Praise for *Unlocking Multilingual Learners' Potential*

There is so much to love about Unlocking Multilingual Learners' Potential. *The authors have created a truly readable text packed with practical suggestions for all educators who teach multilingual learners (MLs)! English language development (ELD) educators will find the focus on advocacy and leadership provides them with new ideas to take their practice to the next level. Content educators will appreciate the many easy-to-incorporate strategies for developing oral language and reading within their own academic content classes. And finally, the emphasis on teacher collaboration is vital to get everyone on board with an agenda that stresses equity and excellence for our culturally and linguistically diverse learners. This text will undoubtedly be a hit with school PLCs and teacher education programs.*

Tim Boals, WIDA Executive Director
University of Wisconsin–Madison

With so many resources available today and so little time to review them all, it becomes harder and harder for educators to know what to read and when to read it. What the authors offer to educators of multilingual learners with this book is the unique opportunity to find in one resource a synthesis of the current research, examples of its impact in the classroom through authentic classroom vignettes, and a wealth of tools to get started in their own classrooms. The authors have successfully combined their own expertise with that of colleagues and educators to bring to the field a valuable tool for professional growth and collaboration. Thank you!

Mariana Castro, Deputy Director
Wisconsin Center for Education Research

Collecting, analyzing, and using various data points are key to supporting positive outcomes that center on the unique needs of multilingual students. Staehr Fenner, Snyder, and Gregoire-Smith provide data-ready resources that can be easily embedded across content areas and into instructional practices. The strategies highlighted in this edition help teachers afford more opportunities for students, especially newcomers and Students with Limited/Interrupted Formal Education (SLIFE), to practice, collect, reflect, and analyze their own learning experiences.

Ayanna Cooper, Author/Educator
ACooper Consulting

Continuing their advocacy for multilingual learners to obtain an equitable education, the authors offer a remarkable framework to guide teachers to better understand the complex nature of teaching diverse students. This book not only examines why a supportive school environment matters but also offers detailed, research-informed instructional strategies applicable to every class. It is a must-read for all teachers of multilingual learners!

Maria G. Dove, EdD, Professor
Molloy College, New York, Graduate Education TESOL Programs

Unlocking Multilingual Learners' Potential: Strategies for Making Content Accessible *offers a treasure trove of practical resources and ideas for all teachers—and not just those with MLs in their classrooms.*

Larry Ferlazzo, Teacher and Author
The Student Motivation Handbook: 50 Ways to Boost an Intrinsic Desire to Learn

The authors masterfully unravel the intricacies of teaching and supporting multilingual learners. Seen through a series of core beliefs *within an equitable educational framework, each chapter reveals an important theme in enacting effective instructional strategies that advance ML learning. Their focus on teacher collaboration in furthering students' language development and academic achievement provides insight into implementing their carefully delineated steps. With its many application activities, this book offers both content and language teachers a myriad of ideas for working with MLs integral to their classroom practices.*

Margo Gottlieb, Co-founder and Lead Developer for WIDA
Wisconsin Center for Education Research, University of Wisconsin–Madison

The authors have created a practitioner-friendly guide for educators of MLs to help create welcoming school and classroom environments, build cultural responsiveness, and increase educators' toolboxes for serving MLs. The authors speak with experienced teacher voices and have a gift for making the complex simple through explicit explanation, classroom examples, and use of tools for instruction and assessment. This is a must-read for preservice educators of MLs who are seeking authentic professional learning to meet the needs of their MLs.

Janet E. Hiatt, EL/Title III Consultant
Heartland Area Education Agency, Iowa

Unlocking Multilingual Learners' Potential: Strategies for Making Content Accessible *not only offers a fresh perspective on approaching the education of multilingual learners but also provides readers with practical and comprehensive guidance on how to ensure success for MLs. I am honored to endorse this book from leading experts who continue to demonstrate uncompromising dedication to and advocacy for MLs, while also offering ready-to-implement strategies and examples of successful practices.*

Andrea Honigsfeld, Professor
Molloy College, New York

Teachers and administrators often read books that later end up on the shelf covered in dust. Unlocking Multilingual Learners' Potential: Strategies for Making Content Accessible *is not one of them. It is a practical pedagogical guide that helps* all *teachers realize their role as a teacher of multilingual learners. Teachers will especially love how it builds their background knowledge as well as provides actual strategies that work for MLs.*

Samuel Klein, Supervisor, ESOL/HILT
Department of Instruction, Arlington Public Schools

Unlocking Multilingual Learners' Potential *is a powerful and valuable guide for deepening all educators' understandings, practices, and beliefs that contribute to the success of multilingual language learners. The authors provide a framework for educating MLs explained with practical tools, helpful examples, scenarios, and activities that promote the implementation of best practices with this population of students. A must-have for schools looking to establish a shared schoolwide responsibility for educating MLs.*

Jacqueline LeRoy, former Director of ENL,
World Languages and Bilingual Education
Syracuse City School District

For anyone needing a blueprint for how to successfully work with and instruct multilingual language learners, Unlocking Multilingual Learners' Potential *is a one-stop shop. This book is a beacon of light for schools and practitioners who are new to MLs and want to implement exemplary practices.*

Giselle Lundy-Ponce, ML Policy Expert
American Federation of Teachers

There is no book I recommend to teachers more often. This comprehensive, practical guide is everything a teacher needs to understand and apply strategies that will truly improve outcomes for students learning English. In this new edition, Staehr Fenner, Snyder, and Gregoire-Smith are responsive to the most salient issues today in the field of ESOL, as

schools across the U.S. strive to provide high-quality education to growing numbers of Students with Limited/Interrupted Formal Education (SLIFE) and to ensure effective, research-based literacy instructional practices for all multilingual learners. Unlocking Multilingual Learners' Potential *remains an indispensable part of any district's professional learning plan.*

April Perkins, Director of Multilingual Programs
South Portland School Department

As part of the Title III English Learner Support Grant through the Ohio Department of Education, Painesville City Local Schools worked through the Unlocking *text with their EL Department. Professional learning sessions were led by SupportEd and covered vocabulary development, scaffolding, academic and oral language development, building background knowledge, and formative assessments. The content in the* Unlocking *text provided easy-to-understand examples, scenarios, and suggestions. In addition, the text encouraged staff discussion and collaboration on implementation ideas. The material not only aligned to the goals of the grant, but the SupportEd team also went above and beyond to align their materials and instruction with other district initiatives for general instructional frameworks. Of all of the professional development series I have been a part of in my twenty years in education, SupportEd was by far the most well-organized, informative series. Their team was overly accommodating of the day-to-day struggle of districts and flexible in their planning and delivery to ensure the district was provided with the support and learning opportunities they needed as well as requested. I would highly recommend their team and their materials to any district or school looking to improve their EL instructional knowledge and skill sets.*

Shannon Ranta, Coordinator of Curriculum and Data Specialist
ESC of the Western Reserve

Every K–12 teacher needs to be effective with multilingual learners (MLs). This practical, asset-oriented book helps teachers put theory into action to unlock MLs' potential!

Tonya Ward Singer, Author & Founder,
Courageous Literacy LLC

This second edition of Unlocking Multilingual Learners' Potential: Strategies for Making Content Accessible *should be in the hands of new and veteran educators. As its predecessor, in this second edition the authors draw from current research and practice and brilliantly present a user-friendly guide for supporting students' success. Look no further if you are seeking a professional book to support our ever-changing multilingual learners to work, collaborate, and flourish together.*

Debbie Zacarian, Author & Founder,
Debbie Zacarian, EdD and Associates, LLC

Unlocking Multilingual Learners' Potential

Second Edition

This book is dedicated to all teachers of multilingual learners.

May you find the joy and passion that working with these students brings.

We also dedicate this book to our families,

David, Zoe, Maya, and Carson Fenner,

Gus, Sylvia, and Iris Fahey, and

Jason, Wiley, Liana, and Easton Smith,

for the boundless love and support they offer.

Unlocking Multilingual Learners' Potential

Strategies for Making Content Accessible

Second Edition

Diane Staehr Fenner

Sydney Snyder

Meghan Gregoire-Smith

Foreword by Emily Francis

CORWIN

Printed in the United States of America

This book is printed on acid-free paper.

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Visit the companion website at
https://resources.corwin.com/FennerUnlocking2E
for downloadable resources.

Note From the Publisher: The authors have provided video and web content throughout the book that is available to you through QR (quick response) codes. To read a QR code, you must have a smartphone or tablet with a camera. We recommend that you download a QR code reader app that is made specifically for your phone or tablet brand.

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List of Online Resources

Access the following downloadable resources at **https://resources.corwin.com/FennerUnlocking2E**

Reflection Questions for Chapters 1 through 9

Chapter 1. Why You Need This Book to Support MLs

Chapter 2. Using a Culturally Responsive Framework to Leverage the Strengths and Meet the Needs of MLs

Chapter 3. Scaffolding Instruction for MLs

Chapter 4. Peer Learning: Fostering MLs' Oral Language Development and Content Understanding

Foreword

By Emily Francis

If the *Unlocking Multilingual Learners' Potential: Strategies for Making Content Accessible* book is not on your teacher's bookshelf, you are missing out. This book is a gem and a must-have resource for all general education and English language development (ELD) teachers.

Whenever I come across a professional development book for educators that specifically focuses on multilingual learners (MLs), particularly on unlocking their full potential, my heart fills with joy. Additionally, it makes me reflect upon the missed opportunities I had while attending school in the United States as an ML. It is difficult for me to imagine myself as a 15-year-old ML sitting in a classroom trying to make sense of what my teachers were teaching. Looking around high school halls for something or someone to validate my humanity, strengths, and culture. For me, this only happened in bathroom mirrors.

Instead of developing the identity I had already constructed for 15 years, I found myself at a place where I was forced to build a new personal and academic identity—an experience that made a negative imprint in my future years. You see, when I began my ML experience here in the United States, I had lived 15 years of my life surrounded by Guatemalan cultural experiences that shaped who I am. At a very early age, I learned to survive very difficult experiences that perhaps others have only read about or watched in movies. I had taken on a motherhood role while my mother worked countless hours and even left our home country to come to the United States to make a way for us. I had learned how to run our family business, which consisted of selling oranges at the local market or selling door-to-door in our local neighborhoods; all this just to afford shelter over our heads and have beans, rice, and tortillas on our table. I had traveled as an unaccompanied and undocumented immigrant across countries to come to a place that offered the opportunity of education and new life.

My hope in 1994 as I entered high school as a Student with Limited/Interrupted Formal Education (SLIFE) was not to start over as a blank slate or to rebuild my identity; on the contrary, I hoped to continue developing my identity upon the assets I had within me.

But it did not take me long to process the message the school environment was sending about my cultural identity and my home language. Because I found my identity threatened, I felt the need to protect it by hiding it away. I began the process of assimilation where all that mattered was learning English and meeting the academic expectation all teachers had of me . . . regardless of my language proficiency and at the cost of racial trauma. While questioning my humanity and whether my experiences were even worth caring about, I met my ELD and academic goal by obtaining 42 high school credits by 1997.[1] Unfortunately, I did not graduate. A New York State Regents exam put a hold on my academic success as a high school student.

