) integrate oral and written English language instruction into content-area teaching; (3) provide regular, structured opportunities to develop written language skills; and (4) provide small-group instructional intervention to students struggling in areas of literacy and English language development. There is a section in this guide that provides information about the role of evidence and its criteria in the Institute of Education Sciences' (IES) What Works Clearinghouse (WWC) practice guides. The majority of this guidance document reviews the literature for each recommendation and provides examples and strategies of how to carry out the recommendation with ELs in classrooms.

SOURCE: report

TYPE: guidance

KEYWORDS: academic English, academic vocabulary, content-area instruction, writing instruction, small-group intervention

Bartolome, L. (1994). *Beyond the methods fetish: Toward a humanizing pedagogy. Harvard Educational Review, 64(2), 173-195.*

In this article, Bartolome criticized the rote practice of focusing on instructional methods as a way to increase academic achievement of culturally and linguistically subordinate, or minoritized, students. Instead, to address instruction and achievement of subordinate students, she set forth a premise of a humanizing pedagogy in which teachers respect and incorporate the reality, history, and perspectives of traditionally underserved students in their educational practice. A humanizing pedagogy is rooted in sociohistorical view and begins when teachers examine and address the discriminatory practices that lead to subordinated students' dehumanization. Dehumanization occurs when teachers maintain a deficit model in thinking about students and fail to acknowledge students' culture, language, history, and values, which is discriminating and eradicates students who have different culture and language from the mainstream. Bartolome argued that a necessary first step in evaluating the failure or success of instructional methods used with subordinated students is a shift in perspective: from a narrow, technical view of instruction to one that is broader in scope and takes into consideration the sociohistorical and political nature of education. She then highlighted two methods that use a humanizing pedagogical framework: culturally responsive education and strategic teaching. Bartolome emphasized that teachers reject an uncritical use of methods, materials, or curricula, and evaluate methods that reflect students' status in terms of cultural, class, gender, and linguistic differences.

SOURCE: journal article

TYPE: review

KEYWORDS: academic achievement, sociohistorical view, culturally responsive education, strategic teaching

Bunch, G. C. (2013). *Pedagogical language knowledge preparing mainstream teachers for English Learners in the new standards era. Review of Research in Education, 37(1), 298-341.*

With the ever-increasing language and literacy expectations associated with the new Common Core and other forthcoming standards across the curriculum, Bunch argued that efforts to prepare teachers for

working with English Learners (ELs) requires the development of pedagogical language knowledge. The author reviewed recent literature that presented various approaches relevant to EL students and how teacher preparation and development initiatives should go about fostering this newfound knowledge. After discussing several possible approaches, Bunch provided potential insights on how “mainstream” teachers might be prepared for responding to this challenge, both in preservice teacher preparation programs and throughout their careers. He argued that what mainstream teachers need is not pedagogical content knowledge about language, as might be expected of second language teachers, but rather, pedagogical language knowledge that is integrally tied to the teaching of the core subject area(s) for which they are responsible. He offered a perspective that is grounded in building teachers’ understanding of language to create the foundation for preparing them to engage and support ELs in both challenging and meaningful academic tasks.

SOURCE: journal article

TYPE: review

KEYWORDS: Common Core, standards, effective instructional programs

Cadiero-Kaplan, K., Lavadenz, M., & Armas, E. (2012). *Essential elements of effective practices for teachers of English Learners*. Long Beach, CA: Californians Together.

The authors of this policy brief acknowledge that credentialing requirements, professional development, and other supports for teachers of English Learners (ELs) are inadequate. This policy and practice environment is of particular concern as prior research has found the quality of teachers to be one of the most powerful variables for EL success. The authors contend that effective teaching of ELs, centering on the assets these students bring to classrooms, is characterized by four essential elements: (1) rigorous and relevant instructional practices, (2) multiple measures for EL assessment, (3) assessing practices of teachers of ELs, and (4) collaboration and professional development. Among the recommendations they offer to policy makers include: establishing clear and coherent local and state-level policies, providing adequate school resources that allow for robust professional development and appropriate access to curricular resources, and revising teacher preparation and credentialing requirements to include the four critical elements of effective practice.

