Teaching Culturally and Linguistically Diverse Learners: A Content Analysis of Teacher Professional Organizations' Position Statements

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Background or Context: Teachers are often positioned as the main providers of educational equity and access for Culturally and Linguistically Diverse Learners (CLDLs). Teachers' beliefs regarding this population can play a major role in their instructional and curricular decisions.
Purpose, Objective, Research Question, or Focus of Study: In this study, we examine how teacher beliefs might be influenced through the lens of professionalization during the in-service years of a teacher's career through the role of teacher professional organizations.
Research Design: We utilized document analysis to examine how CLDLs are discussed in the position statements from four long-standing teacher professional organizations (i.e., National Council for Teachers of English, National Science Teacher Association, National Council for Teachers of Mathematics, and National Council for Social Studies). One hundred and four position statements produced between 2000-2022 were analyzed.
Conclusions or Recommendations: Findings revealed that most position statements employ generic language, rarely referring explicitly to CLDLs, their access to education, the need to consider their languages/cultures in instructional methods and materials, or ways to effectively prepare teachers to meet their needs. Findings suggest that teacher professional organizations should rethink their approach to crafting position statements to be both inclusive and specific in language. Implications for teacher professional development and future research are discussed.

INTRODUCTION

Ensuring equitable educational opportunities for the growing culturally and linguistically diverse learner (CLDL) population[1] of U.S. schools is a complex challenge. How teachers come to develop the skills, knowledge, and beliefs they need to teach these diverse populations has become an important focus in teacher education research. This development can be described as teacher professionalization, which includes command of core content and pedagogical skills (Darling-Hammond et al., 2005); establishment of "work-based norms, values, beliefs, knowledge, skills, expected roles and the profession's culture" (Khalili et al., 2013, p. 449); acquisition of pedagogical content knowledge (Shulman, 1983); understanding of child/adolescent development and learning (Bronfenbenner, 1983); and understanding professional standards and legal obligations (Leider et al, 2021). This is especially important given the sociopolitical climate related to language policy, heightened anti-Muslim and anti-immigration discourse (e.g., Gounari, 2020; March, 2020), record numbers of deportations of undocumented immigrants (e.g., Asad, 2020; Kanstroom, 2012), #BlackLivesMatter protests and rallies (Wozolek, 2022), and, more recently, restrictive curriculum policies (e.g., *Stop W.O.K.E. Act*, 2022).

In this paper, we focus on an under-examined factor in teacher professionalization during the in-service years: teacher professional organizations (TPOs). TPOs bring together teachers within a shared content area to engage in professional activities such as conferences and publishing, the creation and adoption of standards and assessments of learning, and influencing state and federal educational policy. We take the stance that TPOs have the power to influence the pedagogical beliefs, teaching practices, and disciplinary norms among their members (for example, see Allen, 2002; García & Davis-Wiley, 2015). Therefore, TPOs impact teacher professionalization as part of a system that we argue currently leads to the reproduction of inequities in the education of CLDLs. In this study, we specifically focus on TPOs' position statements. While conferences, workshops, and webinars are well-established practices that can influence professional practice (Yurkewecz-Stellato, 2022), these opportunities are not always readily accessible to all teachers due to financial constraints or timing; in contrast, position statements are published and publicly available to all teachers (and beyond) regardless of membership. As public documents we argue TPOs' position statements can serve as a mechanism of influence on teachers specifically and the profession broadly. Thus, we consider these public-facing documents as a representation of the TPOs' institutional habitus (Bourdieu & Passeron, 1990; Byrd, 2019) or the beliefs and positionings the TPOs hold concerning CLDLs, which, arguably, impact educators' beliefs about, and ultimately their practice with, CLDLs. Our inquiry is guided by the following research questions:

RQ1: *What do the position statements of TPOs reveal about the organizations' views regarding teaching CLDLs?*

a) Do the position statements reify the current deficit narratives around CLDLs?

b) Do the position statements disrupt the current deficit narratives around CLDLs?

RQ 2: Is there variation in the positioning of CLDLs by organizations?

THEORETICAL FRAMEWORK: TEACHER PROFESSIONALIZATION AND HABITUS

Teacher professionalization can be described as "points along a continuum representing the extent to which members of an occupation share a common body of knowledge and use shared standards of practice in exercising that knowledge" (Darling-Hammond, 1990, p. 32). This process is part of teacher socialization which includes experiences prior to teacher education, predispositions, preservice teacher education, and culture and workplace socialization, impacted by "pupils, the ecology of the classroom, colleagues, and institutional characteristics of schools" (Zeichner & Gore, 1989, p. 25). Teachers are influenced by different factors: personal identities and experiences beginning long before formal teacher education (Borg, 2004; Lortie, 1975); mentorship provided (or lack thereof) in their early years of teaching (Avalos, 2011; Flores, 2010); coursework in pre-service teacher education programs

[1] We use Culturally and Linguistically Diverse Learners to be inclusive of classified English Learners, students whose primary language is English but who speak another language at home, students who have been reclassified as no longer needing English language development, students who use varieties and dialects of English (and other named languages), (im)migrant students, students of color, multi-ethnic/multi-racial students, transnational students, and students who live at the intersections of these background characteristics.

(e.g., Darling-Hammond, 2010; Dobbs et al., 2022; López & Santibañez, 2018); and interactional factors between them and their practicum placement (Allen & Wright, 2014; Cohen et al., 2013). During the in-service years, teachers begin to engage in professional communities and organizations (Zeichner & Gore, 1990).

As pre/in-service teachers start interacting with and holding memberships in TPOs in their field, the institutional habitus of these organizations becomes a part of their professionalization process. Previous research has conceptualized institutional habitus as the way an organization shapes the behavior and beliefs of individuals within that organization (Byrd, 2019; McDonough, 1997). We draw on Bourdieu and Passeron's (1990) thinking that habitus is made up of internalized norms that privilege certain groups, a set of dispositions that support these norms, and behaviors that reproduce them. Here, we consider the norms, dispositions, and behaviors TPOs perpetuate in teachers regarding teaching CLDLs. TPOs' institutional habitus around CLDLs is particularly important against the backdrop of U.S. schools where the teaching force remains predominantly White and monolingual (Irwin et al., 2021) and thus unfamiliar with the cultural and linguistic backgrounds of their students (Dobbs & Leider, 2021; Choi, 2013). Further, research has documented that teachers view White students more favorably (Tenenbaum & Ruck, 2007), and hold deficit-oriented views of CLDLs in particular (Carley Rizzuto, 2017; Costa et al., 2005; Meskill, 2005; Reeves, 2006). We argue that teacher professionalization can be a site for perpetuating or disrupting these beliefs, and that TPOs' institutional habitus plays a role in that process. We are interested in how the TPOs' habitus is represented in their position statements in ways that reify or combat the current deficit positioning of and narratives around CLDLs.

