



**CALIFORNIANS
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CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS

THE CALIFORNIA ENGLISH LEARNER ROADMAP

AN ELEMENTARY SCHOOL TEACHER TOOLKIT



WRITTEN BY

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Californians Together is a statewide coalition of parents, teachers, administrators, board members, and civil rights organizations. Our member organizations come together united around the goal of better educating California's almost 1.2 million English learners by improving California's schools and promoting equitable educational policy.

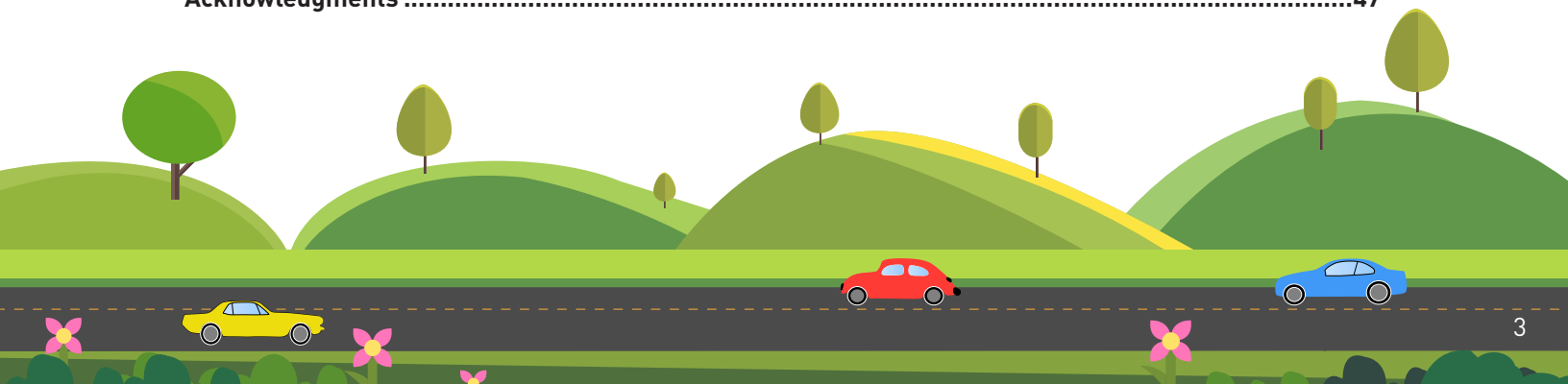
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THE CALIFORNIA ENGLISH LEARNER ROADMAP

ELEMENTARY SCHOOL TEACHER TOOLKIT



INTRODUCTION

On July 12, 2017, the California State Board of Education unanimously adopted a new policy for English learners, the California English Learner Roadmap: Educational Programs and Services for English learners. This policy supersedes the 1998 English learner policy, which was based upon Proposition 227.

The new English learner policy sets a new vision and mission for our schools, and was developed as an aspirational statement of what should be in place for the state's 1.2 million English learners. The comprehensive policy speaks to standards, curriculum frameworks, instruction, access, assessment, accountability/school improvement, educator quality and capacity, early childhood/preschool, social and family support services, and parent/community involvement.

The policy's primary intended audiences are school districts and the county offices of education as well as other agencies that provide them with technical assistance. But every agency responsible for the education of children—indeed, all educators—are also part of the intended audience. In a state whose prosperity depends on the success of immigrants and their children, the English Learner Roadmap is a primary mechanism to guide us all toward creating the schools and services that will ensure our English learners have meaningful access to relevant and rigorous curriculum in safe and affirming environments. Teachers are, of course, absolutely central to this task.

About the CA English Learner Roadmap Teacher Toolkits:

While education policies have the intention of impacting practice, too often the language of policy doesn't speak in the language of teaching and learning, leaving teachers to ask: What does this have to do with me? What does this mean for my classroom and my students? In the Fall of 2018, understanding the import of the aspirational and powerful new English Learner Roadmap, the California Teachers Association and Californians Together brought teachers in from throughout the state to make meaning of the new policy through the lens of the classroom. In grade-level-alike groups, they read the policy closely and articulated the principles through a teacher's perspective. The groups were charged with describing what classrooms (teaching, learning, materials, and environments) looked like and sounded like that enacted each principle—crafting indicators that would be useful for teachers in reflecting on their current practices and shaping plans to strengthen their work. The groups were also challenged to describe the need for tools and supports that would enable teachers individually and collectively to engage in 1) making meaning of the Roadmap, 2) enacting classrooms aligned to the Roadmap, and 3) being a voice for the conditions in schools needed to give life to the policy. This was the foundation and genesis of the Teacher Toolkits.

There are four versions of the CA English Learner Roadmap Teacher Toolkit:

The Preschool Teacher Toolkit, The Elementary Teacher Toolkit, The Middle School Teacher Toolkit, and a High School Teacher Toolkit.

Each CA English Learner Roadmap Teacher Toolkit consists of several components:

- *The text of the policy itself as adopted by the State Board of Education (Vision, Mission, Principles, and Elements)*
- *The Roadmap Principles as re-written specifically by and for teachers—speaking to teaching and learning, and the classroom environment*
- *A Self-Assessment Tool for each Principle for individual and collaborative reflection on where strengths and potential improvements might be made in teaching and classroom practice*
- *A resource list of programs, connections and supports for teachers related to implementing each Principle*

HOW TO USE THIS TOOLKIT

The CA English Learner Roadmap is a comprehensive policy covering all aspects of English learner education: curriculum, school and classroom climate and culture, instruction, systems supports (e.g., professional development, leadership, assessment), parent and community engagement, and system alignment and articulation. As an aspirational policy, it is not expected that any classroom, school or district fully implements the Roadmap. And it is not feasible to work on improving all aspects of the Roadmap at once. The “road trip” toward enacting the policy entails selecting a focus, determining priorities, and then designing a path of improvement. The CA English Learner Roadmap Teacher Toolkit is intended to support that process.

We suggest that teachers—individually and/or collectively—first read the vision and mission, and do the exercise “**Making Meaning**” for the four Principles. Having done this, they should return to Principle #1 and use the “**Self-Assessment Tool**” for Principle #1 and proceed with the other Principles when ready.

AN ELEMENTARY SCHOOL TEACHER TOOLKIT

THE CA ENGLISH LEARNER ROADMAP: Vision, Mission, and Principles through Teachers' Eyes



VISION

English learners fully and meaningfully access and participate in a 21st-century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages.

MISSION

California schools affirm, welcome and respond to a diverse range of English learner strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.

FOUR INTERRELATED PRINCIPLES



Four Principles support the vision and provide the foundation of the California English Learner Roadmap. These Principles are intended to guide approaches to teaching and learning that create a powerful, effective, 21st-century education for our English learners. Simultaneously developing English learners' linguistic and academic capacities is a shared responsibility of all educators—not just the purview of the English Language Development (ELD) teachers or of the English Learner Department. These principles are research and values-based, and build upon the California ELA/ELD Framework, and other state policy and guidance documents. As interpreted by Elementary School teachers, the four principles are:

1**PRINCIPLE #1****Assets-Oriented and Needs-Responsive**

Classroom practices, climate, curriculum, and instruction respond to the diversity among English learners, recognizing that not all English learners have the same needs. Teachers have and use strategies, autonomy, and flexibility to respond to the needs of their English learners using developmentally appropriate, differentiated scaffolds and supports that allow for equal and full participation and engagement. Students' cultures and languages are valued and affirmed, have a presence in the classroom, and are built upon as assets for their learning. Students see themselves reflected in the curriculum and benefit from culturally and linguistically responsive pedagogy. Classrooms are safe, caring, inclusive, and affirming—and the socioemotional health of students is always a focus. Teachers build classroom communities that are respectful and support students in developing a strong prideful sense of identity and belonging while they are also learning to value and respect others who may be different from themselves. Educators value and build strong partnerships with families and the community.

2**PRINCIPLE #2****Intellectual Quality of Instruction and Meaningful Access**

English learners are provided a rigorous, intellectually rich, relevant, developmentally appropriate, standards-based learning experience with instructional scaffolding that supports comprehension, active engagement, and participation and mastery. They are supported to develop high levels of English language — in and across the curriculum—and have opportunities to develop proficiency in other languages. Instructional pedagogy is inquiry centered and project-based - fostering critical thinking, creative thought, and collaboration. English learners have access to the full curriculum! Belief in students and high expectations for English learners are communicated.

3**PRINCIPLE #3****System Conditions That Support Effectiveness**

The school site and district systems function to support implementation of the assets-based, meaningful, and rigorous curriculum, instruction, and school climate that are described in Principles #1 and #2. Teachers are provided the supports needed, including high-quality materials, professional learning, collaborative planning time, coaching, and resource teacher support. Administrators are knowledgeable about English learners and about effective instruction for multiple program settings (e.g., Structured English Immersion, developmental bilingual, and two-way immersion, etc.). The school and district utilize and pay attention to valid assessments in English (and the home language when possible) that inform instruction and planning. High-quality tiered support is provided beyond the classroom. Attention is paid to appropriate student placement and class size.

