

PREFACE

SCHOOLS THROUGHOUT the United States are becoming more diverse across multiple dimensions. Shifts in immigration patterns—from a century ago, when the vast majority of immigrants were European, to now, when half are from Latin America and three in ten are from Asia—have led to increased variation in race, ethnicity, culture, and language.¹ This trend is likely to continue, as the immigrant population in the United States is expected to rise from 36 million people in 2005 to 81 million in 2050.² Thus, students who speak languages other than English or in addition to English at home are the new mainstream in US schools.³

Sometimes leaders of schools with a growing population of students from diverse backgrounds are portrayed as facing daunting challenges, needing to help their communities overcome divisive hurdles that inevitably accompany demographic shifts. This book is written from a different perspective, whereby educating this new mainstream presents tremendous opportunities. Visionary leaders at all levels—from department chairs to building principals to district superintendents to regional and state policy makers—are embracing the new mainstream by *transforming* their classrooms, schools, and school systems to be culturally and linguistically responsive. At the classroom level, innovative teachers are developing the knowledge, skills, and dispositions to adapt their teaching and learning to simultaneously advance both content knowledge and language development. At the school level, imaginative principals are creating service delivery models that foster multilingualism and authentic cross-cultural appreciation in manners unimaginable in monocultural, monolingual environments. At the district level, creative leaders are

replacing structures focused solely on building English language and literacy with ones that value and promote the use of home languages and possibly even foster bilingualism and biliteracy for all. At the state level, bold policy makers are advancing structures that affirm multilingualism by supporting two-way immersion schools and the Seal of Biliteracy.⁴

Culturally and Linguistically Responsive Education was written to help educational leaders, including school principals, teacher-leaders, and others, to better educate the new mainstream. Specifically, it illustrates how to harness the synergy of collaborative learning—within and across schools—to dramatically advance educators’ knowledge, skills, and dispositions toward culturally and linguistically responsive schooling. It does this by presenting the story of how a unique group of two dozen preK–8 schools from across the United States, the Two-Way Immersion Network of Catholic Schools (TWIN-CS), have worked together since 2012 to radically change how they educate students from diverse cultural and linguistic communities.

These elementary schools began as monolingual English environments, providing strikingly few support services for students who spoke languages other than or in addition to English at home. Simply put, they were in most ways culturally and linguistically *non-responsive*. School leaders were painfully aware that their schools needed to make significant changes in order to more equitably provide quality education for all students—particularly those from families whose mother tongues were not English. By forging a unique alliance comprising colleagues in similar school settings around the country, local experts to serve as mentors, and a coordinating team of faculty, staff, and students from Boston College, these schools transformed in dramatic fashion. Through the adoption of a two-way immersion (TWI) model, this partnership assisted the schools in fostering bilingualism and biliteracy for *all* students, while increasing achievement levels as well as enrollment.

Although these are Catholic schools, they all faced changes similar to those many public and charter schools face in the current era of shifting demographics, falling enrollments, budget constraints, and high-stakes accountability pressures to increase achievement for all students. And although they chose a specific service delivery model (TWI), there are other pathways for schools to become more culturally and linguistically responsive.⁵ Thus, we argue in this book that leaders across contexts—from traditional public to

charter to private, from secular to religious, from elementary to secondary—can design networks to transform their schools. This volume seeks to capture lessons from this group of schools, illustrating how cultivating communities of practice through a networking approach both within and among schools can empower educators to create culturally and linguistically responsive schools.

DO I REALLY NEED ANOTHER BOOK?!

As professional educators, you are subjected to what can seem like a cacophony of voices competing for attention, trying to persuade you to rethink your practices. From webinars and blog posts to journal articles to books, a wide and ever-growing array of resources are available to guide your work. Some describe the importance of culturally and linguistically responsive schooling more broadly, or describe specific models of such schools.⁶ *Culturally and Linguistically Responsive Education* is distinct in that it draws from the experience of various schools in the process of transforming to become more culturally and linguistically responsive. Additionally, these schools were all part of the same network that advanced this process using strategic and scaffolded networking within and across schools, as well as with families and community members, to facilitate learning. This volume focuses on this process and unpacks specific practices that the educators have engaged in, highlighting both what is working and what is problematic. Hence, if you are an educational leader, eager to embrace cultural and linguistic diversity as an asset and to foster innovative collaboration within and across schools to advance culturally and linguistically responsive practices, read on! This is a key resource for you.

Culturally and Linguistically Responsive Education is organized into three sections. In part I, chapter 1 lays the foundation for the book, defining what we mean by culturally and linguistically responsive schooling and providing the context of the story of transformation reported here. Chapter 2 presents the theory of action, the origins, and the design of TWIN-CS. Part II comprises six chapters that dig into the details of the change process. Each of these chapters presents a practice of schools engaged in this network and is authored by university faculty and/or other bilingual experts who served as mentors and worked directly with these schools as part of the network

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design. These chapters describe how the schools transformed to be culturally and linguistically responsive, how networking advanced the organizational learning in this practice, and how educational leaders can apply this practice within other models and contexts of culturally and linguistically responsive schooling.

Part III comprises two final chapters. In chapter 9 we step back to look at the big picture, showing how organizational learning within and across schools in this network has emerged over time and benefitted the schools, emphasizing how this learning was recursive and overlapping across the structures and practices. In chapter 10, we draw conclusions and describe implications for educational leaders in schools and school systems.

Thus, the purpose of *Culturally and Linguistically Responsive Education* is to help educational leaders—from teacher-leaders to building principals to district superintendents to state-level policy makers—learn to leverage networking to foster organizational learning that advances culturally and linguistically responsive schooling. This volume is intended to provide lessons for educational leaders striving to improve service delivery models to educate students from diverse linguistic backgrounds. More broadly, it provides lessons that can help educational leaders strategize and leverage networking to advance organizational learning to address other pressing educational priorities as well.