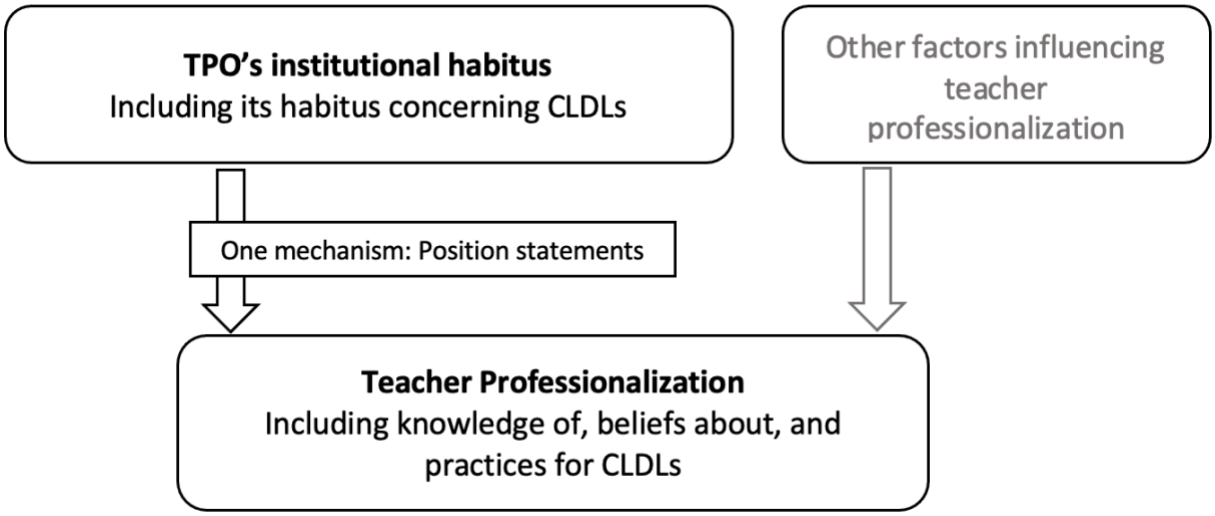

Figure 1. Teacher Professionalization Process

In this paper, we focus specifically on how TPOs' institutional habituses are manifested in their position statements, which we see as one mechanism of communicating the organization's values to its membership and thereby a source of influence in the ongoing process of teacher professionalization (see Figure 1). Byrd (2019) suggests that previous research examining institutional habitus has focused too much on individuals and urges researchers to "expand on habitus to attend to ways in which power and culture influence institutional action" (p. 172). In the current era of accountability, high-stakes testing (e.g., state standardized testing, SATs) and many of the widely used standards (e.g., common core state standards, next generation science standards) tend to focus on the "core" disciplinary areas of English language arts, science, math, and social studies. Additionally, beginning with the No Child Left Behind legislation, every teacher of these core academic subjects has been tasked to "assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the *core academic subjects* [emphasis added] so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet" (NCLB 2007, p. 266)

Thus, we focused on the following national TPOs: National Council for Teachers of English (NCTE), National Science Teacher Association (NSTA), National Council for Teachers of Mathematics (NCTM), and National Council for Social Studies (NCSS). Collectively, these organizations serve over 145,000 members, with 25,000, 70,000, 40,000, and 10,000 members in NCTE, NCTM, NSTA, and NCSS, respectively. It must be noted that the organizations vary greatly in their size and may also have different proportions of in-service teachers, scholars, students, and other stakeholders among their members. We recognize that this, places limits to the conclusions we draw in this article.

CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS IN THE CORE DISCIPLINES

Teachers play a pivotal role in providing access to meaningful, culturally responsive curricula and supporting language development in their disciplines (de Jong et al., 2013; Nieto, 2017); however, little attention has been given to understanding the outside influences on teachers as they learn to work with CLDLs in their content areas. Here, we focus specifically on the influence of TPOs within the following four "core" academic disciplines: English language arts, math, science, and social studies.

Research in these core disciplines suggests that teachers often hold deficit views of CLDLs and simultaneously offer inadequate support for their learning. For example, Hansen-Thomas and Cavagnetto (2010) found that math teachers view math as "universal" and, therefore, "easier" for CLDLs, especially for classified ELs. This translates into pressure on CLDLs to be fluent in English while simultaneously receiving inadequate amounts of support (Moschkovich, 2012). In science education, teachers tend to view CLDLs from a deficit perspective (Settlage, 2011), especially in terms of their literacy skills (Hart & Lee, 2003), cultural capital (Llosa et al., 2016), and linguistic abilities (Quinn et al., 2012; Suárez & Otero, 2014). In ELA classrooms, CLDLs' cultural, linguistic, and literacy resources are seen as unsophisticated and of little use for academics (Baker-Bell, 2020). In social studies education, CLDLs' cultures are rarely represented in Eurocentric curricula (Dong, 2017; Rodríguez, 2018, 2019, 2020). Research also suggests that teachers believe that Standardized English is the only means to academic success (Metz & Knight, 2021).

Fortunately, education research has illustrated how teachers' deficit beliefs regarding CLDLs can change. For example, STEM education research has documented the positive impact of traditional teacher education (Huerta et al., 2019; Ross, 2014), reform-based professional development (Lee & Buxton, 2013b; Lee et al., 2008), and instructional support (Llosa et al., 2016; Moschkovich, 2012; O'Brien, 2011; Salinas et al., 2017). Additionally, in the humanities, a shift towards Freirean Critical Pedagogy (Choi, 2013), decolonial pedagogy (de los Ríos et al., 2019), and anti-racist Black language pedagogies (Baker-Bell, 2020) can be transformative for teachers of CLDLs. Most of this research, however, takes place in formalized, direct teacher education, such as pre-service coursework or in-service professional development. To our knowledge, research has not examined the more indirect role of TPOs in the professionalization process, particularly when it comes to reifying or disrupting the prevailing narratives about CLDLs that are contributing to the inequities in their education.

TEACHER PROFESSIONAL ORGANIZATIONS

TPOs can be defined as "voluntary organizations that connect and sustain professionals who in turn sustain the association and profession as contributing members by promoting research and work to broader audiences, leveraging research outcomes, and influencing stakeholders" (McGregor & Halls, 2020, p. 61). TPOs offer ongoing learning opportunities through annual conferences and workshops and publish resources, including research journals and reports. They also provide members with sample lesson plans, peer-reviewed practitioner journals and books, quick reference guides, position statements, reports, and white papers.

