Breaking Down the Monolingual Wall

To all our teachers, and the teachers who have embraced and will embrace what is written here.

Breaking Down the Monolingual Wall

Essential Shifts for Multilingual Learners' Success

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From David:

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ABOUT THE AUTHORS

Ivannia Soto is a professor of education and the director of graduate programs at Whittier College, where she specializes in language acquisition, systemic reform for English language learners (ELLs), and urban education. Dr. Soto began her career in the Los Angeles Unified School District (LAUSD), where she taught English and English language development to a population of 99.9 percent Latinx, who either were or had been multilingual learners. Before becoming a professor, Soto also served LAUSD as a literacy coach as well as district office and county office administrator. She has presented on literacy and language topics at various conferences, including the National Association for Bilingual Education (NABE), the California Association for Bilingual Association (CABE), the American Educational Research Association (AERA), and the National Council of Urban Education Associations. As a consultant, Soto has worked with Stanford University's School Redesign Network (SRN), WestEd, and CABE, as well as a variety of districts and county offices in California, providing technical assistance for systemic reform for ELLs and Title III. Recently, Soto also directed a CABE bilingual teacher and administrator program across California.

Soto has authored and coauthored thirteen books, including *The Literacy Gaps: Bridge-Building Strategies for English Language Learners and Standard English Learners; ELL Shadowing as a Catalyst for Change*, a bestseller that was recognized by Education Trust–West as a promising practice for ELLs in 2018; *Moving From Spoken to Written Language With ELLs*; the *Academic English Mastery* four-book series; the Common Core Companion four-book series for English language development; *Breaking Down the Wall*; and *Responsive Schooling for Culturally and Linguistically Diverse Students*. Together, the books tell a story of how to equitably engage and include multilingual learners by ensuring that they gain voice and an academic identity in the classroom setting. Soto is executive director of the Institute for Culturally and Linguistically Responsive Teaching (ICLRT) at Whittier College, whose mission it is to promote relevant research and develop academic resources for ELLs and Standard English learners (SELs) via linguistically and culturally responsive teaching practices.

Sydney Snyder is a Principal Associate at SupportEd. In this role, Dr. Snyder coaches multilingual learner (ML) educators and develops and facilitates interactive professional development for teachers of MLs. She also works with the SupportEd team to offer technical assistance to school districts and educational organizations. She started her teaching career as a Peace Corps Volunteer in Guinea, West Africa. This experience ignited her passion for language teaching, culturally responsive instruction, and ML advocacy. Sydney is co-author of *Unlocking English Learners' Potential: Strategies for Making Content Accessible* and *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity.* She served as an English Teaching Fellow at Gadja Mada University in Yogyakarta, Indonesia. She earned her PhD in Multilingual/Multicultural Education at George Mason University and her MAT in TESOL at the School for International Training. You can connect with her on email at Sydney@SupportEd.com or on X, formerly known as Twitter, at @SydneySupportEd.

Margarita Espino Calderón is Professor Emerita/Senior Research Scientist at Johns Hopkins University. Dr. Calderón has worked on numerous research and development projects focusing on reading for English learners funded by the USDOE Institute of Education Sciences, the U.S. Department of Labor, and has collaborated with Harvard and the Center for Applied Linguistics on a longitudinal study funded by the NICHD.

The Carnegie Corporation of New York funded her five-year empirical study to develop *Expediting Comprehension for English Language Learners (ExC-ELL)*, a comprehensive professional development model for math, science, social studies, language arts, ESL, and SPED teachers that integrates language, literacy, and content. She also developed two other effective evidence-based programs: *Reading Instructional Goals for Older Readers (RIGOR)* for Newcomers with Interrupted Formal Education. Additionally, the *Bilingual Cooperative Integrated Reading and Composition (BCIRC)* program was developed for dual language instruction and is listed in the *What Works Clearinghouse*.

Dr. Calderón collaborated with George Washington University on a Title III five-year grant to implement and further study *A Whole-School Approach to Professional Development with ExC-ELL* in Virginia school districts.

She is a consultant for the U.S. Department of Justice and Office of Civil Rights. She serves and has served on national language and literacy research panels. Dr. Calderón is also President/CEO of Margarita Calderón and Associates, Inc. Dr. Calderón and her team of ten

associates conduct *ExC-ELL* comprehensive multiyear professional development and on-site coaching in schools, districts, and statewide and international institutes. She has over 100 publications on language and literacy for ELs.

Margo Gottlieb is a staunch advocate for multilingual learners and their teachers. As co-founder and lead developer of WIDA at the University of Wisconsin-Madison, over the past 20 years, Dr. Gottlieb has contributed to the design of language development standards frameworks and Can Do Descriptors. As a teacher, teacher educator, consultant, and mentor, she has worked with universities, organizations, governments, states, school districts, and schools in co-constructing linguistic and culturally sustainable curricula and reconceptualizing classroom assessment policy and practice. Dr. Gottlieb has been appointed to national and state advisory boards, has been a Fulbright Scholar, and has presented across the United States and in twenty-five countries. In 2016 she was honored by TESOL International Association "as an individual who has made a significant contribution to the TESOL profession within the past 50 years." Having authored, co-authored, or co-edited over 100 publications, including twenty books and guides, Dr. Gottlieb's third edition of her best-selling book, *Assessing Multilingual Learners: Bridges to Empowerment*, is soon to join her Corwin compendium.

Andrea Honigsfeld is TESOL Professor in the School of Education and Human Services at Molloy College, Rockville Centre, New York. Dr. Honigsfeld teaches graduate courses on linguistics, TESOL methods, and cultural and linguistic diversity. Before entering the field of teacher education, she was an English-as-a-foreign-language teacher in Hungary (Grades 5–8 and adult) and an English-as-a-second-language teacher in New York City (Grades K–3 and adult). She also taught Hungarian at New York University.

She was the recipient of a doctoral fellowship at St. John's University, New York, where she conducted research on individualized instruction. She received a Fulbright Award to lecture in Iceland in the fall of 2002. In the past 20 years, she has been presenting at conferences across the United States, Canada, China, Denmark, Great Britain, Italy, the Philippines, Sweden, Thailand, and the United Arab Emirates. She frequently offers staff development, primarily focusing on effective differentiated strategies and collaborative practices for English-as-a-second-language and general education teachers. She co-authored *Differentiated Instruction for At-Risk Students* (2009) and co-edited the five-volume *Breaking the Mold of Education* series (2010–2013), published by Rowman and Littlefield. She is also the co-author

of *Core Instructional Routines: Go-To Structures for Effective Literacy Teaching, K–5 and 6–12* (2014) and author of *Growing Language and Literacy* (2019) published by Heinemann. With Maria Dove, she co-edited *Coteaching and Other Collaborative Practices in the EFL/ESL Classroom: Rationale, Research, Reflections, and Recommendations* (2012) and *Co-Teaching for English Learners: Evidence-Based Practices and Research-Informed Outcomes* (2020). Maria and Andrea also co-authored *Collaboration and Co-Teaching: Strategies for English Learners* (2010), *Common Core for the Not-So-Common Learner, Grades K–5: English Language Arts Strategies* (2013), *Common Core for the Not-So-Common Learner, Grades 6–12: English Language Arts Strategies* (2013), *Beyond Core Expectations: A Schoolwide Framework for Serving the Not-So-Common Learner* (2014), *Collaboration and Co-Teaching: A Leader's Guide* (2015), *Coteaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection* (2018), *Collaborating for English Learners: A Foundational Guide to Integrated Practices* (2019), and *Co-Planning: 5 Essential Practices to Integrate Curriculum and Instruction for English Learners* (2022). She is a contributing author of *Breaking Down the Wall: Essential Shifts for English Learner Success* (2020), *From Equity Insights to Action* (2021), and *Digital-Age Teaching for English Learners* (2022). Nine of her Corwin books are bestsellers.

Joan Lachance is an Associate Professor of Teaching English as a Second Language (TESL) at the University of North Carolina at Charlotte (UNCC). Dr. Lachance directs the TESL graduate programs and undergraduate TESL Minor. She is the co-author of the *National Dual Language Education Teacher Preparation Standards* and the Director of the CAEP Specialized Program Association in Dual Language Education called "EMMA: Education for a Multilingual Multicultural America." She received her undergraduate degree in Secondary Education, Modern Languages and Linguistics from Florida International University. With Spanish as the language of program delivery, she completed graduate coursework to earn her master's degree in School Counseling from Pontifical Catholic University in Poncé, Puerto Rico. Dr. Lachance completed her doctoral work in Curriculum and Instruction, with an emphasis on Urban Education, Literacy, and TESL at UNCC.

Dr. Lachance's research agenda encompasses dual language teacher preparation, academic literacy development, and authentic assessment with multilingual learners, which has resulted in over twenty-five publications, including articles, book chapters, technical reports, and state-level curriculum guides since she has joined UNCC. She serves on several journal editorial boards and is a board member of the Multistate Association for Bilingual Education, Northeast (MABE). With the publication of her latest Corwin book, she is specializing one aspect of her work further into

collaboration and co-teaching for multilingual learners in the dual language context. She continues to work to support dual language education for the preservation of Native American languages, currently and most honorably collaborating with a K–8 school serving the Eastern Band of the Cherokee Indians (EBCI).

In addition to her faculty position, Dr. Lachance's service agenda has resulted in over 100 conference presentations, invited panels, keynotes, and roundtables to support the North Carolina Department of Public Instruction and the nation at large. Her service specializes in professional learning for teachers, school counselors, and school administrators. She co-created materials and professional learning institutes for myriad North Carolina state-led initiatives, including *Using the WIDA Standards, The North Carolina Guide to the SIOP Model, The North Carolina Guide to ExC-ELL,* and *Dual Language/Immersion Program Support*. The presentations, webinars, and asynchronous learning opportunities share innovative practices for multilingual learner academic language development, equitable active multilingual learner engagement, dual language program development, sociocultural nuances in school counseling, and international comparative education.

