Bridging Worlds: Fostering Biliteracy in Dual Language Programs

by

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Abstract

This capstone project reviews best practice for biliteracy in the dual language bilingual education program, with an emphasis on translanguaging and culturally relevant and culturally responsive education. Understanding the theories on the topic of dual language bilingual education (DLBE) aids educators in planning and preparation of sound lessons that target individual student needs and strengths. The research encourages educators to recognize that there is an imminent gap between monolingual students and their dual language learner counterparts and to better prepare culturally relevant lessons that promote growth in both languages at the same time. It is the desire of this researcher to entice active collaboration in the presentation of professional development (PD), with the aim to reach higher student achievement that targets the linguistically and culturally diverse population. A series of Appendices that accompany the PD help provide the scholars guidelines such as lesson plan templates, rubrics and many resources that benefit the educator and the dual language learner.

Keywords: biliteracy, dual language, bilingual education, translanguaging, culturally relevant, culturally responsive

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Chapter 1

Problem Statement

During my first year of teaching in the Dual Language (DL) program, I encountered two bright students named Ashley and Zamora (all names are pseudonyms). Ashley was fluent in Spanish but struggled with English. Two years prior, she had traveled from Cuba to the United States. Zamora, on the other hand, struggled with Spanish but was born and raised in the United States. She entered the DL program at the same time as Ashley. Despite their enthusiasm and potential, Ashley and Zamora often felt marginalized due to their language barriers in either language. How can two students who were in the same class for the past two years perform at opposite ends of the bilingualism spectrum of English and Spanish?

This experience ignited my passion for understanding how to better support students like Ashley and Zamora. Through researching DL programs and their outcomes, I discovered numerous case studies demonstrating how strategic instructional support and resources can significantly enhance biliteracy development, boosting both academic success and self-confidence in English Language Learners (ELL) and emergent bilinguals. As I work with this population of students in the inner-city school, I have come to the clear realization that it is imperative that educators find sound strategies and best practice solutions to advocate for the scholars and promote biliteracy and biculturalism.

This educator is committed to finding assessment tools and ways to deliver instruction that is focused on students' strengths, not just their needs so they can overcome the struggles that affect them academically by enhancing their linguistic abilities and proficiencies. Some of the most prevalent challenges that our students face a lack of academic language in L1 and L2. Said academic language which is content specific is acquired by given provided multiple opportunities of exposure to biliteracy. Another struggle the dual language learner faces is socio-emotional intelligence. The exposure the home language and introduction of the new cultural expectations allows scholars to understand the hidden societal agenda. The DL student

has difficulty expressing ideas in writing mature language so they tend to use Spanglish which is frowned upon with instructors who want to maintain the purity of the English language. Being aware that literacy is the key to speaking and writing appropriately opens the door of opportunities for students to expand their knowledge of both languages they are exposed to. Appropriate receptive and expressive communication in turn allows for a healthy social life that provides academic success. I aim to explore and share various culturally relevant and culturally responsive pedagogy that may serve educators target the receptive and expressive challenges faced by this student population.

Acquiring academic language proficiency in both their native language and partner language can be challenging for emerging bilinguals and English Language Learners (ELLs). These difficulties can include a limited vocabulary irregular syntax and intricate grammar structures all of which hinder their ability to function academically in a variety of subject areas (Cummins, 2000). Research indicates that without targeted instructional support, these linguistic barriers can lead to significant achievement gaps (Baker & Wright, 2021). The major cultural adaptations that ELLs and emerging bilinguals, respectively, often go through can impact their social integration and academic achievement.

Studies by Gándara and Rumberger (2009), Gay (2010), García and Kleifgen (2020), and Ladson-Billings (2021) indicate that incorporating diverse culture, and support structures are essential to helping ELLs and emergent bilinguals adjust to and thrive in a DL setting. It is challenging to assess student academic progress and linguistic competency in DL programs since abilities in two languages need to be evaluated. Traditional assessment instruments according to García and Wei (2014) are inadequate in capturing the skills and knowledge of ELLs. Their learning difficulties could be misdiagnosed as a result of their academic potential could be undervalued. Exams must be appropriate in terms of language and culture in order to measure ELL proficiency (García, 2009). To meet the language and cultural requirements of ELLs teachers must have the knowledge and tools necessary to conduct appropriate

assessments. Research indicates that professional development (PD) and collaborative planning are critical to the success of these initiatives (Navarro Martell, 2022).

Studies have shown that culturally responsive teaching and support structures are essential for helping ELLs and emergent bilinguals adapt to and succeed in a DL setting (Gándara & Rumberger, 2009; Gay, 2010; García & Kleifgen, 2020; Ladson-Billings, 2021). Finally, it is challenging to assess student academic progress and linguistic competency in DL programs since abilities in two languages need to be evaluated. Per García and Wei (2014) the use of traditional assessment tools may lead to an inaccurate diagnosis of learning difficulties or an underestimation of ELLs knowledge and abilities. Assessing ELL proficiency effectively requires exams that are appropriate in terms of language and culture (García, 2009).

To meet the language and cultural requirements of ELLs teachers must have the knowledge and tools necessary to conduct appropriate assessments. Research indicates that the efficacy of these programs depends on professional development (PD) and collaborative planning (Navarro Martell, 2022). It is a difficult task that relies on the type and amount of instructional support provided as well as the distribution of resources to promote biliteracy among students enrolled in dual language learning programs. These differences could hinder the development of strong literacy bases in both languages which could harm student academic performance and overall language proficiency.

In order to ensure equitable access to academic content and language development emerging bilinguals instructional needs must be accurately identified and met. This has a significant impact on how DL programs promote biliteracy. The academic performance and language competency of students enrolled in dual language programs are directly impacted by the availability and utilization of bilingual teaching resources. In order to assist educators in promoting biliteracy and achieving equitable learning outcomes for every student the problem statement previously mentioned highlights the necessity of comprehensive strategies and professional development.

Significance of the Problem

In my capstone project, I will tackle the biliteracy issue of those ELLs and emerging bilinguals like Ashley and Zamora face. Since it directly affects ELLs ability to understand the content engage fully in learning activities and interact with peers this problem is crucial in the classroom. Poor academic performance frustration and demotivation can result from inadequate support in both languages. This issue has an effect on inclusivity and overall school performance at the school level. If certain schools are unable to meet the academic requirements and offer a supportive environment for all student there may be an increase in achievement gaps especially in those with high percentages of emerging bilinguals and ELLs.

The impact of this issue on educational equity and long-term student outcomes makes it critical at the state and district levels. States and districts are in charge of ensuring that all students including ELLs and emerging bilinguals receive excellent instruction. These challenges must be overcome in order to close systemic achievement gaps and ensure policy compliance in education which promotes social and economic equity.

Purpose

A thorough and well-organized PD program is necessary to address the issue of the deficiency of instructional assistance and materials in both languages. The main objectives of this capstone projects professional development are to give teachers bilingual materials, and practical biliteracy techniques as well as to create a cooperative environment where best practices can be shared. A combination of in-person workshops voice/video recordings and interactive online sessions can be used to deliver the professional development. This PD could involve classroom demonstrations and workshops that highlight successful biliteracy initiatives.

Beginning with an overview of the theoretical foundations of biliteracy the course will concentrate on the benefits of bilingualism for cognitive and academic goals. Lesson planning that takes cultural nuances into account multilingual teaching resources and practical translanguaging training must all be included. Furthermore, the Professional Development

Program will provide modules on efficient evaluation methods that precisely gauge student DL competency. Because the PD program incorporates audio and video recordings it may offer educators a variety of learning options. This lets them study material at their own pace and review key concepts as needed.

The purpose of this professional development is to raise teacher level of competence and confidence in teaching biliteracy. Students in DL learning programs will benefit from this as it will improve their linguistic and academic performance. As a result of teachers increased readiness to meet the linguistic and cultural needs of their students the learning environment will ultimately be more diverse and effective. Furthermore, the collaborative nature of the PD will encourage educators to share cutting-edge methods and to continue their own professional development.

Summary

In order to improve academic achievement this capstone project tackles the biliteracy issues that bilingual and ELL students face which have an effect on their comprehension engagement and peer relationships. Educational equity inclusivity and district- and state-level performance in schools are also impacted by these issues. A thorough PD program is necessary to address this. Through workshops voice/video recordings and interactive sessions this professional development will give educators access to bilingual resources practical biliteracy strategies and a collaborative environment for exchanging best practices. The aim is to improve academic performance and language proficiency among emerging language learners and ELLs as well as to foster a more inclusive learning environment by strengthening educator competency in dual literacy instruction.