4**PRINCIPLE #4****Alignment and Articulation Within and Across Systems**

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments and continuing through to reclassification and middle school. Teachers collaborate within and across grade levels to ensure articulation and consistency in supporting English learners. There is coherence in how ELD and biliteracy pathways are delivered across the system.



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ELEMENTARY SCHOOL
TEACHER TOOLS TO
MAKE MEANING AND PLAN
FOR IMPLEMENTATION OF THE
ENGLISH LEARNER ROADMAP

PRINCIPLE #1 FOR ELEMENTARY SCHOOL TEACHERS: ASSETS-ORIENTED AND NEEDS-RESPONSIVE

Classroom practices, climate, curriculum, and instruction respond to the diversity among English learners, recognizing that not all English learners have the same needs. Teachers have and use strategies, autonomy, and flexibility to respond to the needs of their English learners using developmentally appropriate, differentiated scaffolds and supports that allow for equal and full participation and engagement. Students' cultures and languages are valued and affirmed, have a presence in the classroom, and are built upon as assets for their learning. Students see themselves reflected in the curriculum and benefit from culturally and linguistically responsive pedagogy. Classrooms are safe, caring, inclusive, and affirming—and the socioemotional health of students is always a focus. Teachers build classroom communities that are respectful and support students in developing a strong prideful sense of identity and belonging while they are also learning to value and respect others who may be different from themselves. Educators value and build strong partnerships with families and the community.

MEANING MAKING ACTIVITY:

Read through the description of Principle #1, highlighting or circling key phrases that particularly stand out for you.

What seems particularly important to you in this Principle?

PRINCIPLE #1: MAKING IT REAL

Individually or collaboratively with other teachers, for each statement/sentence of the Principle, imagine what would actually be going on in a classroom that is evidence of Principle #1 being enacted. What would you see? Hear? Then imagine what would definitely NOT be occurring. What would it look like and sound like in a classroom that was clearly NOT enacting this Principle?

EVIDENCE THAT PRINCIPLE #1 IS BEING ENACTED

Examples: Welcoming signs are in the languages of the students; Photos of family members are on the walls of the classroom; Seating is arranged for student collaboration; Children are working together to create a project.

EVIDENCE THAT PRINCIPLE #1 IS CLEARLY **NOT** BEING ENACTED

Examples: Rows of chairs and tables all face forward and students are silent; A "We Speak English Only" sign is on the wall; Signs are posted only in English; Literature does not reflect the students' cultures or communities.

PRINCIPLE #1 SELF-ASSESSMENT REFLECTION TOOL

ASSETS-ORIENTED AND NEEDS-RESPONSIVE

Thinking about your own classroom and yourself as a teacher, where would you place yourself/your classroom in terms of the following indicators of enactment of Principle #1?

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
<p>1.1 Welcoming and Safe Environment: e.g.,</p> <p>Students are greeted as they enter the room.</p> <p>Signs in the classroom are in the languages of the families.</p> <p>Norms related to inclusivity and safety are posted (e.g., bottom lines regarding bullying, safe zones for gay/lesbian/transgender youth, sanctuary zone, immigrant services available, etc.).</p> <p>Teachers keep a watchful eye and check in with students to ensure feelings of safety.</p> <p>Classroom norms are posted and referred to regularly related to being respectful, kind, inclusive, etc.</p> <p>Visuals on the wall reflect and celebrate the cultures, languages, and experiences of the students.</p>				
<p>1.2 Students are Known, and Identities Supported: e.g.,</p> <p>Teachers reach out to families to learn about their students, their family experiences and cultures, and find ways to bring this knowledge to bear in shaping an inclusive classroom and curriculum.</p> <p>Students' names are respected and pronounced correctly.</p> <p>Teachers know the language proficiencies and language practices of their students (home language and English), and use this knowledge in supporting students to engage all of their linguistics resources and identities as assets in their learning.</p> <p>Regular structured oral and written opportunities invite students to share their opinions, perspectives, ideas, and experiences—and to be celebrated by the class.</p> <p>Classroom activities engage students in exploring, respecting, and celebrating the diversity of the classroom and school community.</p> <p>All student voices are invited, expected and celebrated.</p> <p>Assignments elicit student perspectives.</p> <p>Students see themselves and their cultures reflected in the physical environment of the room (posters, photos, books, items from their homes, etc.).</p> <p>The classroom library has books about the countries of origin, bilingual role models, and leaders/heroes of various ethnicities and cultures.</p>				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
<p>1.3 Family and Community Connections: e.g.,</p> <p>Parents (and family contributions) are present in the classroom—as volunteers, as contributors of materials, as participants in events, as experts and “informants” related to what is being studied, etc.</p> <p>Family photos are displayed on the walls.</p> <p>Students are encouraged to depict their culture and identity on their notebook covers.</p> <p>Home-school connection activities and projects engage students in talking with their families about key topics in the curriculum and tapping family funds of knowledge. Events and regularly scheduled routines invite and engage families in coming to the classroom (e.g., gallery walks at the end of units, scheduled family read-aloud times).</p> <p>Guest speakers from the students’ families and communities are utilized.</p>				
<p>1.4 Building Community and Collaboration: e.g.,</p> <p>The classroom is structured (physically and instructionally) to support students in working together collaboratively.</p> <p>Daily schedules include regular collaborative groupings.</p> <p>Routines and structures build a sense of community in the classroom (e.g., class meetings).</p> <p>At the start of the school year, time is spent building a sense of community and collective identity as a class and setting norms that foster a positive, inclusive, and affirming environment. The goal is to help students in getting to know each other and build positive relationships.</p> <p>The theme of “classroom as a community” is revisited throughout the year.</p> <p>Time is taken to explicitly teach how to engage in productive and respectful collaborative discussions.</p> <p>Children have the language and use it to affirm each other, build on ideas, engage in civil discourse, and respectfully disagree.</p> <p>Structures are in place for students to interact with ALL classmates over time.</p> <p>There are frequent opportunities for students to talk together about feelings, interactions, and experiences.</p>				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
<p>1.5 Student Responsive Practices and Climate: e.g.,</p> <p>Student questions and requests for help are welcomed and given a response.</p> <p>Newcomers are provided extra support, specifically for cultural orientation and transition.</p> <p>Support materials are available in multiple languages.</p> <p>Adequate wait time is used.</p> <p>Students are able to exercise choice in topics to learn about, in ways to engage in learning, and to demonstrate learning.</p> <p>Student work is displayed with pride on the walls.</p> <p>The student work is non-formulaic.</p> <p>Use of interactive journals provides opportunities for students to express themselves and get strategic responses.</p> <p>Students can visibly see their growth over time;</p> <p>Their learning is made visible (e.g., monthly student writing samples are displayed on top of each other).</p>				
<p>1.6 Home Languages are Invited, Present and Affirmed in English Taught Classrooms: e.g.,</p> <p>Children’s languages are present in the classroom (in signs, in books, etc.).</p> <p>Teachers express positive messages re: bilingualism/multilingualism.</p> <p>Teachers establish that all languages are valuable resources—and celebrate children’s abilities to speak English and their home language.</p> <p>Teachers make connections between home language and English (where possible), such as cognates, sounds, and concepts about print.</p> <p>Teachers learn key phrases in the languages of the students, use them in the classroom, and teach them to all children.</p> <p>Student language approximations and “errors” are embraced as part of language learning—and are viewed as formative assessment opportunities by teachers.</p> <p>Teachers know how to use student output (speaking and writing) as formative assessment to strategically target students’ language needs.</p> <p>Support materials and resources are available in multiple languages.</p> <p>Students may select to present in their home language to demonstrate content knowledge.</p>				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
<p>1.7 Dual Language/Biliteracy Programs Focus on Third Goal: e.g.,</p> <p>Students are celebrated for their developing bilingualism.</p> <p>Study of language is coupled with the study of the cultures represented by those languages.</p> <p>Immersion in two languages includes a focus on cultures—teachers intentionally work to help students develop appreciation for and understanding of diverse cultures, thus developing pride in their own culture while developing an understanding of others.</p> <p>Cultural activities go beyond external aspects of culture such as food, clothing, fun, and fiestas.</p>				
<p>1.8 Emphasis on Socioemotional Health and Development: e.g.,</p> <p>Students are given the language and support to recognize and talk about their feelings.</p> <p>Trauma-informed mechanisms are in place in the classroom for children to use as needed.</p> <p>Children’s literature focuses on the kind of socioemotional issues students face are read and discussed.</p>				
<p>OTHER INDICATORS:</p>				

REFLECTION ON IMPLICATIONS:

Areas that I want to strengthen:

What I will need in order to strengthen this focus:

PRINCIPLE #1: BEYOND THE CLASSROOM

Which of the following are available in your school for English learners that are evidence of being an assets-oriented, needs-responsive school?