So, as a high school dropout and while absorbing our society's message about my existence, I operated dysfunctionally within our society for several years. However, in 2004 I began putting my broken pieces back together while putting myself through school at a community college and reconstructing my academic identity. I was determined to not only become the educator I desperately needed while I was in school but also to impact students' educational experiences positively. My experience as an ML inspired me to become an ELD teacher knowing that this role affords me a deep understanding of the challenges my students must overcome to find success.

In 2012, during my first year as an ELD teacher, I received a call from the front office about José, a newcomer from Mexico enrolling in a U.S. school for the first time. My heart leaped with joy and on the way to the office I began brainstorming from all my personal experiences and from all the learning I had acquired while becoming an educator. I was thinking about all the ways, not just me, but as our school community, we could build a place where our new student could thrive not only academically but also linguistically and emotionally.

That school year, José began his academic experience with us. However, we intentionally focused on his assets, passion, cultural experiences, and home literacy development. He was encouraged to use his home language to access content, present research projects in his language, and freely interact with peers in a comfortable environment. General education teachers worked closely with me to ensure we were employing up-to-date strategies to support his academic and linguistic needs. He participated in our school's Spanish Spelling Bee competition where the entire school witnessed his potential and literacy skills. This identity-affirming environment had a very positive impact on José's life. We had created a place with a strong sense of belonging that activated his voice and developed his academic identity. During his last year at our elementary school, José exited the ELD program and obtained passing scores on his math, English language arts

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[1] Emily had the required number of credits to graduate, but she did not receive the score that she needed on the New York State United States History and Government Regents examination to allow her to graduate.

(ELA), and science end-of-grade testing. This school year, José is crossing the stage and graduating high school.

During my fifth year as an ELD teacher, Drs. Staehr Fenner and Snyder's book *Unlocking English Learners' Potential: Strategies for Making Content Accessible* was released. I purchased the book and joined a Twitter book study/chat. Little did I know the impact this book was about to have on my life and career. At a personal level, I felt like this book was healing the wounds I received during my educational experience by acknowledging that the poor instruction and the low expectations I experienced while attending high school in the United States translated to inequity and injustice that impacted me greatly in a negative way. I honestly felt like Chapters 1 and 2 were like cool water to my soul. Here is a book with a framework for equitable ML education with core beliefs focused on students' assets, culture, home languages, and identities.

Professionally, I felt reaffirmation of so many practices I had put in place for five years as an ELD teacher. I found myself marking on the book all the areas that would share something I had already put into practice. I smiled every time I highlighted an affirmation in the book.

I was also enlightened on so many topics that strengthened my instruction with guidelines that became part of my everyday instruction. From that day forward, this book became part of my lesson planning as I crafted lessons that were equitable and excellent for my students. Moreso, this book made me a more culturally competent educator. Just because I had some shared experiences with my students, that was not enough to have the cultural competence I needed to serve my MLs with equity and justice. This book allowed me to reflect carefully and intentionally on my cultural values and beliefs that today shape my expectations for my students, then make it intentional to learn more about my students by recognizing their values and beliefs that may be different than mine. These are key components to becoming a culturally competent educator with a mindset of respecting and building on my students' assets, backgrounds, and experiences.

In 2018, an opportunity came for me to begin working with newcomer students at Concord High School in Concord, North Carolina. The plan was to implement a full inclusion model where our students were spending more time in core instructional courses and receiving support from me, their ELD teacher, throughout the day. I did not doubt that the framework and strategies I acquired from the *Unlocking English Learners' Potential: Strategies for Making Content Accessible* book were exactly what I needed to implement this program with passion, integrity, and equity.

Today, five years later, we continue to implement this framework and employ many of the strategies for academic success found within these chapters.

So, it is 2023, and I get a first look at the second edition of this amazing book. It is a joy, an honor, and a humbling opportunity to see the new additions and revisions.

I am thrilled to see that Dr. Staehr Fenner, Dr. Snyder, and new coauthor Ms. Gregoire-Smith are still hard at work in our field and saw the urgent need to revisit this essential resource for educators and added much-needed components such as a focus on SLIFE students, shifting the language from EL to ML, and removing strategies no longer effective in our practice. The addition of peer learning to foster MLs' oral language and content understanding is one of my favorites. I do believe that the pandemic stole from our students the skills to engage in conversation whether in social or academic settings. The strategies provided are not only helpful for MLs but are great for all students to develop oral language with success. I consider Chapters 3–9 to be heavy in content but loaded with doable strategies that wrap up with a focus on the role of collaboration in teaching MLs and the role of equity, advocacy, and leadership in teaching, which I see both as fundamental to support our MLs. This is critical now that many districts are implementing more and more inclusive instructional models where the ELD teacher provides support to both the mainstream classroom teacher and the MLs within the classroom. This book has a clear focus on MLs' success relying on all adults surrounding the students, not only the ELD teacher.

Throughout the chapters, you will read scenarios that will provide an accurate picture of the strategy in practice.

As a full-time ELD teacher and fearless advocate for the instructional support our MLs deserve, let me share with you how I implement this book:

- I follow the five core beliefs, which are research-based with practical tools to apply them.

- I apply Culturally Responsive Pedagogy after recognizing the culture and experiences that shape our students' learning.

- I elevate vs. value students' home language and experience by amplifying translanguaging practices and displaying students' work.

- I provide content teachers a clear understanding of instructional scaffolds for MLs.

- I encourage participation through strategies that promote engagement for all students including our MLs and SLIFE students.

- I share a clear understanding of how social and academic language is constructed and developed.

- I integrate practice with academic vocabulary and vocabulary practices.

- I incorporate reading and writing activities that are equitable $\Rightarrow$ challenging and on grade level, including engineering text for MLs and SLIFE students.

- I implement identity text projects where students demonstrate their cultural background through a multimodal text created by students.

- I implement equitable assessments and differentiated assessment and grading.

Do not be intimidated by this long list of practices my school is implementing based on *Unlocking Multilingual Learners' Potential: Strategies for Making Content Accessible.* This implementation does not happen from one day to another—it is a process. The key is starting somewhere and working your way through all the amazing practices shared in the book. My first tip is to do an equity audit and an inventory. An equity audit that advocates for MLs' rights and the education they deserve. Conduct an inventory of your cultural views and experiences. Create a climate of shared responsibility where all adults on campus feel the urgency to begin building a safe place for all MLs and SLIFE. This is hard work and requires vulnerability. However, it is at this crossroads that students will meet you and see that there are teachers who care and believe they matter. Students will feel comfortable enough to share about themselves and this will give you the windows of knowledge about their life experiences you need to make Chapters 3 to 9 (content and language strategies) doable for their success.

From teacher to teacher, know that you are not alone. We are all trying to do what is best for our students. Just the fact that you picked up this book and are reading these words says that you care for your MLs and want what is best for them. We are in this together. Let's connect and together UNLOCK our students' FULL potential.

Acknowledgments

A central theme of *Unlocking Multilingual Learners' Potential* is collaboration. We could not have written this book without our collaboration with students, educators, colleagues, and friends. We feel incredibly fortunate to be part of such an amazing network of individuals working in support of multilingual learners (MLs) and their families. The process of writing goes far beyond the work of the three of us, and as a result, there are quite a few people we'd like to acknowledge and thank.

We would first like to deeply thank our SupportEd colleagues, without whom this book would not have been possible. Michele Iris provided the fabulous graphics that brought our content to life. We are so appreciative of her creativity and openness to brainstorming new ideas to visually demonstrate our concepts. Jasmine Singh offered her critical eye to carefully review each chapter and identify inconsistencies, and she also supported the development of graphics. Mindi Teich and Shannon Smith brought their ELD expertise to the book and provided us with thoughtful suggestions and insights to make the book stronger. A big thank-you to Diane Choi for her help on the model unit plan and for all the work she did on other projects that allowed us time to write. And finally, thank you to Galen Murray and Tamara Echols for all their behind-the-scenes encouragement. We also want to give a big shout-out to our fabulous SupportEd consultants, who consistently share new strategy ideas and research with us and help us grow as teacher educators. Thank you to Nancy Batchelder, Kent Buckley-Ess, Jessica Fundalinski, and Dr. Eleni Pappamihiel. We'd also like to share our sincere appreciation for ELD educator and author Emily Francis for writing the inspirational foreword that set the tone for the entire book.

In addition, we would like to express our gratitude to all the educators who contributed to this book by sharing a strategy, letting us work with their students, and having discussions about practice. We especially appreciated the contributions of Anah Alie, Amanda Angstadt, Susan Bitler, Amanda Brudecki, Myunghee Chung, Erica Daniels, Becky Hoover, Tan Huynh, Jill Kester, Maureen McCormick, Jennifer Rawlings, Jennifer Saunders, Rebecca Thomas, Katie Toppel, and Chrystal Whipkey. We are so grateful to be able to include authentic examples of resources and activities in each chapter. We also want to thank Reading School District (PA) and Montgomery County Public Schools (MCPS) for the opportunity

to collaborate with educators in their districts. That work as well as our work in other districts informed every chapter in this book.

The other critical part of our team effort was made up of multiple Corwin colleagues who each contributed specific expertise. We are especially appreciative of Corwin Program Director and Publisher for Equity and Professional Learning, Dan Alpert, who was an immediate supporter of both the first edition of this book and our desire to write a second edition. Dan has been our champion and source of inspiration for more than a decade through many projects, and we treasure his insight, his dedication to MLs, and his continued calming encouragement. In addition, we would like to give a special shout-out to Lucas Schleicher, content development manager, who responded to more of our questions than we can count and provided endless amounts of support in this process. Also, we say thank you to Megan Bedell, acquisitions editor, Mia Rodriguez, content development editor, and Tori Mirsadjadi, production editor for their continued assistance during the publication process, as well as Michelle Ponce for carefully copy editing the book. We would also like to share our gratitude for Melissa Duclos, senior marketing manager, for all she did to spread the word about our work.

Last but not least, we'd like to thank our families for their encouragement while we were writing and revising the second edition of the book. Diane thanks her husband, David, and children, Zoe, Maya, and Carson. Sydney thanks her husband, Gus, and children, Sylvia and Iris. Meghan thanks her husband, Jason, her children, Wiley, Liana, and Easton, and her parents, Jane and Michael. We are especially encouraged to see our own children learning about the book-publishing process through witnessing it firsthand, and we are hopeful our kids appreciate that their moms wear multiple hats.

