



## Multilingual Learning Toolkit Alignment with California Teaching Performance Expectations (TPEs) for K–12

The Multilingual Learning Toolkit provides a variety of research-based instructional strategies to best support Multilingual Learners (MLs), across a variety of topic areas. We have aligned each of the Toolkit topic areas, and their corresponding strategies, to the existing **California Teaching Performance Expectations (TPEs) for K–12** to highlight the overlaps. For each topic in the Toolkit, we present elements from the California TPEs for K–12 that align directly with (or could be considered a component of) the overarching topic, as well as those that relate to specific Toolkit strategies within each topic.

The goal of the alignment is to demonstrate to educators and professionals that the Toolkit strategies correspond to a large extent to what educators need to know to effectively instruct all children. It is important to note that each of these documents contains overarching expectations/standards/principles as well as specific elements within each. We recommend attention to both levels, to gain a) perspectives on the greater vision, mission, and principles of each document and b) understand the specific elements, as they relate to MLs.

### INSTRUCTIONAL STRATEGIES:

#### 1. How can I welcome and engage families of Multilingual Learner (ML) students as active partners in their child's learning?

Evidence-Based Strategies
A. Gather information on each child's language/cultural background from parents upon enrollment.*
B. Talk with families about their language and learning goals for their child. Ask families to share their thoughts on their child's bilingual development and how this may relate to their goals.
C. Provide families with information on home language development and the benefits of bilingualism and encourage them to continue to speak their home language to their children.
D. Partner with families to provide varied opportunities for them to come to the classroom to share their language and culture.
E. Provide parents with learning activities to do at home with their child to support home language development and connect the curriculum with learning at home.
F. Partner with families on identifying topics or ideas that are of interest to the child and incorporate these in curriculum planning.

*\*Note: When collecting information from families, gather information that will be helpful for informing instruction. Avoid questions that may be sensitive, such as those concerning citizenship/immigration status, which should not have implications for students' access to free public education (see [CDE description of immigration status of students](#) and the 1982 Supreme Court [Plyer vs. Doe Ruling](#)) and their entitlement to feel safe and secure at school (as described [in this Assembly Bill No. 699](#)).*

Alignment with K–12 TPEs	
K–12 TPE	Elements
<b>TPE 1: Engaging and Supporting All Students in Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 1.1:</i> Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.</li> <li>• <i>Element 1.2:</i> Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.</li> </ul>
<b>TPE 4: Planning Instruction and Designing Developmental and Learning Experiences for all Young Children</b>	<ul style="list-style-type: none"> <li>• <i>Element 4.1:</i> Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.</li> </ul>

## 2. How do I foster the social-emotional health and development of Multilingual Learner (ML) students?

Evidence-Based Strategies
<b>A.</b> Engage individually with ML students in a warm and inclusive way. Take time to build trust, respect, and strong relationships with ML students and their families.
<b>B.</b> Help ML students integrate in group learning settings by providing opportunities to have a role in small and large groups.
<b>C.</b> Provide opportunities for ML students to build friendships and relationships, and meaningfully participate in peer social interactions.
<b>D.</b> Provide opportunities for ML students who speak the same language to serve as peer support for each other.
<b>E.</b> Provide adequate time for informal learning and exploration, to help develop relationships within the classroom.

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<b>TPE 2: Creating and Maintaining Effective Environments for Student Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 2.1:</i> Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.</li> <li>• <i>Element 2.2:</i> Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.</li> <li>• <i>Element 2.3:</i> Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.</li> <li>• <i>Element 2.6:</i> Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.</li> </ul>
<b>TPE 6: Developing as a Professional Educator</b>	<ul style="list-style-type: none"> <li>• <i>Element 6.2:</i> Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.</li> </ul>

### 3. What can I do to set up my classroom environment to support the learning of Multilingual Learner (ML) students?

Evidence-Based Strategies
<b>A.</b> Include labels and other functional print in the home language. Make sure home language print is viewed as “equal” to English print (e.g., make labels the same size in both languages).
<b>B.</b> Provide books in the home language and books that depict the cultural and linguistic background of children in a positive light. Make sure children of each language and cultural background can see themselves represented in the classroom.
<b>C.</b> Display and provide culturally relevant materials, including family pictures and cultural items from children’s homes. Include families in helping to select books, objects, and materials to display in the classrooms.