- Welcoming signs in all languages on the walls of the school campus.
- Welcome center for newcomers.
- Resources for teachers about the cultures and experiences of immigrant groups in the school.
- Information is made available for teachers about their students (English proficiency levels, prior schooling, home language practices, and skills, etc.)
- All staff members have ongoing professional learning in understanding resources for undocumented families and how to support immigrant students.
- Translation support for communication with families.
- School linked services provide access for students and families to needed health and human services.
- Trauma support.
- Parent Center with specific outreach to families who don't speak English.
- Principal holds "cafecitos" and other informal opportunities for families to meet with her/him—with translation support if needed.
- After school program has Language clubs open to all students, cultural/arts activities that reflect the cultures of the school community and staff who can speak the languages of the students.
- Seal of Biliteracy Pathway Award and celebrations are established in the school.
- The process for identifying English learners with disabilities includes the use of valid assessment practices and IEPs incorporate culturally and linguistically inclusive practices to support all profiles of English learners.

What else should be present in our Elementary School to enact Principle #1?

PRINCIPLE #1 ILLUSTRATIVE RESOURCES AND CONNECTIONS: Assets-Oriented, Needs-Responsive Classrooms, Programs and Resources

Support for Immigrant and Refugee Students

www.californianstogether.org

In light of the increasingly hostile climate toward immigrants and the insecurity caused by the changing policy landscape, Californians Together developed a multi-pronged approach toward creating a safe learning environment for students of all backgrounds. The following resources were developed in collaboration with Loyola Marymount University's Center for Equity for English Learners (CEEL).

- *Guide for Safe and Welcoming Schools for Immigrant and Refugee Students in California*
- *Grade-Span Lesson Modules and Trainer of Trainers Workshop Manual*
- *A Teacher's Guide to Support Immigrant and Refugee Students' Socio Emotional Experiences*

DACA/Safe Haven/Immigration Resources for Educators and School Boards to Support Students and Families

<https://www.gocabe.org/index.php/communications/daca/>

To address the social-emotional and educational needs of students and their families suffering from stress and worry due to family immigration status or experiences as refugees, resources and tools have been developed especially for parents, families and communities to deepen their knowledge and to address the needs of the immigrant and refugee students and families within their communities. Resources for districts and schools are also available to support the engagement and inclusion of parents to serve as advocates for their children and schools, regardless of their immigrant status.

Anti-Bias Education for Young Children and Ourselves - National Association for the Education of Young Children

<https://www.naeyc.org/resources/topics/anti-bias-education/overview>

Anti-Bias Education for Young Children and Ourselves, by Louise Derman-Sparks and Julie Olsen Edwards, provides practical guidance to confronting and eliminating barriers of prejudice, misinformation, and bias about specific aspects of personal and social identity. The book includes tips for helping staff and children respect each other, themselves and all people. Individual chapters focus on culture and language, racial identity, gender identity, economic class, family structures, different abilities, holidays, and more. NAEYC has compiled some key information from the book and related resources and self-reflective exercises for teachers.

Early Childhood Anti-Bias Booklist

<https://socialjusticebooks.org/booklists/early-childhood/>

Capturing Kids' Hearts

<https://flippengroup.com/>

This program is a multi-year, system-wide approach that helps build a positive school culture that is relational and tends to the social-emotional needs of students and educators. The focus is on strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior. District and campus leadership model desired behaviors and hold their teams accountable for living out transformational behaviors and processes.

- *All campus educators establish collaborative agreements of behavior in every classroom.*
- *Mentors support and encourage teammates in using the learned skills and processes.*
- *Every faculty member participates in ongoing professional development and must be committed to utilizing the processes and techniques until a breakthrough occurs.*

The Newcomer ToolKit

US Department of Education

<https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>

This tool kit is designed to help U.S. educators and others who work directly with immigrant students—including asylees and refugees—and their families. It is designed to help elementary and secondary teachers, principals, and other school staff achieve the following:

- *Expand and strengthen opportunities for cultural and linguistic integration and education.*
- *Understand some basics about their legal obligations to newcomers.*
- *Provide welcoming schools and classrooms for newcomers and their families.*
- *Provide newcomers with the academic support to attain English language proficiency (if needed) and to meet college- and career-readiness standards.*
- *Support and develop newcomers' social-emotional skills*

Teaching Tolerance

<https://www.tolerance.org/>

Teaching Tolerance provides free resources to educators—teachers, administrators, counselors, and other practitioners—who work with children from kindergarten through high school. Educators use the materials to supplement the curriculum, to inform their practices, and to create civil and inclusive school communities where children are respected, valued, and welcome participants. The program emphasizes social justice and anti-bias. The anti-bias approach encourages children and young people to challenge prejudice and learn how to be agents of change in their own lives. Their Social Justice Standards show how anti-bias education works through the four domains of identity, diversity, justice, and action.

PRINCIPLE #1 ILLUSTRATIVE RESOURCES AND CONNECTIONS (CONTINUED)

Second Step Elementary and Early Learning

<https://www.secondstep.org/second-step-social-emotional-learning>

Second Step's holistic approach helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children. The early learning (Preschool-5) program focuses on skills and concepts such as empathy, social skills, and problem-solving.

Kagan Publishing & Professional Development for Cooperative Learning

<https://www.kaganonline.com>

The company offers workshops and products in a number of related topics relating to active student learning, including cooperative learning, brain-friendly instruction, multiple intelligences, differentiated instruction, Win-Win Discipline, and classroom management. Dr. Kagan and his team have developed over 200 Kagan Structures, which are used to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues. The central role of Kagan Structures in Kagan's trainings and publications is the firm commitment to and belief that student engagement is key.

Center for Culturally Responsive Teaching and Learning (CCRTL)

<https://www.culturallyresponsive.org/>

The Center for Culturally Responsive Teaching and Learning (CCRTL) exists for making cultural responsiveness a meaningful aspect of everyday life. Being culturally responsive is an approach that practices the validation and affirmation of different cultures to move beyond race and step below the superficial focus on culture. The number one objective is to sway school communities, professional communities, and the general public to becoming culturally responsive through three broad strands of development: professional development, community development, and school development. With these three strands, the goal is to influence institutional policies and practices and inspire changes in behaviors—individually and institutionally.

My Name, My Identity- A Declaration of Self

<https://www.mynamemyidentity.org/campaign/about>

This campaign is a partnership between the National Association for Bilingual Education and the Santa Clara County Office of Education. The objectives of the initiative are to bring awareness to the importance of respecting student's names and identity in schools as measured by the number of community members making a pledge to pronounce students' names correctly and to build a respectful and caring culture in school communities that values diversity as measured by my name stories posted on social media.

Alas y Voz Social Media Campaign

<https://www.californianstogether.org/alas-y-voz/campaign/>

A social media campaign to raise awareness among parents of English learners about the importance and benefits of bilingualism. The website and videos posted on YouTube share videos, graphics, and stories on social media with effective messaging about biliteracy and bilingual programs. An online toolkit has resources for educators to use with parents.

Partnerships for 21st Century Learning

<http://www.battelleforkids.org/networks/p21/frameworks-resources>

P21 has championed the 4C's and developed the Framework for 21st Century Learning, cornerstones of this movement. The P21 Framework was developed to define and illustrate the skills, knowledge, expertise, and support systems that students need to succeed in work, life, and citizenship. All elements of the Framework are critical to ensure 21st -century readiness for every student. A focus on creativity, critical thinking, communication, and collaboration is essential to prepare students for the future. EdLeader21 provides customizable tools and resources to support the implementation of a 21st- century education.

An Educator's Guide to the "Four Cs." Preparing 21st Century Students for a Global Society

<http://www.nea.org/tools/52217.htm>

The National Education Association (NEA) developed this guide to introduce educators to the concept, stress the importance of the "Four Cs," and put 21st-century education into classroom practice. The guide includes ideas and resources that will help advance the "Four Cs" in classroom practices. These resources include practical techniques to integrate the "Four Cs" in the classroom setting; tools for developing better proficiency in technology; and methods to ensure that students are learning in a meaningful context. It also offers suggestions for encouraging your department, school, district, and state to embrace the "Four Cs."

PRINCIPLE #1 ILLUSTRATIVE RESOURCES AND CONNECTIONS (CONTINUED)

English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve 2014

<https://www.cde.ca.gov/ci/rl/cf/index.asp>

The 2014 ELA/ELD Framework supports and incorporates the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) and the California English Language Development Standards (CA ELD Standards). The Framework has several examples that align with Principle One in Snapshots and Figures:

- *Snapshot 5.9. Connecting Photographs and Cultural Backgrounds, Designated ELD Connected to ELA and Visual Art in Grade Five*
- *Figure 9.12 Ways of Talking About Language*
- *Figure 9.11 Culturally Responsive Teaching*

Growth Mindset Resources:

The Mindset Kit

<https://www.mindsetkit.org/topics/about-growth-mindset>

The Mindset Kit was created by The Project for Education Research that Scales (PERTS), a research center in the psychology department at Stanford University. Their goal is to create a place where educators and parents can learn about and find the most effective learning mindset materials available. All of the resources are based on research that has been carefully translated into lessons and practices intended to improve students' mindsets and make them better Learners.