About the Authors

Diane Staehr Fenner, PhD, is the president of SupportEd (SupportEd.com), a woman-owned small business located in the Washington, DC, metro area that she founded in 2011. SupportEd is dedicated to empowering multilingual learners and their educators. Dr. Staehr Fenner leads her team to provide ML professional development, coaching, technical assistance, and curriculum and assessment support to school districts, states, organizations, and the U.S. Department of Education. Prior to forming SupportEd, Dr. Staehr Fenner was an English language development (ELD) teacher, dual language assessment teacher, and ELD assessment specialist in Fairfax County Public Schools, VA. She speaks German and Spanish and has taught in Berlin, Germany, and Veracruz, Mexico. Dr. Staehr Fenner grew up on a dairy farm in central New York and is a proud first-generation college graduate. She has written eight books on ML education (and counting), including coauthoring *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity* and authoring *Advocating for English Learners: A Guide for Educators*. She is a frequent keynote speaker on ML education at conferences across North America. She earned her PhD in Multilingual/Multicultural Education at George Mason University and her MAT in TESOL at the School for International Training. You can connect with her by email at Diane@SupportEd.com or on Twitter at @DStaehrFenner.

Sydney Snyder, PhD, is a principal associate at SupportEd. In this role, Dr. Snyder coaches ML educators and develops and facilitates interactive professional development for teachers of MLs. She also works with the SupportEd team to offer technical assistance to school districts and educational organizations. Dr. Snyder has extensive instructional experience and has worked in the field of English language development for over 25 years. She started her teaching career as a Peace Corps volunteer in Guinea, West Africa. This experience ignited her passion for language teaching, culturally responsive instruction, and ML advocacy. Dr. Snyder is coauthor of *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity* and contributing author to *Breaking Down the Monolingual Wall*. She served as an English Teaching Fellow at Gadja Mada University in Yogyakarta, Indonesia. She earned her PhD in Multilingual/Multicultural Education at George Mason University and her MAT in TESOL at the School for International Training. You can connect with her by email at Sydney@SupportEd.com or on Twitter at @SydneySupportEd.

Meghan Gregoire-Smith, MA, is a multilingual learner (ML) coach at SupportEd. In this role, Ms. Gregoire-Smith coaches ML educators and develops and facilitates interactive professional development for teachers of MLs. Ms. Gregoire-Smith began her career teaching English as a foreign language (EFL) to young adults in Guayaquil, Ecuador. Her time in Ecuador sparked her love of language teaching. She then spent over a decade supporting MLs in Anne Arundel County Public Schools, Maryland, first as an elementary English language development teacher and then as an ELD Teacher Specialist. As an ELD Teacher Specialist, Ms. Gregoire-Smith wrote the K–12 ELD curricula, planned and delivered professional development around best practices

for working with MLs, and provided coaching for ELD teachers new to the profession. Ms. Gregoire-Smith's experiences as an ELD teacher and teacher specialist led to a passion for supporting educators of MLs through high-quality professional development and coaching. She earned her Master's in TESOL from the University of Maryland, Baltimore County. You can connect with her by email at Meghan@SupportEd.com or on Twitter at @MeghanGSmith.

Introduction

Why We Wrote a Second Edition

Since *Unlocking English Learners' Potential: Strategies for Making Content Accessible* was published in 2017, we have continued to work extensively with educators of multilingual learners (MLs) to implement the strategies shared in the book. We have also framed ongoing coaching projects in several school districts around the content of *Unlocking* and have seen trends in terms of teachers' strengths and needs in implementing these strategies to support MLs. As a result, we decided we needed to add to the activities and tools from the first edition that align with each chapter based on our collaborative work with K–12 educators. In addition, since the first edition of *Unlocking* was published, there has been new research on effective strategies to support MLs' acquisition of language and engagement with grade-level content, and we wished to give the research we draw from a refresh. This second edition of *Unlocking* has allowed us the opportunity to update the research that we include so as to provide the most relevant theory that undergirds the instructional practices that we share.

We have also seen the impact that interrupted schooling and virtual learning had on MLs' language development opportunities and learning and recognize the urgent need to revisit what we know about the best way to build on MLs' assets and further their growth. For example, through our work, we have noticed a need to be more explicit about strategies to support MLs in reading and writing across content areas, including the elevated importance of peer interactions to foster growth in literacy and content understanding. Additionally, we are frequently asked about unique strategies to support the specific learning needs of ML newcomer students (students who have been in the country for less than a year) and students with limited or interrupted formal education (SLIFE). The second edition of our book gives us the opportunity to highlight our collaboration with educators and districts and to incorporate new strategies for supporting MLs' language and literacy development, including much-needed strategies for newcomers and SLIFE.

What's New in This Edition

In addition to updating the classroom examples, instructional strategies, and research in each chapter, we have also made several other changes in the second edition. Some highlights of the new or modified content follow.

- In order to take a more assets-based approach in the second edition, we use the terms *multilingual learner* and *emergent multilingual learner* instead of *English learner*. Please see Chapter 1 for our rationale for this shift and the definition of these terms. In addition, we are using the term English language development (ELD) teacher instead of ESOL teacher to refer to teachers who specialize in MLs' language development.

- We have revised our five core beliefs (formerly called guiding principles) to include a belief framed around the importance of peer learning opportunities for MLs. While we have always understood peer learning to be a valuable support for MLs, the urgency for incorporating these practices into daily instruction has become even more pronounced. For more on our rationale for this shift, see Chapter 1.

- To respond to the many questions that we have received about strategies for supporting ML newcomer students and SLIFE, we have added a section in Chapters 2–9 to focus on practices specific to leveraging the strengths and meeting the needs of these populations of MLs. In these chapters, we provide specific considerations in the instruction of ML newcomer students and SLIFE related to that chapter's topic. Then we provide a scenario to illustrate how these unique considerations might be applied in a school or classroom.

- We revised Chapter 8 to focus more broadly on supporting MLs in reading and writing in the content areas rather than focusing only on text-dependent questions. Chapter 8 now includes a variety of recommendations for incorporating scaffolded instruction and peer learning opportunities into reading and writing activities for MLs.

- We developed a unit planning template that is aligned to the research-based instructional practices presented in the book. Chapters 3–9 include the relevant section of the unit planning template so that, if you would like, you can develop a complete unit plan as you progress through the book. The complete unit planning template and a model unit plan are provided in the appendices on the online companion website. To access the companion website, please visit resources.corwin.com/FennerUnlocking2E.

UNLOCKING RESOURCES

To read a QR code, you must have a smartphone or tablet with a camera. We recommend that you download a QR code reader app that is made specifically for your phone or tablet brand.

resources.corwin .com/FennerUnlocking2E

How This Book Is Structured

As we wrote the second edition of book, we imagined all of the different types of current and future educators who might use it and took steps to adapt the content, as well as the structure, of the book to reach a wide audience. We have heard from countless educators in varied roles, including preservice teachers, teacher

educators, content teachers, ELD teachers, support staff, and administrators about how practical and relevant the first edition of the book has been for them, and we wanted to ensure it continues to be relevant for everyone who reads it. First, we were sure to frame the book around solid research that grounds the ML strategies you will encounter and apply. Next, we structured the book in a way that provides the background that teachers with less training in working with MLs will need in order to understand the research, the rationale, and the use of particular strategies. At the same time, we also included ample modeling and examples, application activities, and reflection questions that can support even an experienced teacher of MLs in deepening their understanding and use of the selected research-based strategies, weaving in scenarios that span grade levels and content areas. We are confident that anyone from kindergarten dual-language teachers to high school mathematics teachers can find useful strategies that they can apply in their context. Further, we have included ample opportunities in the book for reflection so that educators can focus on their intentionality in selecting certain strategies, voicing their rationale for why and how they would use such strategies to support MLs. The online companion website that accompanies this book includes a compilation of all the reflection questions in the book with space to write your responses. You can print out this document and jot down your responses as you read. To access the companion website, please visit resources.corwin.com/FennerUnlocking2E

In addition to ensuring the book is relevant for all educators, we have structured the book so that you can use it independently, as part of a course, or within a professional learning community (PLC), where ideally, ELD teachers and content teachers can discuss and interact with the material together. The book is organized so that the first two chapters introduce our organizational framework and provide overarching instructional practices for MLs that are meant to be implemented in combination with other strategies shared in Chapters 3–9 of the book. Chapters 3–9 then each introduce a very specific instructional practice in a multilayered fashion that you can incorporate into your instruction. Each chapter includes scenarios that allow you to reflect on how the practice might be applied to a particular classroom setting and tools to help you implement the practice in your own setting. If you are reading this book as part of a PLC or in a coteaching partnership, you could select any of Chapters 3–9 to read, discuss, and implement in your classroom. In addition, for ready-to-use, practical tools to support these instructional practices, please visit SupportEd.com/unlocking-toolbox.

Even though integrating research-based strategies is crucial to MLs' success, educators must also constantly monitor and strengthen their professional skills with other educators to most effectively serve MLs. Our approach to working with MLs is unique, and so is this book. Because we believe the principles of collaboration, equity, advocacy, and leadership are fundamental to supporting MLs, we have woven these ideas into each chapter. As a result, we have included two sections at the end of each chapter that identify the role collaboration can have in relation to each specific instructional practice and also how equity, advocacy, and leadership

UNLOCKING RESOURCES

resources.corwin.com/FennerUnlocking2E

SupportEd TOOLBOX

For ready-to-use, practical tools to support culturally responsive teaching, please visit SupportEd.com/unlocking-toolbox.

can play out in the facilitation of each practice. This book offers you a space in which you can hit the pause button, reflect on your own practice and your relationship with your colleagues, and recharge your batteries to better support MLs. We encourage you, as you implement the different practices recommended in this book, to examine how you can build on your collaboration with your colleagues in the service of equitable and excellent education for MLs. We also hope you will reflect on how you can bolster your advocacy and leadership skills to share the new considerations, approaches, and strategies that you are implementing with other educators as a result of your learning in this book. This book will provide you with the opportunities to begin conversations not only around instructional practices that all teachers can use to support their MLs but also around ways in which teachers can continue to enhance their own professional development and grow as leaders and advocates for MLs. Now that we have provided you this overview, a summary of each chapter follows.

Chapter 1: Why You Need This Book to Support MLs

Chapter 1 identifies the urgent need to provide MLs with the type of instructional support that they require to succeed academically and recognizes that they are equal members of any classroom. The chapter provides an overview of the current educational context, demographics, research, and climate within which MLs are being educated. We also introduce the five core beliefs that define our work with MLs and their educators. These beliefs provide an easily accessible theoretical framework that forms the foundation for the remaining chapters in the book.

Chapter 2: Using a Culturally Responsive Framework to Leverage the Strengths and Meet the Needs of MLs

Chapter 2 provides an understanding of the crucial role culture plays in the education of MLs. The chapter includes working definitions of culture and culturally responsive teaching, a description of the characteristics of culture, and strategies to support culturally responsive teaching. It also provides opportunities for you to reflect on your own culture and how it shapes your instruction, classroom expectations, and interactions with MLs.

Chapter 3: Scaffolding Instruction for MLs

Chapter 3 shares an overview of what scaffolds are and why they are essential to incorporate into instruction and assessment for MLs. The chapter's deeper focus is on research-based strategies for selecting and developing scaffolds based on

such factors as the academic task at hand and MLs' English proficiency levels, as well as other student background factors. The chapter includes examples of a variety of different types of scaffolds, checklists, and practical tools for you to plan and implement scaffolded lessons and units for MLs in your context.