In chapter 2 you will find a literature review demonstrating prior research relevant to the previously stated problem, potential solutions, and the proposed product. Chapter 3 will include a detailed description of the PD product, and any tools used with rationale explaining the choices made in their creation, how these tools align with the literature in chapter 2 and address

the problem in chapter 1. The intended outcomes of sharing the product and tool will also be explained. Finally, chapter 4 will demonstrate the implications, importance, and applications of the research and product for teaching and learning. It will clearly outline the benefits of the product for student learning, demonstrate how English as a New Language (ENL), bilingual, and monolingual teachers will gain from its concepts and ideas, and provide clear recommendations for future research or related work. In addition, this capstone project will include an appendix with a glossary of key terms and definitions, and figures in the form of handouts and material for the PD.

Chapter 2

Background and Context

Bilingual Education (BE) is a crucial element of today's ever diverse classrooms. So much so that BE has branched increasingly throughout history and the United States with various types of BE, each with its own ultimate language goal for the English Language Learners (ELL) or emergent bilingual students (Newcomer & Puzio, 2016). This capstone project will briefly explore various types of BE later on in the review but will focus mainly on one type of BE: two-way immersion, or dual language (DL) programs; with an emphasis on what Sánchez et al. (2018) propose as dual language bilingual education (DLBE) where translanguaging flows in every setting. Not only two languages, but a multitude of ways of thinking are what DL programs seek to introduce students to.

The main goals of DL programs should not only assist students in becoming really bilingual and biliterate, or able to read, write, and comprehend in two languages with ease (Gándara & Rumberger, 2009), but also to extend beyond acquisition of the four language domains in both languages with the knowledge of bicultural diversity that is essential for the advancement of bilingual and biliteracy skills (Colomer & Chang-Bacon, 2019). With that said, biliteracy is an essential skill for higher assessment scores and keeping up with our ever-connected world (Baker & Wright, 2021).

Bilingualism is similar to exercise for your brain. Research suggests bilinguals increasingly show improved executive function and cognitive abilities (Pliatsikas et al., 2020). Furthermore, children who are multilingual feel better about their identities and backgrounds and are better equipped to move across various cultural situations (García & Sung, 2018; García & Wei, 2014).

Although, supporting a successful DL program is not without its challenges and so some of the elements that reduce these challenges include excellent bilingual instructional materials, qualified bilingual teachers, and inclusive, culturally sensitive teaching practices (Ali, 2023). Unfortunately issues like funding and conflicting language policies could hinder the reliability of DLBE programs (Navarro Martell, 2022; Gándara & Rumberger, 2009). To ensure that all children have a chance to succeed and create inclusive learning environments that embrace linguistic and cultural diversity, schools need to tackle the common challenges associated with DLBE (García & Wei, 2014). In educational settings DLBE and the promotion of bilingual literacy play a crucial role, in enhancing student social cohesion, cultural awareness and academic achievements (Baker & Wright, 2021).

Purpose and Scope of the Review

This literature review section in my capstone project aims to explore DLBE best practices to support biliteracy acquisition for students, like Ashley and Zamora (pseudonyms) mentioned in Chapter 1, with an emphasis on both theoretical and practical issues. This literature review also aims to analyze the following overarching questions addressed throughout the chapter:

- How have theories of bilingualism and biliteracy changed, throughout time?
- What are the policy implications and historical turning points for DLBE?
- What kinds of language barriers do bilingual program participants encounter?
- What impact does cultural identity have on bilingual instruction?

- How might educators best utilize resources and instructional practices in the DL program to support biliteracy?
- Which methods work best for assessing bilingual students' biliteracy?

In order to improve educational outcomes, and encourage biliteracy for students in a DL program, this review aims to give answers to these questions, listed above. Moreover, this chapter will briefly explore a number of topics related to BE, including theoretical frameworks, historical viewpoints, important BE programs, linguistic difficulties, cultural ramifications, methods of assessment, resources for biliteracy, instructional strategies, PD, and implications for further study and application. The review will end with suggestions for future study to further improve biliteracy outcomes in DL programs.

Theoretical Framework

A variety of theoretical frameworks that provide insights into language learning procedures and educational practices support BE and the development of biliteracy. One such foundational support comes from Cummins' views on bilingualism and cognitive growth. According to Cummins (2000) bilingualism can have advantages, in relation to the interdependence hypothesis which suggests that an individual can leverage their primary language (L1) to enhance skills in a secondary language (L2). According to this hypothesis, becoming biliterate in the L1 makes learning the L2 easier in a way. Additionally, Cummins presents the idea of the Common Underlying Proficiency (CUP), which postulates that bilingual people have improved cognitive functioning since their language skills and cognitive capabilities are shared characteristics across languages. The study conducted by Pliatsikas et al. (2020) on brain matter shows how bilingualism improves executive control and problem-solving skills starting late childhood compared to monolingualism, which supports Cummins' CUP idea.

Comparably, other such foundational theories come from Vygotsky's sociocultural theory and the idea of a zone of proximal development (ZPD). Vygotsky's sociocultural theory offers an alternative viewpoint by highlighting the significance of social interaction and cultural

background in the process of cognitive development (Vygotsky, 1978). Sánchez et al. (2018) further support Vygotsky's ideas that learning is a social process by suggesting that instruction in a "new" language may be beyond a student's ZPD, or current level of autonomous competence, alone and that educators must create what Sánchez et al. refer to as a "translanguaging ring" (p. 46) around emergent bilinguals for higher learning.

Theories of biliteracy acknowledge literacy as both a cognitive activity as well as a socio-cultural one originally build upon Cummins' and Vygotsky's respective theories. Moreover, García and Kleifgen (2020) explore the process of bilinguals employing their whole language repertoire through translanguaging in order to make sense of their world and successfully communicate with others. Thus, promoting integrated methods that mirror natural bilingualism in everyday contexts stumps the separation of the L1 and L2 in DLBE. Garcia's perspectives further expand in the work by Cummins' (2017) supporting translanguaging to promote biliteracy. García's view further expands in García and Wei’s (2014) work, emphasizing the sociocultural nature of literacy and how sociocultural are ingrained in cultural contexts. This sociocultural approach recognizes that in order to develop biliteracy, the student must have culturally meaningful interaction with others on top of basic reading skills. Therefore, García's perspective aligns with Vygotsky's emphasis on sociocultural learning which encourages fostering biliteracy by integrating students' backgrounds into literacy learning.

Overall, when it comes down to it, the exploration of education and biliteracy acquisition draws from Cummins' cognitive theories and Vygotsky's sociocultural framework. Effective DLBE further delves into research on how the brain works and the use of translanguaging in achieving biliteracy. While Cummins' cognitive theories involve translanguaging, Vygotsky's theories highlight the social and cultural aspects of learning. Therefore, effective DLBE programs must interwind these theoretical frameworks and perspectives to individually support students in the DL program to achieve biliteracy.

Historical Perspectives on Bilingual Education

Over the years BE in the United States has seen changes influenced by shifts in approaches, historical events, and legal modifications. Before the Civil Rights Movement of the 1960s and 1970s policies favored English skills above all languages (Mavrogordato, & White, 2020). A pivotal moment for BE came with the passing of the Bilingual Education Act (BEA) in 1968 recognizing the needs of ELLs and providing government support for bilingual programs (García, & Sung, 2018), although García and Sung (2018) question the original motive of policy makers because the BEA funds channeled increasingly towards English-only programs with each reauthorization in the 1980s and 1990s. The Supreme Courts' decision in Lau v. Nichols in 1974 mandated schools to address language barriers to comply with civil rights laws and ensure education for non-English speakers. However, initiatives like the No Child Left Behind Act of 2001, reauthorized in 2015 as the Every Student Succeeds Act (ESSA), brought about challenges for DL programs by focusing on English proficiency through rigorous testing in English (Mavrogordato & White, 2020; Steele et al., 2017). The ongoing changes, in laws and conversations about how to help students excel in English and maintain their language, are influencing education programs. These updates underscore the significance of creating environments that encourage the benefits of being bilingual and biliterate (Ali, 2023; Pliatsikas et al., 2020; Steele et al., 2017).