For fun, Dr. Lachance enjoys camping (it's really glamping!) with her husband Carl, their son, and their two rescue dogs. She is passionate about science, astronomy, the outdoors, hiking in the Blue Ridge Mountains, and the preservation of the Appalachian Trail. While she lives and works in North Carolina, she shares her heart deeply with New Mexico and has a passion for the Native American Pueblo Languages, their ways of living, and *everything Hatch green chilis*. Finally, she is a former dual language parent, who reached the point of watching multilingualism come to life in her own home.

Marga Marshall is an Educational Consultant with experience in bilingual education in Spain and California. She opened the first TK–8 Two Way Dual Immersion English/Spanish School in Concord, California, as part of the district's Magnet schools. Prior to becoming a principal, Marga Marshall was a bilingual teacher, an instructional coach, an English Learners coach, and a Dual Language coach. As an educator for over 24 years, her passion is bilingualism, biliteracy, and offering students the opportunity to learn a second language. Marga Marshall has always developed relationships with the community, staff, and teachers. Her leadership also involves watching students grow, providing the opportunity to learn in a multicultural and collaborative environment through the emphasis on collaboration, critical and creative thinking, and supporting teachers and staff so that they can

reach their greatest potential while strengthening a connection between school and home and fostering a positive school culture. Marga Marshall has presented at state and national conferences on best practices for the bilingual classroom; Creating Culturally Competent Schools; Number Talks in bilingual classrooms; Foundations for a Strong, Successful, and Sustainable Dual Language Program; Guiding Principles for Dual Language Education strategies; and Foundations in Designated and Integrated ELD. Her work and collaboration with parents, community, and paraeducators has also led Marga Marshall to do online and in-person presentations for parents and paraeducators with strategies on how to support students during Distance Learning and at home and Biliteracy and Literacy Development from Home to School.

She was awarded the MDEA Community Involvement Award during the 2015–2016 school year and is the recipient of the MDEA Outstanding Administrator Award for the 2017–2018 and 2020–2021 school years. She was also nominated as the ACSA Region 6 Elementary Principal of the Year for the 2018–2019 school year.

During her leadership at Holbrook Language Academy, her school was voted best Bilingual School by Parents Press for three consecutive years, and she wrote the entry for the CSBA Golden Bell Awards—an award that promotes excellence in education by recognizing outstanding programs—leading Holbrook Language Academy to be the recipient of the 2021 Golden Bell Award in the Category of English Learners/Biliteracy. As an Educational Bilingual Consultant, Marga Marshall partners with districts providing expert, customized consulting and professional learning in the areas of biliteracy and English Learner education.

David Nungaray is a forever dual language teacher and school leader at heart no matter what his current work title is. The children and families he worked with as an educator are one of his guiding forces in the work he continues to do in education. As a son of Mexican immigrants, native Spanish speaker, gay educator, and a first-generation college graduate, David Nungaray is passionate about educational excellence and ensuring that school systems best meet the needs of all learners. He began his journey in education in 2010 as a founding corps member of Teach for America-San Antonio, where he served as a fourth dual language teacher. In his first year of teaching, David Nungaray was the district's Elementary Rising Star Teacher of the Year. Currently, David Nungaray works as a bilingual consulting partner at a national nonprofit where he oversees partnerships in Texas and supports national strategy for integrating multilingual learners into all the work at the organization. He has led teams focused on partnering with districts through strategic planning, (bi)literacy visioning and implementation, dual language supports, stakeholder and family engagement, high-impact tutoring, learning acceleration, and state-wide

high-quality instructional materials adoption. With almost thirteen years of experience in education, David Nungaray served as the principal of one of the flagship dual language schools in San Antonio ISD (SAISD) prior to his time at TNTP. During his tenure as principal, the school community revised and renewed their in-district school charter and established a partnership with the University of Texas-San Antonio to create the first dual language teacher residency lab network of schools in Texas. David Nungaray also served as co-chair of the Bexar County COVID-19 PreK–12 Consultation group in San Antonio, focused on guiding the reopening of schools in the county. Prior to his role as principal, he co-founded one of the first schools in the Innovation Zone of SAISD, which spanned PreK–12th grade, as associate principal. The school focuses on project-based learning and also has a teaching and school administrator residency model. David Nungaray serves on multiple nonprofit boards focused on education, and he holds his master's degree in school leadership from Trinity University, where he has served as an adjunct professor in multilingual education, school leadership, and special education.

Rubí Flores is a native from San Luis Potosí, Mexico. Rubí is the Director of Professional Learning at the California Association for Bilingual Education. She has extensive expertise working with schools on implementing and refining Dual Language and Multilingual Learner Programs. Prior to this role, Rubí Flores served as a bilingual teacher, ESL specialist, dual language teacher, dual language instructional coach, dual language program coordinator, and biliteracy curriculum developer. She has worked in schools across California, El Salvador, Oklahoma, and Texas. Rubí Flores earned a bachelor's degree in bilingual education from Texas State University and a master's degree in bilingual and bicultural curriculum and instruction from the University of Texas at Austin. She is a member of the Proyecto Maestría leadership development program through the University of Texas. Rubí Flores holds a multiple subject teaching credential with a bilingual teacher authorization in California and in Texas. She has presented her work with dual language programs and biliteracy instruction at CABE, NABE, TABE, Adelante! Dual Language Conference, La Cosecha, CARLA, and at multiple county- and district-level conferences and events in California, Texas, and México. Her current work focuses on developing teacher capacity to support multilingual learners through coaching, presenting authentic methods for biliteracy instruction, and teaching strategies that support Spanish and English academic language development in Dual Language and Multilingual Learner settings. As an immigrant and first-generation college graduate, Rubí Flores is committed to honoring her parents' courage to seek a better future by creating and acting as advocate for culturally sustaining and high-quality professional learning programs that will promote linguistic justice for multilingual learners. Connect with Rubí at thebiliteracycoach@gmail.com.

Lyn Scott, a native of the rural Midwest, is a credentialed dual language teacher in Massachusetts and California teaching in two-way immersion and transitional bilingual education classrooms for over two decades. As an elementary teacher, Dr. Scott joined colleagues and parents in restructuring their neighborhood public school into a multiage, dual language immersion public school. Inspired by the work of Paulo Freire, he immersed himself in Brazilian culture early in his teaching journey, reflecting on adult literacy pedagogies relevant to the dual language development of young learners in American schools. Lengthy experiences in China, Sweden, and Taiwan stimulated his curiosity in national language policies impacting language diversity, schooling, and migration. His advocacy for linguistic human rights includes all students having access to education in their home language in addition to English and other languages. His doctoral dissertation at the University of California, Berkeley, investigated language policy in Mexican American homes in Arizona and California. Since 2012, Dr. Scott has served as a faculty member of the California State University system, currently an Associate Professor in the Department of Teacher Education at Cal State East Bay. He is past president of the California Association for Bilingual Teacher Education and co-author of *Community-Owned Knowledge: The Promise of Collaborative Action Research* published in 2022. Dr. Scott is biliterate in Spanish, Portuguese, Swedish, and English and conversational in Mandarin Chinese.

FOREWORD

"To learn a new language is to open another window from which to see the world."

—Chinese proverb

We are living in a wonderfully innovative and expansive time where our languages, cultures, and vast life experiences open windows and build bridges to an ever-evolving and connected global society that impacts all aspects of our lives. As educators, we possess the privilege and the responsibility to ensure that our educational systems, our pedagogies, and our practices expand and focus on a multitude of options for all students (and their parents and families). Uplifting the gift of multilingualism and multiculturalism is at the heart of that. We are called to be fully engaged in creating classroom communities that reflect and value the languages and cultures of our students and to elevate the values of equity, justice, kindness, empathy, and love across our classrooms—locally, nationally, and across global borders.

Transformative educators do this by providing innovative educational opportunities that promote and build multilingualism and biliteracy for students in grades PK/TK–12 (and beyond) instructional settings. Having access to a multilingual-, multicultural-, and biliteracy-focused education is both a privilege and a right of all students in the United States. Our charge is to focus on building bridges to multilingual and multicultural educational programs and breaking down the walls focused on monolingual, monoethnic, and monocultural teaching and learning. Through a broad resource bank of research and rich instructional practices, there is no question that we have the knowledge, wisdom, experience, and know-how to make this type of learning experience an enriching and successful reality for all students!

Dynamic student data throughout the United States shows that multilingual and multicultural education is a must. Nationally, 21 percent of all students speak a language other than English at home, and close to 10 percent of those students are identified as English Learner students (students who are acquiring English as a second language). While *English Learner* and *English Language Learner* continue to be recognized as the official terms used in state and federal systems, a nationwide alternate movement has begun to use assets-based terms such as *multilingual learners*, *emergent bilingual learners*, *biliteracy learners*, and so on to identify students who have a primary language other than English and are additionally learning English, uplifting the concept that students are speaking and learning in more than one language and are

becoming multilingual. With almost 50 million students in the United States, over 10 million already come from multilingual backgrounds and have the potential to excel in their multilingual skills if they have access to a multilingual/biliteracy–based instructional program. According to a report distributed by the U.S. Department of Education and the Office of English Language Acquisition (2019–2020), fifty languages or language categories appear in one or more of states' top five lists of languages spoken in their communities. Spanish is on the top five list of forty-five states and is spoken by more than 75 percent of all students across the United States. Other languages such as Arabic, Chinese, Vietnamese, Portuguese, Haitian Creole, Hmong, Cushitic, Tagalog, and Russian, representing smaller percentages, complete the list of the top 10 languages spoken in U.S. schools. This rich linguistic foundation across our nation provides the perfect momentum for the growth of multilingual/dual language programs in our schools.