The Mindset Scholars Network

<https://mindsetscholarsnetwork.org/about-the-network/#>

The Mindset Scholars Network's mission is to advance our scientific understanding of learning mindsets in order to improve student outcomes and expand educational opportunities. It conducts original interdisciplinary research, builds capacity for high-quality mindset scholarship, and disseminates the latest scientific knowledge through outreach to education stakeholders. The Network serves as an authoritative resource for reliable, research-based information about learning mindsets, including: Growth Mindset, Belonging, and Purpose & Relevance.

Mindset Works

<https://mindsetscholarsnetwork.org/about-the-network/#>

Mindset Works focuses on growth mindset development leveraging the pioneering research of Carol Dweck and Lisa Blackwell. The Mindset Works team includes practitioners, coaches, leaders, and researchers who collaborate to translate academic research into products and services that nurture positive learning beliefs, habits, and cultures.

CORE SEL Competencies

<https://casel.org/core-competencies/>

CASEL's integrated framework promotes intrapersonal, interpersonal, and cognitive competence. The five core competencies can be taught in several ways across various settings. Many educators and researchers are also exploring how best to assess these competencies. The five core competencies are: Self-awareness, self-management, Responsible decision-making, Relationship skills, Social awareness. Social awareness is focused on the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. Relationship skills address communication, social engagement, relationship-building, and teamwork.

2013 CASEL Guide: Effective Social and Emotional Learning Programs—Preschool and Elementary School Edition

<https://casel.org/preschool-and-elementary-edition-casel-guide/>

This resource provides a systematic framework for evaluating the quality of classroom-based SEL programs. It uses this framework to rate and identify well-designed, evidence-based SEL programs with the potential for broad dissemination to schools across the United States. The primary goal of the Guide is to give educators information for selecting and implementing SEL programs in their districts and schools. It also documents the significant advances the SEL field has made in the past decade, establishes new and more rigorous standards for SEL program adoption, and provides suggestions for next steps for SEL research and practice.

Living Justice Press

<http://www.livingjusticepress.org/>

Living Justice Press is a nonprofit publisher for restorative justice and peacemaking. The focus is two-fold: first, to promote the understanding and use of peacemaking circles as a means to deal with conflict in many different settings; and second, to publish the voices of those "in struggle" for justice. Living Justice Press, has chosen to publish books that take the restorative justice dialogue to deeper levels by addressing racism, historic harms, and other conflicts between Peoples. LJP publishes the following resource: Circle Forward Building a Restorative School Community (By Carolyn Boyes-Watson and Kay Pranis, 2014), a resource guide designed to help teachers, administrators, students, and parents incorporate the practice of Circles into the everyday life of the school community.

PRINCIPLE #1 ILLUSTRATIVE RESOURCES AND CONNECTIONS (CONTINUED)

Trauma-Informed Schools Resources:

Attachment & Trauma Network, Inc., Resources for Educators

<https://creatingtraumasensitiveschools.org/resources/>

School Leaders Now: 9 Resources for Trauma Informed School

<https://schoolleadersnow.weareteachers.com/9-resources-for-trauma-informed-school/>

DOs and DONTs of a Trauma-Informed Classroom

<https://www.echotraining.org/resources/>

Family Forever: An Activity Book to Help Latino Children Understand Deportation

http://www.childrepspsychologicalhealthcenter.org/wp-content/uploads/2014/11/Workbook_to_help_Latino_Children_Understand_%20Deportation.pdf

A resource that includes trauma-informed strategies frequently used by counselors

Understanding Refugee Trauma: For School Personnel

https://www.nctsn.org/sites/default/files/resources/fact-sheet/understanding_refugee_trauma_for_school_personnel.pdf

Refugee trauma

<https://www.nctsn.org/what-is-child-trauma/trauma-types/refugee-trauma/nctsn-resources>

Psychological And Behavioral Impact Of Trauma: Preschool Children

http://www.nctsn.org/sites/default/files/assets/pdfs/preschool_children.pdf

Psychological And Behavioral Impact Of Trauma: Elementary School Students

http://www.nctsn.org/sites/default/files/assets/pdfs/cte_elementary.pdf

Mindfulness

<https://www.mindfulschools.org>

Mindfulness addresses the toxic stress that many students experience daily. This stress may impair attention, emotion and mood regulation, sleep, and learning readiness. Prolonged exposure to childhood toxic stress has lifelong impacts on mental and physical health. Mindful Schools offers educators practical skills for self-care, facilitation, and connecting with youth. They provide simple, effective mindfulness practices, which can be integrated into the school day and adapted for diverse environments. Resources include starter lessons, presentations, guided practices, videos, mindful school articles, and reading lists.

Restorative Justice

<https://www.edutopia.org/blog/restorative-justice-resources-matt-davis>

Restorative Justice empowers students to resolve conflicts on their own and in small groups. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances. 'Edutopia' has compiled a range of resources to help you learn more, see programs in action, and develop an implementation plan. They offer a few guides from restorative-justice practitioners and advocates, examples of successful Restorative-Justice Programs, research, tips, and other resources.

Positive Behavioral and Intervention Supports (PBIS)

<https://www.pbis.org>

Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency, and equity of schools and other agencies. PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

Culturally Responsive/Relevant Teaching and Learning Resources.

https://www.husd.k12.ca.us/SISP_CRTL

Compiled by the Hayward Unified School District, this website lists numerous resources, including bibliographies of culturally relevant literature for students to support culturally responsive and relevant teaching and learning.

Belief Module #6, CESESA-CISC

www.ccsesa.org

The Belief online modules were designed by a consortium of county offices of education for EL program leaders to support the implementation of both integrated and designated ELD and to strengthen programs for English learners. Module #6 focuses on meeting the diverse needs of ELs and personalizing programs. It reviews the needs of newcomers, long-term English learners, and English learners with disabilities. BELIEF stands for Blueprints for Effective Leadership and Instruction for our English Learners Future.

PRINCIPLE #2:

INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

English learners are provided a rigorous, intellectually rich, relevant, developmentally appropriate standards-based learning experience with instructional scaffolding that supports comprehension, active engagement, and participation and mastery. They are supported to develop high levels of English language development—in and across the curriculum—and have opportunities to develop proficiency in other languages. Instructional pedagogy is inquiry centered and project-based—fostering critical thinking, creative thought, and collaboration. English learners have access to the full curriculum! Belief in students and high expectations for English learners are communicated.

MEANING MAKING ACTIVITY:

Read through the description of Principle #2, highlighting or circling key phrases that particularly stand out for you.

What seems particularly important to you in this Principle?

PRINCIPLE #2: MAKING IT REAL

Individually or collaboratively with other teachers, for each statement/sentence of the Principle, imagine what would actually be going on in a classroom that is evidence of Principle #2 being enacted. What would you see? Hear? Then imagine what would definitely NOT be going on. What would it look like and sound like in a classroom that was clearly NOT enacting this Principle?

EVIDENCE THAT PRINCIPLE #2 IS BEING ENACTED

Examples: Classroom is a buzz of activity with collaborative groups focused and deeply engaged in a project that clearly interests and excites the students; Walls have sentence frames and discussion starters to support English learners in participating; Classroom library has a variety of primary language materials related to the topics being studied and to the students' cultures; Co-created charts provide content resources for the students; Literacy and language development are taught through content; Foundational skills are contextualized.

EVIDENCE THAT PRINCIPLE #2 IS CLEARLY **NOT** BEING ENACTED

Examples: All teacher talk; No materials on the wall provide resources or evidence of the science and social studies topics being studied; English learners are pulled out, separated from the class during meaningful instruction or enrichment; Thematic units that aren't standards based; Decontextualized grammar worksheets are used; Walls are decorated with purchased posters only; Foundational skills are taught whole class.