The aim of DL programs is to help students from situations where language is a linguistic minority become fluent in both their native tongue and the language that is most frequently used for instruction (Gándara & Rumberger, 2009). DLBE in the U.S. ranges in program types as Newcomer & Puzio (2016) mention three DL programs, each having a unique approach to language learning and student integration including:

> …those serving native English speakers (called second or foreign language immersion programs), those that serve ELs (one-way developmental bilingual education programs),

> and finally those that combine both native English speakers and ELs (two-way immersion programs… (p. 349)

Types of DL programs not only vary in language focus but also in time allocation of the use of both languages. For instance, some programs use the 90-10 model, where pedagogy is in English 10% of the time and the focus language pedagogy is present 90% of the time, with this separation of languages gradually closing each year from kindergarten (or PreK) to fourth grade when each language is respectively present 50% of the time; other programs start off with a 50-50 approach (Newcomer & Puzio, 2016). Baker & Wright (2021) create a typology of program models, calling the types of programs that strive towards bilingualism and biliteracy as “strong forms of bilingual education” (p. 273), and listing some “weak forms of bilingual education” (p. 273) that only strive toward monolingualism or limited bilingualism. No matter the DLBE program, effective bilingual pedagogies tend to present both languages as well as utilize students’ cultural diversity as valuable tools for academic and social success in biliteracy (Baker & Wright, 2021).

Overall, language policies in the U.S. are everchanging and, hopefully, ever-improving, striving closer towards equitable DLBE (Navarro Martell, 2022). We can see throughout history how popularized social norms and language policies affect BE depending on the policy’s language requirements and expectations for students (Gándara, & Rumberger, 2009; Newcomer & Puzio, 2016; Sánchez et al., 2018). The variety of DL program types and BE laws and policies feed into continuous discussions on the most effective approaches to promoting biliteracy among ELLs and emergent bilinguals (Baker & Wright, 2021). The type of DLBE program chosen greatly impacts student linguistic and academic results, and this emphasizes the necessity for educators and policymakers to tailor program models based on individualized student goals.

Linguistic Challenges in Bilingual Education

Numerous challenges in language learning affect how well students grasp social

language distinctions in BE, such as sentence structure (including syntax and grammar) and academic language versus social language. Addressing these hurdles is crucial for students to become proficient in both languages, for example, a vital aspect of language mastery in education is expanding vocabulary. Lack of exposure to vocabulary-rich contexts in the L2 can be a challenge for language learners, making it harder for them to understand and generate complex, or academic, writings (Gándara & Rumberger, 2009). Effective DLBE programs use units and contextual learning strategies to improve language acquisition in both languages; however, emergent bilinguals often struggle with the nuances of syntax and grammar. Ali (2023) discusses the phenomenon of interference resulting from the simultaneous learning of two languages whereby the grammatical norms of one language impact the other. Additionally bilingual people often encounter difficulties with language structures particularly when speaking or writing languages with dissimilar syntax patterns (Baker & Wright, 2021). In order to help students understand and apply the syntactic rules of each singular language alone, many BE programs often include grammar instruction and comparative analysis (Baker and Wright, 2021; Newcomer & Puzio, 2016).

In contrast, research on bilingual children has shown that emphasizing these approaches along with the differences and similarities between students' L1 and L2 thereby enhances metalinguistic awareness, which in turn effectively promotes linguistic proficiency and cultural connections (Baker & Wright, 2021; Cummins, 2017; Navarro Martell, 2022). To promote bilingualism and biliteracy, a comprehensive and adaptable approach highlights translanguaging, where students leverage their entire linguistic repertoire (Cummins, 2017; García & Kleifgen, 2020; García & Wei, 2014). Understanding the progress of language skills is important as is recognizing the difference, between the specific language competencies required in academic settings and those used in social interactions found in literature and real life situations (Colomer & Chang-Bacon, 2019).

That being said, the difference between academic language and social language have their own challenges that ELLs and emergent bilinguals must navigate through, not only in their L1 but also their L2. Academic language is present in the classroom lessons, literacy, and assessments while social language is present and spoken informally with friends and family during recess, at lunch, or afterschool. The distinction between academic and social languages is crucial due to what seems to be academic underperformance as a result of students who excel in their social language but struggle with academic language demands (García & Wei, 2014). Studies show the academic language development needs of ELLs and emergent bilinguals are higher than their counterparts (Sanders, 2023) so, differentiated instruction and explicit cultivation of academic language is essential in DLBE (Cummins, 2017; Mavrogordato & White, 2020). According to Cummins (2017), mastering both languages' vocabularies is essential for academic achievement. Thus, language development and targeted teaching techniques in successful DLBE programs should interwind in academic disciplines through explicit lessons in content rich in academic language (Ali, 2023).

Metacognitive strategies are another important component of successful BE since they enable students to examine how they use language and develop self-control (Baker & Wright, 2021). Studies like Navarro Martell's (2022) not only demonstrate the importance of these strategies for developing equitable spaces for learning but also higher order cognitive skills and academic language proficiency. These strategies include planning, evaluating, and self-monitoring one's own learning processes (Baker & Wright, 2021). According to García and Wei (2014) students may purposefully switch between languages using translanguaging strategies in order to maximize understanding and expression. However, in traditional BE approaches rote memory and direct instruction are often a priority which may prevent children from fully developing their metacognitive skills (Gándara & Rumberger 2009). Metacognitive strategies in bilingual education prepare students for challenging cognitive tasks and help them become

more proficient language users which enhances academic performance (Steele et al., 2017). By employing these methods and strategies, DLBE programs can better support

Ultimately, the challenges in language learning for students include understanding the distinctions between social language as well as mastering sentence structure like syntax and grammar. Successful DLBE programs utilize units and contextual learning methods to improve language acquisition in both languages, not just one. Thus, providing many opportunities for ELLs and emergent bilinguals to practice their metacognitive awareness supports biliteracy. A comprehensive approach is essential to promote bilingualism and biliteracy with an adaptive strategy emphasizing translanguaging where students leverage their repertoire. It is crucial to differentiate between social languages especially when some students excel in language but struggle with academic language requirements potentially leading to academic underperformance. Emphasizing these strategies is vital, for creating learning environments that foster both academic language proficiency and advanced cognitive skills.

Cultural Adjustments and Outcomes

The 1960s and 1970s school desegregation movements also gave rise to a new movement in education that focused on improving instruction for diverse students. Two main lines of inquiry into educational research emerged from this basis which are different from multicultural education. A particular emphasis placed culturally responsive teaching (CRT) and teacher practice in the spotlight as demonstrated by Gay's (2010) work. In order to establish an effective pedagogical practice, the next step is to propose a theoretical model that in addition to focusing on student achievement also fosters critical perspectives that challenge the injustices that schools and other institutions perpetuate and that supports students in accepting and affirming their cultural identity; a concept coined as culturally relevant pedagogy (CRP) according to Ladson-Billings (2021). BE includes significant cultural changes in addition to language instruction which have an impact on students overall academic achievement and social integration. For BE programs to be effective it is imperative that educators and students

understand these cultural factors. Cultural identity is a crucial aspect of BE. Student cultural backgrounds significantly influence language acquisition experiences and outcomes according to García (2009), Gay (2010), and Ladson-Billings (2021).

Cummins (2017) mentions that teachers can have a significant impact on student identity construction in both positive and negative ways; to what degree students will break free from an identity cocoon shaped by their presumptive limitations depends largely on the instructional decisions made by teachers in the classroom to a social space characterized by their combined abilities and successes. Student self-concept development and participation can both enhance in BE programs that acknowledge and incorporate the ethnic identities of the ELLs and emergent bilinguals. Therefore, in order to create an inclusive classroom that supports students' academic and linguistic growth Cummins (2000) emphasizes how important it is to validate student cultural identities. When DLBE includes CRP into the programs it has a big impact on student academic and social integration (Ladson-Billings, 2021).

Gay's (2010) research further indicates that students who perceive their cultural origins as acknowledged and respected are inclined to engage in school activities and establish positive peer relationships. This sense of belonging is essential to student social and emotional health which in turn affects their academic performance positively. CRT recognizes that the cultural backgrounds of the students must be taken into account in all aspects of the educational process (Gay, 2010; Hao & Brown, 2022). Effective teaching strategies include using materials that are appropriate for student cultural background to encourage diversity and identity in the classroom, incorporating the student cultural knowledge into the curriculum (Mavrogordato & White, 2020). García and Wei (2014) and claim that translanguaging activities in which students utilize their entire language repertoire can also be very beneficial to CRT. There is ample evidence to support the benefits of teaching with cultural sensitivity (Hao & Brown, 2022). Research has indicated that using CRT improves student engagement motivation and academic performance (Gay, 2010). Education that is sensitive to cultural differences has many

established benefits. Research indicates that CRT improves student engagement and motivation in addition to academic performance (Gay, 2010; Hao & Brown, 2022; Ladson-Billings, 2021). CRP helps establish a friendly and supportive learning environment as well. To overcome any challenges with additional PD on the subject a commitment to educational justice and institutional support are essential (Navarro Martell, 2022).