Now, more than ever, we have the momentum to recognize the natural potential to grow and increase multilingual/dual language instructional options for all students. Indeed, the drive continues across the nation to build on the assets of students' languages and cultural backgrounds and to increase the development of additive educational models that expand students' access to multilingualism (such as dual language, one-way immersion/developmental language education, and heritage language programs) rather than providing a subtractive monolingual, English-only education model that reduces the value and potential of students' languages and cultures. *Breaking Down the Monolingual Wall: Essential Shifts for Multilingual Learners' Success* comes just at the right time to highlight the *why* and the *how* of multilingual and dual language education as an imperative for true student success. It provides a lighted pathway that takes into account the complex history of multilingual education in the United States, and it opens new and familiar doors to the systemic and pedagogical approaches that are essential to creating multilingual and dual language success. In this context, preserving and learning languages becomes an issue of equity and civil and human rights.

For decades, the historical context of multilingual education in the United States has followed a curved pathway of policy, pedagogy, practice, and hard-fought advocacy that drives, uplifts, and motivates us still today. These legal and policy decisions are numerous: *Mendez v. Westminster* (1947); *Brown v. Board of Education* (1954); *Lau v. Nichols* (1974); *Castañeda v. Pickard* (1978/1981); California's Prop 227 (1998) followed 18 years later by Proposition 58 (2016); Colorado's Amendment 3 (2002); Massachusetts Question 2 (2002); the California State Seal of Biliteracy (2011) and its growth to approval in forty-nine states; California's English Learner Roadmap Policy (2017); and many, many others. This timeline of legal and legislative battles reflects both additive and deficit approaches to multilingual and dual language education that have compelled us to pivot from theories of English-only or English-dominant instructional programs and embrace the powerful potential and possibilities of multilingual and dual language education.

The comeback surge from our legislative and policy wins has set the stage across the nation for new approaches, updated language, rigorous research, and the implementation of highly impactful programs. We have key tools such as the *Guiding Principles for Dual Language Education* (3rd Edition, Center for Applied Linguistics, Dual Language Education of New Mexico, and Santillana USA), learning standards and frameworks across different states in languages other than English, and state and national organizations, coalitions, government agencies, university programs, and partnerships whose sole mission is to support multilingual and dual language programs. Across the nation we may see that education systems and programs use slightly different terms at times to describe elements and features of their multilingual programs due to their local programmatic and linguistic context; however, overwhelmingly, successful multilingual programs are shifting from the use of *deficit-oriented terminology* (such as language minority, English-only, transitional bilingual, limited English proficient, etc.) *to uplifting assets-based language* (such as biliteracy, multilingualism, multiliteracy, dual language, two-way immersion, dual language immersion, one-way immersion, dual language learners, development bilingual, emergent bilingual, cross-linguistic transfer, translanguaging, multiculturalism, integrated and designated language development, heritage language, world and global languages, and linguistically and culturally responsive and sustaining strategies). Our current U.S. Secretary of Education, Dr. Miguel Cardona, has even widely declared that *bilingualism is a superpower!* The time is ***now*** to advance and propel our multilingual and dual language programs to new heights.

With the increased momentum and visibility of the power and impact of multilingual and dual language education, we are wise to proactively be aware of and respond to the challenges and opposition that exist, and to uplift the essential components that are still needed to increase success and transform multilingual and dual language programs to become the norm for all students. Several of these areas are addressed in *Breaking Down the Monolingual Wall: Essential Shifts for Multilingual Learners' Success* and include fidelity to successful program components; the need for more bilingually authorized teachers; high-quality instructional resources; accurate assessment and accountability in the target languages of instruction; updated research studies; being supportive of language and learning needs that arose from the pandemic; ongoing support for leaders of biliteracy programs, attention toward narrowed and weakened support systems; the swinging pendulum toward English-only or English-centric program models; instruction of literacy that ignores the assets of multilingualism; and the last gasp approaches by some to continue to support monolingual and monocultural education.

Inspired by Dr. Ivannia Soto and contributed to by eight additional key authors and researchers, *Breaking Down the Monolingual Wall: Essential Shifts for Multilingual Learners' Success* will propel and guide us to continue moving forward toward building strong, successful, and sustainable multilingual and dual language learning programs. We are extremely fortunate to have the

insights, strategies, and pathways that *Breaking Down the Monolingual Wall: Essential Shifts for Multilingual Learners' Success* provides through concrete, practical, and innovative approaches, as we most certainly will continue to face uphill challenges in breaking down monolingual systems in our educational programs. Coming together through research, policy, practice, and advocacy is essential in making multilingualism a reality for all our students and their future impact on our world. When multilingual and dual language programs are accessible for all students, we will indeed provide them with the s*uperpower of being multilingual!*

In the words of Guatemalan Nobel Peace Prize laureate Rigoberta Menhcu: "When you are convinced your cause is just [and right], it is worth fighting for."

Jan Gustafson-Corea, CEO
California Association for Bilingual Education

chapter one

From Subtractive Schooling Models to Dual Language Models That Lead to Linguistic and Cultural Equity

THE PREMISE

Many Dual Language Education (DLE) programs are launching with good intentions, but if not careful will create the same inequities that they were intended to counter. Dual language program models were developed to reverse and undo some of the very subtractive schooling inequities that historically have been fostered over time. Other models, such as Transitional Bilingual Education (TBE), or early exit bilingual education, are considered subtractive models because the goal is not bilingualism or biliteracy. Instead, the native language is only viewed as a vehicle to transition students to English. Additionally, while we recognize that all students in DLE programs are learning language and content in two languages, we are specifically focused on equitable dual language programs where students who come from homes where a language other than or in addition to English is spoken in the home and students who come from cultures outside the dominant culture. That is why we use the equitable term multilingual learners (MLLs), which is

simply not an assets-based replacement for English learners (ELs). Instead, it refers to a broad group that includes those receiving services (i.e., ELs), those who have exited out, "never ELs" who come from linguistically and culturally diverse backgrounds, and Heritage language learners. When we include this plethora of subgroups, the number of students swells to more than twice that of ELs. The context for this chapter comes from the reality that many DLE programs, even those that start out with the best of intentions, end up privileging native English speakers over language minority students. For example, a recent article in *Education Week*, "The Equity Question of Dual Language Programs," supports the notion that "[d]espite their promise, dual language programs remain rare" (Najarro, 2023). Additionally, that students who need two-way programs (ELs and heritage language learners) must be given priority to such programs. Schools can do this by reserving at least 30 percent of dual language seats for ELs. Similarly, states should avoid building dual language programs in English-only communities when largely EL communities have no such programs.

The following vignette is an example of a school that launched its Dual Language Immersion (DLI) program during the height of the pandemic and struggled to adhere to the definition of an equitable DLE program, by struggling to implement several of the key principles of DLE outlined in the *Guiding Principles for Dual Language Education* (Howard et al., 2018), specifically sociocultural competence and linguistic equity. The school launched with such inequities already in place, because it did not have enough actual ELs in the program. As suggested in the *Education Week* article, the school could have benefited by reserving at least 30 percent of dual language seats for ELs within the district. We want to acknowledge that it is difficult to launch a DLE program, much less during the constraints of a pandemic. Still, there are several things to learn from Mountain Heights Elementary School, both good and areas of growth.

VIGNETTE

During the pandemic (school year 2019–2020), a kindergarten student named Maricela was enrolled in a new DLI program at Mountain Heights Elementary School by her parents, Juana and Ignacio. The parents heard about this new program, before the pandemic, from the school principal when they enrolled Maricela, who is an MLL, in the school over the summer of 2019. After meeting with the principal of the school, Ms. Ortiz, Juana and Ignacio were excited to hear that their local community school was offering a DLI program, which would help Maricela with retaining her primary language and her culture. Both Juana and Ignacio had become concerned that Maricela was already losing her primary language because she was unable to communicate with her grandparents who lived close by.

Mountain Heights Elementary School has an enrollment of about 408 students, who are made up of 14 percent ELs, 90 percent Latinx students,

and 62 percent socioeconomic disadvantaged students. Although most of the students in the DLI program at Mountain Heights are Latinx, the school did not have enough Latinx students who were truly ELs to participate in the program. This then created an overrepresentation of students who initially only speak English. In and of itself, this became a driver of inequity for ELs in the program, as well as something that the administration needed to contend with in subsequent years.

The school launched its DLI program with two kindergarten classrooms, two kindergarten DLI teachers, and with the 90/10 model. Students in an additive Dual Language program are often taught in the 90/10 (or 50/50) model. With the 90/10 model, students in kindergarten through first grade receive 90 percent of their instruction in Spanish and 10 percent in English. Each year thereafter English is gradually increased into the program. By fifth grade, instructional time is 50 percent in English and 50 percent in Spanish. The distribution of the 90/10 model is included in figure 1.1.

Please note that the other language being taught is often called the partner *or* target language. *Additionally, that instructional time may include classes such as art, music, and physical education (PE). Some practitioners also include recess and lunch in the calculation of time in the partner language and English. Figure 1.1 represents the percentage of instruction in the partner language and the percentage of instruction in English for the 90/10 Model at Mountain Heights Elementary School.*

FIGURE 1.1 90/10 Model

90/10 Model	Percentage of Instruction in Partner Language	Percentage of Instruction in English
K	90	10
1	90	10
2	80	20
3	70	30
4	60	40
5	50	50

When Juana and Ignacio spoke with the principal to enroll Maricela into the DLI program, Ms. Ortiz mentioned a parent center on campus where they offered classes such as English as a Second Language (ESL) and Zumba for parents and that they would be offering additional programs and meetings for DLI parents specifically. She also explained that Maricela's classes would not only be addressing bilingualism and biliteracy but also be focusing on high academic achievement and cultural competence. Juana, especially, was interested in taking classes and the programming offered at the parent center.

