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Effective Curriculum for English Learner Success:  
**The Access and Equity Imperative  
of English Learner Responsive  
Curriculum: Definitions and  
Considerations**



**EL Curriculum  
Brief Series**

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## ABOUT THIS BRIEF

This brief is the first in a four-part series “Effective Curriculum for English Learner Success,” written for foundations supporting schools in which English learners (ELs) have meaningful access to an intellectually rich, culturally responsive, and linguistically supportive education.

Curriculum development and curricular reform present an opportunity to advance the goals of educational equity and an EL responsive education. This first brief sets out definitions, rationale, and overall indicators of effective EL curriculum.

## KEY TAKEAWAYS

The quality of the curriculum and the degree to which it addresses the needs of ELs play a crucial role in ensuring meaningful access and educational opportunity. Too often, however, curriculum is a vehicle of exclusion and neglect. For these reasons, investing in appropriate curriculum for ELs is an essential aspect of any school improvement and equity agenda for ELs.

Published curriculum programs and materials tend to be designed and paced for English-fluent monolingual students. If they address ELs at all, they tend to do so as supplemental, marginal, and with minimal guidance for teachers on how to effectively modify materials and instruction to accommodate ELs. This is inadequate and calls for investments in strengthening curriculum.

There are many ways for philanthropy to impact curriculum for ELs. Foundations can invest in the development of inclusive curriculum standards, professional learning for teachers on creating and adapting curriculum for ELs, support for the writing of new and more effective curriculum materials, guidance for purchasers and users of curriculum on the characteristics of strong EL curriculum, and advocacy efforts demanding EL responsive curriculum.

## Introduction

Movements for educational equity have consistently landed on curriculum as a key element in rectifying inequities and creating schools that are inclusive and high quality for all children. However, different eras have interpreted the role of curriculum and the relationship between curriculum and instruction differently, and therefore education leaders have deployed curriculum in their equity agendas in various ways.<sup>1</sup> Today, efforts to create schools in which English learners (ELs) learn and overcome language barriers have again turned to curriculum as a means to reach these goals. The “opportunity gap” plaguing many ELs refers not only to the opportunity to be taught by well-prepared educators using a language-rich pedagogy within a culturally and linguistically responsible school system, but also to the opportunity to have access to high-quality curriculum. **Improving outcomes for ELs requires attention to instructional materials and curriculum.** And so, by focusing on curriculum, equity agendas for EL education seek to address five intertwined goals:

1. Provide equitable and meaningful access to rigorous schooling;
2. Compensate for inadequate teacher preparation and weak capacity;
3. Build a teaching force with skills to implement a curriculum of high expectations and challenge with adequate differentiation and scaffolding for students with varying needs;
4. Deliver relevant and inclusive content to all students in the classroom; and,
5. Reorient the goals of schooling to be appropriate for a diverse 21<sup>st</sup> century world.

<sup>1</sup> In the 1950s and 1960s, the hope was that desegregation would result in more equity, in part by ensuring that children of color and of poorer communities would, by virtue of being in schools with wealthier and white children, receive higher-quality instruction and curriculum with more rigorous intellectual quality, more up-to-date texts, materials, and curricular resources. In the 1960s and 1970s, as an outgrowth of the civil rights movement, scholars and advocates alike sought curricular reform focusing on the content of the curriculum to revise and infuse the school curriculum with multicultural content and to move away from a biased and Eurocentric perspective. In the 1990s, standards-based reform sought to ensure all students would receive the same level of rigor and access in their curriculum through developing and adopting a set of standards defining common outcomes of schooling (what all students should know and be able to do). By the turn of the century, the federal No Child Left Behind Act sought to close equity gaps through accountability (requiring “adequate yearly progress” on standardized tests) and by prescribing “scientifically-based” strategies and curricula in reading, math, and science. These prescribed curricula came with detailed, scripted, and paced Teachers’ Guides or Manuals designed to compensate for inadequately prepared teachers and teacher bias, two factors often cited in critiques about inequities in schools in low-income communities and communities of color.