Chapter 4: Peer Learning: Fostering MLs' Oral Language Development and Content Understanding

Chapter 4 begins with a discussion of the importance of integrating peer learning opportunities into content-based instruction of MLs framed around relevant research. It introduces and provides examples of four student practices that will foster MLs' engagement in peer learning activities in order to support their oral language development and their understanding of challenging content. The chapter also includes tools that you can use when planning and incorporating oral language activities into your instruction and offers recommendations for different types of peer learning activities.

Chapter 5: Teaching Academic Language to MLs at the Word/Phrase Level

Chapter 5 is the first of two chapters dedicated to explicitly teaching academic language to MLs. This chapter defines what academic language is and shares why it is critical for MLs to acquire academic language in order to engage with challenging content and be fully integrated into content classrooms. Then, it takes a deeper dive into why the focused teaching of academic vocabulary is critical to MLs' academic achievement. Recognizing that teachers must select vocabulary for MLs carefully and judiciously, the chapter includes research-based guidelines on selecting the vocabulary to teach that will have the most benefit for MLs as well as strategies for teaching and reinforcing those new words. The chapter also offers a tool for planning lessons based on content-specific vocabulary.

Chapter 6: Teaching Academic Language to MLs at the Sentence and Discourse Level

Building on Chapter 5, Chapter 6 examines teaching academic language at the sentence and discourse levels. It includes practical examples of how to analyze a text's academic language and how to teach a sample of the linguistic forms and functions necessary for MLs to interact with challenging grade-level texts and topics. The chapter gives you guidance on how to leverage different types of teachers' strengths in order to effectively collaborate to integrate instruction of academic language at the sentence and discourse levels, weaving together academic language and content instruction.

Chapter 7: Activating and Teaching MLs Background Knowledge

Chapter 7 presents research on the role of background knowledge in MLs' engagement with academic content. This chapter addresses the need to develop a new approach to activating and teaching background knowledge to MLs, including a specific focus on supporting background knowledge in mathematics. It presents a four-step framework for deciding which types of background knowledge to teach MLs as well as ways to activate and teach background knowledge concisely. The chapter models several activities that you can use in your own planning and instruction to help you put our ML background knowledge framework into practice.

Chapter 8: Engaging MLs in Reading and Writing in the Content Areas

Chapter 8 first synthesizes a new body of relevant research on engaging MLs in literacy practices. Then, it presents an integrated series of activities to scaffold MLs' engagement with reading and writing in the content areas. The chapter emphasizes the connection between reading and writing practices and offers strategies for incorporating classroom activities that provide opportunities for both. Building on Chapter 4, Chapter 8 offers a variety of ways to incorporate peer learning as a tool for supporting MLs in unlocking the meaning of complex texts and strengthening academic writing.

Chapter 9: Formative Assessment for MLs

Chapter 9 highlights the necessity of creating formative assessments that measure MLs' acquisition of academic language and content. The chapter includes a definition of formative assessment and provides a summary of relevant research on the practice of formative assessment for MLs. It also includes guidance on creating valid classroom assessments for MLs based on MLs' English proficiency levels and offers you the opportunity to apply what you've learned to your own formative assessment of MLs.

WHY YOU NEED THIS BOOK TO SUPPORT MLs

1
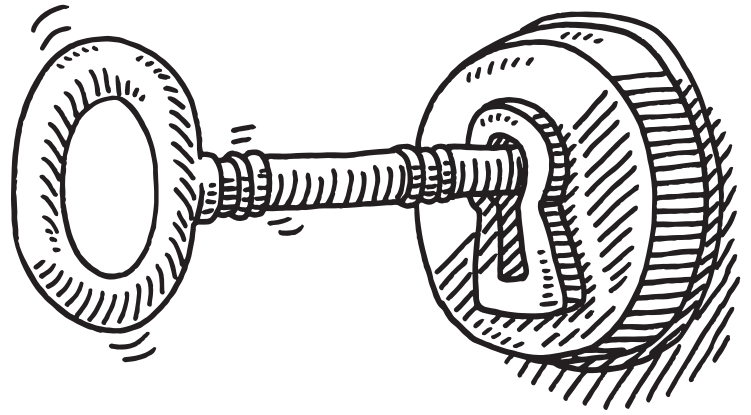
Times have changed. In the past, English language development (ELD) teachers tended to physically remove multilingual learners (MLs) from the content or grade-level teachers' classrooms, providing them ELD instruction in a separate location (sometimes a closet, a hallway, or a basement room). Now, many schools, districts, and states have shifted to integrated instructional models in which MLs spend the majority—if not all of—their time with their grade-level peers. In this integrated model, ELD teachers and content teachers collaborate and/or coteach to share the responsibility (and the joy) of teaching both content and academic language to MLs (Staehr Fenner, 2014a).

Research clearly demonstrates the benefits of integrating the instruction of grade-level content and academic language for MLs (August, 2018). At the same time, we also want to acknowledge how much teachers have on their plates these days—content teaching, literacy and language development, and social-emotional support (just to name a few educational priorities). In order to be able to effectively incorporate ML instructional strategies to support content learning and integrate ELD opportunities, content teachers need models, practice, and guidance. Similarly, in order for ELD teachers to be able to share their expertise on language development and scaffolded instruction, they need assistance in how to effectively collaborate with content teachers in support of MLs. It is also critical that they be part of a school culture that values their expertise and that they have the time for effective collaboration to take place (Honigsfeld & Dove, 2022). Based on our work with MLs, our collaboration with ML educators in a wide variety of roles, and our review of research in the field, we have developed a framework for equitable ML education that we present in this chapter.

In this chapter, we will first provide an overview of who MLs are. Next, we will outline the sense of urgency in providing MLs the instruction that they need to be successful in today's challenging classrooms and also be respected and valued on a social-emotional level. The bulk of the chapter will focus on the five core beliefs that frame the content of this book, as well as all of our work with MLs. For each core

belief, we provide a brief research-based rationale for the belief, as well as practical tools for you to use to apply the core belief to your own practice. The chapter ends with the opportunity for you to develop your own core beliefs, create a grade-level team, department, school, or district vision for the equitable education of MLs, and craft your own "elevator speech" to define your role in unlocking MLs' potential.

Who Are MLs?

As we mentioned in the "What's New in This Edition?" introduction to this book, one shift that we have made in the second edition is using the term multilingual learner to replace English learner. This shift in terminology represents a more assets-based view of students as the term *English learner* "prioritize[s] English as the student's language, while ignoring the additional language(s) a student may already speak or may be developing" (Columbo et al., 2018). In contrast, the term *ML* brings to the forefront the understanding that regardless of their level of English proficiency, each student (or learner) enters the classroom with valuable cultural and linguistic assets. Several state agencies and national organizations (e.g., National Association of English Learner Program Administrators [NAELPA], TESOL International Association, and WIDA) have adopted the term *ML*.

In discussing terminology, it's important to note that the term *ML* incorporates a broader group of students than the term *EL*. **MLs are any students whose parents or guardians report speaking one or more language(s) other than or in addition to English in the home. MLs may or may not qualify for ELD services due to their level of English proficiency** (Snyder et al., 2023; Snyder & Staehr Fenner, 2021). In order to distinguish between MLs as a whole and MLs who qualify for ELD services, particularly in the discussion of data on a nationwide level, we use the term *emergent ML*. **Emergent MLs are MLs who qualify for ELD services. The federal government identifies these students using the term *English learners.*** Let's take a look at what this distinction means in terms of numbers of students. In the 2019-2020 school year, over five million, or more than 10 percent, of the school-aged population was eligible to receive specialized ELD services (National Center for Education Statistics, 2021). In that same year, more than twelve million or nearly 23 percent of children ages 5-17 in the United States were identified as MLs, as reported in the U.S. census data. In Figure 1.1 you can see that more than double the number of students who qualified for ELD services are considered to be MLs.

As is often the case when discussing terminology, this shift to the use of ML is not without its challenges (Snyder et al., 2023). Dr. Julie Sugarman, senior policy analyst for PreK–12 education at the Migration Policy Institute's National Center on Immigrant Integration Policy, explains, "while it's helpful to have an overarching term for all students with exposure to or fluency in multiple languages, it's also really important to remember that students who are identified as English learners with the federal definition have protections and learning needs that states, districts, and schools are legally obligated to manage." (personal communication, February 13, 2023, as cited in Snyder et al., 2023).

FIGURE 1.1   POPULATION OF EMERGENT MLs AND ML SCHOOL-AGED CHILDREN IN THE UNITED STATES

Multilingual Learners, 12.083 million

Emergent Multilingual Learners, 5.115 million

22.6% of school-aged population

10.4% of school-aged population

Millions

14

12

10

8

6

4

2

0

Emergent Multilingual Learners

Multilingual Learners

School-Aged Children, 2019 (in millions)
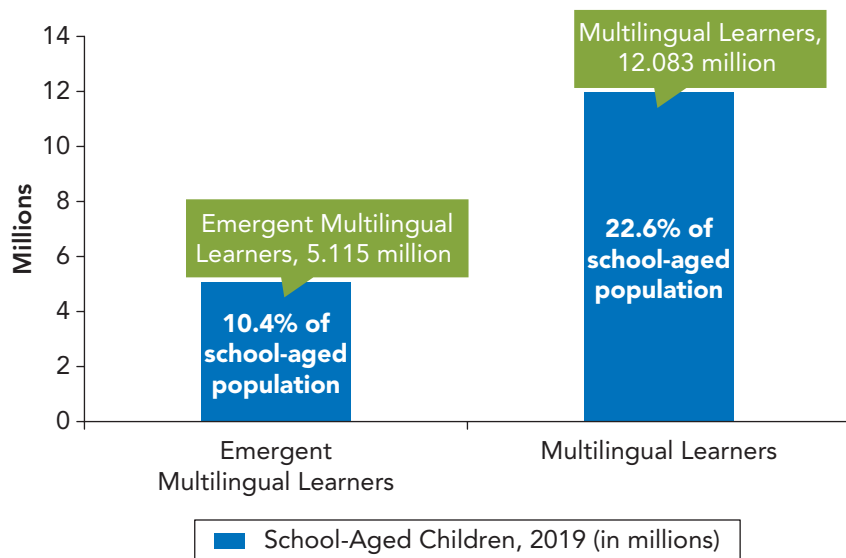
Sources: National Center for Education Statistics (2021); U.S. Census Bureau (2019a); U.S. Census Bureau (2019b).

We also agree that while it is critical to use language that fosters an assets-based view of students, it is also essential to make sure that the specific strengths and needs of individual MLs are identified and responded to. In this book, we explore many strategies (e.g., peer learning, academic-language instruction) that are beneficial to MLs regardless of their level of language proficiency in English. However, we also take steps to highlight strategies that are specific to emergent MLs at varying stages of English language development (ELD). We make these distinctions by using the term *emergent ML*, by including English language proficiency (ELP) levels in our scenarios, by incorporating an ML Newcomer Student and SLIFE section at the end of each chapter, and by highlighting ELP levels in our scaffolding framework. With the reflection questions that follow, consider the terminology that is used in your district.

