From Culturally and Linguistically Subtractive to Culturally and Linguistically Sustaining Pedagogy

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PREMISE

Dual language programs are well positioned to be models of culturally and linguistically sustaining pedagogy that can inform instruction of multilingual learners (MLLs) at a national level. To meet this critical goal, dual language programs must support students in becoming multilingual and multicultural by using students' backgrounds, experiences, and cultural assets as foundations for all learning and placing equitable and strengths-based instruction of MLLs at the heart of their work. Supporting students in sustaining their cultural and linguistic assets must be a central goal of Dual Language Education (DLE).

VIGNETTE

It's the school year's first Parent Teacher Association (PTA) meeting at Ellen Ochoa Elementary (EOE), a K–5 elementary school with a two-way bilingual immersion program for Spanish and English. As described in chapter 1, a two-way program is a model that has the goal of students developing language proficiency in two languages by receiving instruction in English and another language. At EOE, the student body is approximately 35 percent native Spanish speakers and 65 percent native English speakers. The PTA meeting is held in the evening in the school cafeteria, and a local student service group offers free childcare for families during the event.

The meeting begins with an introduction of the officers and an apology from the PTA president, an English-only speaker. She explains that unfortunately the Spanish interpreter who was supposed to attend the event is unable to be there, and she asks the one PTA officer who speaks Spanish if she would be able to interpret highlights from each of the agenda items throughout the evening. However, as the evening progresses, the amount of the meeting being interpreted into Spanish decreases as the PTA officer notices that some of the non-Spanish speaking parents appear restless and impatient when information and discussions are interpreted into Spanish. Eventually, the interpretation stops entirely.

During the meeting, the PTA president highlights past fundraisers that have been held for the school including a golf tournament and a family bingo night. She asks for other ideas, and a Spanish-speaking mother suggests a possible 3-on-3 soccer tournament or a tamale sale. These ideas are quickly dismissed with the concern that they won't generate enough interest for the amount of work that will be required.

During the new business portion of the meeting, a group of English-only parents raise a concern that new math content is currently being introduced for all students in Spanish. These parents feel that even though the math skills are reinforced in English their children will be disadvantaged in math. They ask that the PTA leadership draft a letter to the administration to request that all new math concepts be first introduced in English. The Spanish-dominant families remain silent during this discussion.

After reading this scenario, reflect on these questions:

- Viewing this scenario through the lens of cultural and linguistic equity, what stands out to you?

- What are the norms and practices of the Ellen Ochoa Elementary PTA that need to be addressed to foster equity of voice in the organization?

- What role does the idea of discomfort play in this scenario? Who accepts experiences of discomfort, and who doesn't?

- What aspects of this scenario can you identify with related to your own teaching context?

THE URGENCY

Culturally responsive and sustaining pedagogy must be a priority for dual language programs and a central focus in school-based planning, educator professional development, and instruction. While urgent for many reasons, a commitment to culturally responsive teaching practices is needed to address the continued impact of the COVID-19 pandemic on MLLs and students of color, the discrepancy between teacher and student demographics in the field of education, and the current culture wars having a staggering impact on education.

Despite the efforts and creativity on the parts of school districts and educators to continue offering high-quality instruction throughout the pandemic, research demonstrates that the pandemic had a disproportionate impact on academic learning and social and emotional well-being for MLLs and students of color. A variety of factors such as inequitable access to in-person learning, technology, and conducive learning environments and decreased opportunities for English language growth and academic skills development further widened preexisting disparities in opportunities and achievement for these students (Sahakyan & Cook, 2021; U.S. Department of Education, Office for Civil Rights, 2021; Villegas & Garcia, 2022).

Additionally, while the number of teachers of color is on the rise, there is still a significant gap between the percentage of teachers of color and the percentage of students of color nationally (Ingersoll et al., 2018; Schaeffer, 2021). The National Center for Educational Statistics (NCES) data shows that 79 percent of public school teachers identified as non-Hispanic white during the 2017–2018 school year (Schaeffer, 2021). Additionally, 7 percent identified as Black, 9 percent as Hispanic or Latinx, 2 percent as Asian American, and fewer than 2 percent of teachers identified either as American Indian or Alaska Native, Pacific Islander, or of two or more races. In contrast, in the 2018–2019 school year, 47 percent of U.S. public school students identified as white, 27 percent as Hispanic or Latinx, 15 percent as Black, and 5 percent as Asian. Approximately 1 percent or fewer identified as Pacific Islander or American Indian or Alaska Native, and around 4 percent were of two or more races (Schaeffer, 2021).

Because public school educators remain a primarily white and middle-class workforce, many students of color in US schools lack adult role models and contact with teachers who understand their racial and cultural backgrounds (Ingersoll et al., 2018). While sharing cultural and linguistic backgrounds is not a requirement for advocacy of equitable education for MLLs, the demographic disparity between students and teachers does highlight the need for educators who understand the specific needs of MLLs and their families. To address educational inequities and strengthen educational opportunities for MLLs, students must have teachers who are committed to equity and who believe all children can succeed, who are trained to use multicultural materials and resources, and who value the use of home language varieties (Alanís & Rodríguez, 2008;

Banks & McGee Banks, 2019; de Jong, 2011; García et al., 2016; Gay, 2010; Howard et al., 2018; Ladson-Billings, 2004; Lindholm-Leary & Borsato, 2006).

