ESTHER GROSS
DeLeT L'Ivrit, Hebrew Union College-JIR

JENIFER CRAWFORD
University of Southern California

Instructional Models for Equitable and Effective Multilingual Instruction in California

This article offers a critical interpretation of the current trends in instructional models for English language learners in California. We review key instructional models and analyze them from traditional (teacher-centered), progressive (student-centered), and critical orientations (society- and power-centered). These instructional models share many common effective principles and strategies for bilingual instruction that support and often accelerate language and content learning. While these instructional models exemplify many of the best traditional and progressive approaches to multilingual instruction, they do not encompass critical orientation to language teaching and learning. In this article we argue that none of the current models synthesize high-leverage practices from all orientations and thus offer a critical framework grounded in the sociocultural and raciolinguistic contexts of multilingual instruction to best serve all K-12 Emergent Bilinguals (EBs) in California.

Research on language and literacy development of Emergent Bilinguals (EBs) in two languages is relatively new in comparison to the research that exists on the language and literacy development of monolingual language users (Wright et al., 2015). However, there are some basic things that we know about EBs' bilingual and biliteracy development (Genesee, 2004; Lindholm-Leary & Genesee, 2014; Howard et al., 2018). Instruction that aims to increase students' achievements and access integrates academic language development, content area instruction, explicit instruction of learning strategies for both content and language acquisition, and cooperative learning embedded in sociopolitical and raciolinguistic contexts (Au, 1998; Chamot & O'Malley, 1994). The sociopolitical context shapes and is shaped by the social conditions of language and language learning (Nieto, 2000) and the raciolinguistic context presumes that race and language are inextricably intersectional (Alim et al., 2016). The literature on developing academic language for language-minority students suggests various instructional models such as Project Guided Language Acquisition Design (GLAD) (Brechtel, 2001), Specially Designed Academic Instruction in English (SDAIE) (Cline & Necochea, 2003), Sheltered Instruction Observation Protocol (SIOP) (Short & Echevarria, 1999), Cognitive Academic Language Learning Approach (CALLA) (Chamot & O'Malley, 1986; Johnston Nelson, 2015); The Sobrato Early Academic Language (SEAL) (Hurwitz & Olsen, 2018), Universal Design in Learning (UDL) (Rose & Meyer, 2006), and Guiding Principles for Dual Language Education (Howard et al., 2018). This is not an exhaustive or comprehensive list of instructional models for effective multilingual instruction and does not specifically address standards for language learners. We selected these models because they are commonly used in schools with EBs in California, they are supported by empirical literature, and they represent a range of orientations. In the following section we present a summary of each of these instructional models which includes the model's main principles and strategies.

Universal Design in Learning (UDL)

Universal Design in Learning (UDL) is a framework developed in the 1990s that guides teachers in developing lesson plans and assessments, drawing primarily from cognitive theories of learning, based on three main principles: representation; action and expression; and engagement (Rose & Meyer, 2006). According to the principle of representation, teachers should share information in multiple formats. For example, textbooks are primarily visual. But providing text, audio, video and hands-on learning gives all learners a chance to access the material in whichever way is best suited to their learning strengths. The second UDL principle is action and expression. Teachers operating from this principle provide learners with multiple ways to interact and demonstrate new knowledge they have learned in class. For example, students might get to choose between taking a pencil-and-paper test, giving an oral presentation or doing a group project. The final UDL principle is engagement. UDL teachers use many strategies to motivate students, including offering students choices about learning activities, providing assignments that are relevant to their lives outside of the classroom, and playing physically active skill building games. However, this approach is designed for all teachers and does not explicitly focus on language learning, the technical aspects of language teaching and learning, or the specific needs of emergent bilingual students.

Cognitive Academic Language Learning Approach (CALLA)

Cognitive Academic Language Learning Approach (CALLA) is a systematic instructional model that was developed by Chamot and O'Malley (1994) and draws from cognitive learning theory and from related concepts such as language across the curriculum, second language acquisition, and cooperative learning. The types of learning strategies that CALLA uses, similarly to those advocated for monolingual settings, include metacognitive strategies and knowledge, cognitive strategies, and social/affective strategies. Metacognitive strategies are used in planning for learning, self-monitoring, and evaluating achievement. Metacognitive knowledge means that students need to develop an understanding of their own learning processes, the nature of the learning task, and the strategies that should be effective in accomplishing the task. Cognitive strategies refer to manipulating the material to be learned through modeling, rehearsal, organization, or elaboration. Social/affective strategies involve interacting with others for learning (i.e., cooperative learning) or using affective control for learning. This approach emphasizes meta-cognitive strategies for learning, which are situated in broader socio-cognitive learning perspectives for effective literacy learning. By contrast, the next approach draws mainly (but not exclusively) from the sociocultural paradigm.