The role of professional organizations in socializing people into professions has been studied in various fields. For example, studies in nursing have found that membership in professional organizations correlates with higher levels of education and experience (Wynd, 2003). McGregor and Halls (2020) uncovered the potential of professional organizations to entice home economics professionals to embrace the body of knowledge and professional culture of their field. Further, research demonstrated that social work students considered their main professional organizations as important sources of core knowledge and professional ethics (Bair, 2014). In education, Yurkewecz-Stellato (2022) described the profound impact her membership in a literacy organization had on her development as a novice teacher through

the resources, connections, and spaces for reflection offered by the organization's conference and other activities. In line with this research, we see TPOs as sites of professionalization where their collective values and beliefs shape education as a field.

We focus here on four content area TPOs because research in these core disciplines has revealed the ways CLDLs' needs and assets have been ignored and stigmatized among teachers (Janzen, 2008). We believe *all* teachers are not only responsible for teaching their respective discipline but also responsible for supporting CLDLs within it (Bunch, 2013; Faltis & Valdés, 2016; Galguera, 2011; Turkan et al., 2014). Thus, the influence that these TPOs have on teacher professionalization should also include an asset-based positioning of CLDLs. We recognize that this involves deliberate reexamination of the organization's messaging, mission, and vision among the TPOs' leadership, and that true progress cannot take place until the leadership is also representative of the CLDL student population the TPOs indirectly serve.

THE PRESENT STUDY

We examined TPOs' position statements as mechanisms of professionalization that represent these organizations' institutional habitus and their broad influence on education and their content areas. As part of this influence, we argue that the TPOs play a part in creating mindsets and expectations around teaching CLDLs as part of an ongoing professionalization process. In other words, we posit that TPOs present a compelling "pedagogic authority" that perpetuates the "cultural arbitrary" (Bourdieu & Passeron, 1990, p. 19) but whose role in teacher professionalization nevertheless remains largely unexamined.

RESEARCHER POSITIONALITY

We provide a brief positionality statement to acknowledge how our identities and experiences invariably influence our reasons for engaging in this work as well as our analyses and interpretations (Jacobson & Mustafa, 2019; Lin, 2015; Milner, 2007). Our research team was made up of three women with a range of experiences in education. Two of us have worked in teacher education for over a decade, and one of us is an emerging scholar; all of us identify as multilingual and have experience as language learners and language teachers. Collectively, we position ourselves as activist scholars for multilingual learners, and our personal and professional experiences shaped our decision to focus on CLDLs. Our interest in teacher professional organizations and our subsequent analyses of position statements are also influenced by our previous and current engagement with TPOs: we are all active members of both national and state affiliates of TPOs in our field and at the time of writing this paper all of us hold positions of leadership in state-level TPOs. One of us serves on the Board of Directors for a state level TPO which approves public facing statements. Therefore, our views on TPOs' potential influence on teachers and their views of CLDLs stem partially from our personal membership experiences.

METHODOLOGY

This study utilized content analysis (Krippendorff, 2018) to examine the position statements of the four focal organizations. Content analysis is a process for analyzing texts and interpreting societal artifacts through a particular theoretical lens to identify themes and patterns (Hseih & Shannon, 2005; White & March, 2006) and it provides an empirical method to examine text to understand social phenomena (Zhang & Wildemuth, 2009). Given our particular focus on understanding how TPOs might reify systemic educational inequities for CLDLs, we adopted a critical stance to our content analysis that is oriented toward understanding how inequality can be embedded within society (Johnson et al., 2017; Willis et al., 2008). Our critical lens allowed us to analyze the statements to explore underlying messages related to issues of equity (Short, 2017). Critical analysis calls attention to the "normalized ways of doing, being, and saying things in educational contexts, from the classroom to the legislature" (Dorner et al., 2023, p. 356). As such, our analysis took a questioning stance (Freire & Macedo, 1987) where we aimed to read both the word (i.e., position statements) and the world (i.e., how position statements might play a role in teacher professionalization).

Data Sources. While TPOs influence professionalization through many different mechanisms, we elected to focus specifically on position statements: public documents meant to convey the organization's position on timely matters. Documentary research suggests that documents are "socially constructed"

(McCulloch, 2004, p. 40) and reflect the priorities of a particular social group. Accordingly, we argue that position statements: a) represent an organization's institutional habitus; b) contribute to teacher professionalization; and c) influence personal and professional beliefs and practices.

Drawing from the literature on mission statements (Creamer & Ghoston, 2013; Grbic et al., 2013; Saichaie & Morphew, 2014; Wilson et al., 2012), we operationalize position statements as articulating purpose and goals (Davis et al., 2007) and preparing the workforce for the field (Özdem, 2011). For TPOs, this can refer to the direction of the educational field in terms of content, perspectives, and pedagogy. As such, we argue that position statements are an important source of information on these organizations' institutional habitus pertaining to CLDLs and a reflection of the types of beliefs about CLDLs into which the organizations socialize teachers. Delaven et al. (2022) argue that publicly available documents, including website contents, mission statements, and other attached documents create de facto policies/policy texts that potentially dictate the language used in the school context. In other words, position statements serve as a proxy for institutional habitus and exhibit how TPOs position these students.

We analyzed 104 position statements of four national TPOs that were published between 2000 and 2022 because of the changing politics regarding CLDLs in U.S. schools during this period. For example, the English for the Children movement, which sought to ban bilingual education, began just a few years prior, in 1997, when Prop. 27 was passed in California. Subsequently, both Arizona (2000) and Massachusetts (2002) became English-only states (Gándara & Hopkins, 2010). This time period also saw a surge in standard testing requirements after the passage of the No Child Left Behind Act (NCLB, 2001, 2012). These linked the performance of certain subgroups of students, such as classified ELs and racially minoritized students, to accountability measures, which continued with the Every Student Succeeds Act (ESSA, 2015). In 2016 and 2017, California and Massachusetts overturned their English-only policy.

Data Collection

To obtain position statements, we navigated the organizational websites for our focal TPOs. In total, we reviewed 104 public position statements, of which 33 are from NSTA, 22 from NCTM, 29 from NCTE, and 20 from NCSS. We used Dedoose data analysis software to create a codebook and proceed with content analysis.

