Table 1.
Structural Components and Tasks for Learning

Structural Components	
Duration	Length of intervention
Integrated Coursework	Extent to which language, literacy, and science are presented in an integrated manner, rather than as separate components
Field Experience & Mentoring	The role of field experiences and mentor teachers in PST training; cohesion between teacher preparation coursework and field experiences
Tasks for Learning	
Analyzing Beliefs & Forming New Visions of Science Instruction & Linguistic Diversity	Opportunities for PSTs to examine their beliefs about language- and literacy-integrated science instruction and their roles in supporting the diverse students in their science classrooms; exposure to alternative conceptions of science instruction for linguistically diverse classrooms to support conceptual change.
Developing Scientific Knowledge & Understanding Language Demands	Opportunities to engage with and develop understandings of pedagogical content knowledge for science, subject matter knowledge and practices, and the role of language in doing science.
Forming Understandings of Diverse Learners & Science & Language Learning	Opportunities to identify and integrate into science instruction knowledge about students, their families, and their communities; opportunities to develop understandings of how science and language learning occur.
Growing a Beginning Repertoire for Science Instruction & Linguistic Support	Opportunities to learn about and employ student-centered, language- and literacy-integrated science instructional practices and to develop or adapt curricular resources to support EBs' access to rigorous, age-appropriate science instruction.
Identifying Tools to Study Science Instruction & its Impact on all Students' Learning	Opportunities to reflect on and critically analyze instruction, student outcomes, and instructional materials with particular attention to the language opportunities and challenges that are present.