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## What do we mean by curriculum?

Curriculum lies at the cross section of several major components and endeavors of education: *standards* (adopted statements by the “system” defining the key knowledge and skills to be learned at each grade level) and *content* (the actual topics that are taught), *instruction* (how things are taught including both lesson planning and pedagogy), and *materials* (the texts and learning materials used in teaching). Curriculum further interacts with *assessments* (mechanisms to determine what students learned and to inform instruction), and *accountability* (policies and actions to ensure that schools are delivering what they are supposed to be delivering and producing desired outcomes). Curriculum is additionally linked to *professional development and supports* (training, Teachers’ Guides, coaches for implementation, resources for adaptation, etc.). This discussion of curriculum also includes *supplementary materials* that are aligned to standards and made available for teachers to include in lessons, and *curriculum packages and programs* that are comprehensive sets of lessons, activities, materials, and assessments organized around a standards-aligned scope and sequence all meant to be used together.

For funders, investing in curriculum as a lever for equitable school improvement begins with diagnosing the problem, determining the elements of curriculum that best address the problem, and defining the roles and levels of the system that must shift to solve the problem.

What is this element? Why focus on it?		Who needs to be targeted by reforms related to this element?
<b>STANDARDS</b>	Standards define the concepts, knowledge, and skills students should master for specific subjects or disciplines by grade level. Without standards defining desired and expected outcomes, there are uneven and inequitable offerings in what students will get from schooling. Ensuring all schools are focused on the same outcomes through the adoption of common standards is a matter of equity and quality. Outcomes determine what is important for an educated person to know and do. Standards are an antidote to watered-down, inequitable expectations for some student groups, including ELs.	<ul style="list-style-type: none"><li>• Policymakers who adopt standards</li><li>• Professional experts who define standards</li><li>• Curriculum developers who write the new materials and assemble collections of materials aligned to standards</li><li>• Local decision makers who purchase new materials</li><li>• Providers of professional learning who train teachers on teaching to standards</li><li>• Public stakeholders and educators who participate in advisories to provide input into standards development</li></ul>

	<b>What is this element? Why focus on it?</b>	<b>Who needs to be targeted by reforms related to this element?</b>
<b>CONTENT</b>	<p>The comprehensiveness, relevance, inclusiveness, and accuracy of the curriculum content—topics of study—matter. They determine whether the education ELs receive adequately prepares them for the world. A focus on the content goes beyond the standards to the topics and perspectives students engage with in their learning. Is the content inclusive or exclusionary? Is it engaging and motivating? Is it relevant?</p> <p>Calls for ethnic studies, multicultural perspectives, and culturally-responsive and linguistically-sustaining education all recognize that the content students see impacts the quality of their learning, the quality of their experiences, and their attachments to school. For ELs, content should reflect linguistic, cultural, racial and ethnic, and national identities and global perspectives.</p>	<ul style="list-style-type: none"> <li>• Researchers who provide scholarship on histories, literature, scientific contributions, historical experiences not adequately included in existing canon and curriculum</li> <li>• Curriculum writers and textbook and text publishers who write the content</li> <li>• Policymakers who set course requirements and adopt curriculum frameworks</li> </ul>
<b>CURRICULUM</b>	<p>Curriculum provides the architecture for instruction. It lays out the topics, a scope and sequence of skill and concept development towards achievement of the standards, and the learning activities and tasks through which students learn the content and master the standards. Curriculum may be developed by teachers or by professional writers and publishers.</p>	<ul style="list-style-type: none"> <li>• Curriculum writers and textbook and text publishers</li> <li>• Providers of professional development and pre-service education who prepare and support teachers in developing, assembling, and delivering curriculum</li> </ul>