PRINCIPLE #2 SELF-ASSESSMENT TOOL: INTELLECTUALLY RICH AND MEANINGFUL ACCESS

Thinking about your own classroom and yourself as a teacher, where would you place yourself/your classroom in terms of indicators of enactment of Principle #2:

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
<p>2.1 Language Development Integrated with Content— in and Across the Curriculum: e.g.,</p> <p>Curriculum is interdisciplinary and engaging, bolstering student’s language development through thematic units.</p> <p>Curriculum is standards-based; Learning is grounded in the standards-based curriculum.</p> <p>Curriculum is integrated throughout the day (Integrated ELA/ELD, social studies, science, and the arts) and organized thematically with intentionality related to language development.</p> <p>There are language targets and content goals/ objectives to ensure curricular units are responsive to students’ linguistic and academic needs.</p> <p>Language and content objectives guide planning—and include the use of ELD standards to plan differentiated performance tasks and scaffolds.</p> <p>Strategies match the text types being studied and align with writing goals.</p> <p>Designated ELD is planned in response to student need and/or in preparation for the language demands of the academic content being studied.</p> <p>Developing language awareness is an overarching focus for all instruction.</p>				
<p>2.2 Active Engagement/Critical Thinking and Inquiry-Based Learning: e.g.,</p> <p>Language is developed through hands-on, highly engaging content that is appropriate for students’ level of development.</p> <p>Classroom is alive with language—students are USING language to engage with the content being studied, and for multiple purposes, which are made explicit by the teacher.</p> <p>Teacher uses a variety of questioning—but always includes open-ended, high level, critical thinking questions.</p> <p>Teacher values and rewards curiosity and innovation by encouraging students to question and investigate/research topics—and provides ways for students to contribute to classroom learning.</p> <p>Students are invited to go look things up, to inquire, to pursue answers to their questions.</p> <p>Class activities engage students in sharing work and gathering feedback from peers.</p> <p>The teacher assigns meaningful project-based and inquiry-based classwork and homework.</p>				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
Collaborative work and cooperative learning strategies are used throughout the day for different purposes.				
Cooperative strategies employed match the task and require everyone to play an active role.				
The room is arranged to promote collaboration, discussion, and small group work.				
Interactive, reflective journals abound.				
2.3 Text Engagement and Print-Rich Environment: e.g.,				
Mentor texts are selected and used to engage students in noticing, talking about, and appreciating good, interesting, and expressive writing and language.				
Students have opportunities to engage with the text—independently and in small groups—including free access to a classroom library stocked with narrative and informational texts in multiple languages related to the themes.				
Students have multiple opportunities and supports to draw, dictate, and write about what they have learned, experienced, and know.				
Well-stocked writing centers provide ready access to materials for students to produce written materials.				
Books chosen to read to the class have visuals and/or supports to build background knowledge related to the theme.				
Fiction and non-fiction chapter books are part of read-alouds and literature studies.				
Graphic organizers are used regularly as a tool to aid in comprehension, deconstruction, organization, and writing of text.				
Teachers explicitly teach children reading and comprehension strategies across texts using literature and informational text.				
Teachers ask students to share their opinions and reactions to books.				
The cultural, ethnic, and class experiences of students are reflected in literature and materials.				
The teacher regularly engages students in unpacking mentor text, uses shared and guided writing techniques, and then engages in joint construction of text before students write independently.				
Student writing is published, celebrated, and unique.				
Whenever possible, students write to a responsive audience that extends beyond the classroom.				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
<p>2.4 Primary Language Resources and Opportunities: e.g.,</p> <p>Biliteracy and bilingualism are celebrated, affirmed, and encouraged.</p> <p>Primary language instruction and support are used intentionally in all EL program models.</p> <p>Students are encouraged to use their home language for small group brainstorming and discussions and to produce drafts of materials.</p> <p>The teacher uses primary language support to enable comprehension and participation (where possible).</p> <p>Primary language books, dictionaries, and resource books are available, as is access to digital translators, English dictionaries and reference materials.</p> <p>Cognate charts support cross language connections.</p> <p>Teacher seizes upon opportunities to engage with students in contrastive analysis to metalinguistic awareness and help students make crosslanguage connections.</p> <p>Wall displays, curriculum materials, and texts are inclusive and reflect the diversity of the cultures and backgrounds of students in the class.</p> <p>In bilingual/dual language programs, there is parity in resources and materials in both languages, materials in each language are linguistically and culturally authentic.</p> <p>Primary language resources and opportunities are provided to students on an IEP.</p>				
<p>2.5 Classroom Environment e.g.,</p> <p>Classroom walls indicate the current unit of study (you can tell at a glance what is being studied).</p> <p>Classroom walls have many visuals and charts that are resources and references to understand the content of what is being studied, and to provide the language needed to read, write, and talk about the content.</p> <p>Wall displays of student work and collaborative groupwork reflect the growing engagement and immersion in the thematic content.</p> <p>The environment is print-rich and language-focused.</p> <p>Color-coding is strategically used to highlight specific parts of speech/language features in context.</p> <p>Classroom charts are co-created with students.</p> <p>Realia and hands-on materials related to the theme are accessible to students.</p> <p>Learning centers are stocked with materials that support and reinforce the current thematic unit of instruction.</p>				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
<p>2.6 Scaffolds: e.g.,</p> <p>Variety of graduated academic sentence frames and starters are evident as supports/scaffolding.</p> <p>Teachers use strategies to making content accessible to ELs.</p> <p>Teachers model then engage students in gradual release in preparation for independent work.</p> <p>Teachers strategically use flexible groupings to differentiate support.</p> <p>Designated ELD is responsive to student levels and needs, and is planned based upon the content demands of the core curriculum and thematic content (sometimes it frontloads, sometimes it rehearses, sometimes it deepens, and sometimes it backfills the language learning).</p> <p>“Just in time” language scaffolding promotes more complex thinking and language use.</p>				
<p>2.7 Quality and Relevance of Curriculum and Materials: e.g.,</p> <p>Access to high quality materials in all languages being taught.</p> <p>Instructional materials are standards-based, up to date, and include clear visuals and graphs that help make content comprehensible.</p> <p>Books, texts, and materials are inclusive and reflect the voices and contributions of diverse groups.</p> <p>The teacher creates time and openings for students to make personal connections to the material being studied, and to share and discuss those personal connections.</p> <p>Model/mentor texts are used to highlight the purpose, text organization/structure, and language features of the text type being highlighted. Anchor charts depict this information.</p> <p>Students can see themselves in the books/texts.</p> <p>Students are encouraged to learn about their background and their heritage.</p>				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
<p>2.8 Quality of Language and Talk: e.g.,</p> <p>Teachers model, teach and promote the use of academic and complex language to encourage students to elaborate using more precise and sophisticated vocabulary and complex language structures.</p> <p>All students are actively engaged in producing language, and the majority of instructional time allows for student talk rather than teacher talk.</p> <p>Students are exposed to and engaged in rich and academic complex language throughout the day and across the curriculum. Language structures related to key academic/ cognitive functions are explicitly taught (e.g., description, compare and contrast, classification, cause and effect, sequence, etc.).</p> <p>Students have multiple opportunities and supports to draw, dictate, sing/chant, or write about what they have learned, experienced, and know.</p> <p>Students regularly engage in partner and small group discussions.</p> <p>Teachers intentionally plan for student talk.</p>				
<p>2.9 Access to the Full Curriculum: e.g.,</p> <p>The daily and weekly schedules ensure access to the full science, social studies, and arts standards for the grade level.</p> <p>Language supports and scaffolds are integrated into all curriculum, including the specialists who deliver arts and enrichment content.</p> <p>English learners are not regularly pulled out of class, and having to miss significant content, class experiences, or enrichment.</p> <p>Designated ELD is a priority, is carefully planned, and occurs daily.</p>				
<p>2.10 Student Grouping and Support: e.g.,</p> <p>Strategic use of flexible grouping —learning groups vary depending on the purpose and task.</p> <p>Students rotate through centers for part of each day where they are able to engage in a variety of tasks—including collaborative work with peers, rotating into and out of a center where direct support from the teacher is available, or for independent work, etc.</p> <p>Formative assessment is used continuously for lesson planning purposes (grouping, Designated ELD, etc.).</p>				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
2.11 For Young Children: e.g.,				
TK, kindergarten, and first grade have dramatic play and hands-on inquiry centers linked to the studies/thematic units—as free choice areas.				
Foundational skills are taught and reinforced with intentionality, in a meaningful context and are integrated with thematic content.				
Teachers follow a language-appropriate scope and sequence to teach foundational skills while also differentiating based on formative assessment of students.				
Teachers identify integration and connections for teaching foundational skills throughout the curriculum (e.g., vocabulary in context, chants, etc.).				
OTHER INDICATORS:				

REFLECTION ON IMPLICATIONS:

Areas that I want to strengthen:

What I will need in order to strengthen this focus:

PRINCIPLE #2: BEYOND THE CLASSROOM

Which of the following are available in your school for English learners that are evidence of being a school that provides intellectual quality of education and meaningful access?

- The library has materials (print and online) in the primary languages of the students as resources for the content studied in the curriculum.
- Tutoring and drop-in homework help are regularly available— including in/through the after school program, including home language support for English learners.
- All teachers are familiar with the ELD standards and provided support by a coach to use them in planning instructional scaffolds with a language focus for English learners in Integrated ELD, and help in planning responsive Designated ELD.
- EL Coaches/TOSAs engage teachers with understanding the ELD Standards and how to use them for planning both integrated and designated ELD.
- An ELD/dual language coach (TOSA) is available to help teachers understand features of languages other than English spoken by students in his or her classroom, to review student work and writing, and to develop plans for contrastive analysis.
- Resources are available to teachers to understand the contrastive features of English and the languages spoken by students in the schools—and how to help students make cross-language connections.
- Teachers have time to collaborate with team members to plan for instruction on Integrated and Designated ELD.
- There are structures and processes to monitor the individual growth of English learners in language proficiency and academic achievement.

