

References

Framework for Designing Professional Learning Inclusive of English Learners

Core Belief 1: Student Assets Are Learning Resources

Building Schema

Carrell, P. L. (1984). Schema Theory and ESL Reading: Classroom Implications and Applications. *The Modern Language Journal*, 68, 332–343.

Pearson-Casanave, C. R. (1984). Communicative Pre-Reading Activities: Schema Theory in Action. TESOL Quarterly, 18, 334-336.

Rance-Roney, J. (2010). Jump-starting language and schema for Englishlanguage learners: Teacher-composed digital jumpstarts for academic reading. Journal of Adolescent & Adult Literacy, 53(5), 386-395.

Wessels, S. (2012). The Importance of Activating and Building Knowledge. Faculty Publications: Department of Teaching, Learning and Teacher Education, 145. https://digitalcommons.unl.edu/teachlearnfacpub/145.

Celic, C. & Seltzer, K. (2012). Translanguaging: A CUNY-NYSIEB Guide for Educators. Retrieved from https://www.cuny-nysieb.org/wp-content/ uploads/2016/04/Translanguaging-Guide-March-2013.pdf.

Daniel, S. M., & Pacheco, M. B. (2016). Translanguaging practices and perspectives of four multilingual teens. Journal of Adolescent & Adult Literacy, 59(6), 653-663.

García, O., Johnson, S. I., & Seltzer, K. (2017). The translanguaging classroom: Leveraging student bilingualism for learning. Philadelphia, PA: Caslon.

García, O. & Kleyn. T. (Eds.) (2016). Translanguaging with Multilingual Students: Learning from Classroom Moments. Routledge.

Rowe, L. W. (2018). Say it in your language: supporting translanguaging in multilingual classes. The Reading Teacher, 72(1), 31-38.

Vogel, S., & Garcia, O. (2017). Translanguaging. In Oxford Research Encyclopedia of Education.



Core Belief 1: Student Assets Are Learning Resources (continued)

Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. Review of *Educational Research*, 86(1), 163–206.

Culturally Responsive-Sustaining Education Framework. (2018). New York State Department of Education. Retrieved from http://www.nysed.gov/ curriculum-instruction/culturally-responsive-sustaining-educationframework.

Gay, G. (2018). Culturally responsive teaching: Theory, research, and practice. Teachers College Press.

Gutiérrez, K. D., Baquedano-López, P., & Tejeda, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the third space. Mind, culture, and activity, 6(4), 286-303.

Ladson-Billings, G. (2014). Culturally Relevant Pedagogy 2.0: a.k.a. the Remix. Harvard Educational Review, 84, 74–84.

Moll, L. C., Amanti, C., Neff, D. and Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. Theory Into Practice, 31, 132-141.

Moje, E. B., & Hinchman, K. (2004). Culturally responsive practices for youth literacy learning. In T. L. Jetton & J. A. Dole (Eds.), Adolescent literacy research and practice (pp. 321–350). Guilford.

Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. Harvard Educational Review, 84(1), 85-100.

Souto-Manning, M. (2010). Teaching English learners: Building on cultural and linguistic strengths. *English Education*, 42(3), 248–262.

Torres-Velasquez, D., & Lobo, G. (2005). Research, Reflection, and Practice: Culturally Responsive Mathematics Teaching and English Language Learners. Teaching Children Mathematics, 11(5), 249–255.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. Race Ethnicity and Education, 8(1), 69–91. https://doi.org/10.1080/1361332052000341006.



Understanding Language



Core Belief 2: Language and Content are Interconnected

Fillmore, L.W., & Snow, C. (2000). What Teachers Need to Know About Language. Center of Applied Linguistics. Retrieved from https://eric.ed. gov/?id=ED444379.

Saunders, W., & Goldenberg, C. (2010). Research to guide English language development instruction. *Improving education for English learners:* Research-based approaches, 21, 81. Retrieved from http://www-leland. stanford.edu/~hakuta/Courses/Ed205X%20Website/Resources/ Saunders%20and%20Goldenberg.pdf.

Walqui, A. (2000). Access and Engagement. Program design and instructional approaches for immigrant students in secondary school. Centre for Applied Linquistics: Washington, DC Available from: https://eric. ed.gov/?id=ED438727.

Walqui, Aida. (2000). Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary School. Center for Applied Linguistics. Retrieved from: https://web.stanford. edu/~hakuta/www/archives/syllabi/Docs/Walgui1.htm.

Bunch, G. What are the language demands of the CCSS for English language arts? In Valdés, G., Menken, K., & Castro, M. (Eds.). 2015. Common Core, Bilingual and English Language Learners: A Resource for All Educators, pp. 161-162. Philadelphia: Caslon.

Bunch, G. C., Kibler, A. & Pimentel, S. (2012). Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards. Available from https://ell.stanford.edu/ publication/realizing-opportunities-ells-common-core-englishlanguage-arts-and-disciplinary-literacy.

Chval, K.B., Pinnow, R., & Thomas, A. (2015). Learning how to focus on language while teaching mathematics to English language learners: A case study of Courtney. Mathematics Education Research Journal, 27(1), 103–127.

Forman, E. (1996). Forms of participation in classroom practice: Implications for learning mathematics. Theories of mathematical learning, 115-130.

Gibbons, P. (2015). Scaffolding Language Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom. Heinemann.



Core Belief 2: Language and Content are Interconnected (continued)

Kibler, A., Walqui, A., & Bunch, G. (2015). Transformational opportunities: Language and literacy instruction for English language learners in the Common Core Era. TESOL Journal, 6, 9–35. https://doi.org/10.1002/tesj.133.