	What is this element? Why focus on it?	Who needs to be targeted by reforms related to this element?
<b>CURRICULUM PROGRAMS &amp; PACKAGES</b>	<p>Curriculum programs and packages are what gets purchased and put into the hands of teachers. They ensure coverage of the standards for a subject or a grade level, with a thought-through scope and sequence and with all of the lesson plans, learning activities, assessments, and materials needed to implement it. They are attractive to school leaders who are concerned about coverage, coherence, and articulation across classrooms and grade levels. They are also attractive to teachers who want everything they are going to need to teach a subject in one place. From an equity standpoint, they help ensure all classrooms and teachers are following the same sequences and using the same materials.</p> <p>Because this is a standardized approach, common challenges with curriculum programs and packages include issues of pacing and support for differentiation, unless these issues are directly addressed in the teacher guidance, activity options, supplementary or optional materials, etc. Cultural and linguistic responsiveness is more challenging as well, and there is less room for teacher-driven approaches to curriculum or for student choice.</p>	<ul style="list-style-type: none"> <li>• Curriculum developers, writers, and publishers</li> <li>• Purchasers of curriculum packages</li> <li>• Nonprofit organizations focused on providing resources and guidance for selection of texts related to specific issues and groups</li> <li>• State and local policymakers and decision-makers regarding adopting, approving, and purchasing curriculum</li> </ul>

	<b>What is this element? Why focus on it?</b>	<b>Who needs to be targeted by reforms related to this element?</b>
<b>INSTRUCTION &amp; PEDAGOGY</b>	<p>Curriculum is delivered by teachers to the students in their classrooms through instruction. How they approach actual instruction and instructional decisions, how they weave lesson plans and design activities, how they determine what their students need, how they adapt and make choices among the curriculum materials, and how they scaffold and differentiate to support the needs of their students all powerfully impact student learning.</p> <p>Some curriculum micro-defines the actions and even the words of the teacher through detailed, scripted lesson and activity plans—essentially teacher-proofing instruction. Other curriculum offers a variety of choices and guidance for the teacher, including suggestions for modifications and adaptations to student needs. Still other curriculum packages provide texts, materials, and a scope and sequence, but do not detail lesson plans or activities, leaving that to the teacher to design. All curriculum is based upon either implied or explicit pedagogy.<sup>2</sup></p>	<ul style="list-style-type: none"> <li>• Curriculum developers and writers</li> <li>• Administrators and curriculum purchasers</li> <li>• Professional development and coaches</li> <li>• Teachers</li> <li>• Professional associations and nonprofit providers who vet and share materials and resources, and provide training for teachers in instructional strategies and ways to adapt and use curriculum materials</li> </ul>
<b>MATERIALS</b>	<p>Materials are the learning resources, selected texts, and tools teachers use to engage their students, convey the content of the curriculum, and support the learning tasks to achieve the goals of the curriculum. Examples include: Decodable books or leveled texts, textbooks, literature sets, materials for independent expanded learning, workbooks, and worksheets and consumable products.</p>	<ul style="list-style-type: none"> <li>• Curriculum developers and writers</li> <li>• District and school leaders as purchasers of curriculum</li> <li>• For-profit and nonprofit organizations focused on providing resources and guidance for selection of texts related to specific issues</li> <li>• Writers and publishers</li> <li>• Teachers who create instructional materials</li> </ul>

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<sup>2</sup> The second brief in this series elaborates on the relationship between curriculum and instruction.



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	<b>What is this element?</b> <b>Why focus on it?</b>	<b>Who needs to be targeted by reforms related to this element?</b>
	<p>At the secondary level, high-quality and standards-aligned materials are up-to-date, align to the standards, and support the learning activities. Supplementary materials (print, tech, and apps) support and deepen content, which is often essential for teachers of ELs. This includes materials in languages other than English.</p>	
<b>ASSESSMENTS</b> <i>(formative &amp; summative; curriculum-embedded or standards-based)</i>	<p>Assessment in a curriculum is the ongoing process of gathering information about a student’s learning specific to what the curriculum delivers. This includes a variety of ways to document what the student knows, understands, and can do with their knowledge and skills. Assessments inform decisions about instructional approaches, teaching materials, and the differentiation and academic supports needed to enhance opportunities for the student and to guide future instruction.</p> <p>Assessments (and the interpretation of results) should be designed, developed, and normed for ELs, and be culturally and linguistically appropriate to inform effective responses and avoid inappropriate labeling and interventions.</p>	<ul style="list-style-type: none"> <li>• Developers of assessments</li> <li>• National, state, and local policymakers and school administrators who use assessment data</li> <li>• Teachers</li> </ul>