In summary, Ladson-Billings (2021) emphasizes that developing an effective pedagogical practice is to put forth a theoretical framework that apart from emphasizing student accomplishment encourages critical thinking challenges the injustices that schools and other institutions uphold and helps students embrace and affirm their cultural identities. Numerous academics including García (2009), Gay (2010), Hao and Brown (2022), and Ladson-Billings (2021) concur that the cultural backgrounds of students greatly influence their language acquisition experiences and results. Some of the most successful teaching strategies in the DL program include incorporating student cultural knowledge into the curriculum and using culturally appropriate teaching materials to help students develop their sense of diversity and identity in the classroom.

Assessment and Evaluation in Bilingual Education

Accurate assessment and evaluation, whether formative or summative, is essential to comprehending student development and creating successful teaching strategies in DLBE. However there are serious problems with the way assessments are often carried out in DL programs; for example, NYSED (2023) reports ELLs graduation rate at a 57% and there is no report on DL graduation rates, which shows issues in standardized testing for biliteracy. In contrast to the reality that bilingualism is fluid and dynamic, Baker and Wright (2021) highlight the problem with monolingual forms of testing that treat bilinguals as two monolinguals with the L1 and L2 disconnected and isolated; so, we must lean towards assessment methods that are more culturally and linguistically appropriate for ELLs and emergent bilinguals in the DL program. The whole language and intellectual potential of bilingual students by conventional

methods is lacking mostly because standardized tests are typically for monolingual speakers, which Gándara and Rumberger (2009) also argue that they do not account for the DL skills of bilingual learners and these restrictions may cause students actual abilities to be underestimated.

Evaluations must be appropriate, for a wide range of languages and cultures, in order to address concerns about equitable educational practices. García (2009) emphasizes the importance of using assessment tools, which take into account the diverse linguistic and cultural backgrounds of students. These assessments can support bilingual children academic development and provide a more accurate picture of their aptitude. Educators normally use two different types of assessments categorized under formative or summative. Formative assessments evaluate progress and to see if the lesson goals have been met. Summative are assessments that aim to assess if the overall learning targets for a lesson or unit were met. In order to more accurately reflect student knowledge and abilities García and Kleifgen (2020) advocate using student native tongues in tests. While Fernandez et al. (2024) advocate for scoring formative and summative assessments in the L1 or L2 since the goal is to grade content knowledge not just language knowledge. Fernandez et al. (2024) assert that better understanding of student academic achievement and bilingualism can be achieved by integrating formative and summative assessments in either language.

When everything is said and done, standard evaluation instruments used in BE frequently contain serious flaws and biases that might distort students' skills. According to Ladson-Billings (2021) assessment tools are designed for the general population which ignores the cultural and linguistic backgrounds of bilingual students thus rendering them ineffective. So what can educators do? Educators can create and design formative and summative assessments that demonstrate the skills and knowledge BE students bring to the classroom and have learned in our content areas (Fernandez et al., 2024). Thus, a wide range of assessments can provide educators the information they need to create, adapt, and move forward in lessons

and units of study. In addition, students can in fact demonstrate academic growth over time and in more generalized assessments such as standardized assessments (Baker & Wright, 2021).

Bilingual Resources and Materials

It is necessary to employ efficient biliteracy resources and tools to encourage bilingualism and biliteracy among students. The quality and accessibility of these resources have a big impact on the learning outcomes of DL programs. When selecting top-notch bilingual materials, a variety of factors need to be taken into account including language appropriateness cultural significance and alignment with academic standards. According to García and Wei (2014) culturally reflective DL materials should foster a sense of identity and inclusivity among students. To help students improve their language skills in both their native tongue and the language they are studying these materials must also be linguistically appropriate. As per Sánchez et al. (2023) educational materials must support each students translanguaging approach in order to ensure that they support academic performance. DL texts interactive multimedia tools and culturally sensitive content are all common components of effective biliteracy products. For example, it is generally accepted that DL books with text in the original language and English on opposite pages are useful resources for fostering biliteracy (Gándara & Rumberger, 2009). Students may practice and improve their language abilities on interactive and entertaining digital tools, such bilingual instructional websites and applications. These resources emphasize grammar and vocabulary in fun and interesting ways by utilizing multimedia content including audio video and interactive exercises. With customized learning experiences and immediate feedback digital resources can support a variety of learning styles and speeds increasing the efficiency and fun of language practice. The objective of DL programs is sustained language growth and competency which is supported by the materials accessibility and ease of use which also allow students to continue studying outside of the traditional classroom.

Although, bilingual materials are not always readily available in all educational environments. There are notable shortages in certain districts and schools while others have access to a large variety of excellent DL resources. According to Gándara and Rumberger (2009), institutional support and money are two factors that might have a significant impact on the availability of resources. If schools in underprivileged districts cannot afford to provide enough DL resources BE quality may suffer. DL materials are hard to distribute and use because of lack of teacher training budgetary constraints and logistical issues. Even when resources are available they contribute to educational inequities according to Mavrogordato and White (2020) because of inadequate teacher training and support. PD is necessary for teachers to successfully integrate DL resources into their lessons. Moreover, distribution issues such as ensuring that all students receive the materials promptly can diminish the effectiveness of BE programs (Baker & Wright 2021).

Put simply, the quality, cultural relevance, and language appropriateness of biliteracy tools and materials determine their efficacy. Navarro Martell (2022) asserts that even though DL books and digital resources are successful as models there is inequality in their use and distribution. To address these problems and ensure that educators have equitable access to adequate support and top-notch DL resources collective action will be required.

Instructional Strategies for Promoting Biliteracy

Since the goal of DLBE programs is to develop biliteracy, educators need to implement a wide range of instructional strategies. García and Wei (2014) note the use of code-switching. This is the process by which communication is done in two languages following organized sets of lexical and semantic patterns (García & Rumberger, 2009). Another important strategy educators can foster in the classroom is the use of translanguaging. García and Wei (2014) offer that through translanguaging students can intellectualize and gain deeper academic knowledge. This approach does not limit the mode of communication to one or the other language but instead promotes the use of multiple languages to create meaning. Moreover,

García and Kleifgen (2020) contend that when students use translanguaging through code-switching they become aware of linguistic patterns. Therefore, translanguaging in the form of code-switching is a metalinguistic process that aids students to understand how a language works.

Literacy development in DL programs capitalize on similar strategies as other programs such as scaffolding lessons, following thematic units, and balanced literacy approaches. According to Cummins (2017), balanced literacy strategies incorporate speaking, listening, writing, and reading in both languages. It is also crucial to use scaffolded education, in which teachers provide pupils short-term assistance while they learn new abilities. This assistance is gradually less necessary as children grow more self-sufficient. The use of engaging and culturally relevant theme units additionally encourages students to make meaningful connections with the material. Integrating literacy skills in both languages requires providing children with an equal opportunity to advance their writing and reading skills in both their home and target languages. This may be accomplished by having students complete writing projects that enable them to express themselves in both languages, bilingual materials, and partnered reading exercises. In order to make the learning process more successful and relevant, García and Wei (2014) also emphasize the importance of culturally responsive resources that represent the backgrounds of the students.

It is therefore imperative to use teaching strategies such as translanguaging code-switching balanced literacy and scaffolded instruction in order to support language acquisition encourage biliteracy and enhance cognitive flexibility and cultural awareness (Steele et al., 2017). Children can benefit from translanguaging and code-switching in order to increase understanding and retention. Additionally balanced literacy guarantees equal competency by guaranteeing the simultaneous development of reading and writing skills in both languages. Scaffolded learning is customized to meet the individual needs of each student and gradually increases student level of independence in their DL skills. When combined these teaching

methods help students respect and be inclusive of others in the classroom by fostering a sense of cultural heritage and academic success as well as social integration.

Professional Development for Educators

BE requires teachers to complete professional development in order to ensure they are ready to handle the unique challenges that bilingual children bring. To increase their level of expertise, instructors require ongoing support and training. As per Navarro Martell's (2022) assertion educators must partake in continuous professional development to remain up to date with the most recent curricular mandates and educational advancements. As a result, teachers will be more prepared to assist DL students. Because they encourage educators to experiment and share knowledge collaborative and reflective practices are frequently found in successful professional development models.

The relevance of professional development programs that place an emphasis on subject and language integration along with culturally responsive teaching is emphasized by Gándara and Rumberger (2009). The effectiveness of teachers and student outcomes are enhanced by these strategies which include cooperative planning sessions peer observations coaching and seminars. By engaging in these cooperative activities teachers can discuss issues get feedback and enhance their pedagogical strategies. In order to support reflective practices professional development (PD) can help teachers continuously assess and improve their teaching strategies. Long-term professional growth and better learning opportunities for students are the outcomes of this.