Furthermore, the dramatic uptick in legislation aimed at limiting the discussions of culture, race, and racism in U.S. history highlights the urgent need for stakeholders in dual language programs to be advocates for education that is culturally and linguistically sustaining as well as vocal proponents of systemic change. For example, in 2022, six states passed bills limiting or specifying what schools can teach related to concepts of race, sex, color, and/or national origin (Young & Friedman, 2022). Professional development focused on culturally responsive teaching practices can support educators in understanding where resistance to discussions of multiculturalism, equity, and social justice come from and how to address opposition to instruction, resources, and policies that foster inclusion and equity for all students (Gay, 2010).

RESEARCH BASE

The title of this chapter is *From Culturally and Linguistically Subtractive to Culturally and Linguistically Sustaining Pedagogy*. Before exploring strategies for culturally responsive teaching, I would like us to have a shared understanding of the language used to frame this chapter and the research behind it. Additional information on the theoretical evolution of culturally responsive and sustaining pedagogies is provided in chapter 1.

Valenzuela (1999) in her ethnographic research of Mexican American and Mexican immigrant students in Houston described the concept of *subtractive schooling*, an institutionalized process in which students who are outside of the dominant culture have their linguistic, cultural, and historical identities stripped away by schools' curriculum and policies (for more on subtractive and additive policies and practices, see chapter 1). When students' cultural and linguistic backgrounds and experiences are seen as obstacles to be overcome rather than assets to be valued and built on, these students experience subtractive schooling.

To combat the systematic way that educational systems foster a loss of MLLs' linguistic and cultural identities through everyday education, researchers and educators have advocated education that is culturally responsive, culturally relevant, and culturally sustaining (Gay, 2002, 2010; Ladson-Billings, 1992, 1995; Paris & Alim, 2017). Ladson-Billings (1992, 1995) coined the term "culturally relevant pedagogy" to describe an instructional framework that seeks to empower MLLs intellectually, socially, emotionally, and politically. She emphasized the importance of incorporating MLLs' cultural references in all aspects of learning, having high expectations for students, and building students' sociocultural and critical consciousness. Palmer et al. (2019) argue that critical consciousness, an awareness that leads to the identification and struggle against inequitable social systems, should be a fundamental goal for DLE. Figure 2.1 includes definitions of critical consciousness and sociocultural consciousness, which were discussed in chapter 1 and are referred to in greater detail throughout this chapter.

FIGURE 2.1 | Critical Consciousness and Sociocultural Consciousness Defined

Critical consciousness: the ability to analyze and identify inequity in social systems and to commit to taking action against these inequities (Freire, 1970)

Sociocultural consciousness: the awareness that your worldview is not universal and the belief that your worldview is not superior to the worldviews of others

In contrast to subtractive schooling, Paris and Alim (2017) describe the urgent need for *culturally sustaining pedagogies* in which schools are places for nurturing the cultural practices of students of color. Culturally sustaining practices are centered on systematically integrating students' languages and ways of being into classroom learning and across curricular units. These practices are about supporting students in making meaningful connections between their learning and the histories of racial, ethnic, and linguistic communities (Ferlazzo, 2017). To engage in this work, Paris and Alim (2017) also emphasize the necessity of collaboration with students and their communities to identify the aspects of culture and language they want to sustain through schooling.

IMPLICATIONS FOR PRACTICE AND IMPLEMENTATION

Based on a synthesis of research and discussion in the field related to culturally responsive and culturally sustaining teaching, Diane Staehr Fenner and I developed a framework of culturally responsive teaching centered on five guiding principles with classroom and school look-fors for each guiding principle (Snyder & Staehr Fenner, 2021). The goal of the look-fors is to help make culturally responsive teaching practices concrete and actionable and to help integrate these practices across all aspects of a school or district. I have adapted the guiding principles and identified new look-fors to ensure that these recommendations are relevant to and respond to the urgent needs of dual language programs. Through these changes, I have strengthened the focus on cultural and linguistic equity and culturally sustaining practices in dual language programs as well as addressed the need for the development of critical consciousness. I have also included concrete examples of activities or tools that support the guiding principle. The five guiding principles are as follows:

Guiding Principle 1: Culturally responsive teaching is assets-based and grounded in a framework of cultural and linguistic equity.

Guiding Principle 2: Culturally responsive teaching simultaneously supports and challenges students.

Guiding Principle 3: Culturally responsive teaching puts students at the center of the learning.

Guiding Principle 4: Culturally responsive teaching leverages and sustains students' cultural and linguistic backgrounds and fosters sociocultural competence.

Guiding Principle 5: Culturally responsive teaching unites students' schools, families, and communities.

Guiding Principle 1: Culturally Responsive Teaching Is Assets-Based and Grounded in a Framework of Cultural and Linguistic Equity.

Guiding Principle 1 is the foundation of culturally responsive teaching because it asks educators to recognize and value the assets that MLLs bring to the classroom and to build on these assets during instruction. MLLs benefit when they are members of caring school and classroom communities. A commitment from all staff to an assets-based view of students and their families is central to fostering such communities (Gay, 2010; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, 2012). To use students' assets as a foundation for learning, educators must first understand their students' backgrounds, experiences, and goals. A dual language program that is committed to culturally sustaining pedagogy will incorporate opportunities and procedures for educators to learn about and cultivate relationships with students and their families. Without knowledge of MLLs and their families, it is impossible to value and sustain students' cultural and linguistic assets.

Language and culture portraits described in figure 2.2 is one strategy that can be used to learn about students' cultural and linguistic assets and to demonstrate support for these assets. This activity exemplifies the way in which language and culture are integral parts of our identity that connect us to our families and communities and ultimately shape how we see and interact with the world (Hamman-Ortiz, 2021b).