She was also interested in understanding more about the DLI program model that her child would be experiencing, especially cultural competence and linguistic equity because Juana had taken a class in multiculturalism at her local community college when obtaining her AA.

As the months went on, Juana and Ignacio were surprised that the only parental engagement provided to DLI parents was back-to-school night. Additionally, during back-to-school night, Juana and Ignacio noticed that there was no evidence of sociocultural competence in Maricela's folder, on the walls, or in the classroom library of books (empowering students with stories that reflect their identity—and their peers' identities—are essential to sociocultural competence. This enables students to understand societal inequities.), which was something that Ms. Ortiz had explained to Juana and Ignacio as central to the dual language program when they enrolled Maricela into the school. Since the cultural and linguistic composition of Maricela's class did not include 30 percent ELs, it was more monolithic than expected, and less diverse than they had hoped when planning for the program. Sociocultural competence, as well as the use of the primary language, were part of the reason that Juana and Ignacio enrolled Maricela into the school because Maricela had begun to lose touch and communication with her grandparents' language and culture. Juana wanted to make sure that her daughter did not lose her language or culture as a result of living in an English-dominant community. The parents asked the teacher about this, and the teacher suggested that students were going to start a project that took them "around the world" to different parts of Latin America during the next six-week unit. Through this project, students would learn more about their own and their classmates' cultures.

It's interesting to think about what Juana and Ignacio might have been looking for related to building cultural competence. I imagine that they were looking for examples of ways that Maricela might see herself and the experiences of her family and community represented in the curriculum and instructional materials.

Sydney

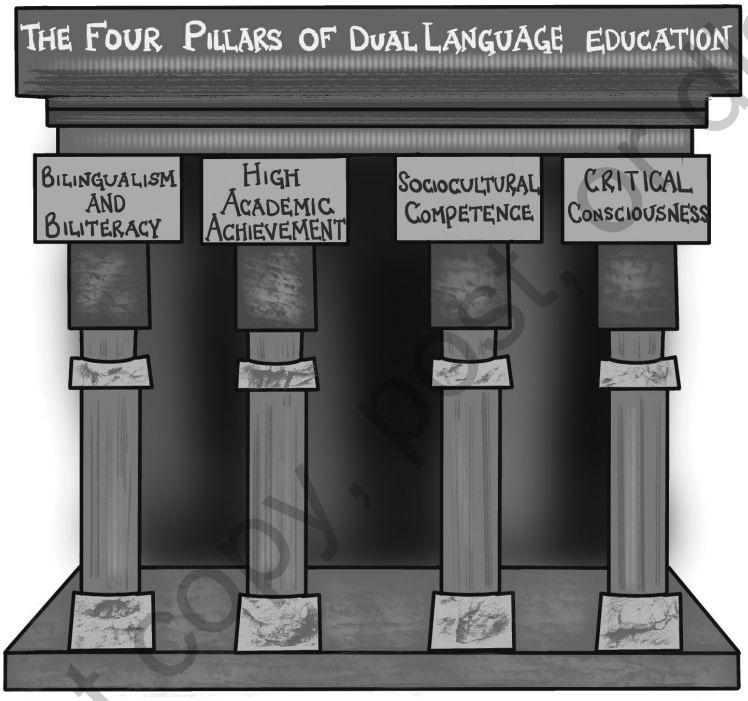
Juana and Ignacio, as well as other parents, were also disappointed that they weren't being offered additional parental programs as promised to them earlier in the year. The group of parents decided to talk to the principal about this. When they discussed this with Ms. Ortiz, she stated that during the start of the pandemic it had been difficult to offer additional parent programs, but she hoped to begin to discuss the Center for Applied Linguistics' *Guiding Principles for Dual Language Education* (Howard et al., 2018) in Spanish with them the following semester, especially how to use the rubrics for self-reflection, which is addressed in the next section.

THE FOUR PILLARS OF DUAL LANGUAGE EDUCATION

While we recognize that all students in DLI programs are learning language and content in two languages, we are specifically focused on those students—like Maricela in the vignette—who come from homes where a language other than, or in addition to English, is spoken in the home and students who come from cultures outside the dominant culture. As the opening vignette demonstrates, inequities in Dual Language programs begin to occur when a school or district struggles to implement all four pillars of DLE.

In the vignette, for example, Mountain Heights Elementary School struggles to implement the third pillar, sociocultural competence (including linguistic equity since there aren't enough true ELs in the program), and the fourth pillar, critical consciousness—the latter is newly proposed by researchers Palmer et al. (2019). All DLI stakeholders—teachers, administrators, and parents—would benefit from professional learning on the four pillars (more in Chapter 2 about this), which are defined in figure 1.2, and thus can assist DLI programs with ensuring that they are being implemented in an equitable manner.

FIGURE 1.2 Four Pillars of Dual Language Education



Source: Sketchnote by Claribel Gonzalez, used with permission. (Lachance & Honigsfeld, 2023).

- **Pillar 1: Bilingualism and Biliteracy**—DLE programs are intended to produce fully bilingual and biliterate students. That is, students who can listen, speak, read, and write in two languages. A bilingual student will be able to listen and speak in two languages, while a biliterate student will become a skilled reader and writer of two languages. An advantage of learning to read one's own native language and subsequently learning to read a second language is the potential to become biliterate—a skilled reader and writer of two languages. Additionally, work by Diaz and Klinger (1991), Bialystok (1991), Hakuta (1986), as well as others, has established that bilingualism and biliteracy enhance cognitive and metalinguistic abilities (one type

of metacognition is defined as an individual's ability to focus attention on language as an object in and of itself, to reflect on language, and evaluate it). Thus, we expect biliterate students to be able to use all the linguistic repertoires (social and academic) in both languages.

- **Pillar 2: High Academic Achievement**—High academic achievement means performing extremely well in both languages of instruction and in each academic content area, including science, language arts, social science, and mathematics. Additionally, it is only when we offer classes such as music, special education, art, and physical education that we follow best practices. Special education, for example, ensures that we are including all students, and is required by law and/or compliance, while content areas such as music, art, and physical education might be content areas that keep students in school due to interest levels. It is by keeping expectations high, and providing scaffolding support, that students will rise to high academic achievement levels.
- **Pillar 3: Sociocultural Competence**—Tabaku (2020) suggests the change from cross-cultural understanding to sociocultural competence (more about this later and in Chapter 2) is crucial if students are to understand their own identity, as well as the identities of others. In the classroom, this manifests itself as educators embed lessons with stories that reflect their own identity—and their peers' identities—which are essential to sociocultural competence. Teachers can also embed lessons where students can understand societal inequities, including those at their school and in their classroom, and encourage students to work for more equitable environments for themselves and their classmates. Students can also complete ancestry projects, which can allow them to understand their own identities, as well as learn from those of their classmates.
- **Proposed Pillar 4: Critical Consciousness**—Critical consciousness, then, is the latest pillar proposed for strengthening sociocultural competence and increasing equity and social justice in Two-Way Dual Language (TWDL) education. Specifically, Palmer et al. (2019) argue

  > that centering critical consciousness—or fostering [it] amongst teachers, parents, and children creates an awareness of the structural oppression that surrounds us and a readiness to take action to correct it—which can then support increased equity and social justice in TWDL education. (abstract)

  For example, students may be asked to provide feedback on the curriculum that is being used and to what extent it addresses social justice. Students may also want to discuss what linguistic equity is, to what extent it is experienced in their own classroom with the language that is required of them inside and outside the classroom, and why that is. Students may also want to join food workers at their school site who may be picketing due to low wages.

After meeting with concerned parents of students in the DLI program, Ms. Ortiz, the principal of Mountain Heights Elementary School, chose to unpack Principle 1: Program Structure with teachers (and then share the results with parents) in Spring 2020 by having teachers complete and use the self-reflective rubrics included in the appendices of the *Guiding Principles for Dual Language Education* (Howard et al., 2018). It was also decided that teachers would read more about equitable environments for ELs within the program the following semester by reading about linguistic equity in DLI programs, using the self-reflection rubric results that follow.