What else should be in place in a school to enact meaningful access and intellectual quality for English learners per Principle #2?

PRINCIPLE #2: ILLUSTRATIVE RESOURCES AND CONNECTIONS

Intellectually Rich Programs that Provide Meaningful Access

English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve 2014

<https://www.cde.ca.gov/ci/rl/cf/index.asp>

The 2014 ELA/ELD Framework supports and incorporates the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) and the California English Language Development Standards (CA ELD Standards). Classroom teachers of all grades and disciplines will find descriptions of grade-level ELA/literacy and ELD instruction across the content areas and examples of engaging teaching and assessment practices for ensuring the progress of the diverse students they serve. Language integrated in and through content is a major theme of the ELA/ELD Framework. The Framework serves as a key resource for the implementation of the EL Roadmap, Principle #2, especially the grade-level chapters and vignettes.

California English Language Development Standards (especially Chapter 5)

<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

The CA ELD Standards describe the key knowledge, skills, and abilities that EL students need to access, engage with, and achieve in grade-level academic content. They amplify the California State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/Literacy). The CA ELD Standards support English Learners to use English purposefully, to use language to interact meaningfully in school and beyond, and to be knowledgeable about English and utilize language as a resource for communicating and learning. Of particular importance, Chapter 5 highlights how English works.

History/Social Science Framework for California, Kindergarten through Grade Twelve, 2016.

<https://www.cde.ca.gov>

The 2016 History/Social Science Framework describes grade-level content, areas of focus, and examples of engaging classroom activities and assessments practices that meet the needs of the diverse students they serve. The framework offers guidance for educators as they design, implement, and maintain a course of study to teach content, develop inquiry-based critical thinking skills, improve reading comprehension and expository writing ability, and promote an engaged and knowledgeable citizenry in history/social sciences. The HSS Framework also supports interdisciplinary instruction and implementation of the California Common Core State Standards, the California English Language Development Standards (and the English Language Arts/English Language Development Framework).

Integrating the CA ELD Standards into K–12 Mathematics and Science Teaching and Learning

<https://www.cde.ca.gov/sp/el/er/documents/fnl1516agmnteldstndab899.doc>

A Supplementary Resource for Educators Implementing in tandem the California English Language Development Standards, the California Common Core State Standards for Mathematics, and the Next Generation Science Standards for California Public Schools.

Sobrato Early Academic Language Model

<http://www.seal.org>

SEAL (Sobrato Early Academic Language) is a professional development and instructional model that builds the capacity of preschools and elementary schools to powerfully develop the language and literacy skills of English learner children within the context of integrated, standards-based, and joyful learning. They have created and made available a library of videos of research-based practices and instructional strategies (listed at the end of this “Illustrative Resources and Connections” section).

Project GLAD®

<http://www.ocde.us/NTCProjectGLAD/Pages/default.aspx>

As a model of professional learning, the Orange County Department of Education National Training Center (NTC) for the Project GLAD® (Guided Language Acquisition Design) model, is dedicated to building academic language and literacy for all students, especially English learner/emergent bilingual students. The model enhances teachers’ design and delivery of standards-based instruction through an integrated approach with the intent of building language proficiency and academic comprehension. Project GLAD® classrooms promote an environment that respects and honors each child’s voice, personal life experience, beliefs, and values their culture.

Be GLAD®

<https://begladtraining.com/about>

Be GLAD®, is a national organization providing professional development on the Guided Language Acquisition Design model to states, districts, and schools promoting language acquisition, high academic achievement, and 21st-century skills. Teachers are trained to modify the delivery of student instruction to promote academic language and literacy.

The professional development offered focuses on improved pedagogy with consistent instructional routines while creating a school environment responsive to diversity with an inclusive learning environment. Be GLAD® helps to establish a project-based, student-centered curriculum process that is inquiry driven.

PRINCIPLE #2 ILLUSTRATIVE RESOURCES AND CONNECTIONS (CONTINUED)

Thinking Maps

<https://www.thinkingmaps.com/>

Thinking Maps are consistent visual patterns linked directly to eight specific thought processes. Through visualization, concrete images of abstract thought are created. Students use visual patterns to work collaboratively for deeper comprehension in all content areas. They use the maps to analyze complex texts and think mathematically for conceptual understanding and problem-solving. Thinking maps allow teachers to see the evidence of their students thinking and learning. In a school-wide implementation, Thinking Maps help establish a common language for learning and are particularly powerful for English learners for whom the visual scaffolding makes content more comprehensible - and can be used consistently across language settings in bilingual and dual language programs.

Teachers College Reading and Writing Project

<https://readingandwritingproject.org>

The Teachers College Reading and Writing Project (TCRWP) was founded and is directed by Lucy Calkins. The organization has developed state-of-the-art tools and methods as well as professional development for teaching reading and writing, for using performance assessments and learning progressions to accelerate progress, and for literacy-rich content-area instruction. Lucy Calkins' 5-part reading and writing workshop framework offers a combination of whole-class, small-group, one-on-one instruction, and independent practice. The TCRWP has many free resources for teachers, coaches and administrators. They offer videos that provide an orientation to the Units of Study series for reading and writing as well as videos that show students and teachers at work in classrooms. There are documents to support the assessment of student growth, resources for implementation of reading and writing workshops and links to professional texts written by TCRWP staff. They have a FAQ available on their website.

The WRITE Institute

<https://writeinstitute.sdcoc.net/>

The Writing Redesigned for Innovative Teaching and Equity (WRITE) Institute, a national Academic Excellence model for professional development, supports schools and districts with systemic, K-12 literacy implementation in English and Spanish. WRITE provides research-based professional learning and curriculum, including a focus on the specific needs of English learners and dual language learners. Through partnerships with schools, districts, and county offices, WRITE develops a network of leaders with a shared understanding around quality academic literacy instruction.

Guiding Principles for Dual Language Education – Third Edition

Center for Applied Linguistics, Dual Language Education of New Mexico, and Santillana USA

<http://www.cal.org/resource-center/publications-products/guiding-principles-3>

Designed for educators, researchers, policymakers, and all who are interested in effective dual language education, the new edition of this widely-used resource includes enhancements to the principles reflecting learning from research and practice, updated literature reviews, and revised templates for program self-evaluation.

Leading with Learning Systemically Transforming Teaching for English Learners

<https://leadingwithlearning.wested.org/>

Leading with Learning is a system for ensuring that culturally and linguistically diverse Learners experience effective teaching and learning and attain high academic achievement. It includes interrelated and aligned courses for teachers, instructional coaches, principals, district facilitators, and district leadership teams. The main goal is to ensure that all students experience academically rich, culturally sustaining, and positive teaching and learning daily to improve their academic, language, and literacy learning outcomes throughout the year. Leading with Learning is a three-year process, with the first two years consisting of intensive support from WestEd staff. The third year of the partnership is focused on sustaining and scaling the work.

The California ELD Standards Companion, Grades K-2 and 3-5

Ivannia Soto, Linda Carstens, Jim Burke, Corwin Press, Nov 27, 2018

<https://us.corwin.com/en-us/nam/the-california-eld-standards-companion>

A teaching resource that helps teachers make the critical link between the ELD Standards and the CCSS ELA Standards.

Scaffolding Language Scaffolding Language by Pauline Gibbons

<https://www.heinemann.com>

This resource helps teachers ensure that their English learners became full members of the school community with the language and content skills they need for success. Gibbons shows how the teaching of language can be integrated seamlessly with the teaching of content and how academic achievement can be boosted. Rich examples of classroom discourse illustrate exactly how the scaffolding process works, while activities to facilitate conversation and higher-level thinking put the latest research on second language learning into action.

English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone by Pauline Gibbons

<https://www.heinemann.com>

In *English Learners, Academic Literacy, and Thinking*, Pauline Gibbons presents an action-oriented approach that gives English learners high-level support to match our high expectations. Focusing on the upper elementary and middle grades of school, she shows how to plan rigorous, literacy-oriented, content-based instruction and illustrates what a high-challenge, high-support curriculum looks like in practice.

English Language Learners Day by Day, K-6, by Christina M. Celic

<https://www.heinemann.com>

Highlights what best practices look like on a day-to-day basis, starting day one, by drawing on a rich blend of research findings and classroom experiences.

Dual Language Learner Resource Guide

Go to https://drive.google.com/file/d/1tb5Rn2aohb1xAsRFIbaPdWlpU7Ax2ZM_/view to download this resource

First 5 California's Dual Language Learner Resource Guide was designed to provide early learning programs that serve young dual language learners (infants, toddlers, and preschoolers). The resources highlight evidence-based strategies to improve the quality of instructional practices and interactions with young dual language learners, including partnering with families in this effort.