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<b>TPE 3: Understanding and Organizing Content Knowledge for Student Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 3.6:</i> Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.</li> </ul>
<b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b>	<ul style="list-style-type: none"> <li>• <i>Element 4.4:</i> Plan, design, implement, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <ul style="list-style-type: none"> <li>○ appropriate use of instructional technology, including assistive technology;</li> <li>○ applying principles of UDL and MTSS;</li> <li>○ use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;</li> <li>○ appropriate modifications for students with disabilities in the general education classroom;</li> <li>○ opportunities for students to support each other in learning; and</li> <li>○ use of community resources and services as applicable.</li> </ul> </li> </ul>

#### 4. How can I support my Multilingual Learner (ML) students' oral language development?

Overarching Strategy	Evidence-Based Strategies
<p><b>Provide language-rich environments to support each language.</b></p>	<p><b>A.</b> Provide high-quality, responsive, and extended talk in each language, including longer utterances with varied vocabulary, a mix of open-ended and scaffolding questions, providing child-friendly definitions for new or unfamiliar words, recasting or repeating an erroneous utterance in a corrected form, and engaging in back-and-forth exchanges.</p>
	<p><b>B.</b> Ask questions in each language, including a mix of open- and closed-ended questions, to elicit talk from children.</p>
	<p><b>C.</b> Repeat and elaborate/expand on children's talk in each language, with adjectives, adverbs, clauses, etc. that are related to the topic the child is discussing.</p>
	<p><b>D.</b> Incorporate songs, rhymes, and chants in each language, and connect them to content learning.</p>
<p><b>Provide explicit vocabulary instruction in each language.</b></p>	<p><b>E.</b> Select commonly used academic words (e.g., observe, demonstrate, cycle, evaluate, conflict, etc.) and content-specific words or phrases (e.g., energy, habitat, food chain, law, freedom) from texts/unit of study and incorporate them into instruction.</p>
	<p><b>F.</b> Explicitly teach words through multiple modalities of writing, speaking, and listening (e.g., vocabulary picture cards, word maps, visual aids, props, word walls, gestures).</p>
	<p><b>G.</b> Reinforce target words by using them throughout the day and across contexts (e.g., present word during morning meeting, post on word wall, engage with associated objects and words during small group or free choice learning time, etc.).</p>
	<p><b>H.</b> Provide hands-on, inquiry-based experiences (e.g., designing and implementing experiments) to help give language meaning and purpose.</p>

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<b>TPE 3: Understanding and Organizing Content Knowledge for Student Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 3.5:</i> Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</li> </ul>
<b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b>	<ul style="list-style-type: none"> <li>• <i>Element 4.7:</i> Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.</li> </ul>

## 5. How can I support my Multilingual Learner (ML) students' literacy development?

Overarching Strategy	Evidence-Based Strategies
<p><b>Build foundational reading skills in each language.</b></p>	<p><b>A.</b> Conduct phonological awareness activities that explicitly teach children to hear individual segments of sounds in words, such as using manipulatives to represent sound units (relevant for letter-based writing systems only).</p>
	<p><b>B.</b> Help children identify letters and develop awareness of letter-sound connections (i.e., phonics); (relevant for letter-based writing systems only).</p>
	<p><b>C.</b> Provide instruction on book concepts and knowledge (particularly in preschool to support emergent literacy).</p>
<p><b>Use shared reading activities to build oral language and reading comprehension skills in each language.</b></p>	<p><b>D.</b> Read text aloud with appropriate speed and expression to promote oral reading fluency.</p>
	<p><b>E.</b> Conduct pre- and post-reading activities and discussions in each language to foster critical thinking skills and reading comprehension.</p>
	<p><b>F.</b> Engage in interactive (i.e., dialogic) reading by asking open-ended questions, prompting children for narrative retell, and modeling and supporting language and content comprehension skills.</p>
	<p><b>G.</b> Introduce and explain new vocabulary words before, during, or after reading.</p>
	<p><b>H.</b> Read text in the home language first, and then follow up by reading the text in English over a period of time.</p>
<p><b>Provide consistent opportunities and appropriate scaffolds to engage children with writing in each language.</b></p>	<p><b>I.</b> Practice developmentally appropriate writing activities (e.g., pre-writing in preschool) in each language.</p>
	<p><b>J.</b> Provide language-based supports (e.g., graphic organizers, sentence starters) to help students begin and develop writing.</p>
	<p><b>K.</b> Provide writing assignments that are content-based and help develop academic language as well as writing skills. (elementary only)</p>
	<p><b>L.</b> Develop student writing for a variety of genres and audiences using appropriate content, organization, and style. (elementary only)</p>

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## 6. How can I support bilingualism in the context of a dual language or bilingual classroom?

Evidence-Based Strategies
<b>A.</b> Provide curriculum and language support materials in each language that are of equally high quality.
<b>B.</b> Follow an intentional, systematic plan for supporting the development of each language, which includes maintaining separate protected time for each language.
<b>C.</b> Integrate reading, writing, listening, and speaking in both languages to develop bilingualism and biliteracy.
<b>D.</b> Make sure to use content to build both home language and English, so that Multilingual Learner (ML) students develop content understanding in both languages.
<b>E.</b> Provide separate (and complementary) oral language and literacy opportunities and materials in each language to allow children to become immersed in each language.
<b>F.</b> Provide explicit opportunities for children to compare and contrast the two languages to support cross-language transfer of learning.
<b>G.</b> Assess children in both their home language and English to understand their full range of skills.