FIGURE 1.3 Appendix A: Self-reflection Rubric for Program Structure from *Guiding Principles for Dual Language Education* (Howard et al., 2018)

Principle 1

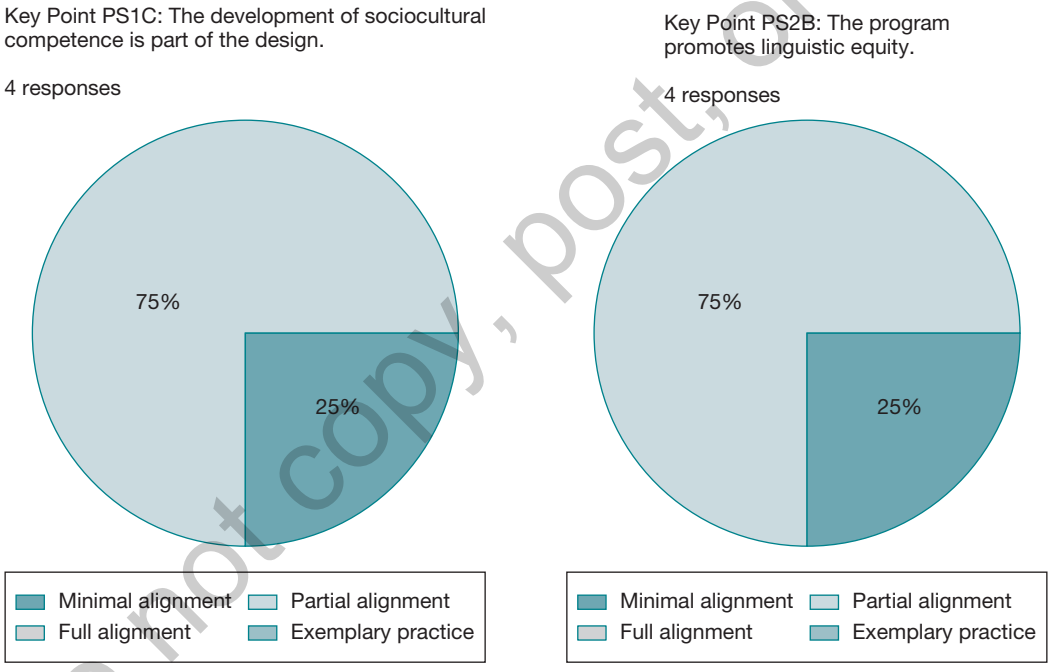
All aspects of the program work together to achieve the three core goals of DLE: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.

Key Points	Comments	Minimal	Partial	Full	Exemplary
Key Point A The program design is aligned with the program mission and goals.					
Key Point B The development of bilingualism and biliteracy is part of the program design.					
Key Point C The development of sociocultural competence is part of the program design.					
Key Point D Appropriate grade-level academic expectations are clearly identified in the program design.					
Key Point E The program is articulated across grades.					
Key Point F There is deliberate planning and coordination of curriculum, instruction, and assessment across the two languages of instruction.					

When discussing the self-reflection rubric results, Ms. Ortiz, in part, decided to start with Principle 1: Program Structure (which includes sociocultural competence and linguistic equity), because these were the lowest areas when teachers completed the self-reflection rubrics. You can see below in Figure 1.4 that linguistic equity was only partially and minimally aligned, as connected to Program Structure. Teacher findings from the *Guiding Principles for Dual Language Education* (2018) self-reflection rubrics were as follows:

- **75 percent of teachers** felt that there **was partial alignment of the development of sociocultural competence** as part of the program design.
- **25 percent of teachers** felt there **was minimal alignment of sociocultural competence** as part of the program design.

FIGURE 1.4 *Guiding Principles for Dual Language Education*



Source: Howard et al. (2018)

In the discussion that ensued about program outcomes, DLI teachers and the principal wanted a higher percentage of teachers feeling that there was further or more alignment of the development of sociocultural competence as part of program design. Teachers decided to read more about sociocultural competence for this reason. Specifically, teachers started with an article from the Center for Applied Linguistics titled *The Guiding Principles and the Critical Third Pillar: Sociocultural Competence* (Tabaku, 2021).

There were similar results for linguistic equity, with only **75 percent of teachers feeling that there was only partial alignment to the promotion of linguistic equity**. According to the *Guiding Principles of Dual Language Education* rubric, exemplary practice in linguistic equity looks like

- both languages are equally valued throughout the program and the district,
- the home varieties of the two program languages are valued and used as a resource for instruction and for family and community engagement,
- **issues of language status are discussed and revisited as needed, and**
- **particular consideration is given to elevating the status of the partner language.**

The last two bullet points are in bold because the self-reflection rubrics completed by teachers suggested that these two were the greatest areas of need. In particular, the program outcome was that only **25 percent of teachers felt that there was minimal alignment of the program promoting linguistic equity, while 75 percent of teachers felt that there was only partial alignment to the promotion of linguistic equity**. The conversation that ensued was that DLI teachers and the principal wanted a higher percentage of teachers feeling that the DLE program promoted linguistic equity, as well as exemplary practice on the linguistic equity rubric as defined and bulleted previously—issues of language status discussed and revisited as needed, which teachers were doing via the self-reflection rubric exercise, but also a particular consideration given to elevating the status of the partner language. They suggested that periodically self-reflecting and planning around the rubrics, as well as discussing program goals and the research base around the data, would help them get there.

Since Mountain Heights Elementary School did not have enough ELs to participate in the program to begin with, it was already set up for inequities around linguistic equity. So this was something that teachers wanted to immediately rectify for the following school year when recruiting students for the next cohort. As described in the vignette, although DLE models were developed to create equitable environments for multilingual learners, they can inadvertently re-create the same inequities that they were designed to destroy. This happens when multilingual learners are not equally represented, or given a place, within DLE programs.

The goal of linguistic equity is a critical component of equitable DLE programs. Consider how linguistic equity is discussed in your school or program. What steps can be taken toward increasing linguistic equity in your context?

Sydney

THE URGENCY

By carefully integrating linguistic and cultural equity models and characteristics into dual language programs—such as the three pillars of DLE and critical consciousness, a consistent definition and use of Multilingual Learner, an understanding of subtractive and additive program options, as well as the

case study in how bilingual teacher certification shortages in one state became a model in creating additional bilingual teaching positions—educators can undo many of the inequities that have developed over time. Additionally, by understanding how dual language programs historically became inequitable, educators can ensure that such inequities are not repeated.

RESEARCH BASE: DLE AS A WAY TO ASSIST SUBTRACTIVE SCHOOL MODELS TOWARD LINGUISTIC AND CULTURAL EQUITY MODELS

In this section of the chapter, we explain how we define and use DLE throughout this book, unpack how DLE programs can assist subtractive school models toward becoming linguistic and cultural equity models, describe the benefits of multilingualism, as well as make clear how the historical impact of subtractive school models came to be so that such inequities are undone.

OUR DEFINITION OF DUAL LANGUAGE EDUCATION

Throughout this book when we discuss DLE, we are referring to:

Dual language as a form of bilingual education in which students are taught literacy and content in two languages. The goals of DLE are **bilingualism** and **biliteracy**. That being so, there should also be sustained instruction in the partner language for at least 6 years (grades K–5). Additionally, at least 50 percent of instruction during the day should be in the partner language throughout the program. Last, language arts and literacy instruction should occur in both program languages.

Two-way or dual language programs are programs where the goal is for students to develop language proficiency in two languages by receiving instruction in English and another language. Similarly, according to the Center for Applied Linguistics (CAL), "[m]any people use the term *dual language* to refer to programs that have a balance of native English speakers and native speakers of the partner language. This model is also called *two-way immersion* or *two-way bilingual immersion*" (Center for Applied Linguistics, 2004).

ASSET-BASED LABELS AND PROGRAMS CONSIDERED SOUND IN THEORY

Another thing that you may notice in this chapter, and throughout this book, is the shift in language around the way that we label students who speak languages other than English as their primary language. Policymakers, state education departments, and school districts still tend to use the label English learner (EL), defined as "[t]he federal statutory classification for the subset

of multilingual learners who have been identified as eligible for English language support, which public state and local education agencies are required to provide" (Rutherford-Quach et al., 2021). Instead, the authors of this book have chosen the term multilingual learners (MLLs) because it is an asset-based label, which recognizes and honors the use and development of multiple languages. In this book, we are specifically focused on those students who come from homes where a language other than or in addition to English is spoken in the home and students who come from cultures outside the dominant culture. Multilingual learners is *not* simply an assets-based replacement label for English learners. It refers to a broad group that includes those receiving services (English learners), those who have exited out, "never English learners" who come from linguistically and culturally diverse backgrounds, and Heritage language learners.

Multilingual students also come from a variety of backgrounds regarding language, culture, immigration/visa status, and time spent in the United States. The majority of international students are bi- or multilingual, with some having taken English classes throughout their schooling. Others may be refugee students, who may have limited or interrupted literacy development in both their home languages and English. Another group common in California are long-term permanent residents and the children of immigrants (Generation 1.5) who arrived as young children, learning English in the U.S. school system (Menken, 2013).

Additionally, we have chosen the label MLLs because the language one uses about students matters. We want to honor the language and cultural resources that MLLs have brought with them from home and can further develop and share when they are in DLE programs. According to seminal research by Thomas and Collier (2012), ALL students benefit from dual language education, but it has a clear positive impact on MLLs. When MLLs are only instructed in English, they typically only close half of the achievement gap with English-only speakers, and they tend to fall further behind in school. Thomas and Collier argue that dual language education is the only model that allows MLLs to fully close the achievement gap and even outperform their native English-speaking classmates on standardized tests. As such, DLE programs lead to linguistic and cultural equity, which is why we highlight these program models in this book. The following section discusses the benefits of multilingualism.

THE BENEFITS OF MULTILINGUALISM

What does the research say about the cognitive benefits of bilingualism?

The research on the metalinguistic advantages of bilinguals is strong and suggests bilinguals are aware of their languages at an early age, separating form from meaning, and having reading readiness earlier than monolinguals, which increases reading comprehension (Altman et al., 2018). Similarly, bilingualism

increases focus, promotes creativity, and enhances communication skills. Research on language-specific cognitive consequences of bilingualism shows that bilinguals may have a unique perspective of the world, which is unique to that of monolinguals of either language. Since language and culture are intertwined, this is the function that cultivates greater cultural awareness.

There are so many amazing benefits of being bilingual. It's important that students have an opportunity to learn about these benefits and have opportunities to celebrate their bilingualism.

Sydney

Bilingualism enables worldly views because it opens the mind to different and multiple perspectives. As was suggested in the opening vignette, bilingualism links families of different generations together by ensuring that grandparents and grandchildren, as well as other family members, can communicate with each other.

