

A Leader's Guide to Collaboration and Co-Teaching for Multilingual Learners

Second Edition

*We dedicate this book to all educators
who courageously lead and advocate for transformative
practices for multilingual learners through collaboration!*

A Leader's Guide to Collaboration and Co-Teaching for Multilingual Learners

Second Edition

Andrea Honigsfeld

Maria G. Dove

CORWIN

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PREFACE

In engaging with others, we recognize that learning unfolds in the company of others and is a social endeavor. We learn in, from, and with groups. The group supports our learning as well as challenges it, allowing us to reach higher levels of performance.

Ron Ritchhart and Mark Church (2020, p. 8)

A LEADERSHIP VOICE FROM THE FIELD



- Lori M. Edmonds, Assistant Professor of EL Education, University of Alabama at Birmingham, strongly advocates for teacher collaboration:

When educational leaders facilitate a variety of collaborations, everyone wins. Well-resourced, willing partnerships within the school increase support for students and improve teacher wellness by reducing isolation. Collaborations between schools initiate vertical student support systems and give educators opportunities to identify teacher and student demands throughout the district. Collaborations occurring between districts offer educators fresh perspectives when addressing multi-faceted, complex issues. By facilitating partnerships, leaders empower educators to optimize their learning environments, not just for multilingual learners but for all academic language learners.

WHY THIS BOOK?

We wrote this second edition of the original publication *Collaboration and Co-Teaching for English Learners: A Leader's Guide* to offer a leadership companion to our Corwin publications focusing on collaboration and co-teaching developed primarily for general-education and English language development (ELD) teachers. This time, our intention is to present an updated ready-to-use, reader-friendly version of our leadership guide closely

aligned to the essential concepts and practices presented in the teachers' volumes. We are returning our focus on what instructional leaders working in linguistically diverse schools need to know and do to become more inclusive, more integrated, and more collaborative in their program implementation and supervision for the multilingual learner population. We envision that this resource will offer a wide array of educational leaders—including superintendents, assistant superintendents, program directors, program coordinators, principals, assistant principals, department chairs, coaches, teacher leaders, and other school leaders—a quick read, yet one that is jam-packed with substantial information on all key aspects of creating a collaborative approach to working with multilingual learners.

WHAT CAN YOU FIND IN THIS BOOK?

Readers will be able to refer to this book for the following types of information:

1. Foundational knowledge on multilingual learners and collaborative practices that enhance the planning, delivery, and assessment of culturally and linguistically responsive instruction
2. Practical ways to implement a collaborative service delivery model for multilingual learners
3. Prompt, accessible answers to critical how-to questions that arise as schools design and implement collaborative practices to support multilingual learners
4. Access to a careful selection of vital print and online resources for additional information
5. Professional learning activities that build on the information in each chapter

HOW IS THIS BOOK ORGANIZED?

We have found that consistency and clear organization make a resource more user-friendly and accessible. With the exception of the Preface, we have organized each chapter around several recurring features that are consistent throughout the book:

- We open each chapter with a different inspirational quote to set the tone for our shared exploration.
- We share an authentic vignette from a school or district administrator or teacher leader to capture the essence of the chapter. (See the quote from Lori M. Edmonds above.)

- We present a short introduction to the topic of the chapter and then continue with two major sections:
 - First, we present “Essential Knowledge” necessary for understanding the different aspects of working with multilingual learners—evidence-based best practices for developing an integrated, collaborative service delivery system for their instruction and systemic knowledge for building capacity to bring about collaborative practices schoolwide.
 - In the second major section, “Transfer to Practice,” we outline leadership strategies and recommended steps to achieve the goals of an integrated, collaborative service delivery system.
- We feature several short, authentic remarks from leaders to illustrate a key idea or concept we discuss. You will find these additional quotes in speech bubbles throughout the book.
- We also recognize and feature several highly regarded experts and researchers in the field by adding brief quotes from their publications. These excerpts represent relevant research findings to support a point we are making and offer further evidence. These will be found in sidebar boxes under the heading “What Research Says.” (See the quote from Jason Greenberg Motamedi and colleagues [2019] below.)
- We include one or more practical tools, such as summary charts, checklists, rubrics, and so forth for school use.
- Each chapter ends with two sections titled “Expanding Shared Knowledge” complete with key print and online resources as well as “Activities for Collaborative Leadership Practices” that extend and enhance collaborative professional learning that takes place in your school and may involve the entire school community.

A LEADERSHIP VOICE FROM THE FIELD



► Nathan Couto, Curriculum, Data, and Assessment Manager for English Learner Education, New Bedford Public Schools, offers a brief account of his leadership journey with Julie Miller that led to the establishment of the first-ever Co-Teaching Special Interest Group in MATSOL (Massachusetts Association of Teachers of Speakers of Other Languages):

From my days as a co-teacher to my roles as a coach and administrator, I've witnessed the transformative power of collaboration—where co-teaching becomes more than a strategy but a catalyst for equity and success for multilingual learners and the educators who serve them. Partnering with Julie Miller in a new district reignited that spark, as we

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modeled authentic collaboration across classrooms and leadership teams. The growth we witnessed—for students and teachers alike—affirmed what’s possible when we lead together. It’s that belief in shared progress that led us to launch the ESL Co-Teaching Special Interest Group through MATSOL—because when collaboration is at the heart, equity and prosperity flourish.