FIGURE 2.2 Strategy: Language and Culture Portraits

Language and Culture Portraits is an activity shared by Hamman-Ortiz (2021b) as a tool for supporting students in thinking about the languages and cultures to which they belong and reflecting on how these different aspects of themselves shape who they are and how they experience the world. Students map the languages and cultures that are part of them to a visual representation of their body. To lead this activity:

- Ask students to create a list of the languages and cultures to which they belong. This list can include any aspects of identity that students wish to include (ethnicity, race, gender/gender identity, nationality, and religion). It can include both languages they speak and languages that are part of their history.

- Students should individually assign a color to each aspect of identity on their list (e.g., Spanish - red; Muslim - blue, female - green).

- Give students a silhouette of a person to map the aspects of their identities to different parts of their body. This mapping can be literal (coloring the mouth the color of the language[s] you speak) or the mapping can be symbolic (coloring the torso a particular color because it is an aspect of identity you carry with you at your core but yet is often not seen by others).

- Ask students to share their language and culture portraits and celebrate the strength and joy that comes from being multilingual and multicultural. Language and culture portraits can be shared in whole groups, small groups, or in a gallery walk format. However, it is important that students feel they have a safe space to share, and all sharing should be optional for students.

In addition to an assets-based view of MLLs and their families, Guiding Principle 1 also speaks to the need to advocate cultural and linguistic equity in dual language programs and to identify areas of inequity. Culturally responsive educators must ask questions and collect evidence of areas of inequity in their schools and programs and then share this information with colleagues and administrators. Examples of questions to consider:

- Is one language valued more than another or integrated more frequently into instruction?
- Are students' home cultures equitably represented in the school curriculum and materials?
- Are racial and ethnic groups equally represented in gifted and talented programs, honors or AP classes, and extracurricular activities? If not, why not?
- Are students from any racial or ethnic group receiving punitive consequences (e.g., removal from class, detention, suspension) at higher rates than other students?

To take a closer look at possible areas of inequity in your context, use the *Exploring Inequity in My Context* (Snyder & Staehr Fenner, 2021) tool. This tool can be accessed on the companion website for this book. [online resources]

As you reflect on possible areas of inequity in your context, consider an area that you would like to prioritize, what data you can collect to support your analysis, and whom you might collaborate with to foster more equitable practices in your context. The work of addressing inequities requires strong advocacy skills, so having allies who support your work is important. Begin by collaborating with individuals you trust who have a shared understanding of the need for change. Then as a team consider the most effective way to approach individuals who are in positions of power who can support your efforts.

As you read the examples in figure 2.3. Guiding Principle 1 Look-Fors, reflect on which of these action items are already in place in your dual language school community, which have been started but could be strengthened, and which might be a priority in thinking about next steps.

> The Exploring Inequity in My Context tool is a helpful tool for self-reflection of inequities in our context. The list of inequities, area of focus, data needed, potential allies, and steps to take allow individuals, and perhaps learning communities, to truly explore one inequity in one's context at a time. The reflection questions allow participants to go deeper with the tool.
>
> **Ivannia**

FIGURE 2.3 Guiding Principle 1 Look-Fors

- The school mission espouses an assets-based perspective of all learners and a commitment to cultural and linguistic equity. All stakeholders (i.e., students, families, teachers, staff, administrators, and school partners) understand and embrace the mission.
- All teachers receive professional development on culturally sustaining teaching practices and anti-bias training when they are hired.
- Students learn about and discuss the benefits of being multilingual and multicultural (e.g., cognitive benefits, cultural benefits, and academic and professional benefits).
- There is space and a process to challenge inequities and inequitable practices within the school without fear of repercussions.
- There is time and space to support teachers in learning about their students' backgrounds, interests, families and communities, and goals.

Source: Adapted from Snyder and Staehr Fenner (2021)

Guiding Principle 2: Culturally Responsive Teaching Simultaneously Supports and Challenges Students.

Guiding Principle 2 is framed around the importance of having high expectations for all students, but at the same time recognizing the individual support that students may need to meet those expectations. Kleinfeld (1975) in her work with Inuit and Yupik students in Alaska coined the term "warm demander" to describe this balance of high expectations and scaffolded support. Hammond (2015) explains that the essential goal of being a warm demander is "to help students take over the reins of their learning" (p. 100). In our work on culturally responsive teaching, Diane and I expanded that term to become a "warm and informed demander." A warm and informed demander is an educator who believes that all students can learn and strives to foster student autonomy by understanding students' strengths and areas for growth and building on these during instruction. To be an informed demander means having a deep understanding of each student's background, including prior educational experiences, home language, culture, interests outside of school, and goals (Snyder & Staehr Fenner, 2021). Guiding Principle 2 asks educators to act as warm and informed demanders to both support and challenge MLLs in systematic and ongoing ways.

Supporting MLLs

Educators can foster MLLs' autonomy in their learning through the instructional scaffolds and routines that they build into their daily teaching (e.g., use of visuals, think-alouds to model metacognitive skills). However, in addition to using these types of scaffolds, it is essential to support students in understanding and using the unique resources that they carry with them as MLLs.

> Thank you for including explicit ways in which MLLs might transfer their vocabulary from one language to another by being explicit about cognates.
>
> **Ivannia**

As MLLs acquire new languages, we must explicitly teach them to integrate the knowledge and skills that they already have in their home languages and be strategic in pointing out differences. MLLs should have an opportunity to *leverage their dual language brain* and explore the rules and patterns that are the same across languages and those that are distinct.

Drs. Escamilla et al. (2022) in their work on literacy instruction for MLLs advocate the explicit teaching of strategies that support MLLs in learning to integrate their home languages with English during literacy instruction and build cross language connections (Escamilla et al., 2022; U.S. Department of Education, Office of English Language Acquisition, 2022). For example, teachers might color code print in the classroom to identify patterns that differ between English and the partner language. Similarly, students might engage in an activity in which they analyze sets of cognates and circle differences between the words. Figure 2.4 is an example of how you might ask students to compare and identify similarities and differences in cognates.