Recent studies also suggest that bilingualism may help fend off the decline of cognitive function in late adulthood and may delay the onset of aging and diseases such as dementia and Alzheimer's disease (Baker & Wright, 2017). This mental health benefit seems to be connected to the fact that multilingual brains are quicker and nimbler. In this way, bilingualism promotes brain health, as well as both activating and stimulating the brain.

Debunking the Myths of Bilingualism

Historically, bilinguals were regarded as having a relatively lower IQ than monolinguals. The ownership of two languages, however, does not appear to interfere with efficient thinking. On the contrary, bilinguals who have two well-developed languages tend to share cognitive advantages (Baker & Wright, 2017). Bilinguals also have advantages in certain thinking dimensions, particularly in divergent thinking (multiple perspectives or ideas to a problem that you are trying to solve), creativity, early metalinguistic awareness (the ability to distance oneself from the content of speech to reflect on and manipulate the structure of language), and communicative sensitivity (Altman et al., 2018).

One particularly compelling research study (Storm et al., 2017) underscored multilinguals' capacity for divergent thinking:

> A sample of bilinguals was randomly assigned to perform alternate uses tasks (AUTs), which explicitly required them to either switch languages or to use only one language while performing the tasks. [The researchers] found that those who were instructed to switch languages during the AUTs were able to generate ideas that were on average more original, than those who were instructed to use only one language during the AUTs, but only at higher levels of habitual language switching. (p. 1)

SUBTRACTIVE AND ADDITIVE BILINGUAL PROGRAM OPTIONS

There are both additive and subtractive bilingual program options. In additive bilingualism, a student's first language continues to be developed while they are learning their second language. These students often have

opportunities to use both languages inside and outside of school. If a child is from another culture, the first culture is also honored and respected. With subtractive bilingual program options, students learn the second language at the expense of the first language. Students in subtractive programs may not have opportunities to practice their first language and may feel that their first language and culture are not welcome.

The following chart, adapted from the U.S. Department of Education, Office for Civil Rights, & U.S. Department of Justice (2015), provides a brief overview of some common EL program options, program goals, and the language(s) used for instruction, as well as whether the program is additive or subtractive. Each program also requires specialized training. For example, for a Dual Language Education or Two-Way Immersion program, the goal is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is typically composed of half primary-English speakers and half primary speakers of the other language. This means that the languages used for instruction would be English and a partner or primary language that the students speak. Please note that each of the program options is unpacked, along with the additive program options highlighted.

Figure 1.5 is helpful for a variety of reasons, including assisting parents and educators with determining programs that are additive and avoiding programs that are subtractive. It is also helpful in making sure that everyone within a system understands the program options, goals, and languages used for instruction when they are selecting the appropriate program for students. The chart also assists educators with using the same language for the programs and options that they are offering their students.

FIGURE 1.5 Program Options, Goals, Languages Used for Instruction, and Additive and Subtractive

Program Option	Program Goal	Language(s) Used for Instruction	Additive or Subtractive
English as a Second Language (ESL) or English Language Development (ELD)	Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., listening, speaking, reading, and writing).	Usually provided in English with little use of the ELs' primary language(s).	Subtractive
Structured English Immersion (SEI)	Program designed to impart English language skills so that the ELs can transition and succeed in an English-only mainstream classroom once proficient.	Usually provided in English with little use of the ELs' primary language(s).	Subtractive

(Continued)

(Continued)

Program Option	Program Goal	Language(s) Used for Instruction	Additive or Subtractive
Transitional Bilingual Education (TBE), or early exit bilingual education	Program that maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELs' transition to an all-English instructional program, while the students receive academic subject instruction in the primary language to the extent necessary.	Students' primary language and English.	Additive
Dual Language or Two-Way Immersion	Bilingual program where the goal is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually composed of half English speakers and half primary speakers of the other language.	English and another language.	Additive

For example, Structured English Immersion (SEI) and English Language Development (ELD) are often used interchangeably. Instead, districts should define designated ELD as the protected time of day (e.g., in California, the expectation for Designated ELD is 30–45 minutes at the elementary level and one hour at the secondary level) with a focus on the four domains of language—listening, speaking, reading, and writing—as well as the academic vocabulary needed to access content area instruction. In this way, designated ELD is a time to frontload or provide an overview or review of a concept or skill. SEI, then, is a program designed to eventually impart English language skills necessary to succeed in an English-only classroom and is not meant to sustain the primary language.

As we take a look at analyzing subtractive models, it is important to note that both ESL and Transitional Bilingual Education (TBE), or early exit bilingual education are considered subtractive models. They are considered subtractive models because the goal is not bilingualism or biliteracy. Instead, the native language is only viewed as a vehicle to transition students to English. In TBE Early Exit programs, students are offered native language instruction, but only until second or third grade. All students may have the same common home language (for example, Mandarin), but this is still a subtractive model because English proficiency is the sole goal. Similarly, with TBE Late Exit programs, students are offered native language instruction, but only until fourth or fifth grade. The goal is to use the native language to transition to English, which is an example of a subtractive model. Again, understanding both additive and subtractive models allows educators to both understand and explain such programs to parents, as they are selecting appropriate programs for their children, as well as for teachers and administrators to understand the distinctions in the types of programs that they are offering families.

In the next sections, we discuss the variety of bilingual teacher certification across the country, as well as a case study on the bilingual teacher shortages in one state, California, and what they did to resolve the shortage.

BILINGUAL TEACHER CERTIFICATION ACROSS THE COUNTRY

As suggested previously, the specific certification requirements for bilingual educator positions vary across the country. To demonstrate this, the following figure describes the role, description, and state policies typically required for bilingual teachers and paraprofessionals across the country. Included in the third column, and below the figure, there is also more detail regarding which fifteen states require teachers to hold a bilingual endorsement to teach in a bilingual classroom, as well as the eight states that allow teachers with an ESL credential to teach in bilingual programs. There is no doubt that with a bilingual teacher certification shortage there is also a shortage of bilingual teachers.

FIGURE 1.6 Adapted State Policies Related to Description and Role

Role	Description	State Policies
Certified Bilingual Teachers	• Provide instruction in primary language and/or English to ELs. • Always have both a base credential and an additional endorsement (also called a certification, authorization, credential, or extension).	• At least fifteen states (1) require teachers to hold a bilingual endorsement in order to teach in a bilingual classroom. • In the remaining states, it is unclear from publicly available state policy documents what credentials are required of bilingual teachers.
ESL (or ELD) Teachers in Bilingual Placements	• Provide instruction in English or, in some cases, in the ELs' primary language. • Nearly always have both a base teaching credential and an additional ESL certification. • Typically have to demonstrate additional competencies and/or complete coursework or professional development related to teaching ESL.	• At least eight states (2) allow teachers with an ESL credential to teach in bilingual programs. In these states, districts or schools are responsible for assessing a teacher's language proficiency because there is no state-required language proficiency exam.
Bilingual Paraprofessionals	• Are required to have a high school diploma and, in some cases, an associate degree, two years of post-secondary training, and/or passing scores on a paraprofessional exam.	• A few states, including California, Rhode Island, and Wisconsin, have developed a formalized bilingual paraprofessional role and have provided clear requirements for that role.

(Continued)

(Continued)

Role	Description	State Policies
	• May serve as translators, both for individual ELs immersed in English classes and for events such as individualized education plan or parent meetings, as required by federal law. • May provide small-group or individual instruction to ELs under teacher supervision. • May perform noninstructional duties (e.g. supervising recess, lunch, and school transitions or interacting with parents). • In some cases, they are required to demonstrate content area proficiency, including English, a language other than English, or cultural competency.	• In most other states, there are no clear roles (beyond translation) or official requirements in publicly available state policy documents for paraprofessionals working in a bilingual setting. • Some states specify additional requirements for paraprofessionals working in special education settings, Title 1 schools, or for advanced paraprofessional roles.

(1) *At least fifteen states require teachers to hold a bilingual endorsement to teach in a bilingual classroom. These states are California, Connecticut, Delaware, Idaho, Illinois, Massachusetts, Minnesota, Nevada, New Jersey, New Mexico, New York, Rhode Island, Texas, Utah, and Wisconsin.*

(2) *At least eight states allow teachers with an ESL credential to teach in bilingual programs. These states are Alaska, Colorado, Georgia, Iowa, Maine, Michigan, Oregon, and Washington.*

IMPLICATIONS FOR PRACTICE AND IMPLEMENTATION: CALIFORNIA, A CASE STUDY IN REVERSING BILINGUAL TEACHER SHORTAGES

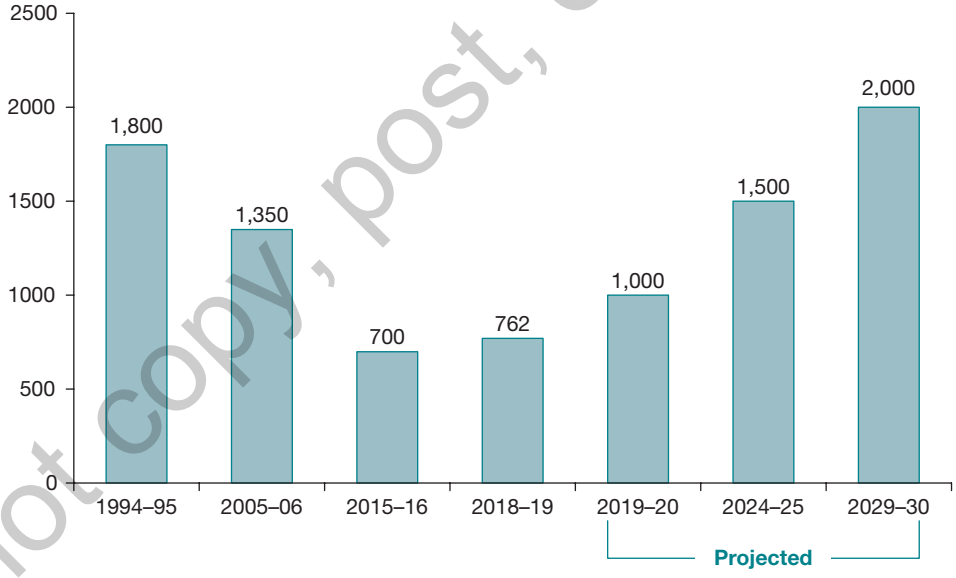
While there exists a wide variety of specific certification requirements for bilingual educator positions across the United States, there also exists a bilingual teacher shortage in most states. The next section highlights the bilingual teacher shortages in California, which mirrors the bilingual teacher shortages in other states. By highlighting the bilingual teacher shortage in California, as well as systemic efforts to rectify such shortages, we present California as a policy case study in reforming such bilingual teacher shortages.