REFLECTION QUESTIONS

1. What terminology does your district use to describe students whose parents or guardians report speaking one or more language(s) other than or in addition to English in the home?

2. What terminology does your district use to describe students who qualify for ELD services based on their level of English proficiency?

3. What procedures does your district have in place to identify the unique strengths and needs of individual MLs?

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The need for assets-based terminology when referring to MLs is just one piece of a broader and urgent appeal to support MLs' equitable and excellent education.

What Is the Sense of Urgency Around MLs' Equitable and Excellent Education?

Our sense of urgency for this book stems from our work with teachers and MLs across the United States and Canada and our synthesis of current research and practice. Issues of inequitable educational opportunities that have long been present in our schools were brought to the forefront in recent years for MLs, students of color, students receiving special educational services, and students coming from low socioeconomic backgrounds, among others. These students were disproportionally impacted by school closures, shifts to virtual learning, rising living costs, and other factors impacting students' physical and mental well-being (Sahakyan & Cook, 2021; U.S. Department of Education, Office for Civil Rights, 2021; Villegas & Garcia, 2022). Two areas of continued inequity for MLs include their educational outcomes and opportunities and their access to qualified teachers and administrators who share their cultural and linguistic backgrounds or have training in meeting the needs of MLs. We will explore these two areas next.

Educational Opportunities and Outcomes for MLs

MLs tend to experience significant gaps in educational opportunities and outcomes. While it is difficult to find disaggregated data for MLs as a whole, data specific to emergent MLs (MLs qualifying for ELD services) highlights several areas of inequity. Emergent MLs as a subgroup achieve below national averages for student proficiency rates on state math, language arts, and science exams (Office of English Language Acquisition [OELA], 2021d). However, it is essential to keep in mind that emergent MLs are a dynamic group with students being reclassified as they gain English proficiency (U.S. Department of Education, n.d.). In fact, there is growing evidence in some states to show that students who formerly qualified for ELD services and have been reclassified are outperforming native English speakers who never qualified for ELD services (Jorgensen, 2019; U.S. Department of Education, 2023; Villegas & Ibarra, 2022).

Additionally, emergent MLs tend to be underrepresented in honors and gifted programs as well as Advanced Placement (AP) and International Baccalaureate (IB) classes (OELA, 2021b, 2021c). During the 2017-2018 school year, only 1.5 percent of emergent MLs were enrolled in gifted and talented programs compared to 7.2 percent of students who were not emergent MLs (OELA, 2021c). Similarly, during the 2017-2018 school year, fewer than one in ten emergent MLs were enrolled in AP courses when these courses were offered by their school compared to more than one in five students overall (OELA, 2021b). Emergent

MLs are also underrepresented in dual enrollment courses, which are courses in which students simultaneously earn credit for both a high school diploma and a college degree. In 2017-2018, fewer than 4 percent of emergent MLs were enrolled in dual enrollment courses compared to 11 percent of the total school population (OELA, 2022).

These types of inequities also extend to ML student retention rates. In Grades K–12, emergent MLs represented 10 percent of students enrolled in public schools nationwide but 14.3 percent of students retained during the 2017–2018 school year (OELA, 2021a). While we have provided a national overview of some areas of inequities for MLs, we encourage you to review similar data for your school or district in order to identify where advocacy for MLs might be needed.

Teacher Demographics and Professional Development

A second area of inequity for MLs is that many MLs do not have teachers who represent their racial, cultural, and linguistic backgrounds (Ingersoll et al., 2018). The number of teachers of color is increasing nationally in the United States. However, there still remains a noteworthy gap between the percentages of students of color and the percentages of teachers of color in U.S. public schools (Ingersoll et al., 2018; Schaeffer, 2021). During the 2018-2019 school year, 47 percent of U.S. public school students identified as non-Hispanic white, 27 percent as Hispanic, 15 percent as Black, and 5 percent as Asian. Approximately 1 percent or fewer identified as Pacific Islander, American Indian, or Alaska Native; and around 4 percent were of two or more races (Schaeffer, 2021). In contrast, the National Center for Educational Statistics (NCES) data show that 79 percent of public school teachers identified as non-Hispanic white during the 2017–2018 school year (Schaeffer, 2021). Additionally, 7 percent identified as Black, 9 percent as Hispanic, 2 percent as Asian American, and fewer than 2 percent of teachers identified either as American Indian or Alaska Native, Pacific Islander, or of two or more races. There are similar patterns for racial and ethnic diversity in principals. In 2017–2018, approximately 78 percent of principals were non-Hispanic white, compared with 11 percent who were Black, 9 percent who were Hispanic, and 1 percent who were Asian American (Schaeffer, 2021). Figure 1.2 illustrates this gap.

Although a common racial, ethnic, cultural, or linguistic background is not a prerequisite for effective instruction of MLs, the fact that a significant percentage of educators are white, middle class monolinguals does emphasize the need for educator professional development centered on effective teaching and social-emotional support for MLs. In order to bolster educational opportunities and respond to educational inequities for MLs, teachers must value MLs' cultural and linguistic assets and be prepared to use and sustain students' assets during instruction (Banks & Banks, 2019; Gay, 2010; Ladson-Billings,

FIGURE 1.2   RACIAL AND ETHNIC MAKE-UP OF PUBLIC SCHOOL STUDENTS, TEACHERS, AND PRINCIPALS[1]

Student Demographics

Teacher Demographics

Principal Demographics

- White
- Black
- Hispanic
- Asian
- Native Hawaiian/Pacific Islander
- American Indian/Alaska Native
- Two or more races
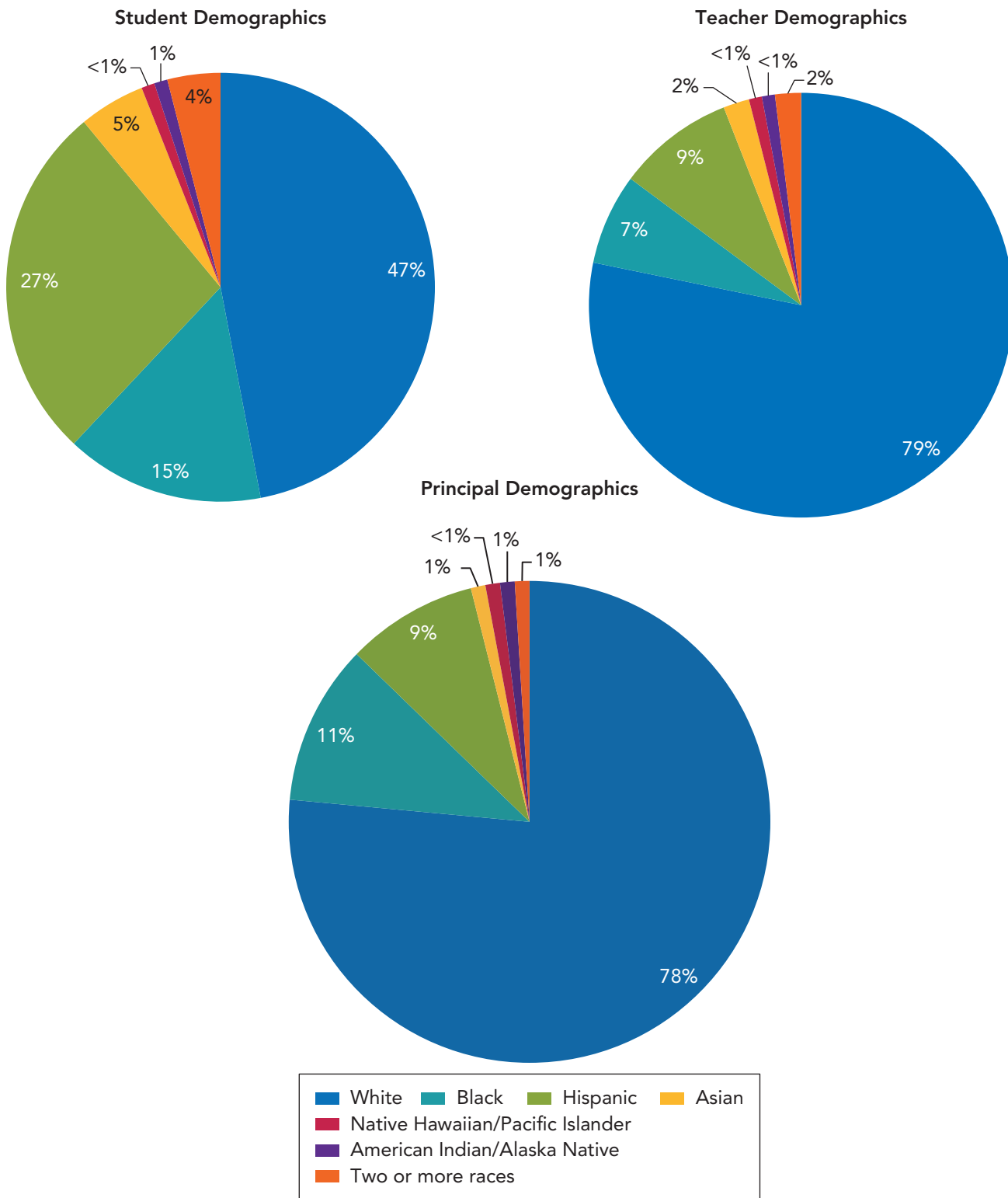
Sources: Schaffer, K. (2021), National Center for Education Statistics (2022).

[1]These percentages are approximates based on available data.

2004; Paris & Alim, 2017). ML equity and excellence extends to our moral obligation as educators to ensure that our MLs, who often navigate complex, conflicting cultural balances between home and school, are supported on a social-emotional, holistic level (Staehr Fenner & Teich, in press). MLs must know that their teachers are providing a safe space in which they can learn and also trust their teachers enough to reach out to them if a personal factor is presenting a barrier to their learning. At a time in which concerns about student mental health and well-being have reached a crisis point, we must be especially vigilant and collaborate to provide a support network for our MLs, who may be recovering from trauma, and encourage them to learn and thrive on many levels. The types of student-teacher relationships that will foster this safe space begin in the classroom and set the stage for MLs to feel valued, a part of the community, and ready to learn (Staehr Fenner & Teich, in press).

Despite the fact that numbers of MLs continues to rise, the number of certified ELD educators has decreased (Najarro, 2023). During SY 2017–2018, 32 states, the District of Columbia, and Puerto Rico did not meet their projected needs for bilingual or ELD teachers (OELA, 2021a). Furthermore, in an analysis that we conducted in 2020, we found that only four states have teacher recertification requirements for general-education teachers that included professional development on instructional practices for MLs (Duggan et al., 2020). Thus, there is an urgent need for professional development to support educators as they become prepared for and invested in working with culturally and linguistically diverse students and families in service to a more equitable and excellent education for MLs.

What Is the Framework for Equitable and Excellent ML Education?