SOURCE: report

TYPE: guidance

KEYWORDS: professional development, policy, practice, assessment, teacher collaboration

de Jong, E. J., & Harper, C. A. (2005). *Preparing mainstream teachers for English-language learners: Is being a good teacher good enough? *Teacher Education Quarterly*, 32(2), 101-124.*

de Jong and Harper’s article analyzed the effectiveness of the “just-good-teaching” practices and strategies that are taught to mainstream teachers of English Language Learners (ELLs). They specifically emphasized how teacher preparation could better examine cultural and linguistic differences so that classroom teachers are adequately prepared to support the needs of their EL students. deJong and Harper presented a theoretical framework from which teachers can create a stimulating classroom environment as well as integrate culturally and linguistically diverse lesson plans. The three dimensions of the framework are: (1)

understanding the process of second language acquisition, (2) being aware of cultural and linguistic differences in each student and accounting for the increased support of language development for some students, and (3) setting explicit linguistic and cultural goals for themselves to achieve throughout the school year.

SOURCE: journal article *TYPE:* review

KEYWORDS: culturally responsive teaching, linguistically responsive teaching, language development

Gándara, P., Maxwell-Jolly, J., & Driscoll, A. (2005). *Listening to teachers of English Language Learners: A survey of California teachers' challenges, experiences, and professional development needs*. Santa Cruz, CA: Center for the Future of Teaching and Learning.

A joint publication between multiple agencies yielded the results from a survey of over 5,000 teachers in order to identify the challenges teachers faced with regard to educating English Learners (ELs). The majority of teachers acknowledged their students' will and determination to learn. Among the needs identified by teachers, the most frequent were: (1) teacher-parent communication and understanding of home-community issues, (2) multiple levels of language proficiency, (3) lack of assessment tools and resources, (4) inconsistent professional development, and (5) the desire for increased support and quality professional development in teaching ELs. The authors concluded with a set of recommendations for policymakers at the state, regional, and local levels responsive to teacher voices. These included convening a statewide summit, developing a materials clearinghouse, designing school and district EL program/resource evaluation tools, prioritizing EL-focused professional learning, and establishing a well-planned, rigorous research agenda.

SOURCE: report *TYPE:* empirical

KEYWORDS: professional development policy, teacher preparation, EL teacher efficacy

Gay, G. (2002). *Preparing for culturally responsive teaching*. *Journal of Teacher Education*, 53(2), 106-116.

Culturally responsive teaching is the use of "cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively" (p. 106). There is a growing research base that shows when the teaching and learning of academic skills and knowledge use students' cultural frames of reference, students have higher engagement and academic achievement. In this article, the author advocates for preparing all teachers in preservice education programs with the knowledge, attitudes, and skills needed to enact culturally responsive teaching to improve the school success of ethnically diverse students. The author describes six aspects of culturally responsive teaching that teachers need to learn to meet the educational needs of ethnically diverse students: (1) explicit knowledge about cultural diversity (e.g., ethnic groups' cultural values, traditions, communication, learning styles, contributions, relational patterns); (2) detailed factual information about the cultural particularities of specific ethnic groups to make schooling more interesting and stimulating; (3) more knowledge about the contributions of different ethnic groups to a wide variety of disciplines and a deeper understanding of multicultural education theory, research, and scholarship; (4) classroom climates conducive to learning; (5)

effective cross-cultural communication; and (6) delivery of instruction that uses appropriate strategies and curriculum. The responsibility of teachers reaching ethnically diverse students is large, and teacher preparation programs need to meet the challenge of ensuring that all teachers gain a “more thorough knowledge of the specific cultures of different ethnic groups, how they affect learning behaviors, and how classroom interactions and instruction can be changed to embrace these differences” (p. 114).

SOURCE: journal article *TYPE:* review

KEYWORDS: culturally responsive teaching, pre-service teachers, in-service teachers, teacher preparation programs

Gibbons, P. (2003). Mediating language learning: Teacher interactions with ESL students in a content-based classroom. *TESOL Quarterly*, 37(2), 247-273.

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

SOURCE: journal article *TYPE:* empirical

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

Gutiérrez, K. D., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational Researcher*, 32(5), 19-25.