One of the initiatives that California has had alongside Proposition 58, which reversed Proposition 227 and restrictive English-only policies in the state, has been Global 2030. *Global California 2030*, a document written by then California State Superintendent of Public Instruction, Tom Torlakson, and continued by current State Superintendent of Public Instruction, Tony

Thurmond, operationalized Proposition 58 by setting goals for the number of new dual language immersion programs across the state, as well as setting a goal for the number of new bilingual teacher authorizations per year (California Department of Education, 2018).

Figure 1.7 represents the number of new bilingual teacher authorizations per year between 1994 and 2030. You'll notice that between 1994 and 2016, there is a decline (from 1800 to 700) in the number of new bilingual teacher authorizations due to the restrictive English-only policy in California. Proposition 227, which passed in California in 1998, required that teachers overwhelmingly use English in the classroom setting, further causing the number of bilingual programs to decrease across the state. However, with the passage of Proposition 58 in 2016, which did away with these restrictive English-only programs, we begin to see an incremental increase in the number of new bilingual teacher authorizations per year, which was projected by Torlakson starting in 2019.

FIGURE 1.7 Number of New Bilingual Teacher Authorizations Per Year

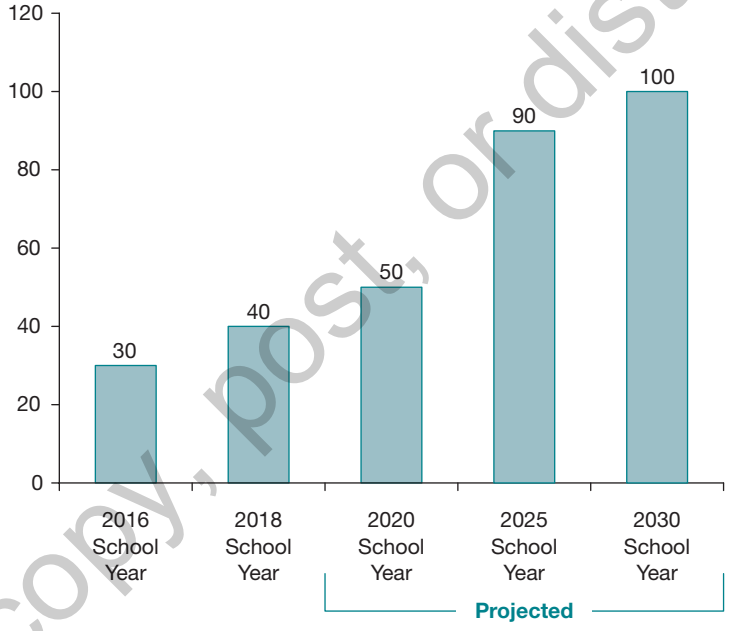


Source: California Commission on Teacher Credentialing (2018)

In Figure 1.8, notice that there were only thirty bilingual teacher preparation programs at state-approved educator preparation programs in 2016, whereas fifty were projected for 2020. When I spoke with the Multilingual Director at the California Commission on Teacher Credentialing in Spring 2021, she stated on the record that nine new bilingual authorization programs were approved in 2020–2021. She also estimated that three to six new bilingual authorization programs would be approved in 2021–2022. Notice that although there is progress, the number of bilingual teacher preparation

programs at state-approved educator preparation programs is significantly lower than the projected numbers. This suggests that the projected numbers should be revised, or that new initiatives or incentives for new programs should be provided to make the goals moving forward. At the very least, teacher preparation programs can be surveyed to determine how many might be thinking of adding a bilingual program, as well as why teacher education programs might not want to add a bilingual program at this time.

FIGURE 1.8 Number of Bilingual Teacher Preparation Programs at State-Approved Educator Preparation Programs



Source: California Commission on Teacher Credentialing (2018)

According to the policy document *Global 2030* (2018), California has been able to turn 20 years of subtractive bilingual policies that extinguished language and multilingual identities at the teacher education level into specific additive policies and goals that now promote bilingualism systematically across the state. The next section discusses how the historical impact of subtractive school models came to be.

HOW THE HISTORICAL IMPACT OF SUBTRACTIVE SCHOOL MODELS CAME TO BE

In this section, the historical perspective of subtractive school models is unpacked. It is our hope that by understanding how dual language programs historically became inequitable, educators can ensure that such inequities are

not repeated. Please note that this section is not intended to be an exhaustive list, because we are highlighting subtractive school models in particular. For a more extensive list of key bilingual policies, please see Chapter 8.

Era of Building Programs, Practices, and Approaches

From 1974 to 1981, we find the era of building programs, practices, and approaches on behalf of multilingual learners. Specifically, in this section, we describe three important legislative developments in response to violations that occurred within 7 years. Understanding these violations and the subsequent legislation that furhered the rights of multilingual students and their families allows us to understand such potential violations that may continue to occur in our own contexts. Here, we specifically address three such violations:

- **1974—*Lau v. Nichols*—**This was a violation for not providing ELs language support. Specifically, a lawsuit was filed by Chinese parents in San Francisco in 1974, which led to a landmark Supreme Court ruling that identical education does not constitute equal education under the Civil Rights Act. Instead, school districts must take "affirmative steps" to overcome educational barriers faced by non-English speakers (Lyons, 1995).
- **1976—California Bilingual-Bicultural Act—**With this act, bilingual education became a right for ELs. The California Bilingual and Bicultural Act was also referred to as the Chacon-Moscone Bilingual-Bicultural Education Act of 1976. The purpose of the act was to require California school districts to offer bilingual learning opportunities to each pupil of limited English proficiency enrolled in public schools and to provide adequate supplemental financial support to achieve such purpose. Participation in bilingual programs is voluntary on the part of the parent or guardian.
- **1981—*Castañeda v. Pickard*—**The case of *Castañeda v. Pickard* was tried in the United States District Court for the Southern District of Texas in 1978. This case was filed against the Raymondville Independent School District in Texas by Roy Castañeda, the father of two Mexican-American children. Castañeda also claimed the Raymondville Independent School District failed to establish sufficient bilingual education programs, which would have aided his children in overcoming the language barriers that prevented them from participating equally in the classroom.

Era of English-Only Research, Policy, and Accountability

The late 1990s and early 2000s represented the era of English-only research, policy, and accountability. The No Child Left Behind era coincided with English-only and subtractive legislation.

- **2001—No Child Left Behind—**The No Child Left Behind Act (NCLB) passed Congress with overwhelming bipartisan support in 2001 and was signed into law by President George W. Bush on January 8, 2002. This was the name for the most recent update to the Elementary and Secondary Education Act of 1965. The NCLB law—which grew out of concern that the American education system was no longer internationally competitive—significantly increased the federal role in holding schools responsible for the academic progress of all students. The best thing that NCLB did for ELs was to make sure that they, and other sub-groups—such as students with special needs—were also making strides in achievement. States that did not comply risked losing federal Title I money.
- **2006—The National Literacy Panel on Language Minority Children and Youth—**In the mid-2000s, the Stanford Research Institute International and the Center for Applied Linguistics were awarded a contract from the Institute of Education Sciences to convene a National Literacy Panel (NLP) composed of expert researchers from the fields of reading, language, bilingualism, research methods, and education. The charge to the panel was to conduct a comprehensive, evidence-based review of the research literature on the development of literacy among language-minority children and youth. The panel was to produce a report evaluating and synthesizing this research literature to guide educational practice and inform educational policy. In 2006, the NLP published its report, *Developing Literacy in Second-Language Learners*, edited by Diane August and Timothy Shanahan. Several dual language advocates criticized the NLP for not doing enough advocacy for MLLs and for normalizing monolingualism.

Multilingualism Renaissance Era

Both 2015 and 2016 were seminal years for the re-emergence of multilingualism both in California and across the country. With the Every Student Succeeds Act, we begin to see new requirements for the education of ELs. With Proposition 58 in California, we see how one state established a policy—California Education for a Global Economy Initiative—without bilingualism or multilingualism in its name. This proposition was used to redirect the public around the power of multilingualism via goals set out by the California Superintendent of Public Instruction and systemic principles laid out by MLL advocates. More about this and other additive policies next.

- **2015—Every Student Succeeds Act—**Every Student Succeeds Act (ESSA) is the 2015 reauthorization of the 1965 Elementary and Secondary Education Act. ESSA includes a number of new requirements for the education of ELs, including standardized criteria for identifying EL students and inclusion of English proficiency as a measurement of school quality. Unlike its predecessor, the No Child

Left Behind Act, ESSA pushes back on the state's critical decisions such as how quickly schools must improve and how states can intervene with struggling districts, shifting such decision making to state governments—along with provisions within ESSA requiring stakeholder engagement. Unfortunately, ESSA takes no position on promoting multilingualism and is based on a monoglossic view (that bilinguals have two separate linguistic systems).