PDs promote teacher preparation and in turn can have a direct impact on academic success. According to Navarro Martell (2022) a well-organized PD may promote academic knowledge and professional confidence. In addition, students benefit from having well trained educators. Mavrogordato and White's (2020) research for instance found that teachers who participated in targeted professional development programs greatly enhanced their ability to apply DL teaching practices which in turn enhanced student performance in both languages. In

a DL program Gándara and Rumberger (2009) offer an additional illustration of a professional development program that improved teacher collaboration and the efficient use of bilingual resources both of which improved student learning outcomes.

Finally, in order to improve teacher effectiveness and student success professional development in BE is critical. Evidence from a plethora of case studies and research findings indicates the profound impact that collaborative practices ongoing training and culturally aware instruction have on teaching and learning in effective professional development models. By providing educators with up-to-date pedagogical strategies and culturally sensitive procedures, these professional development models enable them to effectively meet the varied requirements of bilingual learners. Consequently, sustained PD contributes to a more inclusive and effective educational environment, promoting higher academic performance and better social integration for students.

Implications for Further Research and Practice

The field of DLBE has come a long way but there are still a number of areas that need more research. There is a paucity of comprehensive research on the long-term impacts of different BE systems on children academic and socioemotional development in the field of current literature. Gándara and Rumberger (2009) highlight the need for long-term studies that track student progress outside of the classroom in order to properly understand the impact of BE on their prospects and accomplishment after graduation. More research is needed on effective evaluation tools that can resolve the biases and limitations of traditional exams while accurately assessing the proficiency and growth of bilingual students. Nonetheless, an emphasis on digital literacy and the incorporation of technology in bilingual classrooms is one of the newer trends in BE research. Studies such as those conducted by Sánchez et al. (2018) indicate ways in which students may utilize technology to facilitate the development of biliteracy through translanguaging. Examining code-switching and translanguaging strategies, which promote the smooth use of many languages in the classroom, is another exciting avenue (Baker

& Wright, 2021). According to Baker & Wright (2021), knowing how to integrate fluid and dynamic translanguaging and code-switching methodically may help create more inclusive and productive DL learning environments.

To improve biliteracy outcomes educators and legislators should consider implementing evidence-based strategies that have been shown effective in bilingual education settings. Gándara and Rumberger (2009) highlight the importance of training methods that are culturally responsive and that respect and comprehend the linguistic and cultural backgrounds of their students. Teacher's professional development and training depend on having appropriate policies. Schools should implement DL learning programs that equally support both languages in order to ensure that students reach high levels of competency in both English and their native tongue according to García and Kleifgen (2020). Biliteracy outcomes can be raised by providing ample opportunity for students to participate in worthwhile literacy activities in both languages and by incorporating translanguaging and code-switching techniques into routine lessons. García and Wei (2014) state that by fostering a classroom environment in which students feel at ease using all of their language resources it is possible to significantly increase their confidence and competence in both languages.

Overall, it is possible to monitor DL student progress and pinpoint problem areas with the help of needs-based feedback and ongoing assessment. By means of peer interactions and dialogues cooperation activities have the potential to enhance biliteracy (García & Kleifgen, 2020). Although the body of research on bilingual education is still lacking new lines of inquiry and future directions show promise for improving the results of biliteracy. Researchers have found that culturally competent practices and DL programs that employ code-switching and translanguaging strategies can be beneficial for legislators and educators.

Conclusion

This chapter has outlined several important ideas and subjects related to DLBE and the advancement of biliteracy. For PD for DL programs to be effective tools like metacognitive

methods and culturally and linguistically relevant evaluations are crucial (García & Kleifgen, 2020). According to García and Wei (2014) digital resources offer enjoyable ways to practice grammar and vocabulary making them valuable tools for professional development. Examples of these resources include interactive websites and bilingual educational applications. Furthermore, teaching strategies like code-switching translanguaging balanced literacy approaches and scaffolded learning are necessary to promote biliteracy. These tactics guarantee that students master both languages foster language development and raise cultural awareness and cognitive flexibility (Garcia & Wei, 2014; Steele et al., 2017).

By compiling current research on useful resources for fostering biliteracy this review makes a substantial contribution to the field of bilingual education. By identifying and assessing these critical components the research provides a comprehensive framework for me to build my PD which may increase teacher efficacy and improve student outcomes in DL contexts. Scholars, teachers, and legislators will be greatly impacted. Teachers who participate in my professional development program will gain practical resources and strategies for advancing biliteracy. Based on these results scholars can investigate additional innovations in DLBE and policymakers can utilize this data to support inclusive and successful educational policies (Gándara & Rumberger, 2009; Mavrogordato & White, 2020; Newcomer & Puzio, 2016).

Chapter 3

Introduction

This PD program equips bilingual educators with the skills and knowledge they need to enhance biliteracy in the classroom by combining in-person workshops digital resources such as voice and video recordings and interactive online sessions with real-world examples. In addition to discussing the benefits of bilingualism for academic achievement and cognition the professional development will address the theoretical underpinnings of biliteracy and its practical applications including the use of bilingual teaching aids translanguaging strategies and culturally sensitive training (García and Wei, 2014). As they implement these techniques and

accurately gauge their student multilingualism bilingual educator competence and self-assurance will grow. Encouraging teachers to collaborate and pursue ongoing professional development would therefore enhance student language and academic proficiency and foster a more inclusive learning environment.

In this chapter the PD product and tools created for this capstone project will be thoroughly reviewed and the design decisions and reasoning behind them will be explained in detail. In addition to addressing the issues mentioned in Chapter 1 it will explain how these instruments align with the theoretical and research underpinnings in Chapter 2. Additionally, this chapter will explicitly outline the expected outcomes of utilizing the PD product and tools. Participants may complete this PD in person, online, or both. To further aid understanding and application, an appendix will go at the end of this capstone project, featuring supplementary materials such as handouts and other resources modified and designed for each of the PD sessions.

Materials needed for the PD include handouts, case studies, access to online resources, and multimedia presentations. Copies of the handouts will be in the appendices at the end of this capstone project labeled A to G. According to García & Wei (2014), contact with those who are more knowledgeable than oneself promotes language development under Vygotsky's view of learning as a socially mediated process. Therefore, the PD will give participants chances to work in small groups for discussions and activities and engage in whole-group instruction. The presenter will arrange small groups by grade level bands: kindergarten to 2nd grade and 3rd grade to 5th grade. The completion of practical tasks the exchange of constructive criticism in small- and large-group discussions and active participation are the goals for the first session. As soon as the groups and materials are ready the presenter can begin the professional development session. Each session will begin with a strength-based introduction. Each session aims to promote an atmosphere of collaboration and open communication in recognition of the diversity of experiences and opinions among the participants.

The learning objectives for the PD are: (1) Provide an overview of the fundamental concepts of biliteracy and how they are implemented in the classroom. (2) Learn about and get hands-on experience with multilingual teaching resources and translanguaging strategies. (3) Gain experience in developing and implementing lesson plans that are appropriate for the culture in question. (4) Establish reliable assessment methods to precisely measure biliteracy. Four major topics will be covered in both sessions.

There is a certain amount of time allotted for each topic and activity. The exact length, however, changes according to the session. For instance, the first session will take about three hours to complete, including breaks. After the theoretical foundations, there will be time allotted for culturally sensitive planning, interactive workshops, and evaluation techniques to allow participants collaborative practice. Likewise, the second session shall conclude in around three hours, breaks included. In this final session, theoretical foundations will take less time than interactive workshops, culturally responsive planning, and assessment techniques because the theories will be briefly reviewed.

Promoting Biliteracy Session One

The goal of this professional development program is to deepen educators' understanding and application of biliteracy development theories across two sessions, each tailored to reinforce and expand the educators' capability to support bilingual students effectively (see Appendix A). The first activity of the day will be a quick introduction and icebreaker. Participants will answer a simple open-ended question like, “What is one unique strength you have noticed in your bilingual students that enhance their learning experience?” and allow a few minutes for participants to share responses with a partner or their small group. Then the group as a whole will hear from a select few volunteers who will share. The meeting will be productive if discussions center on positive experiences and viewpoints. Next, there will be a focused presentation on key biliteracy theories:

- Interdependence Hypothesis - L1 enhances skills in the L2; and Common Underlying Proficiency - Bilinguals have improved language and cognitive capabilities (Cummins, 2000; Cummins, 2017)
- Sociocultural Theory - New language can be acquired through social interactions; and Zone of Proximal Development - Current level of knowledge (Vygotsky, 1978; Sanchez et al., 2017)
- Translanguaging - Bilinguals use their whole language repertoire (Garcia & Kleifgen, 2020; Garcia & Wei, 2014)
- Culturally Relevant Pedagogy - Foundational acceptance and affirmation of cultural identity (Ladson-Billings, 2021)
- Culturally Responsive Teaching - Practice of accepting and affirming cultural identity (Gay, 2010)

This part of the PD aims to equip educators with a strong theoretical framework that includes being aware of the linguistic and cognitive processes involved in learning two languages at once (Bialystok, 2009).