FIGURE 2.4 Cognate Comparison

ac**tion** and ac**ción**
celebra**tion** and celebra**ción**
na**tion** and na**ción**

The explicit instruction around language integration will not only support students in developing language and literacy skills at a faster rate, but it will also free up important teaching time and cognitive space for students (Escamilla et al., 2022; U.S. Department of Education, Office of English Language Acquisition, 2022). For example, rather than spending time teaching both the English alphabet and the Spanish alphabet, teachers can identify the similarities between the two alphabets and focus instruction on teaching what is different about the two alphabets (Escamilla et al., 2022; U.S. Department of Education, Office of English Language Acquisition, 2022).

Challenging MLLs

Often when we talk about teaching MLLs, the instructional focus is on the need for scaffolded support. However, equally important are the steps that we take to challenge students. The challenge is where we guide students in being researchers, inventors, and activists, where students have space to question and explore. In challenging students, we ask them to think critically and make cross-curricular connections (Snyder & Staehr Fenner, 2021). We give them opportunities to take part in projects that build critical consciousness (our fourth pillar in dual language instruction) and foster social action. By embedding within these units, the academic language and skills that students are already working on, these types of projects can be integrated into your curriculum. A classroom library inventory, described in figure 2.5, is one example of a project-based learning opportunity that will challenge students. It also could be integrated into a unit you are already working on related to opinion writing.

FIGURE 2.5 Classroom Library Inventory

Purpose: A classroom library inventory is one way to begin discussions with students about representation in books and other curricular materials.

Getting started: To begin a library inventory unit, define key terms that will be used during the unit. You can share with students the concept of mirrors, windows, and sliding glass doors, explained below (Bishop, 1990; Style, 1988). Through read-alouds and discussion, model the concepts of mirror and window books and talk with students about why it is important for all students to have access to books that are both mirrors and windows.

(Continued)

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> **Mirror resources:** Resources that represent the identities, backgrounds, and experiences of the learner (Bishop, 1990; Style, 1988).
>
> **Window resources:** Resources that give the learner an opportunity to learn about the experiences and backgrounds of people who don't share their cultural and linguistic background (Bishop, 1990; Style, 1988).
>
> **Sliding glass doors:** The way in which window resources can allow us to immerse ourselves briefly in the experiences and worlds of others who may be different from us and help us build empathy and understanding for other ways of being (Bishop, 1990).

During the read-alouds, students can take note of characters, authors, and languages in the books that fill their classrooms or school libraries. They should be prompted to ask questions and answer questions such as:

- Does this book have characters who look like me and who have similar experiences to me? How?
- Does this book have characters who look different from me or have different experiences from mine? How?
- Does the author of this book share my cultural and linguistic background? How?
- Does the author of this book have cultural and linguistic backgrounds that are different from mine? How?
- Does this book help me understand a different viewpoint or a different way to live? How?
- Are there an equal number of books in the library in English and my home language? Why or why not?

Next steps: Once students understand and can talk about books and resources through the lens of mirrors, windows, and sliding glass doors during class discussions, have them begin to explore their own classroom and school libraries. New York City educator Stephanie Reyes created a tracking tool in which students could note the characteristics that they were looking for in books in their library and the number of books that they found. She also had students write letters to authors and publishers asking for stronger representation in the books that they write and publish (Reyes, n.d.; Snyder & Staehr Fenner, 2021).

Projects such as a library inventory encourage students to think critically about inequitable systems and their role in working for change. As you reflect on Guiding Principle 2, consider the look-fors in figure 2.6.

FIGURE 2.6 Guiding Principle 2 Look-Fors

- MLLs are provided with consistent instructional scaffolding (e.g., modeling, visuals, formulaic expressions, multimodal representation) across content areas to support them in engaging with challenging grade-level content and in developing academic language.
- Students are provided instructional supports that foster opportunities for language integration (e.g., multilingual word walls, student-generated bilingual dictionaries).
- Instruction includes activities that foster critical thinking and reflection (e.g., open-ended discussion prompts, students monitoring of their learning).
- Instruction includes activities that require students to make connections to their prior experiences and learning.
- Instruction includes activities that require students to consider alternative ways of understanding information and engages students in developing a critical consciousness (e.g., analyzing the shift from celebrating Columbus Day to celebrating Indigenous People's Day).

Source: Adapted from Snyder and Staehr Fenner (2021)

Guiding Principle 3: Culturally Responsive Teaching Puts Students at the Center of the Learning.

Student-centered learning prioritizes student involvement and student choice in their learning. It is a shift away from a lecture-style model in which the teacher does a significant amount of the talking. In a student-centered classroom, students play an active role in determining classroom norms. They have daily opportunities for informal and structured peer learning activities. In addition, they set goals for their learning and engage in ongoing self-assessment and reflection related to their learning.

Informal and Structured Opportunities for Peer Learning

To examine student-centered learning in a dual language classroom, it is essential to consider what opportunities are available to support equity of voice and engagement. Consider these questions:

- What policies and norms do you have in your classroom or school related to language use? How were these norms created?

- Are there separate planned times for whole-class discussions to be conducted in English and the partner language? Is there language equity regarding how these discussions are planned that are consistent with the program model and the policies for language use?

- Are there expectations around language use in small-group discussions that foster equity of voice and are consistent with the program model and the policies for language use?

- Is there equity of voice between students coming from English-dominant homes and students coming from homes in which a language other than or in addition to English is spoken? Which students tend to speak the most in both whole-group and small-group discussions?