Through our work with all educators who serve MLs—including content teachers, ELD teachers, specials teachers, school counselors, administrators, and others—we recognize the importance of a framework that identifies and addresses the need for all teachers to adjust their instruction to recognize MLs' strengths, as well as to support their needs. This framework for equitable and excellent ML education encompasses many areas related to instruction that are necessary for MLs to meaningfully engage in challenging content classes and develop their language skills. In addition, our framework is unique in that it also recognizes the need for all teachers of MLs to collaborate and operate within a context of equity, advocacy, and leadership to continually develop as professionals in order to best support MLs. The framework is driven by our five core beliefs. Figure 1.3 provides a visual representation of the framework.

FIGURE 1.3   FRAMEWORK FOR EQUITABLE AND EXCELLENT ML EDUCATION

1

STRENGTHS

MLs bring many strengths to the classroom.

5

ADVOCACY

MLs excel when teachers and administrators collaborate, advocate, and lead in support of their students' academic achievement and social-emotional well-being.

2

CLIMATE

MLs learn best when they are taught in a welcoming and culturally responsive school climate.

Framework for
Equitable & Excellent
Multilingual Learner
Education

4

CONVERSATIONS

MLs thrive when their teachers include opportunities for peer learning and meaningful conversations.

3

LANGUAGE

MLs acquire language and content when teachers purposefully integrate language development opportunities into meaningful content instruction.

What Are the Core Beliefs That We Use to Frame Our Work With MLs and This Book?

In our work supporting MLs and their teachers, we often analyze complex educational issues and try to make sense of them as they apply to MLs, phrasing our findings and recommendations in a way that resonates with educators in different roles. Along those lines, we have developed a set of five core beliefs that synthesize our beliefs, grounded in research and practice, about the education of MLs. You will see these core beliefs exemplified in our recommendations and strategies throughout the chapters of this book. In this chapter, for each core

belief, we provide an explanation of what that belief means to us, we briefly share the research on which it is based, and we also leave you with reflection questions and practical tools that you can use to support your understanding of each core belief as it applies to your context. Our core beliefs are as follows:

1. MLs bring many strengths to the classroom.

2. MLs learn best when they are taught in a welcoming and culturally responsive school climate.

3. MLs acquire language and content when teachers purposefully integrate language development opportunities into meaningful content instruction.

4. MLs thrive when their teachers include opportunities for peer learning and meaningful conversations.

5. MLs excel when teachers and administrators collaborate, advocate, and lead in support of their students' academic achievement and social-emotional well-being.

Core Belief 1: MLs bring many strengths to the classroom.

MLs enter the classroom with diverse cultural and linguistic experiences that we feel are often unintentionally overlooked or underappreciated by their schools and teachers. In order to effectively educate MLs, it is important to first recognize the knowledge and skills that they already have and what they bring to the educational landscape. Moll et al. (1992) coined the term **funds of knowledge** to refer to these **accumulated bodies of knowledge and skills that MLs bring to the classroom**. MLs' home languages, knowledge, and cultural assets should be incorporated into instruction, so as to honor students' backgrounds and experiences, sustain their cultural and linguistic practices, and support their academic learning (August, 2018; National Academies of Sciences, Engineering, & Medicine [NASEM], 2017; Paris & Alim, 2017). For example, refugee students may enter the U.S. education system with gaps in their education due to interrupted schooling, emerging literacy skills in their home language, and beginner-level English language proficiency (ELP). However, those same students might bring with them a passionate desire to learn, a strong oral tradition of sharing knowledge, persistence in overcoming obstacles, and creative problem-solving skills. A teacher educating these students should look for ways to build on these strengths as a tool for instruction, such as having oral language activities linked to writing tasks.

As we build relationships with students, we learn about their strengths and are better positioned to use students' lived experiences as foundations for learning (Snyder & Staehr Fenner, 2021; Staehr Fenner & Teich, in press). Providing MLs opportunities to share their backgrounds, experiences, and ideas benefits other students as well. Listening to and responding to diverse perspectives helps prepare all students to live in a multicultural society and interact with individuals from

different backgrounds (Gorski, 2010; Snyder & Staehr Fenner, 2021). In addition, with all states recognizing the value of bilingualism and biliteracy through the Seal of Biliteracy,[2] MLs can serve as needed language models for non-MLs studying world languages and in dual-language settings. They can also share cultural and linguistic insights in less formal ways during content instruction. For example, in a discussion on U.S. elections, MLs who were born in countries outside the United States might share what the election process looks like in their home countries if they feel comfortable doing so. Such straightforward ways to include MLs and highlight their perspectives can go a long way in creating an environment conducive to building their trust and facilitating deeper learning. We explore this idea in greater depth in Chapter 2 when we discuss using an assets-based approach in our work with MLs and leveraging MLs' cultural and linguistic assets. Application Activity 1.1 is an opportunity for you to reflect on the ways in which you recognize MLs' strengths in your role.

APPLICATION ACTIVITY 1.1: RECOGNIZING MLS' STRENGTHS

Consider the following reflection questions to help you better understand your perspective when working with MLs. For each question, answer *yes*, *sometimes*, or *no*. For any question that you answer with a *sometimes* or a *no*, write down a question or idea that you have about how to shift toward an assets-based perspective in this area. Then, answer the reflection questions.

FIGURE 1.4   RECOGNIZING MLs' STRENGTHS

REFLECTION QUESTION	YES	SOMETIMES	NO	QUESTION OR IDEA FOR A SHIFT TO A STRENGTHS-BASED APPROACH
1. Do I view students' cultural and linguistic backgrounds as a valuable source of knowledge and skills that I can build on in my lessons?				
2. Do I view diverse perspectives as a beneficial resource for all students and look for ways to incorporate these diverse perspectives into my teaching?				
3. Do I recognize and appreciate that ML families may contribute to their children's educations in varied and sometimes unseen ways?				

[2]State Laws Regarding the Seal of Biliteracy: https://sealofbiliteracy.org.

REFLECTION QUESTION	YES	SOMETIMES	NO	QUESTION OR IDEA FOR A SHIFT TO A STRENGTHS-BASED APPROACH
4. Do I hold my MLs to the same high standards as other students?				
5. Do I recognize that MLs who are struggling in my class may be doing so because they need additional forms of support to acquire language and content knowledge that they are not currently receiving, or they may need additional social-emotional support?				

APPLICATION ACTIVITY 1.1: REFLECTION QUESTIONS

1. What is an area of strength for you in terms of recognizing MLs' strengths?

   _____

   _____

2. What is an area where you would like to improve in terms of recognizing MLs' strengths?

   _____

   _____

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Core Belief 2: MLs learn best when they are taught in a welcoming and culturally responsive school climate.

A school culture that supports equitable and excellent educational opportunities for MLs includes schoolwide beliefs about the potential of MLs, interest in and appreciation for MLs' culture, and the desire to foster positive relationships with the MLs and their families. Dr. Cooper (2021), in her book *And Justice for ELs*, highlights the pressing need for a whole-school approach to meeting the needs of MLs. She writes, "Misconceptions about linguistic diversity, racial identity, cultural diversity, citizenship, and how one might feel included (or excluded) with a learning community can pose persistent challenges that affect [MLs'] language instruction and overall sense

of belonging" (p. 6). As the leaders of the school, principals and assistant principals influence this culture in terms of their commitment to the academic success of MLs, how they speak to and about MLs and their families, the types of professional development they offer staff, and how they evaluate teachers' work with MLs (Alford & Niño, 2011; Staehr Fenner et al., 2015). Unfortunately, many school administrators have received insufficient training in culturally responsive teaching practices to foster a school climate that fully embraces MLs as part of the school community and effectively supports their language and content learning (Callahan et al., 2019; Khalifa, 2018; Staehr Fenner, 2014a).

In building a school culture that supports high achievement for all MLs, shared beliefs at the school level should include recognition of the benefits of multilingualism, an appreciation of MLs' culture, and the need to overcome stereotypes and a deficit paradigm. School leaders must be prepared to reflect on their own biases and gaps in knowledge about supporting ML populations (Bryan et al., 2019; Cooper, 2021). Callahan et al. (2019) argue that school leaders must recognize students' linguistic civil rights (equitable access to instruction) and also have a "research-based understanding of bilingual and [ELD] instructional programs that frame language as a resource and right, rather than a problem" (p. 291). They further argue that, in order to be responsive to the needs of MLs in their context, it is essential to have a shared dialogue with teachers, families, and staff. To engage in these types of dialogues with families, it is critical to build strong partnerships with ML families and foster a welcoming climate. We explore strategies for building these types of partnerships in greater detail in Chapter 2. Application Activity 1.2 is a collaborative activity that you can take part in with your school leadership team or as a department to reflect on your school environment.

APPLICATION ACTIVITY 1.2: SCHOOL ENVIRONMENT CHECKLIST

Review the questions on your school environment in relation to MLs and ML families. Identify possible areas that you might want to strengthen.

FIGURE 1.5   SCHOOL ENVIRONMENT CHECKLIST

AT OUR SCHOOL, DO WE . . .	YES	NO
Take time as staff members to reflect on our own biases and gaps in knowledge around supporting MLs?		
Have a school mission that is inclusive of MLs and values multilingualism and multiculturalism?		
Use a research-based program model and strategies for developing MLs' content knowledge and language skills?		

AT OUR SCHOOL, DO WE . . .	YES	NO
Create a welcoming environment for ML families (e.g., have signs in ML families' home languages, display maps and flags of MLs' home countries, offer school tours to new families in their home language)?		
Prioritize relationship building with ML families (e.g., host ML family events, give staff opportunities to learn common phrases in families' home languages and key information about families' cultures)?		
Communicate effectively with families in their preferred language (e.g., information shared in families' home languages, bilingual staff or bilingual volunteers available to meet with families)?		
Provide services that remove barriers that prevent ML families from attending school events (e.g., childcare, interpreters, and transportation)?		

Source: Adapted from Breiseth, L., Robertson, K., & Lafond, S. (2011).

Action Steps: To make a more welcoming environment for MLs and families of MLs, we will . . .

1.

2.

3.

Core Belief 3: MLs acquire language and content when teachers purposefully integrate language development opportunities into meaningful content instruction.

In order to assist MLs in meeting challenging content standards, they will need language instruction that closely corresponds to the content they are learning. WIDA, a national organization that provides language development resources and assessments for MLs, created an ELD Standards Framework (WIDA, 2020a). This framework, first developed in 2012 and then most recently revised in 2020, highlights the way in which content and language are integrated for MLs. WIDA (2020a) explains that MLs "develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content" (p. 19). In other words, direct instruction in academic language and language skills that provide a bridge to content

standards will bolster MLs' achievement in specific content areas. And language will be acquired most effectively when it is taught through meaningful content that includes opportunities for students to practice using the four domains of language (i.e., listening, speaking, reading, and writing).

The WIDA ELD Standards Framework (WIDA, 2020a) has identified four key language uses (i.e., narrate, inform, explain, and argue) that can be helpful in thinking about how to determine language objectives and support the integration of content and language. **Language objectives are learning objectives that specifically focus on students' language use and language development.** Let's consider how teachers might use this information in practice.