Sobrato Early Academic Language (SEAL)

The Sobrato Early Academic Language (SEAL) model focuses on the alignment of preschool and kindergarten through third grade systems around language development as the foundation for academic success – with support for transitions across systems and levels (including Summer Bridge programs) (Hurwitz & Olsen, 2018). This approach was first piloted in 2013 and is supported by funding from the Sobrato Family Foundation and grounded in Olsen's (2014) research on effective practices for meeting the needs of Long Term English Language Learners in secondary schooling. This model attempts to draw from these insights and apply them to early primary schooling in order to more proactively prepare all English learners in California before they are caught in an often ineffective cycle of remediation. In July of 2019 SEAL was established as an independent organization apart from the Sobrato Family Foundation with work in over 100 schools and across 20 districts in the state of California.

Instruction from this model includes simultaneous academic language and literacy (including bilingual options). The model emphasizes language input in the classroom environments and instruction, with a nod to interaction through "expressive and complex oral language development and enriched vocabulary" (Martínez et al., 2019, p. 8). Further language input-oriented strategies include text-rich curriculum and "environments that engage children with books and the printed word, and lead to the appreciation and love of reading and writing" (Martínez et al., 2019, p. 8). The model also calls for not only language skills integration, but also content integration with language development through academic thematic units based upon science and social studies standards.

Sheltered Instruction Observation Protocol (SIOP)

Another prevalent approach to teaching academic language is through Sheltered Instruction Observation Protocol (SIOP) (Johnston Nelson, 2015). SIOP, as a social learning model, advocates for a classroom setting that offers reciprocal interactive exchange and includes various activities as alternatives to the traditional transmission/teacher-centered approach. Sheltered techniques include using visual aids such as pictures, charts, graphs, and semantic mapping. The model encourages teachers to model instruction, provide comprehensible speech, scaffolding, and supplemental materials using a wide range of presentation strategies. In this model students are encouraged to negotiate meaning and make connections between course content and prior knowledge and they act as mediators and facilitators. Lastly, teachers use alternative assessments, such as portfolios, to check comprehension. Numerous school districts across the U.S. serving large numbers of language-minority students have adopted SIOP with positive results (Echevarria & Short, 2010). For instance, a study investigating the effects of SIOP on academic performance of middle and high school language-minority EBs revealed that they showed significant gains in written and spoken language academic English assessments in comparison to similar learners whose teachers had not been trained in SIOP (Short et al., 2012).

Guided Language Acquisition Design (GLAD)

The Guided Language Acquisition Design (GLAD) model was developed by multilingual educators in Orange County as an approach to literacy and academic language development for English language learners in California drawing heavily from cognitive SLA theories, a skills integration approach to language acquisition, and culturally responsive pedagogy that values students linguistic and sociocultural knowledge as valuable resources to leverage in supporting students English language learning and promoting an inclusive classroom culture (Boloz, 1981). The five foundational GLAD strategies include: Graphic Organizer Input Charts, Pictorial Input Chart, Expert Groups, Process Grids, and Cooperative Strip Paragraphs. Other strategies include but are not limited to inquiry charts, cognitive content dictionaries, poetry, sentence patterning charts, interactive journals, narrative input charts, story maps, primary language retell, and group frames.

The Orange County Department of Education (OCDE) has extended project GLAD from a model of teaching strategies to a model of professional learning for the last two decades that is overseen by the OCDE's National Training Center (NTC) and, using the same theories of learning in the model, provides multiple levels of practical support to teachers, school leaders, and district leaders in an effort to transform multilingual instruction across schools and districts. For example, teachers and leaders first learn about the GLAD model, observe exemplary teachers using the model, and then practice integrating the strategies into their own instruction with multiple opportunities for peer and instructional leader coaching. This model of professional learning has won multiple state and national awards that recognize the effective way that NTC promotes best practices.