As you reflect on these questions, what do you notice about potential areas for growth in planning informal and structured peer learning opportunities?

In designing effective peer learning opportunities in dual language classrooms and ensuring that MLLs are well-supported to take part, it is important to be intentional about student groupings, pair and group work routines and scaffolds, and the inclusion of structured opportunities for language development. Use a variety of student grouping strategies that are intentionally selected to support the goals of the activity. For example, you might intentionally group students in heterogeneous home language groups to be able to provide opportunities for language modeling or group students in homogenous home language groups to provide opportunities for content discussions in students' dominant language. Expectations for language use during small-group discussions should be aligned with the program model and school policies for language use.

Further, you can implement peer learning routines that require all students to take an active role and be accountable for the discussion. The strategy described in figure 2.7 is one example of a peer learning routine to support group accountability. In addition, giving students structured independent thinking or practice time with needed scaffolds (e.g., sentence stems, visuals, glossary of key vocabulary) prior to the peer discussion will help students come to the discussion better prepared to take part. The *Peer Learning Activity Checklist* (Snyder & Staehr Fenner, 2021) is a tool to support you as you develop effective and engaging peer learning opportunities. This tool can be found on the companion website for this book. [online resources]

FIGURE 2.7 Strategy: Prep the Reporter

Prep the reporter is a strategy that can be used to support accountability for group work. One student is selected to be the reporter for the group, but prior to the whole-group share out, all students are responsible for helping the reporter prepare to share. Model for the class what it looks like to "prep the reporter" and provide the opportunity for students to practice this skill. Emphasize to students that the reporter is representing the group's ideas and getting the reporter ready to share is a team responsibility. The reporter can be randomly selected or selected strategically by the teacher to foster equity of voice within a classroom. Depending on the language proficiency levels of the reporter and the language of the discussion, students may benefit from sentence stems or frames to support them in sharing the group ideas.

Source: Adapted from Motley (2022)

Engaging Students in Self-Assessment and Goal Setting

Engaging students in self-assessment and goal setting is an important step in building student autonomy and strengthening student motivation. An important component of having students self-assess is helping them build their understanding of the success criteria (Brookhart, 2020). To begin, you can ask students to analyze strong and weak models of academic learning tasks in the language in which students will be completing the academic task. For example, if students are going to be asked to write an explanation for the steps that they took to solve a math problem in Arabic, you might provide two models that share the same final answer but differ regarding the use of academic language, cohesiveness of ideas, and use of sequencing words. During these discussions, have students share what they notice about the different models. These discussions will support students in understanding and being able to describe success criteria in student-friendly terms. These success criteria can be used to develop anchor charts, student checklists, and student-friendly rubrics. When asking students to use student checklists or rubrics for self-assessment, only use select criteria that you have discussed and practiced.

As students gain skills at self-assessment, you can add additional criteria and have students take greater agency in the assessment process. For example,

you might have students select completed learning tasks for a portfolio. They can reflect on their work and use it to demonstrate their learning and language development in both languages over time (for more on equitable assessment practices, refer to chapter 4). As students self-assess, you can also ask them to set goals for further learning. For example, if students are rating their ability to use academic vocabulary to explain how they solved a math problem, you might ask them to reflect on one step they can take next to strengthen their use of this language. Students can also be asked to compare their academic language use and development in both languages.

Figures 2.8 and 2.9 are two examples of tools to support students with self-assessment and goal setting. Figure 2.8 is a student self-reflection tool that asks students to set goals for their language development in a particular language. The data table can be adjusted based on the type of language assessments used in your school. Students can shade in their score and then reflect on language domains in which they are strong as well as areas for growth. Rebecca Thomas, the educator who uses this self-assessment, has a modified version for students in lower grade levels that asks students to circle a picture to indicate in which language domain they are strongest and in which domain they most want to improve. Students can also be asked to share these self-assessments with their families so that families are aware of their child's language goals.

Figure 2.9 is a set of sentence stems that you might share with students during student-led conferences. During a student-led conference, students can reflect on a piece of work that they completed, think about what might have been challenging about the task, and/or something that they might do differently next time. The stems provided in this example can be adapted depending on students' grade levels and translated into other languages.

As you reflect on Guiding Principle 3, consider the look-fors in figure 2.10.

Guiding Principle 4: Culturally Responsive Teaching Leverages and Sustains Students' Cultural and Linguistic Backgrounds and Fosters Sociocultural Competence.

Guiding Principle 4 builds on Guiding Principle 1 in that it asks educators to use MLLs' assets including their prior knowledge, languages, cultures, and experiences as foundations for all learning. Guiding Principle 4 also highlights the importance of using curricular materials and resources that offer multilingual and multiethnic perspectives in dual language settings. Palmer et al. (2019) describe the need for students to have opportunities to study the histories of the different communities that are represented in their classroom and to build an understanding of their identities and the identities of others as they have been shaped by these histories. Providing opportunities for MLLs to explore and express their multifaceted identities fosters the development of sociocultural competence in all students.

FIGURE 2.8   Student Language Development Goal Setting Tool

Name _____ Date _____ Language _____

My Score	1.0	2.0	3.0	4.0	5.0	6.0
Listening						
Reading						
Speaking						
Writing						

From the data, I know that I am strong in _____.

From the data, I know I need to improve in _____.

I can improve my _____ by _____.

Source: Rebecca Thomas

Image Sources: istock.com/Yana Momchilova, istock.com/Ivan Zakalevych, istock.com/Avector, istock.com/Pavlo Stavnichuk

FIGURE 2.9 Sentence Stems for Student-Led Conferences

The learning objective for this task was to . . .