In Figure 1.6, you can see the WIDA ELD Standard and one of the language expectations for explaining in science in Grades 2–3. **A language expectation is the language that students need to be able to understand and produce in a specific content area and grade level.** The language expectation included in Figure 1.6 is one example of how students can be expected to use language when providing a scientific explanation. We have added a possible **student-friendly language objective (a language objective that is understandable to students)** based on that language expectation. When you begin sharing student-friendly language objectives with MLs, you give them opportunities to think more about their language use and language development and become more independent learners. We have also included a possible mini lesson to support the language objective. **A mini lesson is a short lesson in which you practice one aspect of language.** Developing student-friendly language objectives and ideas for language mini lessons is a great place for the ELD teacher to take the lead in a cotaught classroom.

FIGURE 1.6   USING LANGUAGE STANDARDS TO WRITE STUDENT-FRIENDLY LANGUAGE OBJECTIVES

WIDA ELD STANDARD 4 GRADES 2–3 LANGUAGE FOR SCIENCE (KEY LANGUAGE USE: EXPLAIN)	
Language Expectation: MLs will construct scientific observations that develop a logical sequence between data or evidence and a claim.	
Possible student-friendly language objective: I will explain orally how my claim is supported by evidence.	**Possible mini lesson:** Academic language for supporting claims with evidence (e.g., Our data shows . . . , I observed that . . .)

Source: Adapted from WIDA English Language Development Standards, 2020 Edition, https://wida.wisc.edu/teach/standards/eld/2020 (2020a), p. 94.

REFLECTION QUESTIONS

1. What do you notice about how the language expectation can be used to develop a student-friendly language objective?

2. What do you notice about how the language objective can be used to determine possible language mini lessons?

3. What questions do you have about language objectives or integrating language and content instruction?

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As more districts move toward collaborative, inclusive models of ELD instruction in which MLs receive language support as part of their content classes, MLs will benefit when their teachers learn how to teach language and content in an integrated way. The strategies presented in this book are intended to facilitate the teaching of language and content in tandem by ELD as well as content teachers. We recognize it can be a challenge to step outside your area of expertise, especially when you may not have received adequate resources or training on teaching MLs. However, we hope that as you work through the chapters and try out the strategies used in this book (ideally, together with a colleague or two), you will gain increasing confidence in how to better support your MLs as they acquire language and content. Figure 1.7 outlines some—but not all—ways a content and an ELD teacher can plan and prepare for, teach, and assess lessons that incorporate academic-language instruction along with content instruction. We will explore more strategies for collaborating in support of MLs' academic language development in Chapters 5 and 6.

FIGURE 1.7   POSSIBLE ROLES OF TEACHERS IN TEACHING LANGUAGE AND CONTENT

COMPONENTS OF INSTRUCTION	CONTENT TEACHER	ELD TEACHER	BOTH
Planning and preparing for the lesson	• Select content • Identify content objectives • Identify content-specific vocabulary and language needed for students to meet content objectives	• Analyze language demands of lesson and texts • Identify language objectives • Develop supporting materials for MLs	• Reach consensus on language objectives • Determine key vocabulary • Decide on strategies for teaching and practicing academic language at sentence and discourse levels

(Continued)

(Continued)

COMPONENTS OF INSTRUCTION	CONTENT TEACHER	ELD TEACHER	BOTH
Teaching the lesson	• Incorporate additional opportunities to practice academic language into lesson • Coteach large group of students, embedding scaffolds for MLs	• Work with small groups of MLs as needed to support language development • Coteach whole class, embedding scaffolds for MLs	• Teach academic vocabulary and language • Teach language-focused mini lessons (e.g., compound sentence structure or connecting ideas at discourse level)
Assessing student learning	• Develop assessment of content objectives • Determine scoring mechanism (e.g., rubric or checklist)	• Add assessment of language to assessment of content for MLs • Scaffold assessment as needed for MLs (e.g., word banks, bilingual glossaries, or visuals)	• Determine how MLs will be assessed • Reflect on MLs' assessment results, and determine how to adjust instruction of content and language • Work with MLs needing additional support

Core Belief 4: MLs thrive when their teachers include opportunities for peer learning and meaningful conversations.

In our work with some educators of MLs, one of our greatest takeaways is the missed opportunities for peer interactions. Imagine the difference between a teacher leading a whole class discussion in which the teacher asks a series of questions and a couple of students—usually the same ones who raise their hands all the time—are called on to respond versus a teacher posing a well-developed prompt and students discussing it in pairs. Consider the dramatic difference in terms of student engagement and students' opportunities for language use.

While every question we ask the class isn't a peer learning opportunity, the strategic inclusion of peer learning opportunities throughout a lesson can have significant impact on MLs' language development, understanding of content, and feeling of belonging (August, 2018; NASEM, 2017; Zwiers, 2019). Well-structured peer learning opportunities support language development because there is an opportunity for MLs to receive feedback on their language use, to develop greater understanding of the grammatical structures of English, and to be pushed to interact at higher proficiency levels (August, 2018). Additionally, peer learning supports students' understanding and engagement with course content and helps build stronger social-emotional skills and student agency (Staehr Fenner & Teich,

in press; Zwiers, 2019). Zwiers (2019) explains that as students interact with each other they gain understanding about how others think and feel about different topics and how they express their feelings. These type of interactions help build empathy for others which is so critical in creating a safe space for student learning. Additionally, when students are given the space to co-create ideas and ways to express these ideas, their sense of agency grows (Zwiers, 2019).

In order to foster a safe space for effective peer learning, the teacher must consider the routines that they will teach to support effective peer-to-peer interactions, the steps that they will take to build a safe space for MLs to take risks with their language, and the room setup. Without these structures in place, peer learning activities may fall flat. In addition, once a safe space has been created and students are familiar with peer learning routines, these types of activities can be incorporated into learning with minimal preparation. In Application Activity 1.3, consider the classroom look-fors from our Classroom Checklist (Figure 1.8), and answer the reflection questions. The complete checklist can be found on the online companion website in Appendix C. To access the companion website, please visit resources.corwin.com/FennerUnlocking2E.

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APPLICATION ACTIVITY 1.3:
SETTING THE SCENE FOR PEER LEARNING

FIGURE 1.8   CLASSROOM LOOK-FORS FOR PEER LEARNING

I have . . .

- Clustered student desks in groups of 3–5 or used small tables to promote collaboration and peer interaction.

- Posted select talk moves needed to support pair and group discussions (e.g., "I think . . .", "I agree with you because . . ."). I will add new expressions throughout the year as I teach them.

- Planned for routines to learn about my students and support students in learning about each other (e.g., Morning Meeting, dialogue journals, icebreaker/community building activities).

- Identified and planned for teaching and modeling routines that will support structured peer interaction (e.g., turn and talk, think-pair-share, small group work).

- Planned how I will use language to support a welcoming, inclusive environment in the classroom (e.g., a personal morning greeting for each student which may include multiple languages, expectation that all student names will be pronounced correctly by everyone in the class).

- Planned how I will use language in the classroom that empowers or positions MLs to participate (e.g., highlight MLs' strengths, support use of MLs' home language or visuals to plan or share a response, acknowledge and build on what MLs say).

APPLICATION ACTIVITY 1.3: REFLECTION QUESTIONS

1. Which of the look-fors stands out to you? Why?

   _____

   _____

2. What is a step that you might take to implement one of the look-fors in your classroom or support others in implementing the look-for?

   _____

   _____

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We will explore peer learning in greater depth in Chapters 4 and 8.

Core Belief 5: MLs excel when teachers and administrators collaborate, advocate, and lead in support of their students' academic achievement and social-emotional well-being.

The work of promoting equitable educational opportunities for MLs implores us to draw on the skills of collaboration, advocacy, and leadership, which are skills many do not immediately consider that will have an impact on MLs' outcomes. We must collaborate with colleagues, students, families, and communities in support of MLs. We must also speak on behalf of those MLs and their families who have not yet developed a strong voice of their own due to their acquisition of English or knowledge of the U.S. education system (Staehr Fenner, 2014a) and use leadership skills to support our advocacy efforts. To that end, in each chapter of the book, we include a section on collaboration and another on advocacy, equity, and leadership to highlight possible strategies or needs related to the chapter topic.

Collaboration With Colleagues

As we mentioned earlier, educator collaboration is a powerful tool in supporting MLs' acquisition of language and content, but it also has additional far-reaching benefits. Teacher collaboration helps bring home the idea that all teachers are responsible for MLs' language development, social-emotional well-being, feeling of belonging, and academic success (Honigsfeld & Dove, 2018). Additionally, well-structured collaboration builds teacher capacity and supports a shared understanding of culturally responsive and sustaining practices (Honigsfeld & Dove, 2018).

ELD teachers can share their knowledge of second language acquisition and language pedagogy and can model strategies that will support content teachers in becoming teachers of language in addition to teachers of content (Honigsfeld & Dove, 2018; Maxwell, 2013; Valdés et al., 2014). Similarly, content teachers can share with ELD teachers the skills and knowledge that all students, including MLs, will need to be successful in a particular content area. Both types of teachers can support each other in ensuring that MLs' individual personal characteristics (e.g., motivation and learning preferences), as well as their backgrounds (e.g., literacy in the home language and amount and/or quality of previous schooling), are part of the schooling equation.

In order to foster such high-quality collaboration, schools must have a structure in place so that teachers can work together in a systematic and ongoing way and share their expertise with one another. Administrators must build time into schedules for collaboration to occur, make it a priority for the entire staff, and ensure it is happening.

Advocacy

Advocating for MLs can sometimes feel like a daunting task. In order to begin advocating for MLs, it's often helpful to get a sense of what the larger, systemic or programmatic advocacy issues may be to decide which direction your advocacy should take. Figure 1.9 provides an equity audit, which can help you reflect on your context at the school level. Working through this equity audit can assist you in deciding which areas of advocacy for MLs present the highest needs. You simply can't take on each potential injustice simultaneously, and prioritizing your top advocacy issue or issues will help you determine your path forward.

FIGURE 1.9   ML ADVOCACY EQUITY AUDIT

POTENTIAL ML ADVOCACY ISSUE	QUESTIONS TO ASK: TO WHAT DEGREE . . .	RESPONSE	ACTION ITEMS
Role of ELD teacher	Are ELD teachers working as experts and collaborating with general-education teachers?	Not at all Somewhat Extensively	
Instructional materials and curriculum	Are instructional materials and curriculum appropriate for MLs?	Not at all Somewhat Extensively	
Professional development	Does professional development focus on preparing *all* teachers to teach academic language and content to MLs?	Not at all Somewhat Extensively	

(Continued)

(Continued)

POTENTIAL ML ADVOCACY ISSUE	QUESTIONS TO ASK: TO WHAT DEGREE . . .	RESPONSE	ACTION ITEMS
Assessment	Are teachers aware of the linguistic demands of content assessments for MLs? Are they using valid formative assessments with MLs?	Not at all Somewhat Extensively	
ML family outreach	Are ML families' assets understood and valued? Are ML families aware of the school's expectations of all students and supports available to them?	Not at all Somewhat Extensively	
Teacher coaching	Are teachers receiving the professional development and coaching that they need to assist their MLs in accessing challenging content?	Not at all Somewhat Extensively	

Source: The concept is adapted from Betty J. Alford and Mary Catherine Niño's *equity audit*, which appears in *Leading Academic Achievement for English Language Learners: A Guide for Principals* (Alford, B. J., & Niño, M. C., 2011).