Videos

videos.seal.org

A series of videos for supporting language-intentional teaching in elementary grades, Integrated and Designated ELD and dual-language practices, and cross-language connections is available through SEAL. The videos are made available for use in professional learning and to support the field in meeting the needs of English learners.

Supporting Dual Language Practices

Asi se Dice

http://bit.ly/SEALVideos_AsiSeDice

Presents a strategy for bilingual students in grades three and higher that engages them in working collaboratively in and across Spanish and English. (8 minutes)

The Dictado

http://bit.ly/SEALVideo_TheDictado

Illustrates a transfer lesson and Designated ELD connected to science content in a 2nd grade Spanish bilingual classroom.

Transfer & Designated ELD in a Spanish Bilingual Classroom

http://bit.ly/SEALVideos_TransferDesignatedELD_BilingualClassroom

Illustrates a transfer lesson and Designated ELD connected to science content in a 2nd grade Spanish bilingual classroom.

Content Based Chants

http://bit.ly/SEALVideos_ContentBasedChants

Presents a strategy for building language in and through content in a 2nd grade Spanish Dual Immersion classroom.

Sentence Patterning Chart

http://bit.ly/SEALVideos_SentencePatterningChart

Presents a strategy for building complex sentences and understanding the structure of language in a Kindergarten bilingual classroom.

Cross Language Connections in the Classroom

http://bit.ly/SEALVideos_CrossLanguageConnections

Illustrates cross-language connections and metalinguistic awareness in the dual language brain utilizing various strategies in grades Kindergarten through 3rd grade.

PRINCIPLE #3: **SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS**

The school site and district systems function to support implementation of the assets-based, meaningful, and rigorous curriculum, instruction, and school climate that are described in Principles #1 and #2. Teachers are provided the supports needed, including high-quality materials, professional learning, collaborative planning time, coaching, and resource teacher support. Administrators are knowledgeable about English learners and about effective instruction for multiple program settings (e.g., Structured English Immersion, dual language, two-way immersion, etc.). The school and district pay attention to valid assessments that inform instruction and planning. High quality tiered support is provided beyond the classroom. Attention is paid to appropriate student placement and class size.

MEANING MAKING ACTIVITY:

Read through the description of Principle #3, highlighting or circling key phrases that particularly stand out for you.

What seems particularly important to you in this Principle?

PRINCIPLE #3: MAKING IT REAL

Individually or collaboratively with other teachers, for each statement/sentence of the Principle, imagine what would actually be going on in a classroom that is evidence of Principle #1 being enacted. What would you see? Hear? Then imagine what would definitely NOT be going on. What would it look like and sound like in a classroom that was clearly NOT enacting this Principle?

EVIDENCE THAT PRINCIPLE #3 IS BEING ENACTED

Examples: Teachers meet regularly by grade level to look at English learners' work and talk about implications for instruction and for Designated and Integrated ELD and primary language instruction and development (when appropriate); Teachers have the budget to purchase needed realia, visuals, and other materials that make grade-level content comprehensible and accessible for English learners; EL/DLL Coaches are available to support teachers in adapting instruction to ensure EL participation and success; PLC time is spent planning instruction and analyzing student work as the basis for discussing student progress.

EVIDENCE THAT PRINCIPLE #3 IS CLEARLY NOT BEING ENACTED

Examples: Teachers have to spend their own money to purchase the visuals and books needed to make content comprehensible for English learners; Teachers don't receive information about the EL students' language proficiencies; The assessments teachers are required to use and get evaluated upon aren't valid for ELs and don't assess in-home language as well as English; Bilingual and dual language teachers only get professional development designed for English-only settings.

3

PRINCIPLE #3 SELF-ASSESSMENT TOOL: SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS

Thinking about your school and district and your experiences in trying to meet the needs of your English learners within that system, where would you place your school and district in terms of indicators of enacting of Principle #3?

Indicators/Examples	Not present, not happening, in my school/district	This happens partially and occasionally	This is in place, but not quite sufficient	This is a strength in my school/district
<p>3.1 Support for Teachers: e.g.,</p> <p>Resource teachers with expertise in ELs are available to teachers; high-quality professional learning (including coaching, demonstration lessons, co-planning, co-teaching, workshops, etc.) is available to teachers regarding meeting needs of ELs and delivering research-based approaches and models.</p> <p>Information is made available to teachers about EL needs in English and home language.</p> <p>Collaborative planning time grade-level teams to discuss EL student work, align curriculum and instruction, and plan for coordinated Designated ELD.</p> <p>All teachers understand the ELD standards and are provided support to use them in planning instructional scaffolds with a language-focus for Integrated ELD.</p> <p>Teachers are given resources to understand the language systems of their students and recognize cross-language connections.</p> <p>Bilingual teachers are provided professional development in the primary language focused on delivery of content in the target language.</p>				
<p>3.2 Valid Assessments to Inform Instruction and Improvement: eg.</p> <p>English assessments used are designed for and interpreted for second language learners. Assessments address all four domains of language (reading, writing, speaking, listening).</p> <p>Assessments are aligned to the curriculum.</p> <p>Assessments are culturally and linguistically appropriate.</p> <p>Teachers are provided timely data from assessments, and support in interpreting data for ELs; L1 assessments are used for newcomer/biliteracy/DL programs—and dual-language profiles developed.</p> <p>Local continuous improvement indicators (LCAP) include measures specific to typologies of ELs (e.g., LTELs, newcomers, refugees) and analyze the progress of ELs by the number of years in district and U.S.</p> <p>Regular English learner progress monitoring.</p>				
<p>3.3 Materials and Resources: e.g.,</p> <p>Bilingual and dual-language classrooms have adequate and equitable materials in target languages.</p> <p>Teachers have the budget to purchase needed realia, visuals, and other materials that make grade-level content comprehensible and accessible for ELs.</p>				

Indicators/Examples	Not present, not happening, in my school/district	This happens partially and occasionally	This is in place, but not quite sufficient	This is a strength in my school/district
<p>Classrooms have reference materials in the languages of the students.</p> <p>The library has informational and literature books that are culturally/linguistically appropriate.</p> <p>Stipends are given to teachers in Dual Language and biliteracy programs to accommodate extra planning.</p>				
<p>3.4 Beyond the Classroom Supports for ELs: e.g.,</p> <p>Interventions are designed for ELs and are triggered based upon analysis of needs that take into consideration EL status.</p> <p>Enrichment opportunities exist and are available in English and home language.</p>				
<p>3.5 Leadership: e.g.,</p> <p>Principals and Coaches understand good practice for ELs and understand the different language program models.</p> <p>Coaches and supervisors engage with teachers about curriculum and instruction that is research-based and appropriate.</p> <p>Leadership establishes clear goals and commitments to English learners' access, growth toward English proficiency, academic achievement, and participation. Leadership maintains a focus across the system on progress toward these goals and continuous improvement.</p> <p>The District EL Master Plan sets an assets-based vision for EL education, and provides clarity about program models and expectations for ELs.</p> <p>Walkthroughs and instructional rounds include a lens of good practice for ELs.</p>				
<p>OTHER INDICATORS:</p>				

REFLECTION ON IMPLICATIONS:

Areas that I want to be a voice/force to strengthen:

What I need in order to strengthen this focus:



PRINCIPLE #4:

ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments and continuing through to reclassification and middle school. Teachers collaborate within grade levels and across grade levels to ensure articulation and consistency in supporting English learners. There is coherence in how ELD and biliteracy pathways are delivered across the system.

MEANING MAKING ACTIVITY:

Read through the description of Principle #4, highlighting or circling phrases that particularly stand out for you.

What seems particularly important to you in this Principle?

PRINCIPLE #4: MAKING IT REAL

Individually or collaboratively with other teachers, for each statement/sentence of Principle #4, imagine what would be going on in classroom/schools and districts that would be evidence of this Principle being enacted. What would you see and hear? Then imagine what would definitely NOT be going on. What would it look like and sound like in a school and district that was clearly NOT enacting this Principle?

EVIDENCE THAT PRINCIPLE #4 IS BEING ENACTED

Examples: *There is a clear definition of the language program model and what it means for language allocation and curriculum delivery from grade level to grade level —and teachers know the model and follow it.*

EVIDENCE THAT PRINCIPLE #4 IS CLEARLY NOT BEING ENACTED

Examples: *Inconsistency in how ELD is delivered from classroom to classroom and from grade level to grade level; English learners enter dual language program kindergartens after being in all-English preschools; It's left up to individual teachers to determine whether they teach just in English or use home language; There is no structured, school-wide plan for ELD; Dual classrooms deliver whole class ELD since "everyone needs it."*

4

PRINCIPLE #4 SELF-ASSESSMENT TOOL: ARTICULATION AND ALIGNMENT

Thinking about your school and district—and your experiences in trying to meet the needs of your English learners within that system— where would you place your school/district in terms of indicators of enactment of Principle #4?