	What is this element? Why focus on it?	Who needs to be targeted by reforms related to this element?
<b>PROFESSIONAL GUIDANCE &amp; LEARNING</b>	Teachers who deliver the curriculum require training to become familiar with the materials and also need guidance on implementation, including adaptations to address student needs. This may involve training and orientation to the materials; ongoing professional learning related to the content and standards covered; guidance on ways to scaffold, differentiate, and adapt curriculum in response to formative assessments and student need; and additional resource materials such as pacing guides. Without these supports, teacher biases or gaps in teacher preparation can result in less effective outcomes. Other forms of professional development focus on teacher-created curriculum, backwards planning, and a toolkit of strategies for delivering curriculum.	<ul style="list-style-type: none"> <li>• Curriculum writers</li> <li>• Curriculum publishers with training components</li> <li>• State and district leaders, curriculum and instruction directors, and professional learning directors</li> </ul>

Most often, “curriculum” is understood to be the total package: a standards-based scope and sequence of planned experiences that teachers implement through which students practice and achieve proficiency in content and applied learning skills. It includes materials, assessments, and a description of learning activities that are structured and organized to build student learning. Packaged curriculum often addresses all of these elements—providing not only the scope and sequence of learning activities, but also the texts and materials to be used, formative and summative assessments linked to their content, and detailed Teachers’ Manuals.

Curriculum does not stand alone, however; it is a tool in the hands of teachers. While curriculum packages include Teachers’ Manuals, teachers deliver the curriculum in a specific context of their students, their community, and their training and preparation. Purchased curriculum often also comes with professional development, sometimes including coaching.

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## Why focus on ELs and curriculum?

Curriculum is a key part of schooling for all students. But why is curriculum on the table as an issue for ELs specifically? What are the aspects of curriculum that require explicit attention and are most relevant to EL education?

**For ELs, curriculum plays a role in providing (versus barring) meaningful access to equal educational opportunity.**

This role includes how the curriculum supports second and dual language development, the degree to which the curriculum is designed to be adapted and differentiated for EL needs, and the degree to which the cultural and linguistic responsiveness of the curriculum and its content embraces the experience of ELs.

## THE NUMBERS

ELs are a significant population in our nation's schools. There are now 4.9 million ELs nationwide, representing close to 10% of the students in kindergarten to 12<sup>th</sup> grade—an increase of 28% (more than 1 million students) since 2000. Forty-three states have seen an uptick in EL enrollment. California has the largest EL population in the nation, where over 2 million students are and were at one point classified as ELs, followed by Texas, Nevada, and New Mexico. EL enrollment has also been surging across the South and Midwest. For all of these students, the quality and appropriateness of the curriculum to provide access is an essential element of their schools.