Data Analysis

Patton (1990) defines content analysis as “the process of identifying, coding, and categorizing the primary patterns in the data” (p. 381). Our data analysis was a two-step process. First, we conducted an initial round of deductive coding (Saldaña, 2016) based on codes drawn from previous research on mission statements (e.g.: Creamer & & Ghoston, 2013; Grbic et al., 2013; Morley et al., 2015; Saichaie & Morphew, 2014; Yob et al., 2015). Deductive codes included 1) new purpose/goals (for the field), 2) content/pedagogy, 3) teacher preparation, and 4) diversity/equity/inclusion. These codes were not mutually exclusive, as position statements often reflected 2 or more of them. For example, NCTE’s statement *Educators’ Right and Responsibilities to Engage in Antiracist Teaching* (2022) was coded with all four codes. Given our explicit focus on access for CLDLs, we also assigned the deductive code “CLDL” to any position statement that referred specifically to cultural and linguistic diversity, languages or language varieties, or second language acquisition. We also coded instances of racial, ethnic, or religious identity when they were intertwined with language. Examples of this included a position statement about Muslim students (e.g., NCSS’ *Position Statement on the Executive Order Regarding Immigration from Select Countries* (2017) and NSTA’s *The Teaching of Evolution* (2013).

Next, to add nuance to our coding, we inductively added *in vivo* codes (Saldaña, 2016) that captured the content of each excerpt from the deductive coding process in a more detailed manner, based on keywords found in the position statements. For example, the position statements coded with “CLDL” were further coded with *in vivo* codes such as “English Learner,” “race,” “multilingual,” or “culture.” Each position statement was coded separately by two members of the team and all discrepancies were resolved jointly until we arrived at a final coding scheme. See Table 1 for deductive and inductive codes descriptions and data samples. After applying all deductive and inductive codes we then determined as a team (i.e., all three authors) whether the position statements reflected a habitus reifying the current deficit narratives around and positioning of CLDLs, or whether they disrupt these, therefore reflecting a more

asset-based habitus. It is within these groupings (i.e., reifying deficit narratives and disrupting deficit narratives) that we organize our findings.

Table 1
Deductive and Inductive Codes

Codes	Definition	Sample data
Deductive Codes		
Articulating new goals for the field	When a position statement explicitly states a new initiative or goal related to pedagogy, curriculum, disciplinary content, teacher training, or other teaching related issues	"…ensure **teachers receive sustained science-specific professional development** that includes how children learn and how to teach science." (Early Childhood Science Education, NSTA, 2014)
Describing content and instruction	When a position statement explicitly names priorities for curricular content or classroom instruction/assessment	"In the area of science teaching and learning, it is important for science leaders to **encourage differentiated instruction** that supports all learners" (Position Statement: Leadership in Science Education, NSTA, 2016)
Teacher preparation priorities	When a position statement explicitly names a priority or initiatives related to teacher preparation	"**Educators also need to learn more about sociolinguistics both in teacher preparation programs and in ongoing professional development.** Developing this kind of knowledge may help to avoid linguistic racism or language marginalization." (Supporting Linguistically and Culturally Diverse Learners in English Education, NCTE, 2005)
Diversity, equity, and inclusion	When a position statement explicitly addresses issues diversity, equity, and inclusion.	"Guidelines for policymakers: Implement mechanisms for evaluating school structures and practices to **ensure that instructional environments are considerate of the range of cultural, linguistic, and personal experiences students bring with them to school**." (The Act of Reading: Instructional Foundations and Policy Guidelines, NCTE, 2019)
Culturally & linguistically diverse learners	Any explicit reference to cultural and linguistic diversity, languages or language varieties, or second language acquisition	"Guidelines for policymakers: Implement mechanisms for evaluating school structures and practices to ensure that instructional environments are considerate of the range of **cultural, linguistic, and personal experiences students** bring with them to school." (The Act of Reading:

		Instructional Foundations and Policy Guidelines, NCTE, 2019)
In vivo Codes		
"Every student" / "all students", "each student", "each and every student" "diverse students/learners"	Any generic reference to students	"In this position statement we seek to broaden the range of students identified as "students with exceptional mathematical promise" while acknowledging that **each and every** student has mathematical promise." (Providing opportunities for students with exceptional mathematical promise, NCTM, 2016)
"multilingual students/learners," "bilingual students/individuals," "English (language) learners" or "racially and ethnically diverse students," "students of color," "immigrant students," "limited academic language proficiency students," and "limited English proficiency students."	Any specific reference to students that addresses language, culture, ethnic, religious, identity or immigration, language, or academic status	Both the United States of America and the world are rapidly changing, creating a far **more multiethnic, multiracial, multilingual, multi-religious and multicultural** context for elementary education. Thus, elementary educators have to be prepared to value and to serve a far more diverse group of young learners and families than at any time in the past." (Powerful, Purposeful Pedagogy in Elementary School Social Studies, NCSS, 2017)

FINDINGS

We first present the code frequencies of the position statements based on our initial deductive codes. (See Table 2). Ninety-nine out of 104 position statements focused on introducing new goals or visions for the field, which was not surprising given that these are often an occasion for an organization articulating a new position. In addition, across all position statements, 42 were coded "CLDL."

Below, we discuss our findings in relation to our two research questions:

RQ1: *What do the position statements of TPOs reveal about the organizations' views regarding teaching CLDLs?*

a) Do the position statements reify the current deficit narratives around CLDLs?

b) Do the position statements disrupt the current deficit narratives around CLDLs?

RQ 2: Is there variation in the positioning of CLDLs by organizations?

We organize our findings according to the two sub-questions under RQ1 while simultaneously noting similarities and differences between the TPOs to answer RQ2.

Table 2.
Code frequencies in Position Statements

Thematic Codes	NCTE (n=29)	NCTM (n=22)	NCSS (n=20)	NSTA (n=33)	Total Position Statements (n=104)
Articulating new goals for the field	93.1% (n=27)	95.5% (n=21)	95% (n=19)	96.9% (n=32)	99
Describing content and instruction	34.5% (n=10)	50% (n=11)	70% (n=14)	66.6%(n=22)	57
Teacher preparation priorities	68.9% (n=20)	50% (n=11)	55% (n=11)	75.8% (n=25)	67
Diversity, equity, and inclusion	72.4% (n=21)	40.1% (n=9)	80% (n=16)	57.6% (n=19)	65
Culturally & linguistically diverse learners	51.7% (n=15)	18.2%(n=4)	55% (n=11)	36.4% (n=12)	42
Asset-based student descriptors[1]	37.9 % (n=11) (First use: 2002)	4.5% (n=1) (First use: 2022)	None	3.0% (n=1) (First use: 2000)	

Note: We consider asset-based student descriptors to include bilingual/multilingual learner as opposed to “English learner”

DO POSITION STATEMENTS REIFY THE CURRENT DEFICIT NARRATIVES AROUND CLDLS?

We found that many position statements exhibited habituses that reified the deficit narratives around CLDLs in two indirect ways. First, they erased these students' linguistic and racialized identities by avoiding explicitly naming them even in position statements where distinct labels would have been expected and warranted. Second, they neglected to discuss CLDLs' needs in ways that would help teachers attend to and address them in their instruction. Below, we share more details of these two findings where we include representative quotes from the TPOs' position statements as well as highlight the trends across and between TPOs.

