Appendix A
LCRCT Framework With Nine Constructs of Content and Meta-Content Competences

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<tr>
<th>Competence</th>
<th>Content Competence</th>
<th>Content Discourse Competence</th>
<th>Content Pedagogical Competence</th>
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<td>Acquire &amp; Demonstrate Knowledge in Depth</td>
<td>a. Acquire knowledge of content curriculum and standards (Janzen, 2008; Turner &amp; Drake, 2016; Schleppegrell, 2007); b. Demonstrate confidence creatively with knowledge of language system (linguistics) and sociolinguistics (Richards, 2013)</td>
<td>a. Acquire knowledge on how ELs develop critical content literacy through the first and target languages; b. Demonstrate knowledge of technical content discourse - 1) vocabulary (e.g., ‘product’ in multiplication); 2) grammatical patterns (e.g., noun and verb phrases with ‘be’ and ‘have’ verbs, and conjunctions – as if, when, therefore) (Aguirre, et al., 2012); c. Distinguish natural/nontechnical/everyday vocabulary and phrases such as place, assuming, given, be, same as, and divided by (Schleppegrell, 2007); a. Acquire a wide range of strategies and techniques to scaffold language support (e.g., dual language word banks, gallery walk with various children’s literatures, guided reading) (Richards, 2013); b. Utilize ELs’ language proficiency-levels when composing language objectives that contains the 4 language domains (Richards, 2013); c. Demonstrate understanding of principles of evidence-based assessment and critical pedagogy (Freire, 1970); d. Demonstrate knowledge of informational technology as instructional resources;</td>
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<td>Develop &amp; Apply Procedural Demands</td>
<td>a. Develop understanding of content concepts and procedural demands (Turner &amp; Drake, 2016); and b. Justify teachers’ confidence by demonstrating content knowledge with reasoning process (e.g., word problems) (Janzen, 2008).</td>
<td>a. Explore and analyze content concepts, procedures, and reasoning strategies (e.g., cognates, prefix, and suffix); b. Attribute process of part-to-whole relationship (Turner &amp; Drake, 2016); c. Identifying process of equality and identity - reversible with equality; d. Demonstrate confidence by creating a personal and social communication space (Richards, 2013); and e. Create effective surprises with something new, which make teaching unique for each EL (Richards, 2013).</td>
<td>a. Develop the intentional, creative, collaborative and reflective teaching strategies with varying tasks (Richards, 2013); b. Facilitate project-based teaching and dual-language teaching approach; b. Acquire ELs' linguistic and cultural strengths (Funds of Knowledge) to make connection to their lives and experience (Moll, 2015; Richards, 2013); and c. Utilize technology to make the subject come alive by using different paths to learning.</td>
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<td>Examine &amp; Develop Sociopolitical Teacher Beliefs/Dispositions</td>
<td>a. Examine teachers’ own sociopolitical beliefs and develop ‘new’ teacher beliefs; b. Create meaningful situated context for academic learning (Gee, 2016); and a. Understand the differences and similarities of academic curriculum between in America and ELs’ countries (Song &amp; Coppersmith, 2017b).</td>
<td>a. Create equitable and inclusive classroom climate that ELs can see their identities. b. Helping ELs develop their self-confidence (Richards, 2016); c. Reject an English only orientation (Commins &amp; Miramontes, 2006); d. Reexamine teachers’ assumptions or discrimination about different language use, ‘linguicism’ (Liggett, 2014); e. Commit to the active outreach to and involvement of families, parents and the school community; and a. Use ELs-chosen instructional content materials and/or approaches (e.g., dual language word walls) (Richards, 2016).</td>
<td>a. Stop and rethink content teachers’ authority vs. students’ value/status contribution; b. Personalize learning strategies and resources to provide ELs equitable opportunity (Liggett, 2014); c. Adapt activities to increase personal value of teaching for ELs (Richards, 2013); d. Follow ELs’ progress with personalized feedback; and a. Making instructional decisions collaboratively within situated contexts of language, culture, race, and content (Liggett, 2014).</td>
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