Guiding Principles for Dual Language Education

The Guiding Principles for Dual Language Education framework was introduced by the Center for Applied Linguistics (CAL) for classroom teachers as well as teacher educators and administrators to guide successful Two Way Immersion programs to produce bilingualism and biliteracy, grade-level academic achievement, and multicultural competence for language-minority and language-majority students (Howard et al., 2018). This model is based on the broader consensus of sociocultural and sociolinguistic learning theories. According to this framework, language teachers should use a variety of instructional techniques responding to different learning styles and language proficiency levels and provide opportunities for positive, genuine reciprocal interactions between teachers and students and among students through cooperative learning or group work situations, including students working interdependently on tasks with common objectives, individual accountability and social equity in groups and in the classroom. This model encourages instruction that emphasizes language input that is comprehensible, multimodal, and ambitious. For example, teachers operating from this approach use sheltering strategies to promote comprehension and use visual aids and modeling instruction that support students to

negotiate meaning. Moreover, language input should be interesting, relevant, and of sufficient quantity, as well as challenging enough to promote high levels of language proficiency and critical thinking. Students' learning should be supported by structured tasks and unstructured opportunities for students to use language. Teachers working from these principles follow monolingual lesson delivery; that is, they encourage students to only use the language of instruction (L2).

Possibilities of the Instructional Models to Multilingual Education

These instructional models share many common effective principles and strategies for bilingual instruction that support and often accelerate language and content learning. Common features include differentiation, scaffolding, integration of language and content skills, multiple opportunities for collaboration and the application of new knowledge and skills in authentic activities, while attending to student motivation. The progressive practices encouraged by these standards work with all students—language-minority as well as language-majority—because they provide strategies for becoming both effective (able to help each individual student learn what is essential) and equitable (able to ensure that all students experience learning success). At the same time, program administrators and educators must keep context in mind as they think about the design, implementation, or refinement of their own program (Genesee, 2004; Howard et al., 2018; Pliner & Johnson, 2010).

Language Skills

These instructional models support an integration of language skills that draws on multimodal and comprehensible input and multiple opportunities for linguistic output for emergent bilingual students. Many of these approaches often integrate language skills with academic content. For example, SEAL supports content integration with language development through academic thematic units based upon science and social studies standards. One example of the importance of language skills that is even evident in the one framework discussed that does not have an exclusive focus on language learners is the UDL framework. All three UDL principles are strategies to organize new knowledge, connect new knowledge to prior knowledge and practice using new knowledge.

Differentiation, Scaffolding, and Collaboration

All of the instructional models support some degree of individualized instruction, activities, and assessments through differentiation and scaffolding. These approaches also all support collaboration with some of the frameworks suggesting strategic student grouping to support peer-to-peer language support. SIOP is one of the approaches that exemplifies the importance of collaboration as educators using this approach allow students to act as mediators and facilitators. The five foundational GLAD strategies support differentiation through Expert Groups and Process Grids as well as scaffolding through Graphic Organizer Input Charts, Pictorial Input Charts, and Cooperative Strip Paragraphs.

Culturally Relevant Pedagogies

Several of these approaches leverage students' linguistic, sociocultural, and academic content knowledge in the classroom to support learning target language and content. SEAL Sobrato draws from culturally relevant pedagogy and cognitive SLA theories through their efforts to leverage students' linguistic and sociocultural background knowledge by strengthening the connection between home and school. OCDE's Project GLAD and the Guiding Principles for Dual Language Education framework are the models that are the most firmly rooted in progressive approaches to instruction with a strong emphasis on both leveraging background knowledge and making objectives, activities, and assessments relevant to students' lives outside of the classroom. However, these models do not account for the way that a learners' identities and hierarchies of language and knowledge mediates learning.

Limitations of the Instructional Models for Multilingual Education

While these instructional models exemplify many of the best traditional and progressive approaches to multilingual instruction, they do not encompass critical orientation to language teaching and learning. Specifically, all of these models lack awareness of sociopolitical and raciolinguistic contexts of language use and language education. While these models position the learner in the center of instruction, they do not position them as agents of social action that leverage their knowledge and skills to address linguistic, racial and social inequities outside of the classroom. These instructional models all claim that equity (difference as justice) in bilingual instruction is a cornerstone of their approach, when really they mean equality (sameness as fairness) based on a liberal version of multiculturalism and social-constructivist model of English language education. In so doing, these approaches miss opportunities to live up to their claims about effectiveness and justice due to the limited scope of ideological stances and pedagogical approaches from which they draw.