Erasing CLDLs' Linguistic and Racialized Identities

All four TPOs have published position statements that refer to human rights and equity, but they are nearly devoid of language referring explicitly to CLDLs with labels like "bilingual student" or "ethnically and racially diverse student." Instead, our analysis revealed that many position statements engaged in a blanket, "access for all" discourse that presumably included CLDLs under umbrella terms such as "diverse students" or "all students." Thirty-six position statements (NCTE=7, NCTM=10, NCSS=5, NSTA=14) used the language of "every student" or "diverse/all" students. For example, in the position statement *Providing Opportunities for Students with Exceptional Mathematical Promise* (NCTM, 2016), the organization references the need to "acknowledg[e] that *each and every student* has mathematical promise" and to "ensure that opportunities are available to *each and every prepared student*" (emphasis added). Similarly, another position *Revised Code of Ethics for the Social Studies Profession* stated, *"*It is the ethical responsibility of social studies professionals to provide to *every student* the knowledge, skills, experiences, and attitudes necessary to function as an effective participant in a democratic system" [emphasis added] (NCSS, 2013*).* This erasure is particularly noteworthy with regard to NCTM and NSTA, as nearly half of their position statements are defaulting to the use of umbrella terms, suggesting a general habitus in STEM that is linguistically, culturally, and racially blind.

We believe the act of not naming something is equally as telling as naming it explicitly, and that neglecting to use more specific labels for CLDLs reflects the TPOs' institutional habitus. When position statements refer to "every student" or "all students," they feign commitment to diversity while avoiding acknowledging the linguistic and racialized identities of CLDLs and the ways these have historically led to inequities in their education (Flores & Rosa, 2015; Rosa & Flores, 2017). Such position statements reflect conventional, perspectives that only serve to perpetuate inequitable educational structures for CLDLs. It is this type of a habitus, which normalizes middle classness, Whiteness, and monolingualism in Standardized English. As such, it fails to disrupt the current deficit discourses around and the positioning of CLDLs in education and instead reifies and reproduces them.

Neglecting the Specific Instructional Needs of CLDLs

An important dimension of working with CLDLs is scaffolding and differentiating curriculum and instruction for students' cultural and linguistic needs (Leider & Tigert, 2022; Lucas & Villegas, 2010a, 2010b; Paris & Alim, 2017). However, while 57 position statements address content and instruction, most position statements did not explicitly name the instructional needs of CLDLs (NCTM =10, NCSS=14, NSTA=20), with NCTE standing out as the exception with only 2 position statements that did not do so. For instance, across multiple position statements, NCTM advocates for access to rigorous math content yet does not detail ways the language needs of English Learners must be considered for equitable access. Arguably, the lack of attention to the specific instructional needs of both English learners and other CLDLs may reflect a habitus that positions math as a universally understood content area whose learning is not dependent on language (Hansen-Thomas & Cavagnetto, 2010) or opportunities. Similarly, within its position statements, the NCSS consistently highlighted the importance of diverse curriculum with no consideration of how to make this content accessible to CLDLs; we see this as related to the dearth of CLDL representation in general within the existing, Eurocentric social studies curriculum (Dong, 2017). Further, in *Learning Conditions for High School Science* (2020), NSTA mentions the need to "allow for student differentiation, modification, and remediation" but goes on to specify only the following categories of diversity: "gender identity, culture, and exceptionalities," conspicuously omitting racial, ethnic, and linguistic diversity from the list of dimensions that necessitate special attention. This is particularly

noteworthy because while many statements provide teachers with strategies and tools for instruction, very few specify considerations for CLDLs, reflecting a habitus that overlooks the specific instructional and curricular needs of this population.

Related to curriculum content and instruction is teachers' preparedness to deliver these in a way that is meaningful for and effective with CLDLs. It is important for TPOs to describe how their vision for students translates into teacher preparation, and this is reflected in the large number of position statements that are focused on this: a total of 67 statements were coded "teacher preparation." However, these position statements mostly discussed instructional skills or innovations that did not match what research has deemed essential for improving CLDLs' (and especially classified English learners') access to the four content areas, such as familiarity with culturally and linguistically responsive pedagogy (Lucas & Villegas, 2010a, 2010b) or critical pedagogies (Au, 2009; Giroux, 2011). For example, two documents that focus specifically on teacher preparation, *Preparing Pre-K–12 Teachers of Statistics* (NCTM, 2013) and *Science Teacher Preparation* (NSTA, 2004) lack any mention of CLDLs. This lack of clarity and detail in TPOs' articulation of teacher preparedness specifically for CLDLs reflects a habitus where the teaching of CLDLs is, perhaps, seen as "just good teaching" (de Jong & Harper, 2005) with no need to attend specifically to these students' cultures as well as their language, literacy, and content learning processes.

DO POSITION STATEMENTS DISRUPT THE CURRENT DEFICIT NARRATIVES AROUND CLDLS?

Our analysis revealed that some position statements exhibited habituses that implicitly or explicitly disrupted deficit narratives. First, the use of asset-based language across various statements implicitly counters the deficit assumptions associated with labels such as "English Learner" or "Limited English Proficient" (see: Colombo et al., 2019; Garcia, 2009; Martinez, 2018). TPOs were also explicit in some of their position statements about how to specifically disrupt deficit or superficial approaches to support CLDLs. Most notably, NCTE was the most explicit in disrupting the status quo.

Asset-Based Language

In our analysis, 42 of the 104 position statements (see Table 2) were coded "CLDL," denoting documents where students were explicitly acknowledged by the TPOs' using a range of labels such as (but not limited to) "multilingual students/learners," "bilingual students/individuals," "English (language) learners" or "racially and ethnically diverse students," "nonnative English speakers," "minority students", "African American students, "students of color," "immigrant students," "limited academic language proficiency students," and "limited English proficiency students." What is of particular interest in this theme is not the number of times CLDLs were referenced, but rather the specific language used to describe CLDLs, as some of the labels are more asset-based and others deficit-oriented. For instance, the use of "nonnative speakers of English" in *Closing the Opportunity Gap in Mathematics Education* (NCTM, 2012) reflects a deficit orientation where being "native" to a place is equated with speaking its majority language. In contrast, "bilingual student" or "CLDL," the latter of which we have elected to use here, are more asset-oriented, recognizing students' languages and cultures (see Colombo et al., 2019). NCTE did this most frequently with 11 position statements explicitly containing asset-based language, suggesting an institutional habitus that includes a strengths-based mindset dating back to the early 2000s. In contrast, only one statement each in NCTM (*Transforming Practices and Policies so Multilingual Learners Thrive in Mathematics,* 2022*)* and NSTA (*Multicultural Science Education*, 2000) utilized asset-based language beyond the catch-all "diverse students" label (see previous section on erasure). It's particularly noteworthy that it was not until 2022 that this change occurred for NCTM. In the statements we analyzed, NCSS did not use any asset-based language to describe students (see Table 2). TPOs that explicitly name CLDLs and use the more asset-oriented labels, demonstrate institutional habituses that acknowledge the intertwined, both historical and contemporary impact of language, culture and race on CLDLs' schooling experience, reflecting a so-called raciolinguistic perspective (Flores & Rosa, 2015; Rosa, 2016; Rosa & Flores, 2017). It remains to be seen whether the labels TPOs use in their position statements, will continue – or in some cases, begin – to move towards more asset-oriented, raciolinguistic perspectives, which would reflect institutional habituses that disrupt the prevailing deficit discourses around CLDLs.