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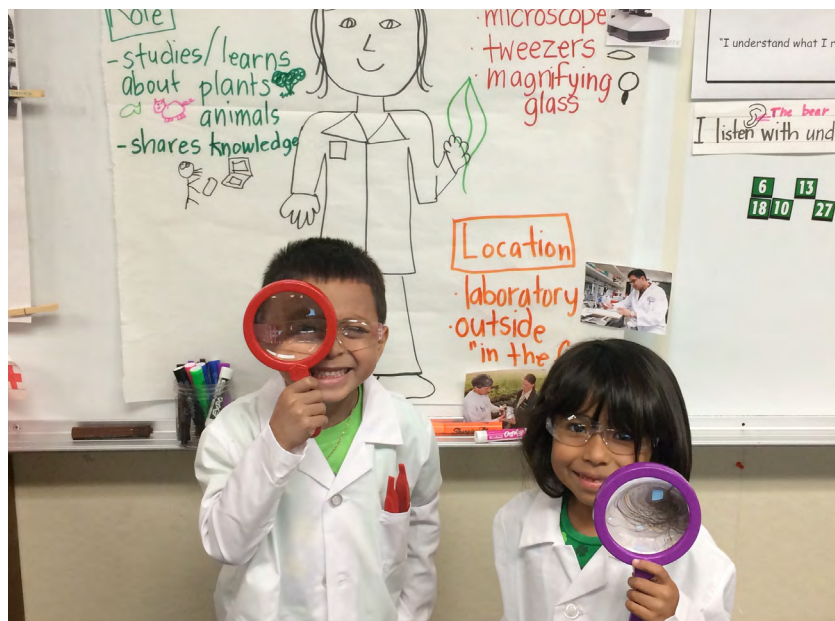


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## THE LEGAL CIVIL RIGHTS FRAMEWORK AND POLICY

From a legal and policy standpoint, meaningful access for ELs is rooted in Title VI of the Civil Rights Act and the civil rights lawsuits and court cases that followed. The U.S. Supreme Court *Lau v. Nichols* ruling in 1974 called out the way in which textbooks and curriculum that are not designed and adapted to the needs of ELs contribute to foreclosing meaningful access:

“There is no equality of treatment merely by providing students with the same facilities, **textbooks**, teachers and **curriculum**, for students who do not understand English are effectively foreclosed from any meaningful education.... Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in an educational program, he or she must already have acquired those basic skills, is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.” (Emphasis added)



This was followed by another court case, *Castañeda v. Pickard*, which put forward a three-pronged test to gauge whether districts are meeting their Title VI affirmative obligation to overcome the language barrier for ELs:

- Are the curriculum, textbooks, and materials selected and used by the district actually based on sound education theory or research on effective practices for ELs?
- Are the curriculum, textbooks, and materials delivered by teachers with appropriate and adequate training to meet the needs of ELs?
- Can the district show that the curriculum is working for ELs?

Additional policy guidance defining an EL-specific approach to curriculum is embedded in English Language Development standards, statute-defined language acquisition program models, and state and professional guidelines and frameworks that outline criteria for materials. For example, California has Common Core-aligned English Language Development Standards, the English Language Arts (ELA)/English Language Development (ELD) Framework, and the voter-approved EdGE (Education for a Global Economy) Initiative that wrote into the California Code of Regulations definitions of Designated English Language Development and Integrated English Language Development occurring across the curriculum, in all learning contexts. Together, this formal system of curriculum policy and guidance has significant implications for what should constitute high-quality standards-aligned materials for ELs in all subjects.

## THE PROBLEM

Despite solid policy and guidance pieces in place regarding effective curriculum for ELs, current curriculum and instructional practices tend to not serve ELs well. Published, adopted, and used curriculum programs and materials



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typically are designed, written, and paced for English-fluent students. If they address ELs at all, it tends to be as a supplement and with minimal guidance for teachers on modifying materials and instruction to be accessible to ELs. In California, the provision of Designated and Integrated ELD is one of the most long-standing and largest area of non-compliance cited in state monitoring of federal law for ELs. This documentation surfaces the following harmful patterns and practices in schools:

- ELs receive the same materials, curriculum, learning activities, and are held to the same expectations on English-normed assessments as English-fluent students. Because there are no supports, scaffolds, or intentional second-language development, ELs either sink or swim.
- As a “solution” to the need for comprehensible materials, ELs are given materials that cognitively and developmentally are too young for them, and are provided overly simplified text and “dumbed down” content that actually exacerbates academic gaps.