- **2016—Proposition 58 (California Education for a Global Economy Initiative)—**In 2016, *Global 2030* was written by then California State Superintendent of Education, Tom Torlakson, to guide the systemic implementation of Proposition 58. Some of the goals of *Global 2030* included 1,600 new dual language schools in California, 100 new bilingual authorization programs in teacher education programs, and 2,000 new bilingual teachers. *Global 2030* also guided the implementation of the California EL Roadmap and its four principles:
  - Principle One: Assets-Oriented and Needs-Responsive Schools
  - Principle Two: Intellectual Quality of Instruction and Meaningful Access
  - Principle Three: System Conditions that Support Effectiveness
  - Principle Four: Alignment and Articulation Within and Across System

Era of Advancing Biculturalism

Since language and culture are intertwined, it is clear why the Black Lives Matter movement began to influence education once again in 2020. Although the culturally responsive research base began in 1995, many educators began to see the importance of teaching culture, especially raciolinguistics (the intersection of race and language) and the culturally sustaining research base.

Unfortunately, the backlash movement that has followed, including prohibitions on books and in education, has once again silenced conversations about race, gender identity, and sexual orientation. Multilingual advocates also fear that it is only a matter of time before multilingualism also experiences a similar backlash. This is why it is essential that the third and fourth pillars of dual language education—sociocultural competence and critical consciousness—be taught explicitly and effectively within dual language programs, including the literature below on Culturally Responsive-Sustaining Pedagogies and the Black Lives Matter movement.

The backlash itself can be taught as connected to critical consciousness. Here are additive programs that can be utilized when teaching and addressing pillars 3 and 4.

- **2020—Black Lives Matter**—Although the Black Lives Matter movement officially started in 2013, and the culturally responsive research

> The role of state, district, and school leaders in learning and teaching about sociocultural competence and critical consciousness needs to also live in how we engage staff in professional learning. It's also important to note the education it takes with families and to be transparent about the process to sustain our dual language programs. With changes in cultural trends and leadership, dual language programs need broad coalitions to ensure we stay focused on what we know works for our multilingual students.
>
> **David**

base emerged in 1995, the era of advancing biculturalism and biliteracy officially took hold during the pandemic. The movement returned to national headlines during the global George Floyd protest in 2020, following his murder by Minneapolis police officer Derek Chauvin. An estimated 15 million to 26 million people participated in the 2020 Black Lives Matter protests in the United States. A 2020 Pew Research Center poll found that 67 percent of adult Americans expressed some support for the Black Lives Matter movement. Similarly, in education, we see ethnic studies, humanizing curricula, culturally sustaining pedagogies, raciolinguistics, and translanguaging re-emerge.

- **2021 and Beyond**—Most states have now developed criteria for a Seal of Biliteracy. This addition to a high school diploma has had a huge impact on bilingual program popularity across the country.

CULTURALLY RESPONSIVE-SUSTAINING PEDAGOGIES

The culturally responsive research base has evolved since its first inception in 1995 by founding mother Gloria Ladson-Billings. At that time, Ladson-Billings (1995) laid the foundation with four central tenets of Culturally Responsive Teaching. These tenets focused on student learning by addressing student achievement and helping students accept and affirm their cultural identity, as well as how to develop critical perspectives to challenge inequities. Ladson-Billings's work was then built on by Gay (2002), also a founding mother of Culturally Responsive Teaching, who initially suggested that there are eight attributes of Culturally Responsive Teaching.

Figure 1.9 summarizes the evolving Culturally Responsive Teaching research literature, which continues to grow, and is not an exhaustive list. In fact, we are excited to watch the recent growth in the Culturally Responsive Teaching literature with contributions from antiracist and decolonizing literature, as well as the intersection of race and language with raciolinguistics and translanguaging (Soto et al., 2023).

FIGURE 1.9 Summary of Culturally Responsive Teaching Research Literature (Soto, 2022)

Ladson-Billings's Culturally Responsive Teaching Central Tenets (1995)	• High Expectations • Critical Consciousness • Cultural Competence • Focus on Student Learning (addresses student achievement)

Funds of Knowledge (González et al., 2005)	• Strengths, resources, competencies, and knowledge possessed by households and individuals based on life experiences • Necessitates contextualization by educators, or making meaning and connecting school to students' lives
Cultural Proficiency (Nuri-Robins et al., 2006)	• Seeing and responding to cultural differences effectively in a variety of environments • Requires movement toward proficiency along a continuum from cultural destructiveness to cultural incapacity to cultural blindness to cultural precompetence to cultural competence to cultural proficiency • Includes five essential elements: (1) Assess culture: name the differences, (2) Value diversity: claim the differences, (3) Manage the dynamics of difference: reframe the differences, (4) Adapt to diversity: train about differences, and (5) Institutionalize cultural knowledge: changing for differences.
Gay's Four Essential Actions for Culturally Responsive Teaching (2002 and 2013)	• Qualitative attributes include (1) validating and affirming, (2) comprehensive and inclusive, (3) multidimensional, (4) empowering, (5) transformative, (6) emancipatory, (7) humanistic, and (8) normative and ethical • Four foundational pillars of practice: (1) teacher attitudes and expectations, (2) cultural communication in the classroom, (3) culturally diverse content in the curriculum, and (4) culturally congruent instructional strategies
Paris & Alim's Culturally Sustaining Pedagogy Key Features (2017)	• Critical centering on dynamic community languages • Valued practices and knowledge • Student and community agency and input • Historicized content and instruction • Capacity to contend with internalized oppressions • Ability to curricularize all the above in learning settings

This figure, and the summary of Culturally Responsive Teaching research literature, can assist educators of dual language education with ensuring that they understand and are implementing pillar 3 sociocultural competence and pillar 4 critical consciousness, both in the classroom setting and when designing curriculum.

Conclusion: Key Take-Aways

This chapter serves as an introduction to the state of dual language education and was written to make the case for multilingualism, including a summary of the four pillars of dual language from the research literature, which includes sociocultural competence (or culturally sustaining practices, which is what we use in this book); high academic achievement, and bilingualism and biliteracy; the equal status of both languages within DLE; and the newly developed fourth pillar, critical consciousness. Also addressed in this chapter are a definition of multilingual learners and an overview of dual language immersion as a program model that leads to equity and does not promote subtractive schooling approaches.

Reflection Questions

1. In what other ways can bilingualism and biliteracy benefit the students you are teaching or the students in your DLI program?
2. How have the subtractive policies outlined in this chapter influenced you, your school, district, or community?
3. Which of the culturally responsive-sustaining research base can you use in your classroom or school site?
4. On a scale of 1–5 (1 being lowest and 5 being highest), where is your school with respect to implementing the four pillars of education? Why would you rate them that way?
   a. Bilingualism and Biliteracy
   b. High Academic Achievement
   c. Sociocultural Competence
   d. Critical Consciousness (fourth pillar)
5. Have you and your grade-level DLI teachers tried using the *Guiding Principles for Dual Language Education* self-reflection rubrics? If not, how do you see your team using them in the future?
6. How do you see yourself using the literature on Culturally Responsive-Sustaining Pedagogies in your classroom?
7. How will you address the Black Lives Matter movement as connected to critical consciousness?

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A PREVIEW OF SUBSEQUENT CHAPTERS

A brief chapter summary, as well as the title and author of each subsequent chapter, has been included below. We encourage you to first read the chapters that are specific to your job description, or chapters that connect most to your job description. We also encourage you to then select a few chapters that challenge you and that perhaps you have the least prior experience or background knowledge around. This will assist you with continuing to grow in your DLE depth of knowledge. The subsequent chapters and topics are as follows:

Chapter 2: "From Culturally and Linguistically Subtractive to Culturally and Linguistically Sustaining Pedagogy"

- Sydney Snyder
  - This chapter takes a deeper dive into what it means to develop culturally sustaining dual language programs, which integrates sociocultural competence and culturally sustaining practices throughout every aspect of the program, including the program structure, curriculum and instruction, professional development, and family and community.

Chapter 3: "From One Language to Biliteracy and Content in Two Languages"

- Margarita Calderon
  - This chapter addresses how biliteracy can be developed in multiple contexts with a focus on bilingual classroom settings and supporting bilingual teachers.
  - This chapter focuses on how biliteracy can be developed in a multilingual classroom with specific strategies for this context.

Chapter 4: "From Monolingual Assessment to Assessment in Multiple Languages"

- Margo Gottlieb
  - This chapter focuses on best practices for assessing multilingual learners.
  - A focus on teacher and student assessment, with specific application to the classroom.

Chapter 5: "From Educator Collaboration in a Monolingual Setting to Collaboration in a Dual Language Setting"

- Andrea Honingsfeld and Joan Lachance
  - This chapter focuses specifically on strategies for promoting collaboration in dual language settings.

Chapter 6: "From Leading a Monolingual Program to Leading a Dual Language Program"

- Marga Marshall and David Nungaray
  - This chapter focuses on what dual language leaders need to know about leading dual language programs.
  - The dos and don'ts of new programs, including the importance of having strong, effective, and knowledgeable leadership.

Chapter 7: "From 'One Size Fits All' Workshops to Job-Embedded Professional Learning for Dual Language Teachers"

- Rubí Flores
  - This chapter focuses on long-term professional development in DLE settings that is ongoing, comprehensive, inclusive, and differentiated. It also focuses on the essential elements of professional learning that dual language education teachers need.

Chapter 8: "From Monolingual Policies to Dual Language Policies"

- Lyn Scott
  - This chapter focuses on how to strategically create statewide policies for dual language education. This chapter also addresses California and other states as case studies for statewide dual language policy.