Detailing CLDLs' Instructional Needs

Our analysis revealed a limited range of ways the educational experiences and needs of CLDLs were addressed across the position statements. Only eleven position statements that were coded "content and instruction" were also cross-coded "CLDL" (NCTE=8, NCTM =1, NCSS=0, NSTA=2). Thus, overall specificity to the instructional needs of CLDLs was minimal across all TPOs. When comparing TPOs, NCTE was the most detailed out of the four organizations in discussing the needs of CLDLs in its content area, reflecting a racially, culturally, and linguistically aware institutional habitus. For example, *Position Paper on the Role of English Teachers in Educating English Language Learners (ELLs)* (NCTE, 2020) discusses translanguaging, or the deliberate and flexible switching between languages and language varieties (García & Wei, 2014; Wei, 2018) to help students understand and express ideas. It also discusses differentiation for ELLs learners, noting, especially, that students' prior knowledge and literacies may vary based on their linguistic and cultural backgrounds. Interestingly, while NSTA had only two position statements that addressed content and instruction for CLDLs, it did have a statement that gave a nod to students' home languages. *Science for English Language Learners* (NSTA, 2009) outlines ways to differentiate not only instruction but also assessment, suggesting that science assessments and their directions be given in the student's home language. This explicit focus on language in NSTA might be related to the push in science education on argumentation discourse (Gonzalez-Howard & McNeil, 2015; Swanson et al., 2014). Regardless, this position statement, albeit in a limited manner, shows a move towards a habitus disrupting the prevailing narratives around the education of CLDLs.

Beyond Diversification

Except for NCTM, there is no question that TPOs call for the need to diversify the curriculum. For instance, *Multicultural Science Curriculum* (NSTA, 2000) highlights the need for a diverse, critical curriculum, *Early Childhood in the Social Studies Context* (NCSS, 2019) notes the need for teachers to expose young children to "visual representations, play materials, and literature genre reflective of the various family structures, languages, and racial/ethnic cultures as well as other characteristics of the larger community," and *Supporting Linguistically and Culturally Diverse Learners in English Education* (NCTE, 2005) asks teachers to select texts "reflect the cultural and ethnic diversity of the nation." However, to fully address the instructional needs of CLDLs, diversification and representation in curriculum are not enough. Educators must also have a critical understanding of systemic oppression and engage in the types of pedagogies that can be adopted to combat it (Au, 2009; Baker-Bell, 2020; Delgado & Stefancic, 2017; Dobbs & Leider, 2021; Dobbs et al., 2022). According to our analysis, NCTE is the only TPO among the four whose institutional habitus explicitly aims to deliberately disrupt the existing inequities in the education of CLDLs. For instance, *Position Statement on Indigenous Peoples and People of Color (IPOC) in English and Language Arts Materials* (NCTE, 2020) explicitly calls for critical multicultural materials. *Supporting Linguistically and Culturally Diverse Learners in English Educatio*n (NCTE, 2005) goes even further by stating that "Developing this kind of knowledge [sociolinguistics] may help to avoid linguistic racism or language marginalization." Further, *Educators' Rights and Responsibilities to Engage in Antiracist Teaching* (NCTE, 2022) and *Statement on Antiracism to Support Teaching and Learning* (NCTE, 2018) specifically address anti-racist pedagogy. Across multiple NCTE position statements, this TPO exhibits a clear institutional habitus aimed at addressing issues of inequity beyond representation in the curriculum.

DISCUSSION

Our analyses revealed a range of perspectives, priorities, and explicitness about the education of CLDLs. This range is not too surprising given that previous work has documented that perspectives and knowledge regarding CLDLs do vary across disciplines (Janzen, 2008). We discuss our findings below within the larger context of research and discourse around the education of CLDLs.

Overall, many of the position statements reflected institutional habituses that erased CLDLs by neglecting to acknowledge and address their specific instructional needs and by using catchall labels such as "diverse students." According to our analysis, among the four TPOs, NCTE is ahead of the other three organizations in using its position statements to communicate an institutional habitus that is designed to disrupt the present inequities in the education of CLDLs. NCTE had published the most position statements that explicitly named the instructional and curricular needs of CLDLs and ways to address these; used specific labels for students revealing an understanding of CLDLs' complex,

racialized identities; and included ways to implement pedagogies to combat inequities, such as anti-racist teaching. In contrast, the other TPOs, most notably NCTM and, to a lesser extent NSTA, presented a conspicuous dearth of references for CLDLs, a tendency to use the catchall labels "all students / diverse students" instead of more asset-based, specific labels. These two organizations also presented a lack of position statements addressing ways CLDLs' needs should be considered in the curriculum and instruction of their respective content areas. As for NCSS, the organization lacks in using specific, asset-based language for CLDLs, but has published some position statements addressing the need for greater representation of diversity across the curriculum.

The finding that TPOs do not focus as explicitly on CLDLs as they could is not entirely surprising when we consider the current state of education research: while research does document teachers' beliefs about CLDLs as negative, research itself also falls into a deficit-framing trap. In scholarly literature, various student groups belonging to this population have been referred to as students at risk (Ladson-Billings, 2007), underrepresented students (Haas et al., 2021), language minority groups (Besterman et al., 2018; Lachance, 2018), nondominant students (Kolonich et al., 2018), culturally deprived or disadvantaged students (Baldridge, 2014), and non-native English speakers (Castañeda & Bautista, 2011). Given the deficit labels and narrow positioning of CLDLs still prevalent in both the academic literature and mainstream/social media discourses (Gil de Zúñiga et al., 2012; Guo & Harlow, 2014), it's not surprising to see TPOs wash away the specific pedagogical needs of CLDLs. Further, given the push for anti-deficit discourses around students (Carey, 2014; Martinez, 2018), it could be that the overly general labels such as "all students" we discovered in position statements are a way for TPOs to safeguard themselves from using deficit-oriented language, and to communicate at least a performative type of habitus against systemic oppression. We argue that TPOs have the power to push a field to shift discourse (and, by extension, practice), and therefore, we encourage TPOs to take a stance by actively using asset-based language.