Equality over Equity

There is a difference in ideology and practice between equality and equity. Equality emphasizes equal or same treatment and access to opportunities to learn, whereas equity emphasizes that a more just approach is to look if there are disproportionate outcomes and asserts that to close achievement gaps between racially and linguistically minoritized students there needs to be different treatment (Rosa & Flores, 2017). One challenge of these instructional models is that while equity is embraced as a key aspect, the version of equity that these strategies advocate is more closely related to an equality approach grounded in neoliberal worldview. For example, Project GLAD strategies emphasize equal access to the content through scaffolding. Teachers using these strategies differentiate learning experiences by offering students different ways to represent and produce outcomes. The emphasis is on access to content, not on examining whether outcomes are equitable across demographically different student subgroups and whether the strategies are selected based on the differentiated outcomes.

Project GLAD and the Guiding Principles for Dual Language Education framework have emergent critical orientations. Project GLAD en Español, with their binational work with U.S. and Mexican national teachers working with deported Spanish learners, begins to challenge the sociopolitical contexts of immigration and the importance of sustaining both students' home and target languages. Taking this one step further, the very design of the Two-Way Immersion model supported by the Guiding Principles for Dual Language Education framework actively sustains, not just recognizes, students' linguistic and sociocultural background knowledge while building academic biliteracy in two languages.

Liberal and Responsive verses Critical and Sustaining

McLaren (2018) distinguishes between liberal multiculturalism, the celebration of different cultural groups inside the classroom, and critical or revolutionary multiculturalism, that supports interrogation of the sociopolitical and raciolinguistic context and results in social action to address injustice in the local context. In the project GLAD model, teachers and students only occasionally engage in a critique of the sociopolitical context of language use or content knowledge and often do not extend these critiques into social action. The GLAD model does not clearly outline the purpose of English language learning as a means for empowering students to fight to rectify sociopolitical injustices.

We distinguish between Culturally Responsive Pedagogy that is relevant and leverages student background knowledge, and Culturally Sustaining Pedagogy that draws from and builds cultural and linguistic knowledge, resources and supports social action (Paris & Alim, 2017). The Project GLAD framework could make it more explicit and intentional during their strategies that involve student application and drawing a home-school connection. For example, a fifth grade teacher adhering to GLAD strategies while teaching a unit aimed at students explaining the causes of the American Revolution with emergent bilingual students would involve making learning more relevant by activating students academic background knowledge about U.S. colonial history and personal experiences with social movements through supporting strikes, participating in marches, or other forms of civic

engagement with Expert Groups and Process Grids. Furthermore, this teacher would provide access to students with limited English fluency by using Graphic Organizer Input Charts or Pictorial Input Charts.

A more critical approach to a similar unit would encourage students to gather parents' responses to what their child learned at school and parents to share their own experiences with war, social movements, and political or economic revolution written in the students' home language. Furthermore, the lesson would extend students' understanding of the causes of the American Revolution to assess current explanations for social and political change efforts locally, nationally, and globally. A culturally sustaining teacher would invite community organizers and local politicians into the classroom to share their own experiences with civic engagement for social change and challenge students to think about what social action they may or may not support among various movements in their community.

Language Hierarchy: Raciolinguistics and Cognitive Academic Language Proficiency (CALP)