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

SOURCE: journal article *TYPE:* theoretical

KEYWORDS: cultural historical theory, repertoires of practice

Heritage, M., Walqui, A., & Linqunti, R. (2015). *English Language Learners and the new standards: Developing language, content knowledge, and analytical practices in the classroom*. Cambridge, MA: Harvard Education Press.

In the new era of college and career ready standards (CCRS; e.g., Common Core, Next Generation Science Standards), learning and teaching standards are more rigorous and aligned to assessment. Moreover, CCRS emphasize extensive language use to engage in deep and transferable content learning and analytical practices. This book is about the reformulation of instructional practice to achieve academic outcomes for ELs in today's context of new CCRS. Integral to this reformulation is that assessment is a key practice used by teachers and students. By assessment, the authors highlight formative assessment, in which teachers gather evidence of both language and content learning while that learning is taking place, so that they can use the evidence to engage in contingent pedagogy. Formative assessment also enables student involvement with the learning through peer and self-assessment. This book shows how all teachers can assist ELs to successfully meet the demands of CCRS by engaging them in the simultaneous learning of content, analytical practices, and language learning, supported by ongoing assessment and contingent pedagogy. It ties in assessment and instruction, policy and practice, and language and academic content by providing narratives of practice (e.g., vignettes), theory, and policy implications to the issue of effective teaching for ELs.

SOURCE: book

TYPE: guidance

KEYWORDS: formative assessment, integrated ELD, standards, second-language acquisition theories, pedagogy, assessment, policy

Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English Language Learners. *Journal of Teacher Education, 59*(4), 361–373.

As the population of English Language Learners (ELLs) has increased, mainstream classroom teachers have found themselves with growing numbers of ELL students in their classes. Recognizing the continued scarcity of ELL-specific teacher preparation, the authors offered six essential principles at the core of linguistically responsive educating. From these principles, they derived three linguistically responsive teaching strategies: (1) understanding the diverse educational and linguistic backgrounds of ELLs on a general and individual level, (2) identifying the language demands inherent in classroom tasks that may cause difficulties, and (3) implementing modifications and supports (scaffolding) to best enable the students' learning. The article concluded with concrete suggestions of how teacher preparation programs can support the development of preservice teachers who are linguistically responsive.

SOURCE: journal article

TYPE: review

KEYWORDS: linguistically responsive teaching, language demands, scaffolding, teacher preparation , effective instructional programs

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

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

teaching practices. The author concludes teachers can reconciliation these two teaching frameworks to create of hybrid pedagogies that will be critical in addressing CLD students.

SOURCE: journal article *TYPE:* empirical

KEYWORDS: culturally responsive teaching, differentiated instruction, qualitative methods, pre-service teachers, in-service teachers

Snow, C. E., & Uccelli, P. (2009). *The challenge of academic language*. In Olson, D. R., & N. Torrance (Eds.), *The Cambridge handbook of literacy* (pp. 112-133). Cambridge, UK: Cambridge University Press.

Academic language is a construct that has surfaced in recent years as a necessary skill to students' success, in particular English learners' success, in schools. However, there is no consensus in the field as to how to define academic language. Recent research has put forth a variety of terms and definitions, with one approach to characterize academic language as describing the contexts for its use, such as the language used in school, in writing, or in formal settings. Further specification has also been used to describe academic language, including types of vocabulary, grammatical and discourse structures, and language functions. The purpose of this chapter is to provide an overview of the work on academic language to date in order for the authors to propose a coherent, pragmatics-based framework that encompasses the many features and descriptions of academic language. The chapter first describes in depth the features of academic language, providing examples from a study on academic language. Then the authors describe their pragmatics-based framework which is based on the premise that "language forms represent conventionalized solutions to communicative challenges and that decisions about specific forms constitute solutions to those challenges" (p. 122). For students and their teachers, this means that two essential starting points for academic language are to (1) gain an awareness of the desired relationship among participants in academic communications; and (2) understand that meaning resides not only in what they say but also in how they communicate it. The chapter concludes with future research agendas for the study of academic language in two areas: the developmental course of academic language within an individual and the use of academic language in instruction. Answers to the research questions proposed will help support effective instruction for all students (e.g., English learners, struggling readers) and professional development for teachers to ensure that students learn this important skill in academic achievement.