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<b>TPE 5: Assessing Student Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 5.7:</i> Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.</li> </ul>

**7. What can I do to encourage home language development if I don't speak the home language of all of the Multilingual Learner (ML) students in my classroom?**

**Evidence-Based Strategies**

**A.** Learn key words and phrases in the home language of children. Ask parents or community volunteers for help.

**B.** Introduce key vocabulary words in the home language that are related to the content being taught, prior to teaching in English.

**C.** Use cognates (e.g., art/arte, computer/computadora in Spanish) to emphasize connections between English and the home language (if applicable to the home language).

**D.** Invite children to be experts and share their home language.

**E.** Invite parents and other speakers of the home language to join classroom activities and speak, tell and share stories, and read in the home language. (For example, invite parents to pre-read a story in the home language, before reading the same story in English.)

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**8. Are there additional strategies I can use to support my Multilingual Learner (ML) students' English language development (ELD)?**

Evidence-Based Strategies
A. Use visual cues, gestures, and signals to accompany speech.
B. Use instructional tools (e.g., videos, graphic organizers) to develop language in context.
C. Teach word learning strategies (e.g., use of context clues, word parts, cognates) to help children learn the meaning of words in English.
D. Conduct supplemental small group instruction, in the home language and/or English, with ML students of similar proficiency levels, to help support content learning.
E. Preview concepts in the home language to activate and build background knowledge, prior to teaching new content in English.
F. Permit ML students longer wait times to allow them to process speech.
G. Introduce longer phrases and sentences and offer less support as ML students' English proficiency grows.
H. Talk with ML students one-on-one, providing targeted, language interactions based on their needs.
I. Provide students opportunities to work in pairs or small groups with English proficient peers who can serve as language models.

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## Alignment with K–12 TPEs *Continued*

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## 9. How can I support my Multilingual Learner (ML) students' content learning?

### Evidence-Based Strategies

- A. Provide hands-on, inquiry-based experiences to help give content and subject matter meaning and purpose.
- B. Preview and review learning material (e.g., books, vocabulary, etc.) in the home language, before teaching that material in English, to activate and connect to background knowledge children have about the topic from their home language.
- C. Provide supplemental, targeted, small group instruction for ML students to facilitate learning of new content or targeted support of language and literacy.
- D. Strategically organize ML students in pairs or small groups with same language peers to support content learning.

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<b>TPE 1: Engaging and Supporting All Students in Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 1.3:</i> Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.</li> <li>• <i>Element 1.5:</i> Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.</li> </ul>
<b>TPE 3: Understanding and Organizing Content Knowledge for Student Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 3.2:</i> Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.</li> <li>• <i>Element 3.4:</i> Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction, and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.</li> <li>• <i>Element 3.5:</i> Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</li> </ul>
<b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b>	<ul style="list-style-type: none"> <li>• <i>Element 4.3:</i> Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.</li> <li>• <i>Element 4.4:</i> Plan, design, implement, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <ul style="list-style-type: none"> <li>◦ appropriate use of instructional technology, including assistive technology;</li> <li>◦ applying principles of UDL and MTSS;</li> <li>◦ use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;</li> <li>◦ appropriate modifications for students with disabilities in the general education classroom;</li> <li>◦ opportunities for students to support each other in learning; and</li> <li>◦ use of community resources and services as applicable.</li> </ul> </li> <li>• <i>Element 4.7:</i> Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.</li> </ul>

## 10. What do I need to consider when assessing Multilingual Learner (ML) students?

### Evidence-Based Strategies

- A. Co-create language and content learning goals for children with co-teachers and parents.
- B. Use assessment results to inform instruction based on student English language development progress. Use assessment to inform strategic grouping and small group instruction.
- C. Draw from a variety of formative assessment tools (e.g., observations of child’s oral language, portfolios of written work, comprehension focused questions or tasks, etc.) to monitor progress.
- D. Use summative assessment tools (e.g., a standardized tool that measures a specific skill) to determine if children are adequately learning content being taught and progressing in language development.
- E. Assess children in their home language. If you don’t speak the home language, try to find interpreters to help conduct assessments.
- F. Make an effort to study and understand the process of second language acquisition to help assess and monitor language development to determine if ML students are making appropriate progress.



Alignment with K–12 TPEs	
K–12 TPE	Elements
<b>TPE 1: Engaging and Supporting All Students in Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 1.2:</i> Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.</li> <li>• <i>Element 1.8:</i> Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</li> </ul>
<b>TPE 3: Understanding and Organizing Subject Matter for Student Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 3.2:</i> Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.</li> </ul>
<b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b>	<ul style="list-style-type: none"> <li>• <i>Element 4.1:</i> Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.</li> <li>• <i>Element 4.3:</i> Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.</li> </ul>
<b>TPE 5: Assessing Student Learning</b>	<ul style="list-style-type: none"> <li>• <i>Element 5.1:</i> Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.</li> <li>• <i>Element 5.2:</i> Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.</li> <li>• <i>Element 5.3:</i> Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.</li> <li>• <i>Element 5.5:</i> Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.</li> <li>• <i>Element 5.6:</i> Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.</li> <li>• <i>Element 5.7:</i> Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.</li> <li>• <i>Element 5.8:</i> Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.</li> </ul>