The instructional models do not take into account a critique of CALP (in home and target languages) or center the way that race and language intersect. All of the models center on Standard Academic English (SAE), or the language of schooling, because of the central role in academic development and meeting the standards of content-area of math, science, social studies, and English language arts in the primary and secondary educational contexts. Therefore, CALP has become a central feature of many intervention models targeted to support low achieving English Only (EO) and English Language Learner (ELL) students (Garcia & Wei, 2015). As you will recall from the introduction, Delpit (1995) calls SAE along with the dominant social and cultural practices of the dominant class "codes of power" because in order to gain access to material and social resources in the dominant society, learners must master these codes even if their accurate use of these codes is not perceived as accurate due to racial bias (Flores & Rosa, 2015) or they strategically draw from or combine other codes, through code-switching (Gumperz, 1977), translanguaging (Garcia & Wei, 2015), or mushfaking; (Gee, 2015). Looking closely at the instruction strand of the Guiding Principles for Dual Language Education framework the emphasis is on standard academic language in the two target languages and there is little to no attention to non-standard varieties of the two languages of instruction. When exclusively focused on standard language varieties, this model misses an opportunity to support students' socio-political critique of the way multiple languages and language varieties are used in their communities for social, political and economic ends within their own communities' linguistic landscape (Shohamy et al., 2010). The Guiding Principles for Dual Language Education framework is the most inclusive model, given that the other approaches do not explicitly sustain or develop proficiency in two languages. Additionally, this framework is the only approach discussed in this section that takes an explicit stance on when which languages are used by advocating a language separation approach that asserts any given lesson should be delivered only in one language in a multilingual classroom. This language policy in the classroom actively discourages students from strategically drawing from or combining other codes, through code-switching, translanguaging, or mushfaking. Both the language separation and privileging standard academic language miss valuable opportunities to develop students' sociopolitical critique and understanding of the ways that multiple languages and language varieties can be used in the service of social action for more equitable policies, institutions, and practices in their community.

Continuum of Instruction models

The possibilities and constraints of the instructional models for effective multilingual education that we discussed in this section are summarized in the diagram below. All of the models synthesize at least two orientations and SLA theories. Project GLAD and the Guiding Principles for Dual Language Education are the most comprehensive models that synthesize the broadest range of pedagogical orientations and SLA theories, but they still do not draw from the full spectrum of approaches and could extend their models to more fully include critical pedagogical approaches and pull more completely from critical SLA theories.
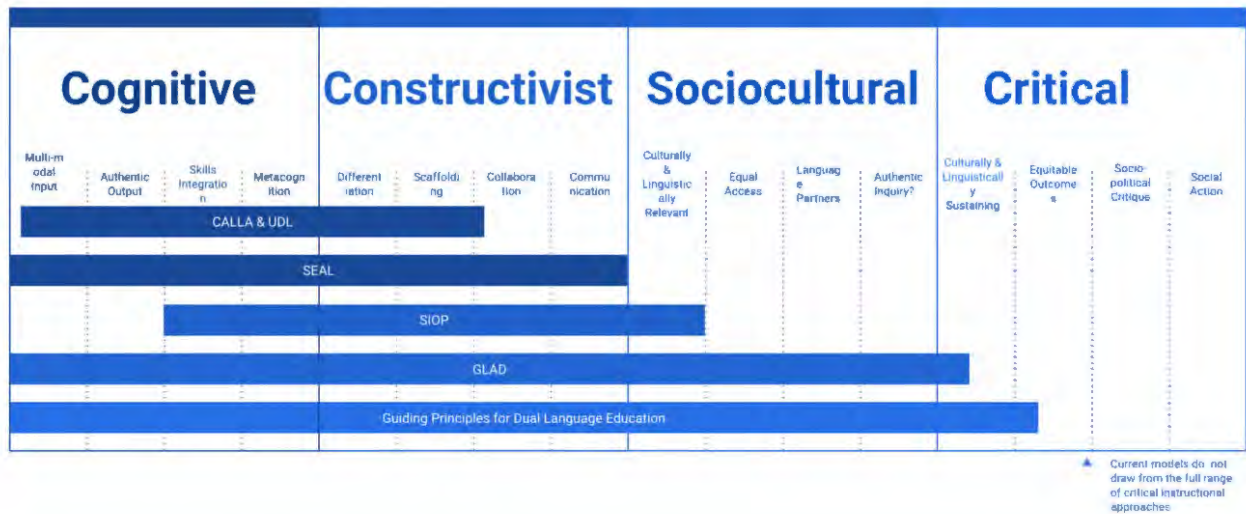
Cognitive				Constructivist				Sociocultural				Critical			
Multi-modal Input	Authentic Output	Skills Integration	Metacognition	Differentiation	Scaffolding	Collaboration	Communication	Culturally & Linguistically Relevant	Equal Access	Language Partners	Authentic Inquiry?	Culturally & Linguistically Sustaining	Equitable Outcomes	Socio-political Critique	Social Action
CALLA & UDL															
SEAL															
				SIOP											
GLAD															
Guiding Principles for Dual Language Education															

▲ Current models do not draw from the full range of critical instructional approaches

Figure 1. Key educational orientations to instructional models for effective multilingual education.