In this work, I wanted to demonstrate . . .

To demonstrate . . . I . . .

Something I think I did well was . . .

Something that was challenging for me was . . .

Something I might do differently next time is . . .

Something I have a question about is . . .

I enjoyed . . .

Source: Snyder and Staehr Fenner (2021, p. 168)

FIGURE 2.10 Guiding Principle 3 Look-Fors

- MLLs and non-MLLs participate equally in whole-group and small-group or pair-learning discussions.

- There are school policies and/or clear expectations around language use for whole-group and small-group discussions that allow for equity of voice for MLLs.

- Students have an opportunity to practice routines and language to support engagement in peer learning activities and ways of making connections to their peers' ideas.

- MLLs are given opportunities to speak and write about their lives, including people and events that are important to them.

- MLLs are involved in goal setting and self-assessment through the use of student goal sheets, checklists, student-friendly rubrics, and teacher-student or student-student conferencing related to content learning and language development.

Source: Adapted from Snyder and Staehr Fenner (2021)

A concrete example of what this concept might look like is a project-based unit shared in the California Department of Education's English Language Arts/English Language Development Framework called *Linguistic Autobiographies* (2015). During this unit, students engage in collaborative conversations and learning tasks to explore how the use of languages other than English, "nonstandard" varieties of English, and slang are perceived and responded to in the media. The unit includes an exploration of film, essays, and poetry that all touch on the theme of perceptions of language use, and the unit activities provide students an opportunity to reflect on the intersection of language and culture and the power dynamics that are embedded in how language is used and responded to.

Students in younger grade levels could be given opportunities to explore their own decisions, feelings, and beliefs about language and ways to respond

to negative comments that they might hear related to the languages they use. During these conversations, educators can validate students' feelings while at the same time emphasizing the value of being multilingual and multicultural. Educators can also share resources and stories of individuals who are strong models of multilingualism and multiculturalism and invite former students into the classroom to share their experiences about the benefit of being multilingual.

Opportunities for translanguaging, the use of more than one language to communicate as a way to encourage the full use of students' linguistic resources, can also be intentionally integrated into instruction (Creese & Blackledge, 2010; Garcia et al., 2016). For example, MLLs might be given the opportunity to annotate an English text using notes in their home language or build background knowledge through a home language text or video. For more on translanguaging practices, see chapter 4. The one caveat to supporting translanguaging practices in a dual language program is the potential for it to open a door for the overuse of English (or the dominant language) and create a subtractive learning environment for students who have the nondominant language background (Howard et al., 2018).

Student creation of identity texts (multilingual, multimodal texts in which students independently or collaborative explore an aspect of their identity) can be a wonderful way to foster translanguaging practices and develop sociocultural competence (Cummins et al., 2005; Hamman-Ortiz, 2021a). Identity texts can be written, spoken, visual, musical, dramatic, or a combination of any of these modalities, and students can be given the freedom to use any of the languages in their linguistic repertoires. The structure and prompt used for identity texts can vary depending on the age of the students and the priorities for the activity. Here are two sample projects ideas:

Read *The Best Part of Me* by Wendy Ewald. Ask students to develop their own images and writing to describe a part of themselves that they appreciate and what it means to their identity.

Have students work in groups to showcase an aspect of their town, city, or community that is important to them. A project such as this can highlight the ways that different aspects of a community are important to different group members. The project could also be developed and presented multilingually (Hamman-Ortiz, 2021a).

As you reflect on Guiding Principle 4 and strategies that you use to leverage students' cultural and linguistic backgrounds and provide access to models of multilingualism and multiculturalism that students can relate to, consider the look-fors in figure 2.11.

FIGURE 2.11 Guiding Principle 4 Look-Fors

- High-quality instructional materials and texts in both languages are available and used consistently.
- Lessons and units include perspectives of individuals that come from students' home cultures, and culturally authentic resources (e.g., art, video, and audio-video materials) are representative of students' home cultures.
- Students becoming multilingual and multicultural is a clearly articulated and supported goal within the school community.
- Students are explicitly taught patterns of language and how to integrate their knowledge of their home language into their acquisition of the partner language.
- Leaders and role models from the communities are included in the learning (e.g., community members are invited to speak in class).

Source: Adapted from Snyder and Staehr Fenner (2021)

Guiding Principle 5: Culturally Responsive Teaching Unites Students' Schools, Families, and Communities.

Collaboration with all families and communities in a dual language program is critical to supporting MLLs' academic and social and emotional needs, particularly those from the non-English dominant group. Research has shown a strong positive correlation between family engagement and student outcomes such as higher rates of high school graduation and enrollment in higher education, higher grades and test scores, and higher levels of language proficiency (Ferguson, 2008; Henderson & Mapp, 2002; Lindholm-Leary, 2015; National Academies of Sciences, Engineering, and Medicine, 2017). In addition to these academic outcomes, the effective inclusion and valuing of all students' families and communities creates a richer and more caring learning space for MLLs.

This chapter began with a scenario that emphasized the ways in which English-dominant families frequently have greater voice and greater power in dual language school communities. Palmer et al. (2019) emphasize that in spaces where dominant norms prevail, those who do not share those norms may have feelings of discomfort, but that discomfort is ignored or overlooked because it is outside what is considered the standard way of being or doing. In the opening scenario, the voice of the Spanish-speaking families has been overpowered, and as a result, they weren't able to speak about any discomfort that they may have had with the language in which the meeting was conducted, the choice of fundraisers for the school, and proposed recommendations related to instruction. Instead, the English-dominant families controlled the language, the topics, and the outcomes of the meetings.

