**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  |