SOURCE: book chapter *TYPE:* review

KEYWORDS: academic language, teaching, professional development, sociolinguistics, research agenda

Wong Fillmore, L., & Snow, C. E. (2000). *What teachers need to know about language*. Washington, DC: Center for Applied Linguistics.

This paper provides the rationale for what current and future teachers need to know about language. The authors specify knowledge needed for systematic and intensive preparation in educational linguistics, including skills in assessing children, individualizing instruction, and respecting diversity. Requisite knowledge about oral language, oral language used in formal and academic contexts, and written language is discussed. The authors suggest pre-service courses that teacher preparation programs should design and

offer. They also recommend aspects of an integrated, in-depth professional development program for in-service teachers.

SOURCE: report

TYPE: guidance

KEYWORDS: applied linguistics, second language instruction, second language learning, teacher education, literacy

Yoon, B. (2008). Uninvited guests: The influence of teachers' roles and pedagogies on the positioning of English Language Learners in the regular classroom. *American Educational Research Journal*, 45(2), 495-522.

Yoon explored the ways in which mainstream classroom teachers perceived their role with regard to English Language Learner (ELL) students. The researcher examined a regular classroom teachers' views of their roles and their approaches to working with ELLs. Using data from a suburban middle school in New York, Yoon employed a collective case study to examine the teaching practices of three English language arts teachers over one semester. The findings indicated that the teachers had different ways of positioning themselves that influenced their relationship with ELL students: as teachers for all students, as teachers for regular education students, or as teachers for a single subject. Findings further suggested that the approach teachers took with students were related to the level of ELL-student participation in their classrooms as well as if students positioned themselves as powerful or powerless. The results suggested that a close examination of classroom dynamics through observation is essential and that a simple discussion of ELLs' issues without it is incomplete. This study called attention to the complex interactional dynamics of classrooms, and the potential influence of teacher attitude on shaping opportunity for ELLs.

SOURCE: journal article

TYPE: empirical

KEYWORDS: adolescent ELs, bilingualism, biculturalism, middle schools, qualitative research, teacher education, power dynamics

OTHER

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

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

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

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

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

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

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

Recommendation 6: The U.S. Department of Health and Human Services and the U.S. Department of Education should strengthen their referral and linkage roles in order to address the low rates of referral, identification, early intervention services of developmental disorders and disabilities in DLLs/ELs, to include the examination of multidimensional patterns of under-representation and overrepresentation at

the national, state, and district levels in early childhood (birth to 5) and by grade (pre-K to 12) and for all disability categories.

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

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

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

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

SOURCE: report *TYPE:* review and guidance

KEYWORDS: dual language learners, English Learners, achievement, policies, practices, research

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APPENDIX

Definitions of Source Descriptors

SOURCE: *where the resource came from*

- Book
- Book chapter
- Dissertation
- Journal article
- Report -- includes briefs; usually these are publications from centers, institutes, or government agencies

TYPE: *what kind of source it is*

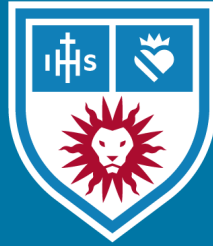
- Edited volume -- books that have editors; chapters are written by different authors
- Empirical -- describes a study that includes research questions, research design, methods, participants, sample, data analysis procedures, results; usually appears in a journal but can sometimes appear in a report or book chapter
- Guidance -- main purpose is to give recommendations; often times a review of literature is included; practitioner-oriented sources (e.g., rubrics, program design, vignettes) are included in this category
- Review -- main purpose and content is a review of the literature, but may contain some guidance or theory
- Theoretical -- contains new or established abstract principles related to a specific field of knowledge (e.g., conceptual framework, model, theoretical foundation, perspectives); does not typically contain research or present experimental data

KEYWORDS: *main topics addressed in the source*

DEDICATION

The Center for Equity for English Learners developed this annotated bibliography on the occasion of the completion of the first cohort of English Learner Legacy and Leadership Institute (ELLLI) Fellows, which was made possible with funding from the Sobrato Family Foundation. This resource is dedicated to the ongoing commitment of the advocates and leaders of the *por vida* movement and to the community that celebrates and honors the past, present, and future *lucha* for social justice and equity.





Loyola Marymount University School of Education

Center for Equity for English Learners

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

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