- The ELD or English as a Second Language curriculum and instruction is disconnected from the content learning, and is not responsive to or supportive of the linguistic demands of the content curriculum. A significant number of ELD “curricula” tend to be grounded in weak or antiquated language pedagogy, a set of supplemental materials added on to support the ELA curriculum, a repurposed reading intervention program, and/or a random collection of materials, resources, and lessons that teachers have pieced together over time.
- Generic curriculum materials rely on a teacher’s ability to know how to adapt materials and differentiate instruction appropriately for students, which is problematic when there is a widespread lack of capacity and a lack of teachers who have received training on how to do this for ELs.
- Guidance provided for teachers related to differentiating curriculum, adapting materials, and supporting language development for ELs is simplistic, fails to address different typologies of EL needs or different levels of English proficiency, and too often is provided in the form of “call out” boxes in the margins of teacher materials that teachers more often than not choose to bypass.
- The needs of ELs are inappropriately conflated with struggling students. The same intervention curriculum and materials designed for native English speakers with literacy challenges are sold and used to address second language development and to substitute for ELD. As a result, ELs receive inappropriate reading intervention in lieu of ELD.
- The lack of adequate materials results in a reliance on teachers to create materials for ELs, without guidance, capacity, or time to do so.
- Reliance on monolingual assessments that do not inform adequately what ELs know and can do, and are normed for English-proficient students.

These common practices are an argument for deepening understanding about the role of curriculum, stronger and more EL responsive curriculum materials, and more widespread capacity to deliver curriculum in ways that support ELs. These are important parts of school improvement agendas for any foundation seeking to impact EL success.



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## Curriculum that is inclusive of and responsive to ELs

Designing and selecting curriculum and materials for EL success begins with some basic understandings about ELs' needs, second language development, the dual language brain, and the sociocultural contexts of schooling.

First, by definition, ELs enter school with knowledge and proficiency in another language but without sufficient English to access and participate in an English-taught curriculum. As second language learners, they have the extra educational tasks of learning a new language while trying to comprehend and master the same academic knowledge and skills as their English-fluent peers. They need explicit and systematic ELD, as well as instructional supports to comprehend the curriculum and strategies to build upon what they know in their first language as a foundation for learning in a second language. Second language development is different from first language development, and EL needs are different from those of monolingual English speakers. As ELs develop proficiency in English—a 5-7-year process—the particular kind of scaffolds, modifications, and language development and supports they need changes, both to support language development and for academic learning. Language learning, particularly academic learning, has to occur throughout the curriculum and across disciplines. A consistent attention to language integration and supports across the curriculum benefits all students.

Oral language is the foundation for other domains of language. A focus on oral language in the process of knowledge development is particularly essential for



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ELs, as they learn and practice the sounds and rhythms of the new language, develop vocabulary, and internalize the linguistic structures of the language. Second language development, both explicit or designated ELD and second language development that is integrated in and throughout the day, has implications for instruction, assessment, and all curriculum materials.

Second, ELs have the benefit of another language to draw upon in the process of developing their second language. A person's first and second language are interdependent. A strong home language is the foundation for a strong second language. The brain processes and builds language systems in relation to each other. The development of the dual language brain, when fostered and leveraged, leads to strong cognitive, educational, and social benefits.

Furthermore, while academic content instruction may be in English, ELs have knowledge in their first language that can be accessed to support continued learning through the new language. The degree to which the home language is drawn upon versus left at the door has significant impacts on learning and achievement. Facilitating the process of leveraging the home language has implications for both instructional strategies and curriculum materials.

Third, schooling occurs within a sociocultural context. The degree to which curriculum content and materials are culturally and linguistically inclusive, as opposed to exclusionary, affects the relevance of the learning and the motivation and engagement of the learner.