Among education researchers, critical scholars, many of whom have racialized and minoritized identities, have long pushed educators to understand better the ways whiteness and systemic oppression are built into the current education system and how to utilize transformative pedagogies to fight against longstanding inequities (Freire, 1970; Love, 2020: Muhammad, 2020). There have been several concerted efforts to diversify and decolonize curriculum (e.g., Haddix, 2017; Higgins & Kim, 2019; Garcia-Olp et al., 2022; Rodriguez & Swalwell, 2021); this movement is especially important given contemporary curriculum censoring by state governments (e.g. Florida's *Parental Rights in Education* bill, also dubbed as Don't Say Gay bill, 2022; *Stop W.O.K.E. Act*, 2022). However, we noted that NCTM does not describe critical pedagogies or stances in its statements, and therefore, its habitus, at least based on the position statements alone, falls far short of the other TPOs in disrupting the deficit discourses around CLDLs. While several position statements across the TPOs explicitly address curricular concerns, we also found that many of them rarely or vaguely addressed the specific instructional needs of CLDLs. NCSS emphasizes the importance of a diverse curriculum but is nearly devoid of language on instructional strategies that would make it accessible for CLDLs, while only 3 of NCTM's statements mention the needs of CLDLs. Students are entitled to equitable access to rigorous, quality, and contemporary curriculum, and we're left wondering if and how TPOs contribute to ensuring such access for CLDLs. Indeed, research has documented that CLDLs often experience less rigorous coursework (Callahan & Shifrer, 2016; Thompson, 2017), and teachers are not adequately prepared to best support CLDLs (Kim & Morita-Mullaney, 2020; Leider et al., 2021; Rutt et al., 2021).

IMPLICATIONS

This project highlights several implications regarding explicit and implicit impact that TPOs can have within their respective fields, particularly when it comes to CLDLs. First, while TPOs emphasize social justice and equity for students in terms of curricular content, there is a lack of explicitness around the specific needs of CLDLs. While it is clear that TPOs want their teachers to be cognizant of ensuring access for "all students," this linguistically and racially blind approach does not help teachers see concrete instructional changes that must be made in order to truly address issues of equitable access for CLDLs. We encourage TPOs to examine institutional habitus and consider ways they can be more explicit about naming the priorities and needs for CLDLs within their field and perhaps co-construct position statements (and other activities) with fellow TPOs that specifically support CLDLs (e.g., NABE, TESOL, WIDA). Indeed, there is a deep body of research on how to support CLDLs generally (e.g., Tigert & Leider, 2022a, 2022b; Walqui & Bunch, 2019) and in specific content areas (e.g., Baker et al.,

2014; Marcos & Himmel, 2016). However, this research is often published in venues that focus on literacy (e.g., Vaughn et al., 2022), multicultural education (e.g., Nieto, 2017), or TESOL (e.g., Brooks, 2018; Grapin & Lee, 2022), instead of by organizations for particular content areas. When taking this into account alongside our findings, there is clearly a need for TPOs to talk across fields, particularly with organizations that specialize in supporting CLDLs. Indeed, there are some organizations that are doing just that: NSTA recently entered a partnership with WIDA, the leading professional organization on instruction and assessment for PK-12 multilingual learners. This collaboration, Making Science Multilingual (David et al., 2020; WIDA, 2022), is entirely devoted to supporting CLDLs in the science classroom. Relatedly, we encourage TPOs like WIDA to hold professional learning opportunities tailored to content area teachers and also encourage content teachers to engage with TPOs outside their primary discipline. We also encourage organizations to look to NCTE, a TPO that seems "ahead of the curve" with regard to demonstrating a habitus dedicated to making strides forward for CLDLs in implicit and explicit ways. Additionally, given that TPOs can communicate priorities to their membership through position statements, which we argue is a form of ongoing professionalization, we encourage TPOs to be more cognizant of the impact these have on shaping the profession and to consider how to center and explicitly address the needs of CLDLs.

With regard to research, in our critical approach to this analysis, we drew parallels to critical discourse analysis, which aims to reveal "discourses [that] can normalize specific ways of knowing, meaning-making, and being, excluding others, thereby creating inequities" (Dorner et al., 2023, p. 370); we agree that this critical approach "is crucial to figuring out what we are facing [in education] so we know how to agitate toward change" (p. 370) and hope our approach to examining public-facing documents such as position statements highlights the potential – and perhaps unexamined – influence that TPOs can play in shaping a profession. Finally, this project points to the potential of document analysis in examining institutional habitus. Our work suggests that position statements can offer a rich source of data on an organization's habitus, which can reveal the ways an organization positions CLDLs and thereby either disrupts or perpetuates the discourses surrounding these students that ultimately impact the ways teachers work with them.

LIMITATIONS & FUTURE RESEARCH

Our project examined the position statements of four TPOs. Despite being the flagship organizations in their respective fields, these TPOs are not the only organizations of their kind in the respective content areas, and therefore our analysis is limited in its scope. Further work could examine a specific content area by analyzing the position statements of a larger number of the TPOs within it, thereby covering the content area's institutional habitus more widely. Another limitation is that we chose to analyze only documents that the TPOs had identified and published under the label "position statement." Each TPO may view position statements as serving a different purpose and may use channels other than position statements (e.g., white papers and keynote addresses) to advance their positions. Future analyses could focus on a wider variety of documents from each TPO. Further, while most of the accountability measures and focus on academic achievements are directed at CLDL learning in the four core academic disciplines analyzed here, research should also examine other content areas that, while not as intensely scrutinized, still play an essential part in the learning and development of CLDLs (see: Dobbs et al., 2022). Conducting similar analyses on the position statements of, for example, music or arts education would offer new insights into the work. Research has documented how linguistic and racial experiences impact the decisions of CLDL leaders (Morita-Mullaney, 2018), and given that institutional habitus is shaped by actors within the field (Bourdieu & Wacquant, 1992), it might also be worth examining the leadership within respective TPOs. Finally, in this work, we propose that TPOs' position statements play a role in teacher professionalization, but they are not the only mechanism of influence. Future work could examine the work of TPO members and leaders, conference themes, professional development offerings, to better understand how organizations might be living their habitus and intentionally or unintentionally shaping the field of education and the education of CLDLs within it.