After the talk, there will be a group discussion during which participants encourage each other to share various strategies and ideas for applying these theories in their special classroom settings. A handout will be provided to motivate participants to take notes on the strategies they have used (see Appendix B). This interactive element aims to promote collaboration and a cooperative learning environment by providing teachers with the opportunity to examine real-world applications of theoretical knowledge and talk about modifications required for various student needs and classroom dynamics.

The PD will then break up into multiple planned breakout groups where participants will participate in interactive workshops. Working in groups, educators will have vignettes that simulate actual classroom interactions among bilingual students. The presenter will give each

group a set of bilingual teaching materials, such as DL books and visual aids, (see Appendix C) to facilitate learning exercises (Gándara & Rumberger, 2009). The goal will be to use linguistic tactics to close the gap between Spanish and English.

Participants will then be expected to collaborate with a shoulder partner in the completion of a simple lesson plan (see Appendix D) on a DL book available online. To improve participants comprehension of the significance of translanguaging communication skills the lesson will incorporate vocabulary and important concepts in both languages. After the presentation, teachers will have the opportunity to provide and give feedback on a sample lesson. During feedback meetings teachers can discuss difficulties they have faced exchange experiences and get tips from their peers on how to sharpen their methods.

The next activity will be a presentation on the fundamentals of teaching in a culturally responsive manner, highlighting the significance of acknowledging and incorporating the cultural backgrounds of the students into the curriculum (Gay, 2010). Instructors will participate in a workshop that will give support when creating units that acknowledge and celebrate cultural diversity. Making a social studies lesson that incorporates historical events, folktales, and contributions from the various cultures represented in the classroom is one assignment that the participants may work on. The workshop will include helpful materials, such as templates for lesson plans for ELLs that encourage cultural inclusion and multicultural resource lists, (see Appendix E) to ensure that every student feels valued and understood.

Lastly this professional development session will spend twenty-five minutes learning how to assess biliteracy effectively. The first section of this section showcases cutting-edge evaluation techniques designed specifically for bilingual education environments (García 2009). DL rubrics (see Appendix F) and dynamic assessments that adapt to student language proficiency are two tools and methods that teachers will learn how to use to accurately assess their student proficiency in two languages.

In the follow up activity, participants will practice these techniques hands-on by administering mock tests using example student answers (see Appendix G). For instance, participants may wish to analyze written answers in both English and Spanish to determine language proficiency levels, learning how to identify key indicators of language development and places that require further teaching.

The closing activity for the session will be for attendees to think about possible answers to: "How will the strategies discussed today change my approach to teaching in my bilingual classroom?" Each program participant will present one original idea they would want to try out immediately. The speaker will conclude by briefly stating that the next PD session will focus on advanced techniques for overcoming specific language barriers that participants identified today, incorporating more individualized student data into planning, and sharing the successes and difficulties that participants experienced when putting new strategies into practice. In addition, the presenter will remind participants to bring with them the lesson plans, rubrics and other materials they created to the next session.

Professional Development Session Two

The second session builds on the foundation laid in the first session by revisiting biliteracy development theories with an emphasis on newer insights or more complex aspects not fully covered previously, nonetheless, this section will only last for 15 minutes. This first activity of day two will also be a quick introduction and icebreaker. Participants will answer a simple open-ended question like, “What unique challenge have you faced while teaching in a DL classroom, and how did you address it?” and allow a few minutes for participants to share responses with a partner or their small group. Then the group as a whole will hear from a select few volunteers who will share.

The presenter will then go over the learning objectives and planned tasks (see Appendix A). The presentation for this session will briefly review the main theories before providing practical applications for teachers to have a chance to explore in further detail how these

advanced theoretical elements fit into their instructional strategies during the ensuing group discussion. The purpose of this discussion is to encourage critical thinking and problem-solving among participants.

In addition to analyzing how they may use these concepts, it also challenges teachers to examine how they could modify their teaching practices to better meet the evolving needs of their students. The hands-on experience from the previous session will extend to 60 minutes in the second part of the program, allowing for deeper engagement and a more thorough exploration of multilingual resources and translanguaging (see Appendix E).

Teachers will then see student work samples (see Appendix F) that build on the foundation established in the first session with challenges such as students varying language proficiency and the addition of cultural elements. The participants will receive instructions in both Spanish and English and perform analysis using the newly acquired key terms from the theoretical foundation activity in their discussion. In order to enhance language development in encouraging environments participants will also make use of peer interactions and cooperative learning strategies. Teachers are invited to attend a feedback group meeting where they can share their experiences about challenges they have faced and receive professional guidance on how to enhance their teaching approaches.

This second session will expand on the earlier ideas by going more deeply into culturally responsive teaching strategies in various topic areas. Participants will refine their methods for lesson planning that focus on cultural diversity and interdisciplinary connections. For example, create a DL literary lesson using a DL book found online and highlight the CRT, CRP, translanguaging, and language intervention supports.

This PD will include peer-review where participants will share their completed lesson plans for constructive feedback and helpful criticism. The participants will assess essays or oral presentations in either language through collaboration in small groups. Peer and facilitator feedback will aid in the improvement of their evaluation strategies, ensuring they are both fair

and effective. The closing activity for this final PD session will be like a ticket out the door, in which participants write down one commitment they are making for their next teaching week based on this PD and another they will make for the rest of their pedagogy.

Conclusion

In addition to offering primary-grade teachers in Spanish-English DL programs useful tools and information, this planned PD session aims to promote ongoing development and collaboration to enhance the benefits of biliteracy. Through these seminars, the PD seeks to create an engaging educational atmosphere that will both equip and empower teachers to enhance biliteracy in the classroom. The two interactive sessions in this PD are intended to improve educators' abilities to use bilingual materials and implement translanguaging techniques within classroom settings. This PD program also consists of two interactive sessions designed to enhance educators' practical skills in using bilingual materials and implementing translanguaging techniques within classroom settings. In addition to fostering confidence, these engaging PDs aim to provide teachers with cutting-edge methods for managing and promoting biliteracy in their multicultural classrooms.

The PD correspondingly consists of two focused sections designed to help teachers become more adept at developing inclusive and culturally aware lesson plans. After these portions of the training teachers will have a solid framework and a ton of examples of how to effectively incorporate cultural responsiveness into their pedagogy increasing student engagement and academic success for each student. Additionally, during the two focused 25-minute sessions of this PD participants will learn evaluation techniques that precisely assess biliteracy.

After these training sessions participants will have a comprehensive toolkit for assessing biliteracy in a way that enhances and supports bilingual student educational experiences preparing them to confidently use these methods in the classroom. A continuation, I will present my conclusions in Chapter 4.

Chapter 4

Introduction

ELLs and emerging bilinguals like Ashley and Zamora struggle with biliteracy which is a problem addressed in this capstone project. It directly affects ELL and emergent bilingual ability to understand the content, engage fully in learning activities, and interact with peers so this problem is crucial in the DLBE classroom. Teachers can effectively address the specific needs of bilingual and multilingual students with the help of the flexible strategies covered in the professional development which can be applied in a variety of educational contexts. Some common issues in obtaining statistics and data on bilingual education are inconsistent definitions and metrics a lack of longitudinal studies misclassification and underreporting data privacy and accessibility and resource constraints.

Accordingly, differences in identification and classification procedures can lead to underreporting or incorrect classification of students in DL programs which compromises data accuracy (National Academies of Sciences Engineering and Medicine, 2017). According to Mavrogordato and White (2020) there could be inadequacies and gaps in the detailed bilingual education data collected and analyzed by schools and districts due to a lack of infrastructure and resources. These statistics highlight how urgent it is to solve these prevalent issues in order to enhance the results of bilingual education. To better support our students who are having difficulty in DL programs this book aims to concentrate on the most accurate information currently available particularly on biliteracy and intervention resources.

Conclusions

The takeaways from this capstone project surround the promotion of biliteracy in DLBE programs discussed in Chapter 2 and addressed in the PD product described in Chapter 3. Firstly, using both languages in the DL program through translanguaging and code-switching in all content areas stimulates biliteracy. Secondly, CRT and CRP creates an equitable learning environment that incorporates cultural diversity in the DL program, which in turn makes learning

more personal to students and support their biliteracy acquisition. Thirdly, bilingual content assessments in the DL program that test in both languages promote an equitable and more reliable form of evaluation to rate student general knowledge. Overall improved student biliteracy and improved teaching strategies that take into account the linguistic diversity of the classroom are among this capstone project targeted outcomes. The success of these interventions emphasizes how important theory-based structured professional development is in addressing today's pressing issues in education.