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After you have taken the steps to determine which areas of advocacy you might like to prioritize at the school or district level, it's time to consider how you will approach your advocacy and how you will work to empower MLs to be stronger advocates for themselves. Just as we scaffold instruction for MLs, we also can scaffold our advocacy efforts. **Scaffolded advocacy is a concept in which MLs and their families are provided with just the right level of advocacy while at the same time being supported in developing their own advocacy skills** (Staehr Fenner, 2014a). The goal of scaffolded advocacy is for MLs and their families to advocate for themselves. In Figure 1.10, we offer ML advocacy steps and implementation suggestions for each step to collaborate and advocate on behalf of MLs.

Leadership

While it's always beneficial to reflect on your advocacy priorities and steps, in order to effectively advocate for MLs' equitable and excellent learning, you will also need to draw from and, in some cases, develop the necessary leadership skills to do so. While many definitions exist, one definition of **leadership is "the process of influencing . . . the behavior of others in order to reach a shared goal"** (Northouse, 2007). To advocate for MLs and support their equitable and excellent education, we encourage you to first increase your awareness of your own leadership skills and build upon those skills to make changes occur. As this is an area that teachers are typically not trained in, administrators can help develop these skills in their teachers. In our work with MLs, we have seen many educators rise up as leaders who successfully advocate for MLs, serve as allies to MLs, and bring about much-needed changes. It's truly inspiring to witness teachers serve MLs on multiple levels to impact change.

FIGURE 1.10   STEPS FOR ML ADVOCACY AND IMPLEMENTATION SUGGESTIONS

1   **Begin thoughtfully**

Consider all of the areas in which you can advocate for MLs and collaborate to benefit them. Choose one or two areas to focus on in which you have the agency to enact changes, and plan out what your action steps will look like.

2   **Build alliances first with those who seem open**

Begin by carefully considering colleagues who seem open to working with MLs and supporting them. Approach those colleagues first to ascertain whether they would like to collaborate with you.

3   **Demonstrate empathy first**

When collaborating with colleagues, show your empathy for their challenges and frustrations related to working with concepts outside of their area of expertise. Acknowledge those areas they find to be most challenging.

4   **Respect educators' expertise**

Voice your understanding of their area of expertise so you can leverage it together. Operating within a strengths perspective when it comes to your colleagues (as well as your students) will go a long way.

5   **Operate from a strengths-based perspective of MLs**

Intentionally highlight MLs' contributions to classrooms, such as their home language, culture, and/or families' commitment to education. When you hear deficit language offer an alternative strengths-based perspective.

6   **Showcase ML achievement**

Underscore the ways in which MLs make progress, be it academic or social. Often, MLs' progress may not be as apparent or obvious as it is with non-MLs.

7   **Offer support and time for collaboration**

Suggest concrete ways in which you can offer guidance to other teachers and/or administrators so that they can better serve MLs. Examples of supports include an ELD teacher sharing a graphic organizer for MLs with a content teacher or a content teacher sharing a content lesson plan ahead of time with an ELD teacher.

In order to leverage these leadership skills to advocate for MLs, it takes a strong foundation of interpersonal skills, many of which we are not explicitly taught or are not even mentioned in our preparation as educators. These interpersonal skills are increasingly important in today's educational landscape, which relies on more collaboration and innovation in order to lead and support MLs' equitable education. Figure 1.11 provides a self-awareness checklist and discussion questions about a sampling of crucial leadership skills that you may need to draw from to advocate for MLs and strengthen your voice as a leader. Consider how you would rate your leadership skills in each of the six areas.

FIGURE 1.11   LEADERSHIP SKILLS SELF-AWARENESS CHECKLIST

LEADERSHIP SKILL OR ATTRIBUTE	DESCRIPTION	MY RATING: LOW (1) TO HIGH (5)				
Character	The moral self that reflects the principles and ideals of the collective to which the leader belongs, including trustworthiness and credibility	1	2	3	4	5
Political skills	Social astuteness, networking ability, sincerity, integrity, honesty, charisma, and not being seen as manipulative	1	2	3	4	5
Nonverbal communication	Sensitivity to colleagues; use of culturally appropriate gestures, such as nodding in agreement; body openness	1	2	3	4	5
Conflict resolution	Managing one's own and others' emotional experiences, establishing norms and rules, and refocusing on tasks at hand	1	2	3	4	5
Interpersonal skills	Relationship development, trust, intercultural sensitivity, providing feedback, motivating and persuading others, showing empathy and support	1	2	3	4	5
Interpersonal communication skills	Connecting with others by using skills in sending and receiving culturally relevant nonverbal and emotional messages, listening and speaking skills, and effectively engaging others in conversation	1	2	3	4	5

Source: Adapted from Riggio, R. & and Tan, S. (2014).

REFLECTION QUESTIONS

1. What area(s) am I strongest in?

2. What area(s) am I weakest in?

3. What is one example of how each leadership skill affects my work with MLs?

4. What implications are there for my leadership in advocating for and supporting MLs?

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How Do I Get Started Using All Five Core Beliefs?

We find in our work that educators have very little time to reflect on where we are in order to plan for where we'd like to go. This application activity will give you the gift of space for reflection. First, you will compare our core beliefs with your own. If you don't already approach your work with MLs from a set of core beliefs, this application activity will allow you the time and place for reflection in order to develop these. Based on your core beliefs and your role, you can create a vision for your grade-level team, department, school, or district's equitable and excellent instruction of MLs. Then, you will use your vision to create a succinct elevator speech to define your role and accountability in the process. By doing so, you will use this chapter's contents to create an aligned framework to support your work with MLs that will guide you as you work through the subsequent chapters.

APPLICATION ACTIVITY 1.4

Step 1. Using Figure 1.12, review our five core beliefs, compare them with your own, and add any comments you have.

FIGURE 1.12 COMPARISON OF CORE BELIEFS

OUR CORE BELIEFS	MY/OUR CORE BELIEFS	COMMENTS
1. MLs bring many strengths to the classroom.		
2. MLs learn best when they are taught in a welcoming and culturally responsive school climate.		
3. MLs acquire language and content when teachers purposefully integrate language development opportunities into meaningful content instruction.		
4. MLs thrive when their teachers include opportunities for peer learning and meaningful conversations.		
5. MLs excel when their teachers and administrators collaborate, advocate, and lead in support of their students' academic achievement and social-emotional well-being.		

Step 2. Drawing from your own core beliefs, create a vision for educating MLs in your school. Your grade-level team, department, school, or district needs to have a shared vision so that all stakeholders are working toward common goals and using common language. We suggest convening a group of educators committed to MLs'

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equitable and excellent education to develop a shared vision statement for your grade-level team, department, school, or district. You may need to meet several times to revise and refine the vision statement, but your work will certainly pay off. Figure 1.13 provides some examples.

FIGURE 1.13 EXAMPLE VISION STATEMENTS	
SCHOOL OR DISTRICT	**VISION STATEMENT**
Anne Arundel County Public Schools (MD)	"Our English learners will become empowered multilingual global citizens who are academically, linguistically, and culturally equipped for success in school and beyond."
Bellevue School District Multilingual Department (Bellevue, WA)	"To affirm and inspire each and every student to learn and thrive as creators of their future world while celebrating their cultural, racial, and linguistic identities."
Summit Hill School District 161 (Frankfort, IL)	"Our vision is to ensure that our English Language Learners have meaningful access to rigorous instruction, materials, and academic choices. We will ensure equity for English learners while maintaining their cultural and linguistic identity."

Sources: Adapted from Anne Arundel County Public Schools (n.d.), Bellevue School District (n.d.), Summit Hill School District 161 (n.d.).

APPLICATION ACTIVITY 1.4: REFLECTION QUESTIONS, PART 1

To create your vision, consider these questions:

1. Which aspects of your core beliefs from Figure 1.12 resonate the most with you?

   _____

   _____

2. What content from your core beliefs can you synthesize into succinct key ideas and values regarding equitably educating MLs?

   _____

   _____

Step 3. Referring to your vision for equitably educating MLs, outline a brief elevator speech that defines your role in the process.

One way for ELD and content teachers to reflect upon their roles and effectively explain them to others is to develop an *elevator speech, which is a concise summary of a topic—so concise that it can be delivered*

during a short elevator ride (Staehr Fenner, 2014b). We recommend limiting your elevator speech to about 30 seconds. ELD and content teachers can also use it as a tool to clearly define the expertise they bring in serving MLs in their school within their school vision and explain it to administrators. The elevator speech you develop corresponds to your core beliefs and grade-level team, department, school, or district vision for educating MLs. It should outline how you see your role and the unique skills you leverage in supporting your MLs' equitable and excellent education. To develop your elevator speech, consider these questions:

APPLICATION ACTIVITY 1.4: REFLECTION QUESTIONS, PART 2

1. Which aspects of your department, school, or district's vision resonate the most with you?

   _____

   _____

2. In which aspects can you take a lead role to equitably educate MLs so that they excel? You may want to highlight these aspects in your elevator speech.

   _____

   _____

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Once your elevator speech draft is complete, compare yours with that of your colleagues to ensure you're leveraging your expertise to support MLs. You may need to revise your elevator speech periodically as your skills with working with MLs evolve. Figure 1.14 provides an example of elevator speech.

FIGURE 1.14   EXAMPLE ELEVATOR SPEECH

In order to support MLs in becoming integral members of our school community and to support them in building the content knowledge and language skills needed to be successful in school and beyond, I am a strong advocate for MLs' equitable and excellent education. I collaborate with colleagues to integrate research-based practices that foster MLs' language development and content learning. I build relationships with ML families to provide both social-emotional support and goal-setting opportunities for MLs. I speak up when I hear deficit language being used about MLs and when I see barriers that are standing in the way of MLs' access to school academic and extra-curricular programs.

My Elevator Speech

Conclusion

In this chapter, we shared why it is crucial to equitably instruct MLs to unlock their potential for excellence. We began with a brief discussion of who MLs are and shared why there is such an urgent need to equitably educate MLs. The bulk of the chapter was devoted to our five core beliefs. For each core belief, we described relevant research, as well as provided practical tools for you to use to apply the principles. Finally, we gave you the opportunity to draw from our five core beliefs to create your own set of core beliefs; a grade-level team, department, school, or district vision; and a personalized elevator speech that outlines your crucial role in supporting MLs. In the next chapter, we focus on creating a culturally responsive learning environment for MLs.

CHAPTER 1 REFLECTION QUESTIONS

1. Which core beliefs resonated the most with you? Why?

2. What are your three takeaways from this chapter? Why?

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