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Appendix A

National Council of Mathematics	
Position Statements	**Initial Publication (revised)**
Closing the Opportunity Gap in Mathematics Education	2012-June
Linking Mathematics Education Research and Practice	2012-July
Supporting the Common Core State Standards for Mathematics	2013-August
Teacher Mentorship	2013-October
Mathematics in Early Childhood Learning	2013-October
Algebra as a Strand of School Mathematics for All Students	2014-April
Procedural Fluency in Mathematics	2014-July
Access and Equity in Mathematics Education	2018-April
Building STEM Education on a Sound Mathematical Foundation	2018
Strategic Use of Technology in Teaching and Learning Mathematics	2015-July
The metric system	2015-July
Calculator Use in Elementary Grades	2015-July
Computer Science and Mathematics Education	2016-February
Evaluation of Teachers of Mathematics	2016-July
High Expectations in Mathematics Education	2016-July
Large-Scale Mathematics Assessments and High-Stakes Decisions	2016-July
Curricular Coherence and Open Educational Resources	2016-October
Providing Opportunities for Students with Exceptional Mathematical Promise	2016-October
The Role of Elementary Mathematics Specialists in the Learning and Teaching of Mathematics	2022-June
Transforming Practices and Policies So Multilingual Learners Thrive in Mathematics	2022-June
A Joint Position Statement of the Mathematical Association of America and the NCTM	2022-June
Joint NCTM-ASA Position Statement on Preparing PK–12 Teachers of Statistics and Data Science	2022-September
National Science Teacher Association	

Learning Conditions for High School Science	1986-July (2020-March)
Use of the Metric System	1999-January (2016-February)
Multicultural Science Education	2000-July
Environmental Education	2003-February
Leadership in Science Education	2003-February (2016-July)
Science Education for Middle Level Students	2003-February (2016-July)
Gender Equity in Science Education	2003-July
The Teaching of Evolution	2003-July (2013-July)
Students with Exceptionalities	2004-February (2017-February)
Science Teacher Preparation	2004-July (2017-February)
Responsible Use of Live Animals and Dissection in the Science Classroom	2005-June (2008-March)
Professional Development in Science Education	2006-May
The Integral Role of Laboratory Investigations in Science Instruction	2007-February
The Integral Role of Laboratory Investigations in Science Instruction	2007-February
Principles of Professionalism for Science Educators	2007-June (2010-November)
Liability of Science Teachers for Laboratory Science	2007-September (2017-December)
Aerospace Education	2008-March
The Role of E-Learning in Science Education	200-September (2016-July)
Parent Involvement in Science Learning	2009-April
International Science Education and the National Science Teachers Association	2009-May (2017-July)
Science for English Language Learners	2009-December
The Role of Research on Science Teaching and Learning	2010-September (2017-October)
Teaching Science in the Context of Societal and Personal Issues	2010-November (2016-December)
Quality Science Education and 21st-Century Skills	2011-June
Learning Science in Informal Environments	2012-August

The Next Generation Science Standards	2013-November (2016-December)
The Next Generation Science Standards	2013-November (2016-December)
Early Childhood Science Education	2014-January
Safety and School Science Instruction	2015-October
Elementary Science Education	2018-October
The Teaching of Climate Science	2018
Transitioning from Scientific Inquiry to Three-Dimensional Teaching and Learning	2018-February
Induction Programs for the Support and Development of Newly Hired Teachers of Science	2019-July
The Nature of Science	2020-January
STEM Education Teaching and Learning	2020-February
National Council for the Social Studies	
Revised Code of Ethics for the Social Studies Profession	1990 (2003, 2013)
Revitalizing Civic Learning in Our Schools	2013
Technology, Digital Learning, and Social Studies	2013 (2022)
Human Rights Education: A Necessity for Effective Social and Civic Learning	2014
Developing State and Local Social Studies Standards	2014
Study about Religions in the Social Studies Curriculum	2014
A Vision of Powerful Teaching and Learning in the Social Studies	2016-May/June
Global and International Education in Social Studies	2016
Media literacy	2016
Academic Freedom and the Social Studies Educator	2016
Powerful, Purposeful Pedagogy in Elementary School Social Studies	2017
Position Statement on Executive Order Regarding Immigration from Select Countries, Jan 27, 2017	2017-January

Affirming Support for Alternatives to the USCIS Naturalization Test as a Measure of the Civic Knowledge, Skills, and Dispositions of Students	2018-March
Toward Responsibility: Social Studies Ed that Respects & Affirms Indigenous Peoples & Nations	2018-March
Youth, social media and Digital Civic Engagement	2018-December
Early Childhood in the Social Studies Context	2019-March
NCSS Response to the Updated NAEP Schedule	July 2019
Contextualizing LGBT+ History within the Social Studies Curriculum	2019-September
Promoting Teacher Civic engagement	2021
Supporting Curricular Promotion & Intersectional Valuing of Women in History and Current Events	n/a
National Council for Teachers of English	
Read Together: Parents and Educators Working Together for Literacy	2000
Statement on Gender and Language	2002-July (2018-October)
Beliefs about Methods Courses and Field Experiences in English Education	2005-July (2020-April)
Beliefs for Integrating Technology into the English Language Arts Classroom	2005-July (2018-October)
Resolution on El día de los niños/El día de los libros	2005-November
Shifting from Professional Development to Professional Learning: Centering Teacher Empowerment	2006
Resolution on English-Only Instructional Policies	2008-December
Resolution on the Student's Right to Incorporate Heritage and Home Languages in Writing	2011-November
Resolution on the Dignity and Education of Immigrant, Undocumented, and Unaccompanied Youth	2015-February
NCTE Position Statement in Support of Ethnic Studies Initiatives in K-12 Curricula	2015-October
Statement on Anti-Racism to Support Teaching and Learning	2018-July
Expanding Opportunities: Academic Success for Culturally and Linguistically Diverse Students	2018-November

Resolution on English Education for Critical Literacy in Politics and Media	2018-November
Statement on the Opportunity to Learn	2019-July
Statement on Academic Freedom (Revised)	2019-November
Definition of Literacy in a Digital Age	2019-November
The Act of Reading: Instructional Foundations and Policy Guidelines	2019-December
Position Statement on Indigenous Peoples and People of Color (IPOC) in ELA Materials	2020-January
NCTE Position Paper on the Role of English Teachers in Educating English Language Learners	2020-March
Drama-Based Literacies	2020-August
Elevating Student Voice: The Role and Importance of Literacy Coaches for K–12Teachers	2020-November
Expanding Formative Assessment for Equity and Agency	2020-November
Guidelines for Affirming Gender Diversity through ELA Curriculum and Pedagogy	2021-March
Recognizing Teacher Experts and Their Paths to Expertise	2021-December
Media Education in English Language Arts	2022-April
Educators' Right and Responsibilities to Engage in Antiracist Teaching	2022-March
Position Statement on Writing Instruction in School	2020-August
Educators as Readers: Forming Book Groups as Professionals Position Statement	2022-November
Teaching Storytelling Position Statement	2022-December