McGraner, K.L. & Saenz, L. (2009). Preparing Teachers of English Language Learners. National Comprehensive Center for Teacher Quality. Retrieved from https://eric.ed.gov/?id=ED543816.

National Academies of Sciences, Engineering, and Medicine (2018) English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives. Washington, DC: The National Academies Press. https://www.nap.edu/ catalog/25182/english-learners-in-stem-subjects-transformingclassrooms-schools-and-lives.

Walqui, A. & Heritage, M. (2018). Supporting English Language Learners' Oral Language Development. American Educator. Retrieved from https:// www.aft.org/ae/fall2018/walqui heritage.

Zwiers, J., Dieckmann, J., Rutherford-Quach, S., Daro, V. Skarin, R., Weiss, S. & Malamut, J. (2017). Principles for the Design of Mathematics Curricula: Promoting Language and Content Development. Understanding Language Stanford Center for Assessment, Learning and Equity. Retrieved from https://ell.stanford.edu/sites/default/files/u6232/ULSCALE ToA Principles MLRs Final v2.0 030217.pdf.

Core Belief 3: Challenge All Students Through Cognitively Demanding Tasks

Designing Effective

Facella, M. A., Rampino, K.M. & Shea, E.K. (2005) Effective Teaching Strategies for English Language Learners. Bilingual Research Journal, 29, 209-221, DOI: 10.1080/15235882.2005.10162832.

Peregoy, S. F., & Boyle, O. F. (2017). Chapter 3: Classroom Practices for Effective English Learner Instruction. Reading, writing, and learning in ESL: A resource book for K–12 teachers English Learners. (7th ed, pp. 109–115). Pearson.

Shanahan, T. (1997). Reading-writing relationships, thematic units, inquiry learning... In pursuit of effective integrated literacy instruction. The Reading Teacher, 51, 12–19.



Core Belief 3: Challenge All Students Through Cognitively Demanding Tasks (continued)

Assiraj, F. & Fillmore, L. W. (n.d.) Dos and Don'ts of EL Instruction: Do Leveled Readers Hurt or Help My ELs? ELSF. Retrieved from https://www. elsuccessforum.org/resources/do-leveled-readers-hurt-or-help-my-els.

Fang, Z., & Schleppegrell, M. J. (2010). Disciplinary literacies across content areas: Supporting secondary reading through functional language analysis. Journal of Adolescent and Adult Literacy, 53(7), 587–597.

Fillmore, L.W. & Fillmore, C.J. (n.d.) What Does Text Complexity Mean for English Learners and Language Minority Students? Understanding Language. Retrieved from https://ell.stanford.edu/sites/default/files/pdf/academic- papers/06-LWF%20CJF%20Text%20Complexity%20FINAL 0.pdf.

Hammond, J. (2001). Scaffolding: teaching & learning in language & literacy education. (Ed.) Primary English Teaching Association.

Walqui, A. (2006). Scaffolding Instruction for English Language Learners: A Conceptual Framework. International Journal of Bilingual Education and Bilingualism, 9, pp.159–180.

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

Alvarez, L., Ananda, S., Walqui, A., Sato, E. & Rabinowit, S. (2014). Focusing Formative Assessment on the Needs of English Language Learners. WestEd. Retrieved from https://www.wested.org/wp-content/ uploads/2016/11/1391626953FormativeAssessment report5-3.pdf.

Schoenfeld, A. H. (2017). On learning and assessment. Assessment in Education: Principles, Policy & Practice, 24(3), 369–378.

Shepard, L. (2005). Linking formative assessment to scaffolding. Educational Leadership, 63, 66-70.



Core Belief 4: Student Agency and Ownership of Ideas Are Essential for Learning

Aviles, N., & Garcia, J. (2013). The Value of Cooperative Learning in Science for English Language Learners. Intercultural Development Research Association Newsletter. Retrieved from https://www.idra.org/resource- center/the-value-of-cooperative-learning/.

Collaborative Learning for English Language Learners. (2014, May). WIDA Research Brief. Retrieved from https://wida.wisc.edu/sites/default/files/ resource/Brief-CollaborativeLearningforELLs.pdf.

McGroarty, M. (1989) The Benefits of Cooperative Learning Arrangements in Second Language Instruction. *NABE Journal*,13,127–143, DOI: 10.1080/08855072.1989.10668555.

Carhill-Poza, A., & Gounari, P. (2021). Student-Centered Learning Opportunities for Adolescent English Learners in Flipped Classrooms. Nellie Mae Education Foundation.

Cohen, E.G., Lotan, R.A., Scarloss, B.A. & Arellano, A.R. (1999) Complex instruction: Equity in cooperative learning classrooms. Theory Into Practice, 38, 80-86, DOI: 10.1080/00405849909543836

Glick, Y., & Walqui, A. (2020). Affordances in the Development of Student Voice and Agency: The Case of Bureaucratically Labeled Long-term English Learners. In Reconceptualizing the Role of Critical Dialogue in American Classrooms (pp. 23-51). Routledge.

Rodriguez-Valls, F., & Ponce, G. A. (2013). Classroom, the "We" Space: Developing Student-Centered Practices for Second Language Learner (SLL) Students. Education Policy Analysis archives, 21(55).

Schoenfeld, A. H., and the Teaching for Robust Understanding Project. (2016). The Teaching for Robust Understanding (TRU) observation guide: A tool for teachers, coaches, administrators, and professional learning communities. Berkeley, CA: Graduate School of Education, University of California, Berkeley. Retrieved from: http://map.mathshell.org/.