**Appendix.** Standardized Factor Loadings for CA-CIEML (35 items): 3-factor confirmatory factor analysis (CFA)

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| **Item** | **1** | **2** | **3** |
| I would welcome the inclusion of ELs/MLs in my class. | 0.77 |  |  |
| Content teachers should provide additional language supports for ELs/MLs at all English proficiency level. | 0.79 |  |  |
| All teachers are language teachers. | 0.63 |  |  |
| It is my responsibility to deliver content instruction that connects with ELs/MLs prior learning and experiences. | 0.80 |  |  |
| It is my responsibility to ensure that all ELs/MLs acquire and demonstrate a strong content literacy knowledge and practice regardless of their background. | 0.72 |  |  |
| ELs/MLs in the content classroom are able to meet the expectations for higher order content-specific skills. | 0.76 |  |  |
| ELs/MLs are capable of learning discipline-specific content (e.g., mathematics, history) regardless of their English language proficiency. | 0.73 |  |  |
| I am aware of how standardized tests may be biased toward racially, linguistically and culturally diverse students. | 0.74 |  |  |
| ELs/MLs can better comprehend new concepts when given access to multiple means of communication. | 0.99 |  |  |
| ELs/MLs can better express new concepts when given access to multiple means of communication. | 1.00 |  |  |
| Multimodal ways of instruction benefit ELs'/MLs' English language development and content learning. | 0.91 |  |  |
| I know the content standards of the content area(s) I teach (e.g., mathematics, science, social studies, language arts). | 0.36 |  |  |
| I know how ELs’/MLs’ English language develops over time either as a second or an additional language. | 0.50 |  |  |
| To be considered American (U.S. citizen), one should speak English. |  | 0.42 |  |
| Using a student’s home language(s) in school will likely slow his or her progress in learning English. |  | 0.78 |  |
| ELs/MLs can maintain their home language(s) sufficiently by using it at home without using/studying it in school. |  | 0.34 |  |
| ELs’/MLs’ families should speak English at home whenever possible. |  | 0.44 |  |
| ELs/MLs should avoid using their home language while at school. |  | 0.89 |  |
| To promote English learning, ELs'/MLs' home language(s) should not be used in the classroom. |  | 0.80 |  |
| The rapid learning of English in school should be a priority for ELs/MLs even if it means they lose the ability to speak their home language. |  | 0.79 |  |
| ELs/MLs in the general classroom setting slow down the progress of the other students in the class. |  | 0.72 |  |
| Content-area teachers do not have enough time to deal with the needs of ELs/MLs. |  | 0.50 |  |
| I know the language standards of the content area(s) I teach (e.g., WIDA ELD standards in mathematics, science, social studies, language arts). |  |  | 0.55 |
| I know how to align content standards with language standards specific to the content area(s) that I teach. |  |  | 0.66 |
| I know my ELs’/MLs’ and their families' backgrounds in terms of their national origin, ethnicity, and years of living in the U.S. |  |  | 0.79 |
| I know my ELs’/MLs’ and their families' home language backgrounds and their proficiency levels in their home language. |  |  | 0.90 |
| I know my ELs’/MLs’ and their families' English language proficiency levels. |  |  | 0.86 |
| I know my ELs’/MLs’ and their families' backgrounds in terms of personal interests and hobbies. |  |  | 0.63 |
| I know how ELs'/MLs' multilingualism develops over time. |  |  | 0.52 |
| I know linguistically and culturally responsive approaches to teaching ELs/MLs how to use genre-specific language [e.g., narrate, explain, argue, inform] that aligns with the content area(s) I teach. |  |  | 0.64 |
| I know a variety of strategies to connect ELs'/MLs' funds of knowledge to support participation in academic conversation. |  |  | 0.81 |
| I know how to adjust my instruction based on ELs’/MLs’ assessment data (e.g., WIDA proficiency level) and classroom-based assessments and observation. |  |  | 0.79 |
| I know how to interpret the language proficiency assessment (ACCESS test) score report to design tailored instruction for ELs/MLs. |  |  | 0.52 |
| I know alternate ways of assessing ELs/MLs (e.g., rubrics, observation checklists, multilingual writing projects). |  |  | 0.83 |
| I know ways to construct classroom-based assessments in ways that offset assessment biases that may impact ELs/MLs access and performance on assessments. |  |  | 0.64 |