Implications for Student Learning

In the DL program ELLs and emerging bilinguals will benefit greatly from the concepts and strategies addressed in the professional development program. It is anticipated that DL programs that combine culturally responsive teaching and culturally relevant pedagogy strategies (Gay, 2010; Ladson-Billings, 2021) with theories of biliteracy development (Cummins, 2000; Cummins, 2017; Vygotsky, 1978; Sanchez et al., 2017) and translanguaging (Garcia & Kleifgen, 2020; Garcia & Wei, 2014) will succeed academically and acquire higher levels of language proficiency. These results improve student cognitive flexibility and cultural awareness while simultaneously meeting their immediate educational needs and preparing them for a globalized world (Ali, 2023). This comprehensive development is supported by the incorporation of translanguaging techniques and bilingual teaching aids as covered in the previous chapters which help students succeed in multilingual settings.

Implications for Teaching

For the purpose of creating a warm and effective learning environment the PD program provides educators working in DLBE, such as administrators TESOL specialists, general education teachers, and special education specialists, with insightful viewpoints and useful tools. Because linguistic and cultural diversity can lead to more individualized and engaging instruction the curriculum places a strong emphasis on the importance of appreciating and utilizing it in the classroom. Integrating fluid and dynamic translanguaging and code-switching

methodically may help create more inclusive and productive DL learning environments (Baker & Wright, 2021; García & Kleifgen, 2020; García & Wei, 2014). The professional development practices and strategies are designed to be adaptable enough to be applied in a range of educational contexts giving teachers a solid foundation for attending to the unique needs of bilingual or multilingual students (Cummins, 2017).

Recommendations and Final Thoughts

Research, in the future should keep delving into the changing realm of biliteracy especially focusing on how biliteracy programs impact student academic and language skills in the run. More studies could look into how effective professional development models can be scaled up and adapted to settings. To fully comprehend the long-term effects of these programs' longitudinal studies on the career paths and overall life outcomes of students who have participated in biliteracy programs would be highly advantageous. This final project highlights the importance of effective research-based teaching strategies for biliteracy. The creation and execution of development programs mark a stride towards addressing the hurdles faced by bilingual and multilingual students as well, as their teachers. As education environments undergo changes the knowledge gained from this project will contribute to discussions and strategies aimed at promoting educational fairness and linguistic inclusivity.

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Appendix A

Agenda

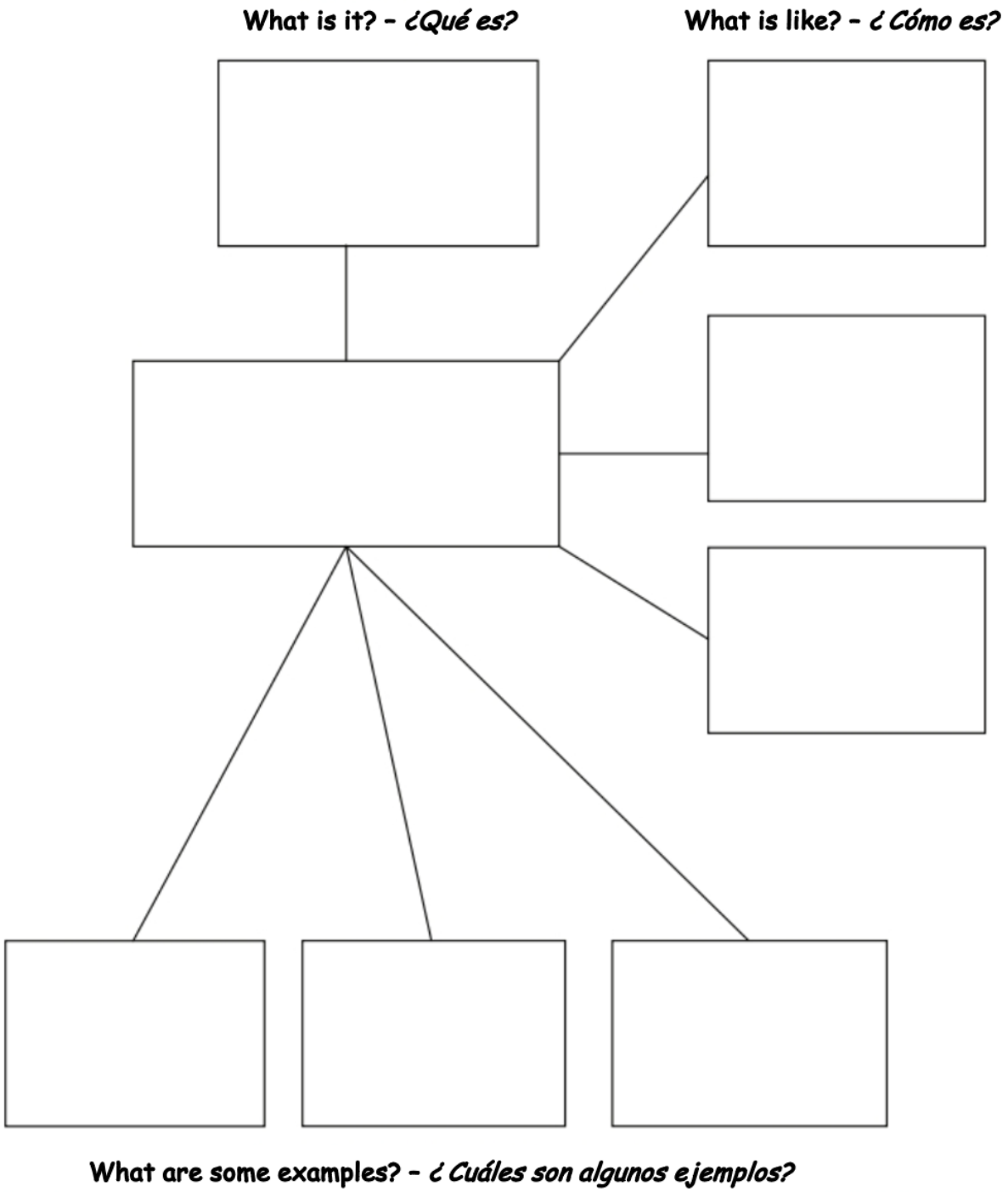
(Participants may take breaks as needed during any session)
(Los participantes podrán tomar descansos según sea necesario durante cualquier sesión)

DAY 1 ○ Introduction/Icebreaker ○ Learning targets ○ Theoretical foundations ○ Culturally sensitive planning ○ Interactive workshops ○ Evaluation techniques	***DÍA 1*** ○ *Introducción/Rompehielos* ○ *Objetivos de aprendizaje* ○ *Fundamentos teóricos* ○ *Planificación culturalmente sensible* ○ *Talleres interactivos* ○ *Técnicas de evaluación*
DAY 2 ○ Introduction/Icebreaker ○ Learning targets ○ Theoretical foundations ○ Culturally sensitive planning ○ Interactive workshops ○ Evaluation techniques	***DÍA 2*** ○ *Introducción/Rompehielos* ○ *Objetivos de aprendizaje* ○ *Fundamentos teóricos* ○ *Planificación culturalmente sensible* ○ *Talleres interactivos* ○ *Técnicas de evaluación*
*Vote for ONE on how to take our 30-minute break: 1. Full 30-minute break after Culturally sensitive planning 2. 15-minute breaks after Culturally sensitive planning and Interactive workshops 3. 10-minute breaks after Theoretical foundations, Culturally sensitive planning, and Interactive workshops	**Votar por UNA sobre cómo tomar nuestro descanso de 30 minutos:* 1. *Descanso completo de 30 minutos después de la Planificación culturalmente sensible* 2. *Descansos de 15 minutos después de la Planificación culturalmente sensible y los Talleres interactivos* 3. *Descansos de 10 minutos después de los Fundamentos teóricos, la Planificación culturalmente sensible y los Talleres interactivos*

Appendix B

Word Map - *Mapa de palabras*

Instructions: Put your word/phrase in the center box. Write your answers in each box to complete the word map.
Instrucciones: Coloca tu palabra/frase en el recuadro central. Escribe tus respuestas en cada recuadro para completar el mapa de palabras.



