

Figure 6.10 Navigation System for Your Common Understandings, Shared Visions, and Shared Goals

FEATURES	WHAT IT IS	WHAT IT MEANS FOR MULTILINGUAL LEARNERS (MLS)	YOUR IDEAS AND NOTES ABOUT THE CONNECTIONS TO VERTICAL AND/OR HORIZONTAL PROGRAM MAPPING
Shared Program Vision and Mission	Clearly agreed-upon desired outcomes, shared values, and goals that place leveraging all students' successes at the program's core	A culturally and linguistically responsive and sustaining school in which MLs are fully included	
Shared Goals to Serve the Community	Critically analyzing the community and the program participants	Ensuring equitable access to dual language education	
Common Understandings of a Culture of Collaboration Across the Program and the School	A clear and intentional program structure with nonnegotiables aligned with the benefits of the three types of collaborative leadership (Teacher, Collaborative, and Administrator)	Students learn in an environment where they are surrounded by collaborative educators who leverage MLs' assets	
Shared Vision of Dynamic Multilingualism	Clearly agreed-upon desired outcomes, shared values, and goals that leverage MLs' language processing and how it differs from monolingual literacy (Escamilla et al., 2022; National Clearinghouse for English Language Education, 2022)	MLs are learning in classrooms with strategically coordinated alignment in literacy instruction in both program languages—with authentic topics and sequencing to each language	
Collaborative Curriculum Development	Through curriculum mapping and coordinated curriculum development, program coherence is established	Curricular adaptations and modifications consider MLs' linguistic and academic needs, including spaces for students' translanguaging with named and unnamed languages (García, 2020)	
Shared Instructional Practices	Planning, implementation, and assessment practices are coordinated	Differentiated instruction, academic and linguistic scaffolds, and social-emotional supports are designed and implemented with MLs' language and literacy development in mind	

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Shared Vision and Goals for Vertical Planning	Clearly agreed-upon desired outcomes, shared values, and goals that facilitate effective literacy vertical mapping from one grade level to another	MLs experience cohesive instructional alignment to maximize the development of content and language progression in both program languages	
Student-Centered Approach	Instructional focus is on the needs of the learner; students develop their own understanding through active learning techniques	MLs are able to build their background knowledge and complete self-selected projects at their own level of linguistic ability	
Common Understanding of the Program Structure and Time Allotments	A common agreed-upon implementation of the program's instructional time allotments and corresponding languages of instruction	MLs' content and biliteracy are developed to higher degrees	
Shared Definition of Program Success	Clearly agreed-upon outcome and shared understandings of what students' successes are, representing a wide range of both in-school and out-of-school experiences, ways for students to share their stories	MLs are given equitable opportunities to share their voices as authentic representations of a wide range of individual and program successes	
Common Understanding of Holistic Program Evaluation	Clearly agreed-upon measures of the desired outcomes, shared values, and goals as defined by program success	MLs are afforded ample opportunities and equitable systems to show their progress, in content and both program languages	
Shared Vision for Reporting Student and Program Successes	Ensuring program evaluation reports include a well-balanced combination of qualitative and quantitative data representing students' in-school and out-of-school successes	Students may showcase their wide range of successes in content development and multilingual, multicultural progressions	
Shared Goals for Program Improvement	Clearly agreed-upon, data-informed, and actionable steps that address what you want to improve upon—based on the results of your desired outcomes, shared values, and goals as defined by program success	Students are given access to a program that grows toward authentically meeting their needs, as well as the needs of the community with a multidimensional stance on program success	

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Shared Goals for Program Expansion	A programmatic focus on building clear pathways for K–12 expansion within/and to grow feeder school patterns	Continued access to dual language education in secondary settings to greatly expand students’ long-term academic, linguistic, and sociocultural gains	
Ongoing Shared Professional Learning	Individual teacher learning is integrated into collaborative efforts to enhance all teachers’ practice	All faculty understand and implement research-informed and evidence-based approaches to instructing and assessing MLs	
Add Your Own			
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