While every instructional model is research-based, we argue that it is important to look across the research and practices of effective multilingual teaching and learning to develop the most effective, ambitious, and equitable approaches to multilingual pedagogy.

Towards a Model for Critical Multilingual Pedagogy

To take up the challenge of effective equitable multilingual teaching and learning, we propose a framework of eight key instructional elements towards Critical Multilingual Pedagogy (CMP). The framework is informed by a synthesis of traditional (teacher-centered), progressive (student-centered), and critical educational orientations (society- and power-centered), SLA theories and instructional approaches, and our work with multilingual in-service and pre-service teachers of emergent bilingual students. The first element is building on background knowledge. CMP teachers support students to draw on their experiential knowledge, linguistic repertoires, sociopolitical as well as specific technical skills, and target academic language to create texts (oral, written, multimodal, etc.) that critique sociopolitical context and persuade their audiences to take some form of related action.

The second element is the integration of receptive and productive language skills. CMP teachers not only develop their students' linguistic, sociocultural, sociopolitical, and raciolinguistic awareness and engagement, but also develop their students' multilingual and plurilingual competences through service learning, community project-based language learning experiences, and solidarity work.

The third element concerns tailored instruction: differentiation, grouping, and scaffolding. CMP teachers balance whole-class explicit scaffolded instruction and open-ended group activities to ensure not only equitable access to learning but also equitable achievement of standards. Grouping strategies are dynamic yet intentional, and interaction and collaboration between language-minority and language-majority students, experts, family and community members are carefully structured to bring awareness to racial, cultural and linguistic differences, afford raciolinguistic and cultural power to each student at different times of the learning process, and in turn accelerate attainment of learning goals for all students and engage in social action in the school community and beyond.

The fourth element addresses instruction of language form. CMP teachers balance language instruction to provide students with technical resources in order to interrogate the ideological and hegemonic functions of language form in a written or spoken text, building the vocabulary and grammatical structures that students must use to participate in context-rich academic and professional discourse. Moreover, the instructional process may include, in addition to questions of how the text might reflect the author's views, questions on how the selection of specific grammatical structures and word choices attempts to manipulate the reader.

The fifth element is inquiry-based learning. CMP teachers encourage all types of questioning as they help their students question and interrogate about structural issues of language: academic vocabulary, grammatical structures or canonical facts as well as structural issues of power and the inequitable distribution of social and material resources. Teachers support students in learning to learn through increasing learner autonomy, voice and choice and using metacognitive, cognitive, and social or affective strategies to ensure equitable, rigorous access and learning outcomes.

The sixth element focuses on language use. CMP teachers are sensitive to and aware of students' primary learning and life goals to determine the most sustaining language use approach. Teachers also attend to linguistic context and the status of various languages when making strategic choices about language use to ensure equitable linguistic input and outcomes.

The seventh element centers error correction, feedback and assessment. The CMP approach to assessments focuses on accuracy of knowledge and language structures as well as on multilingual products, performance, and process-focused assessment that reflect equity understanding, planning, and action related to social, political and economic issues. Accuracy of knowledge and language structures is equally important in order to ensure high-quality, multilingual and sociopolitical products, performance, and processes that lead to professional and academic success as well as social action.

The eighth and last element highlights teacher reflection and inquiry. Critical multilingual reflective practice can be achieved through both individual and collaborative inquiry and practice that are grounded in traditional, progressive, and critical orientations in order to improve teaching practices, learning outcomes and social conditions. Our central argument in the CMP framework is that multilingual educators should continue to critique the limitations and leverage the strengths of each model through ongoing critical reflection.

Authors

Esther Gross, Ed.D. is a visiting professor at Hebrew Union College in Los Angeles, CA and serves as the Global Education Director for Bishvil HaIvrit-CET. A former language teacher and school director, Dr. Gross works with new and veteran Hebrew teachers on the principles and didactics of teaching Hebrew-as-a-second-language in various Jewish Day schools across the U.S., Canada, Former USSR, and Australia.

Jenifer Crawford, Ph.D. is an Associate Professor of Clinical Education in the Rossier School of Education at the University of Southern California. A former teacher, she currently prepares multilingual teachers for diverse learners and contexts. Her research interests include critical multilingual pedagogy and preparing equitable instructional leaders in language education.

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