Thus, to foster strong partnerships with all families and communities in a dual language program, it is essential for schools and educators to create a safe space for MLLs' families to share their experiences and concerns and demonstrate a commitment to making sure that their voices are heard. In doing so, the English-dominant, often white families, may experience discomfort and push back against policies and procedures that lead to this discomfort. As a result, it is important to be able to clearly articulate a schoolwide commitment to MLL family engagement and equity of voice, especially for those who do not speak the dominant language. To support English-dominant families in understanding why this commitment to equity of voice and culturally and linguistically sustaining practices is so critical, administrators and school leaders can share examples that highlight the urgent need to address inequitable education and educational opportunity gaps that exist for certain MLLs. In addition, school leaders can also share the ways in which culturally and linguistically sustaining practices that create space for MLLs and their families to share their experiences and ideas benefit all members of a school community.

To develop a welcoming and safe space for MLL families and demonstrate the value that you place on their membership in the community, examine areas of inequity for non-English–dominant MLL families, engage in critical listening campaigns, build relationships with these families, and remove barriers that may be standing in the way of their family engagement.

It is so essential to ask ourselves these questions (and often) when exploring the school environment and procedures for inequities for MLL families. Then, it is essential to create a common plan around each of the bullet points so that everyone is on the same page regarding how MLL family members can truly be a part of the school community.

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Examine your school environment and school procedures to determine areas of inequity for MLL families.

Consider what it is like for an MLL family member to be a part of the school community and consider the ways in which the school and families communicate by asking yourself these questions:

- Can all MLL families see themselves, their children, and their communities represented visually around the school?

- Are they greeted in their home languages when they come to the school or when they call the school?

- Is school information that all MLL families need readily accessible in a language and format that they can understand as required by federal law?

- Is family communication a two-way process in which families have a straightforward way to ask questions and raise concerns with school administrators and teachers?

If you answered no to any of these questions, consider the strategies (discussed next) and identify whom to partner with to address the issue.

Engage in critical listening through listening campaigns.

Critical listening is essential if we want to learn about MLL families. Safir and Dugan (2021) describe the importance of collecting "street data" to gain a greater understanding of the strengths of students and families and to identify what may be getting in the way of student learning. Palmer et al. (2019) explain that critical listening is not just about "offering simultaneous translation at meetings but providing opportunities for these parents to be *listened to*: to share their experiences, interrogate school leaders, or talk about issues they wish to see addressed" (p. 7). Schools need to move beyond written family surveys and reach out personally to MLL families, especially those who are non-English dominant, to ask them to take part in listening sessions and/or focus group discussions during which they can prioritize the issues that they would like to discuss. These listening sessions and focus groups should be offered in families' home languages in places where they feel comfortable (perhaps at a location in their communities) and at a time that is convenient for families to attend.

Build relationships with MLL families by learning about their communities and taking part in community events.

Spending time in MLL family communities will strengthen understanding of the assets that MLL students bring to your school and classroom and provide valuable information that can be used when tapping into students' backgrounds and experiences. One way to learn more about the communities of MLL families is through family or student-led community walks (L. Markham, personal communications November 25, 2019, as cited in Snyder & Staehr Fenner, 2021; Safir & Dugan, 2021). Student-led community walks can provide an opportunity for educators to learn about important sites and people in these communities. Community walks can also provide opportunities for critical listening and for building school, family, and community partnerships in support of students.

Remove barriers that might be standing in the way of family engagement.

When planning family engagement events or thinking about expectations around day-to-day family engagement, consider barriers (e.g., language in which the event is conducted, childcare, transportation, location or time of the event, comfort level) that might be preventing MLL family engagement. Then problem-solve strategies for eliminating those barriers (Staehr Fenner, 2014; Snyder & Staehr Fenner, 2021). It is critical to offer families a safe space and opportunity to share what these barriers might be rather than make assumptions about potential barriers.

As you reflect on Guiding Principle 5, consider the look-fors in figure 2.12.

FIGURE 2.12 **Guiding Principle 5 Look-Fors**

- The school visually demonstrates a commitment to multicultural families and students (e.g., flags from students' home countries, signs posted in multiple languages, and student work displayed on walls).

- The school offers space and time for the questions and concerns of non-dominant language families to be heard.

- Educators build relationships with and understanding of MLL families by spending time in their communities, meeting community leaders, and attending community events.

- The school demonstrates a commitment to MLL family engagement by asking about and eliminating barriers (e.g., language in which events are conducted, childcare, transportation, location or time of the event, comfort level) that may stand in the way of their participation.

- MLL family members are actively involved with school committees or organizations that are open to parents (e.g., PTA). It is essential to invite MLL family members to join and to create a space in which they feel comfortable and supported.

Source: Adapted from Snyder and Staehr Fenner (2021)

Collaborate to Determine Priorities

I have shared many ideas to integrate culturally responsive and sustaining teaching into dual language programs, and it can feel daunting to know what to prioritize. Collaborating with a school-based team and including MLL families and students in these discussions can be a unifying way to determine your needs and set goals for next steps. Figure 2.13. The Culturally Responsive School Checklist and Goal Setting for Dual Language Programs can be a helpful collaboration tool. It includes all the look-fors provided in this chapter and also includes space for you to determine your own look-fors related to each guiding principle. A downloadable copy of this checklist is available on the companion website.

FIGURE 2.13   Culturally Responsive School Checklist and Goal Setting for Dual Language Programs

Directions: Individually or collaboratively, reflect on the presence of each of these look-fors, grouped by guiding principle, in your context. In cases in which the look-for is not present, brainstorm what you will do to improve how the look-for is incorporated in your classroom or school. Then, based on your responses in the checklist, choose one guiding principle to focus on. List three steps you can take to strengthen that guiding principle in your context.

Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will . . .
Guiding Principle 1: Culturally responsive teaching is assets-based and grounded in a framework of cultural and linguistic equity.				
A. The school mission espouses an assets-based perspective of all learners and a commitment to cultural and linguistic equity. All stakeholders (i.e., students, families, teachers, staff, administrators, and school partners) understand and embrace the mission.				
B. All teachers receive professional development on culturally sustaining teaching practices and anti-bias training when they are hired.				
C. Students learn about and discuss the benefits of being multilingual and multicultural (e.g., cognitive benefits, cultural benefits, and academic and professional benefits).				
D. There is space and a process to challenge inequities and inequitable practices within the school without fear of repercussions.				
E. There is time and space to support teachers in learning about their students' backgrounds, interests, families and communities, and goals.				
Additional look-for:				
Additional look-for:				

(Continued)

(Continued)

Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will . . .
Guiding Principle 2: Culturally responsive instruction simultaneously supports and challenges students.				
F. MLLs are provided with consistent instructional scaffolding (e.g., modeling, visuals, formulaic expressions, multimodal representation) across content areas to support them in engaging with challenging grade-level content and in developing language.				
G. Students are provided instructional supports that foster opportunities for language integration (e.g., multilingual word walls, student-generated bilingual dictionaries).				
H. Instruction includes activities that foster critical thinking and reflection (e.g., open-ended discussion prompts, students monitoring of their learning).				
I. Instruction includes activities that require students to make connections to their prior experiences and learning.				
J. Instruction includes activities that require students to consider alternative ways of understanding information and engages students in developing a critical consciousness (e.g., analyzing the shift from celebrating Columbus Day to celebrating Indigenous People's Day).				
Additional look-for:				
Additional look-for:				

Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will . . .
⊙ **Guiding Principle 3:** Culturally responsive teaching places students at the center of the learning.				
K. MLLs and non-MLLs participate equally in whole-group and small-group or pair-learning discussions.				
L. There are school policies and/or clear expectations around language use for whole-group and small-group discussions that allow for equity of voice for MLLs.				
M. Students have an opportunity to practice routines and language to support engagement in peer learning activities and ways of making connections to their peers' ideas.				
N. MLLs are given opportunities to speak and write about their lives, including people and events that are important to them.				
O. MLLs are involved in goal setting and assessment through the use of student goal sheets, checklists, peer-editing activities, and teacher-student or student-student conferencing related to content learning and language development.				
Additional look-for:				
🗪 **Guiding Principle 4:** Culturally responsive teaching leverages and sustains students' cultural and linguistic backgrounds and fosters sociocultural competence.				
P. High-quality instructional materials and texts in both languages are available and used consistently.				

(Continued)

(Continued)

Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will . . .
Q. Lessons and units include perspectives of individuals that come from students' home cultures, and culturally authentic resources (e.g., art, video, and audio-visual materials) are representative of students' home cultures.				
R. Students becoming multilingual and multicultural is a clearly articulated and supported goal within the school community.				
S. Students are explicitly taught patterns of language and how to integrate their knowledge of their home language into their acquisition of the partner language.				
T. Leaders and role models from MLL communities are included in the learning (e.g., community members are invited to speak in class).				
Additional look-for:				
Additional look-for:				
👥 **Guiding Principle 5:** Culturally responsive teaching unites students' schools, families, and communities.				
U. The school visually demonstrates a commitment to multicultural families and students (e.g., flags from students' home countries, signs posted in multiple languages, and student work displayed on walls).				
V. The school offers space and time for the questions and concerns of non-dominant language families to be heard.				

Look-Fors	Yes	Sometimes	No	To improve on how this look-for is incorporated in my classroom or school, I will . . .
W. Educators build relationships with and understanding of MLL families by spending time in their communities, meeting community leaders, and attending community events.				
X. The school demonstrates a commitment to MLL family engagement by asking about and eliminating barriers (e.g., language in which the event is conducted, childcare, transportation, location or time of the event, comfort level) that may stand in the way of their participation.				
Y. MLL family members are actively involved with school committees or organizations that are open to parents (e.g., PTA). It is essential to invite MLL family members to join and to create a space in which they feel comfortable and supported.				
Additional look-for:				
Additional look-for:				

Goal Setting

Based on my responses to the checklist, the guiding principle I prioritize to focus on is:

I will take the following three steps to strengthen this guiding principle:

1.

2.

3.

online resources

Source: Adapted from Snyder and Staehr Fenner (2021)

Conclusion: Key Take-Aways

It is often assumed that dual language programs are committed to equitable education and equitable educational outcomes for all students. However, culturally sustaining practices are not systematically integrated into all dual language programs. A shift from culturally and linguistically subtractive to culturally and linguistically sustaining pedagogy requires a schoolwide commitment to and professional development on understanding, valuing, and using MLLs' assets as foundations for learning. It asks educators to examine inequities of voice, representation, and opportunities in the classroom, in the curriculum, in school programs, and in family engagement and to build critical consciousness in all stakeholders. When we create a space for all voices to be heard and MLLs to thrive, the whole community will benefit and be strengthened.

Reflection Questions

1. What is the connection between culturally sustaining instructional practices and equity for MLLs?

2. Where might there be issues of inequity for MLLs in your context? What steps could you take to collect data about possible inequities?

3. Which of the five guiding principles stood out to you as a priority for your school or context? Why?

4. What is one step that you can take to support your school in strengthening its commitment to culturally and linguistically sustaining practices for MLLs?

5. What is one step you would like to take to build stronger partnerships with MLL families?

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