Curriculum that is responsive to and effective with ELs has the following characteristics:

- Language development (second language development) is integrated throughout all subjects and disciplines simultaneously developing content knowledge, disciplinary practices, language (overall and second language development), and literacy skills.
- Curriculum for all disciplines includes explicit direction for embedding and integrating ELD instruction into content instruction, or actually includes a partner Designated ELD curriculum, including materials and lessons, that is aligned with the academic content and grade-level academic standards to ensure second language development that is responsive to the linguistic demands of the academic program.
- Lesson plans incorporate an emphasis on oral language and discourse, with scaffolding for participation of ELs at various levels of English proficiency.
- Curriculum incorporates consistent and coherent language routines that ensure simultaneous development of both language and content mastery.
- Materials and learning activities support leveraging the home language, including supplementary texts in major languages, cross-language connections and transfer curriculum, resources for teachers, etc.
- Guidance is provided for teachers on formative assessment to differentiate tasks, instruction, and supports for ELs at different proficiency levels; to scaffold participation and comprehension; to build language; and to deliver simultaneous language and content instruction.

- Selection of texts and adaptations of text for ELs included in the curriculum are age and grade appropriate in intellectual content. Students are supported to engage with complex text before, during, and after reading routines with language supports such as glossaries and visuals.
- Materials, learning activities, and tasks are culturally inclusive. Guidelines recognize that ELs' languages, cultures, and fountains of knowledge are intellectual resources that will enhance their learning.
- Materials and flexible pacing of learning activities sufficiently allows for the additional focus on language development, building background knowledge, and developing the oral language and vocabulary that ELs require.
- Curriculum-embedded assessments are designed to accommodate ELs. The interpretation of results is normed for ELs at varying levels of English proficiency. Guidance is also provided for assessing EL understanding of concepts.
- Equivalent versions of the curriculum are available in major languages other than English and are authentic to these languages. These versions are used in dual language and bilingual programs, supporting equity, alignment, and coherence across programs within a school and district.



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Ben Gibbs of Early  
Edge CA, SEAL, and  
Californians Together*

## Conclusion

Developing, selecting, and using EL-inclusive and EL-supportive curriculum is an essential part of an educational equity and access agenda for this population whose needs in schools have been overlooked and marginalized. The task of ensuring ELs receive effective, responsive, and assets-oriented curriculum involves multiple levels of the system and multiple players:

- Curriculum developers and publishers need to understand the hallmarks of EL-responsive curriculum, bring in EL expertise, and be incentivized to produce EL-supportive materials in a market of educators mobilized to demand such materials.
- Policymakers need to recognize the stakes involved in whether or not curriculum supports ELs, make it a priority, understand the characteristics of such curriculum, and then build the demand for EL-responsive curriculum into education policy.
- District leaders similarly need to understand the impacts of curriculum on EL success, and insist on the characteristics of EL-responsive curriculum as they make purchases.
- Teachers need curriculum materials and guidance with built-in support and professional learning so they can take whatever curriculum they have been handed, and adapt it and use it as necessary to facilitate the language development and academic success of the students in their classrooms. For this to happen, districts need to provide their teachers with time and structures to plan curriculum with intentionality.

For too long, the lack of investment in appropriate materials for ELs has gone hand-in-hand with other systemic barriers in our education systems: pervasive ignorance about second language development and the needs of ELs; low expectations about the level of intellectual and academic work “those kids” in “those schools” need and can handle; inequities in the assignment of experienced teachers, resulting in schools with more ELs, poor children, and children of color disproportionately being taught by less experienced teachers with high turnover; and a deficit orientation to the languages and cultures of ELs.

When designed to address ELs, curriculum can provide the materials, scope and sequence, content, support for differentiation, and pacing that facilitates access and overcomes language barriers for ELs. But clearly, “fixing” the inequities in curriculum and materials is just part and parcel of a larger picture of what it will take to create schools in which ELs thrive.

**Philanthropy can incentivize and support all of these stakeholders.**



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This series of briefs was conceived and authored by Laurie Olsen, Ph.D. We are grateful for review and input provided by Alesha Moreno-Ramirez (Director, Multilingual Support Division, California Department of Education), Crystal Gonzales (Executive Director, English Learners Success Forum), and Nicole Knight (Executive Director, English Language Learner and Multilingual Achievement, Oakland Unified School District).



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