Modified by Hilary Barea (2024) from Moss & Loh-Hagan (2016, p.70) *Word Map*

Appendix C
List of Materials for the PD

1. Agenda
2. Presentation Slides for guided notes
3. Biliteracy Theory Worksheet
4. Glossary of Essential Terms and Definitions
5. DL Rubrics
6. DL Assessments
7. DL Lesson Plan Template
8. Digital Materials
9. Multicultural Resource List
10. DL Books
11. Student Work Sample
12. Student Writing Sample Test

Appendix D
Dual Language Lesson Plan Template

Teacher name:

Grade: **Subject/Content:** **Time length of Lesson:**
Standards English: Spanish:
Objectives Content: Language:
Needs (*IEP, 504, MTSS, Speech, etc.*)
Support for biliteracy English: Spanish:
Sociocultural connections:
Materials, including technology:
Assessment plan:
Procedure: Brief description, including open, body, and close. Include enough information to help you facilitate student learning of the objectives, monitor student progress, and adjust your instruction.

Modified by Hilary Barea (2024) from California State University (n.d.) *Abbreviated Lesson Plan Template*

Appendix E

Dual Language Bilingual Education Resource List

1) Dual Language Toolkit (glossary of terms, word walls, lesson plan sample, resources) (National Association for Bilingual Education, 2019)
    a. https://nabe.readylxp.com/sites/default/files/documents/DLFI19-Toolkit-Complete.pdf
2) Bilingual Glossaries and Cognates (10+ languages and Core subject areas including ELA, Math, Science, and Social Studies) (Metropolitan Center for Research on Equity and the Transformation of Schools, n.d.)
    a. https://steinhardt.nyu.edu/metrocenter/language-rbern/resources/bilingual-glossaries-and-cognates
3) Comparison: Initial Literacy Development - Spanish & English (National Association for Bilingual Education, n.d.)
    a. https://nabe.readylxp.com/resource/comparison-initial-literacy-development-spanish-english
4) Teacher Made Resources *free to sign up* (communication with parents; comprehension heads in Spanish) (Teaching for Biliteracy, n.d.)
    a. https://www.teachingforbiliteracy.com/teacher-made-resources/
5) New York State Education Department (n.d.) - Bilingual Education & English as a New Language (resources)
    a. All resources: https://www.nysed.gov/bilingual-ed
    b. Educators: https://www.nysed.gov/bilingual-ed/english-language-learner-and-multilingual-learner-educator-resources
    c. Parents: https://www.nysed.gov/bilingual-ed/english-language-learner-and-multilingual-learner-parent-resources
6) New York State Education Department (n.d.) - Sample Assessment Rubrics for World Languages
    a. https://www.nysed.gov/sites/default/files/programs/world-languages/lotecassess.pdf
7) Spanish Language Assessments for Dual Language Programs (comparison report) (Sugarman et al., 2007)
    a. https://www.cal.org/twi/assessment.htm
8) WIDA (2020) Writing Rubric (grades 1-12)
    a. https://wida.wisc.edu/sites/default/files/resource/WIDA-Writing-Rubric-Gr-1-12.pdf
9) Intervention in a Biliteracy Framework (slides presentation) (Zoller, 2015)
    a. https://www.teachingforbiliteracy.com/wp-content/uploads/2015/05/Intervention-in-a-Biliteracy-Framework.pdf
10) El dictado adaptado (Listening and writing activity) (Urow & Beeman, 2014)
    a. https://www.teachingforbiliteracy.com/wp-content/uploads/2014/09/El-dictado-in-English.pdf

Appendix F
Dual Language Rubrics
Non-Fiction Short Response

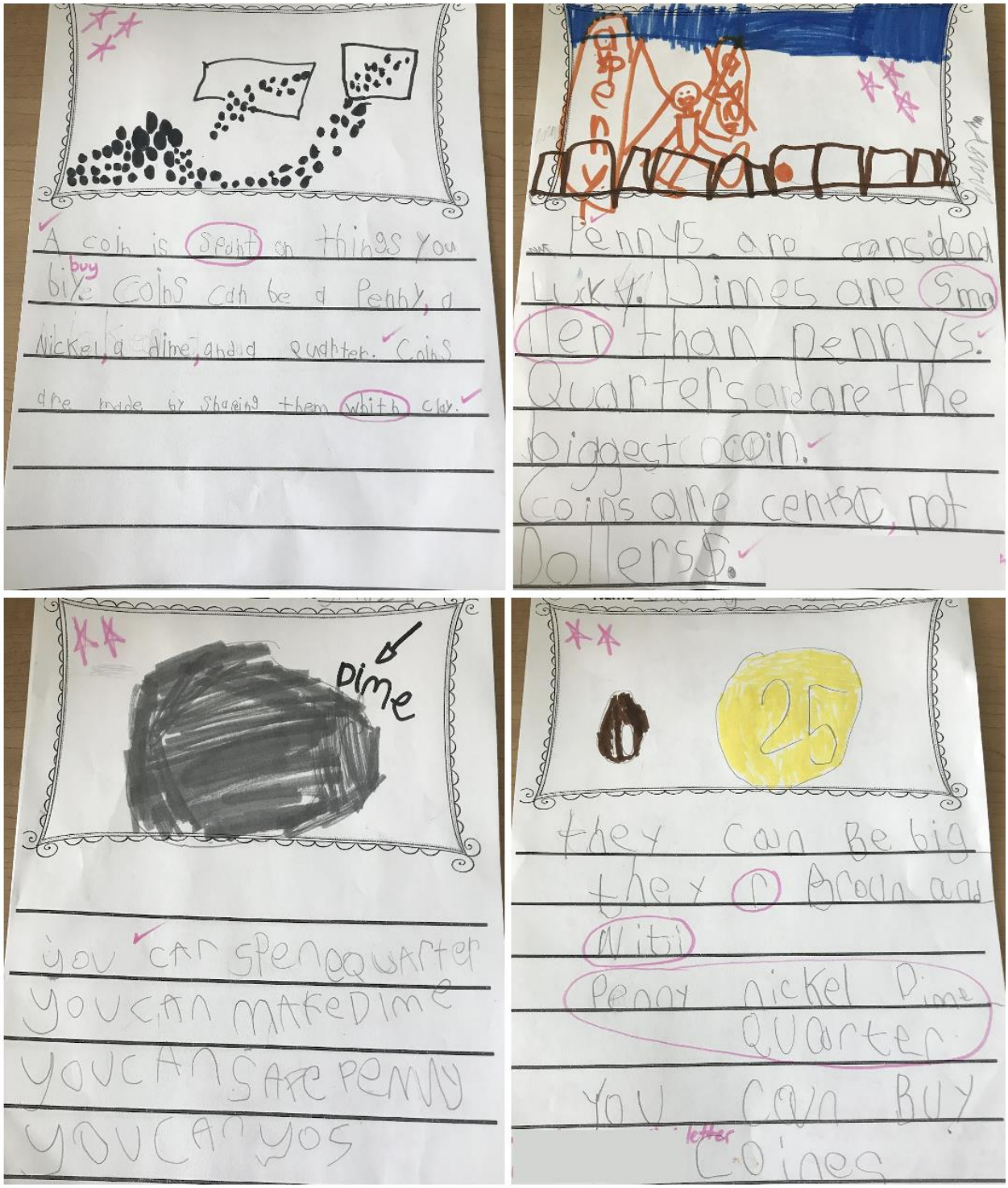
Score	Response Features
2 points	The features of a 2-point response are: • Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability
1 point	The features of a 1-point response are: • A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets
0 points	The features of a 0-point response are: • A response that does not address any of the requirements of the prompt or is totally inaccurate • A response that is not written in English nor Spanish • A response that is unintelligible or indecipherable

Rúbrica de respuesta breve de no ficción

Puntuación	Características de la respuesta
2 puntos	Las características de una respuesta de 2 puntos son: • Inferencias y/o afirmaciones válidas del texto cuando lo requiera la consigna • Evidencia de análisis del texto cuando lo requiera la consigna • Hechos relevantes, definiciones, detalles concretos y/u otra información del texto para desarrollar la respuesta de acuerdo con los requisitos de la consigna • Cantidad suficiente de hechos, definiciones, detalles concretos y/u otra información del texto según lo requiera la consigna • Oraciones completas donde los errores no afecten la legibilidad
1 puntos	Las características de una respuesta de 1 punto son: • Un relato mayoritariamente literal de eventos o detalles del texto según lo requiera la consigna • Algunos hechos relevantes, definiciones, detalles concretos y/u otra información del texto para desarrollar la respuesta de acuerdo con los requisitos de la consigna • Oraciones o viñetas incompletas
0 puntos	Las características de una respuesta de 0 puntos son: • Una respuesta que no aborda ninguno de los requisitos de la consigna o es totalmente inexacta • Una respuesta que no está escrita en inglés ni en español • Una respuesta ininteligible o indescifrable

Modified by Hilary Barea (2024) from New York State Education Department (2021, p. 17) *2-Point Rubric – Short Response*

Appendix G
Student Sample Writing
English



Student Sample Writing
Spanish