Indicators/Examples	Not present, not happening, in my school/district	This happens partially and occasionally	This is in place, but not quite sufficient	This is a strength in my school/district
<p>4.1 Articulation: e.g.,</p> <p>Teachers at the same grade level collaborate and coordinate to ensure consistency.</p> <p>Information is shared about ELs as students progress from grade level to grade level to ensure progress monitoring and acceleration.</p>				
<p>4.2 Pathways and Coherent Language Programs: e.g.,</p> <p>The program models for English learners are clearly articulated by the district, and are implemented coherently up through the grades (i.e., dual-language pathways).</p> <p>There is a coherent and consistent approach to ELD pedagogy and curriculum across grade levels.</p>				
<p>4.3 Kindergarten Enrollment and Transition: e.g.,</p> <p>Outreach to preschools provides information about dual-language opportunities, benefits of bilingualism, and parent choices (with information on how parents can request bilingual/ dual-language enrollment per Proposition 58).</p> <p>Outreach to parents in preschool focuses on the benefits of bilingualism and biliteracy to encourage enrollment in bilingual programs.</p>				
<p>OTHER INDICATORS:</p>				

REFLECTION ON IMPLICATIONS:

Areas that I want to be a voice/force to strengthen:

What I need in order to strengthen this focus:

A LETTER TO MY STUDENTS

A MESSAGE TO MY ADMINISTRATORS

APPENDIX

TEXT OF THE CALIFORNIA ENGLISH LEARNER ROADMAP POLICY

As adopted by the State Board of Education, July 2017.

VISION

English learners fully and meaningfully access and participate in a 21st-century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages.

MISSION

California schools affirm, welcome, and respond to a diverse range of EL strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.

FOUR INTERRELATED PRINCIPLES

Four principles support the vision and provide the foundation of the California English Learner Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21st-century education for our English learners. Underlying this systemic application of the Principles is the foundational understanding that simultaneously developing English learners' linguistic and academic capacities is a shared responsibility of all educators. To that end, all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.2 million English learners who attend our schools.

- ***Assets-Oriented and Needs-Responsive Schools***
- ***Intellectual Quality of Instruction and Meaningful Access***
- ***System Conditions to Support Effectiveness***
- ***Alignment and Articulation within and Across Systems***

These Principles and elements that follow are research and values-based and build upon the California ELA/ELD Framework, Blueprint for Great Schools 1.0 and 2.0, and other state policy and guidance documents. It is important to stress that these principles and elements are not meant to serve as a checklist. Rather, they could be thought of as the keys of an instrument, from which harmony and music are created. In that sense, districts are the musicians and ultimately must take responsibility for choices and implementation

PRINCIPLE #1: ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS



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

- A.** The languages and cultures ELs bring to their education are **assets** for their own learning and are important contributions to our learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.
- B.** Recognizing that there is no single EL profile and no one-size approach that works for all, programs, curriculum, and instruction are **responsive** to different EL student characteristics and experiences.
- C.** **School climates** and campuses are affirming, inclusive, and safe.
- D.** Schools value and build strong **family and school partnerships**.
- E.** Schools and districts develop a collaborative framework for identifying **English learners with disabilities** and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices. and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

- A.** Language development occurs in and through content and is **integrated** across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework).
- B** Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional **scaffolding** for comprehension, participation, and mastery.
- C.** Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking—with the same **high expectations** for ELs as for all.
- D** ELs are provided **access to the full curriculum** along with the provision of EL supports and services.
- E.** Students' **home language** is (where possible) understood as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English.
- F.** Rigorous **instructional materials** support high levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program model.
- G.** English learners are provided choices of research-based language support/development **programs** (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

- A. Leadership** establishes clear goals and commitments to English learners access, growth toward English proficiency, academic achievement, and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.

- B.** The school system invests **adequate resources** to support the conditions required to address EL needs.

- C.** A system of culturally and linguistically valid and reliable **assessments** support instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

- D. Capacity building** occurs at all levels of the system, including leadership development to understand and address the needs of ELs, **professional development**, and collaboration time for teachers. and robust efforts to address the teaching shortage and build a **pipeline** (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.

PRINCIPLE #4: ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS



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

- A.** EL approaches and programs are designed for continuity, **alignment and articulation** across grade and systems segments beginning with a **strong foundation in early childhood** (preschool) and continuing through to reclassification, graduation, and higher education.

- B.** Schools plan schedules and resources to **provide extra time** in school (as needed) and build partnerships with afterschool and other entities to provide additional support for ELs. , to accommodate the extra challenge facing ELs of learning English fluency and accessing/mastering all academic content.

- C.** EL approaches and programs are designed to be **coherent** across schools within districts, across initiatives, and across the state.

These principles and elements are not meant to serve as a checklist, but rather as a set of research and practice-based considerations that can be useful to local districts as they develop strategy and modify their plans in the process of continuous improvement.

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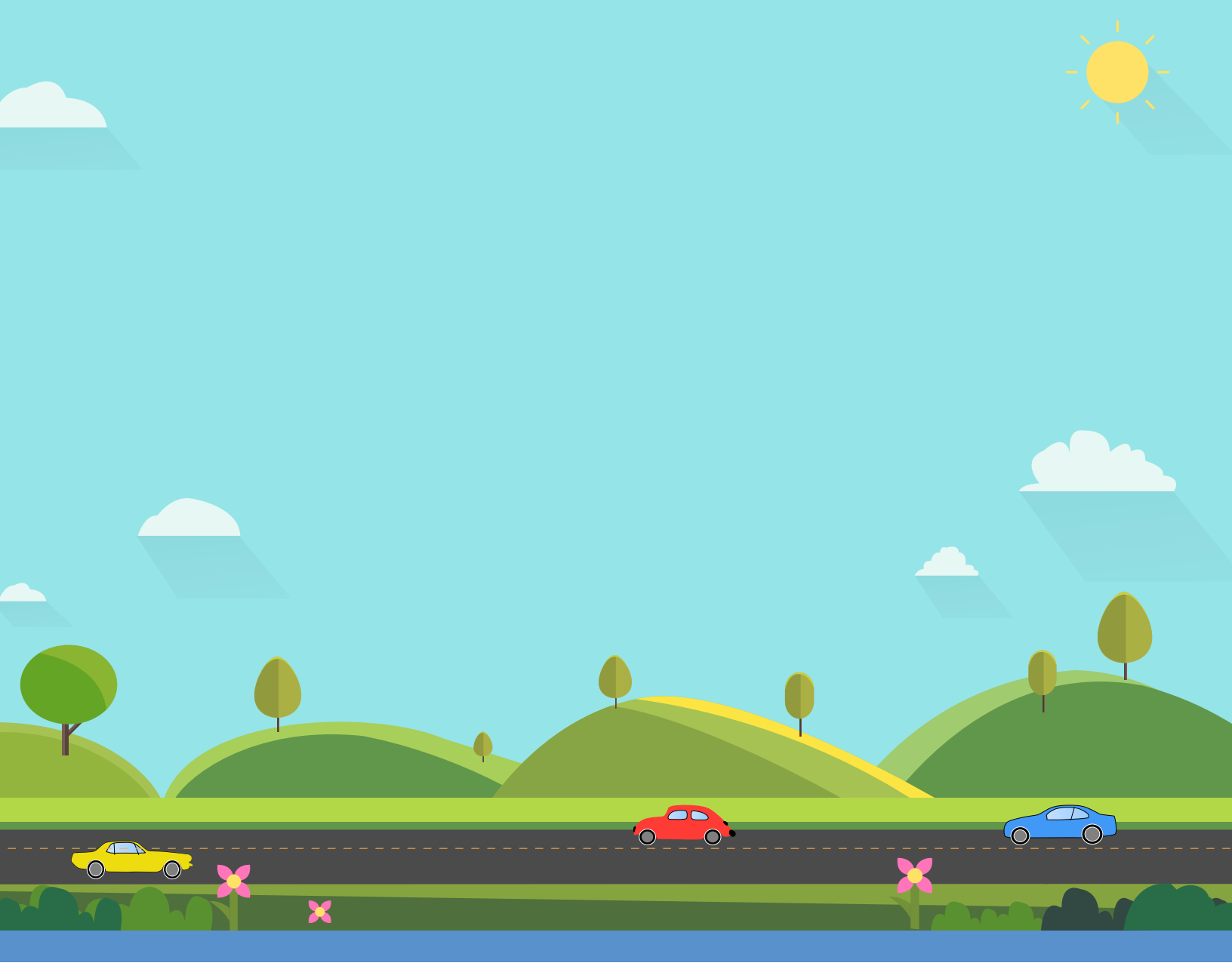
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CALIFORNIANS TOGETHER

CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS

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