Julie Miller, Curriculum, Data, and Assessment Manager for English Learner Education, New Bedford Public Schools, shares about Nathan:

When Nathan Couto joined our district with a passion for co-teaching, he opened a new lens for me—one that revealed how co-teaching can truly transform equity and drive both academic and linguistic success for multilingual learners in the least restrictive environment. Inspired by this perspective, Nathan and I started a co-teaching Special Interest Group with MATSOL to build a community where we can share practices, challenges, and successes. Through co-teaching, I’ve seen firsthand how collaboration isn’t just helpful—it’s the key to unlocking the full potential of our multilingual learners.



WHAT RESEARCH SAYS

Jason Greenberg Motamedi and colleagues (2019) conducted a three-year longitudinal study comparing the impact various program models have on student learning and concluded the following:

Elementary ELL [English language learner] students in dual language and co-teaching programs started kindergarten with lower levels of English language proficiency than their peers in pull-out programs and those whose parents waived ELD services. However, ELL students in dual language and co-teaching programs made greater grade-to-grade English language proficiency growth compared to students in pull-out programs and students whose parents waived ELD services. This faster growth allowed ELL students in the dual language and co-teaching programs to catch up with their peers by the end of elementary school. (p. 1)

Similar to what Jason Greenberg Motamedi and colleagues reported, other researchers and practitioners have also found that students benefit from a collaborative approach. Our book integrates those findings, our own research, and practitioner knowledge about leadership and multilingual learners as well as evidence-based best practices in the field.

WHY NOW?

Preparing school leaders to engage in collaborative leadership practices in support of a culturally and linguistically diverse student body continues to be critical, but fresh perspectives and new ideas are needed for the changing context of serving multilingual learners. The current demographic trends and future projections emphasize the growing diversity and increasing number of both new arrivals to the United States and those born in the United States. Cultural and linguistic diversity is no longer unique to big cities or urban, inner-city schools. Many rural and suburban school districts face the same challenges in addressing the needs of a multilingual student body.

No instructional leader in the preK–12 school and district context can afford to remain uninformed about (a) national and state level mandates, (b) English language learning standards, (c) cultural experiences of immigrant-origin children and children of immigrants, (d) how to best involve the parents and the entire community, (e) seminal and emerging research on multilingual learners' linguistic and academic development, (f) available ELD and bilingual program models, (g) how to restructure schools to better meet the needs of multilingual learners through collaborative practices, (h) curricular choices for multilingual learners, and (i) best practices in instruction and assessment for multilingual learners.

A LEADERSHIP VOICE FROM THE FIELD



► Amanda Haleiko, Secondary English as a New Language (ENL) Teacher at North Shore School District, in Glen Head, NY, connects the need for collaboration to equity and advocacy.

Just as it takes a village to raise a child, it takes an entire school system to ensure the success of multilingual learners. From registration to post-graduation, it's a team effort to provide services, support, and opportunities to students to prepare them for the future. Only

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through collaboration can schools make all they offer accessible to multilingual learners and their families. Equity needs to occur on every level of the school system from registration to food services to classroom differentiation and post-graduation preparation. Integrating and empowering multilingual learners go beyond the classroom and the classroom teacher. School districts need to create their own systems of accountability and provide the necessary training to ensure their staff is informed and prepared to do their part to integrate our students and their families. Advocacy from within is essential and can lead to systemic changes within a district.

WHAT NEXT?

This concise yet substantial guide is designed to serve as a must-have guidebook for all novice and aspiring administrators as well as for the more seasoned instructional leaders who are committed to embracing a collaborative approach to responding to multilingual learners' needs. However, this is only a beginning. Creating and sustaining an integrated service delivery for multilingual learners is a long-term commitment, requiring a bold vision, clear goal-setting, creative problem-solving, out-of-the-box thinking, community-building, and a dedication to the collaborative process. We wish you an exciting and productive journey!

ACKNOWLEDGMENTS

First and foremost, we would like to thank all readers of our many publications since the release of *Collaboration and Co-Teaching: Strategies for English Learners* in 2010. Without your deep-rooted interest and commitment to collaboration for the sake of multilingual learners, this leadership companion book would not have been needed.

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New York, where she conducted research on individualized instruction. She has published extensively on working with multilingual learners and teacher collaboration. She received a Fulbright Award to lecture in Iceland in the fall of 2002. In the past 22 years, she has been presenting at conferences across the United States, China, Denmark, Japan, the Philippines, Sweden, Thailand, the United Arab Emirates, and the United Kingdom.

She co-authored *Differentiated Instruction for At-Risk Students* (2009) and co-edited the five-volume *Breaking the Mold of Education* series (2010–2013). She is also the co-author of *Core Instructional Routines: Go-To Structures for Effective Literacy Teaching, K–5 and 6–12* (2014); *Growing Language and Literacy, K–8* (2019); and *Growing Language and Literacy, 6–12* (2024). With Maria G. Dove, she co-edited *Coteaching and Other Collaborative Practices in the EFL/ESL Classroom: Rationale, Research, Reflections, and Recommendations* (2012); *Co-Teaching for English Learners: Evidence-Based Practices and Research-Informed Outcomes* (2020); and *Portraits of Collaboration: Educators Working Together to Support Multilingual Learners* (2022); and co-authored *Collaboration and Co-Teaching: Strategies for English Learners* (2010); *Common Core for the Not-So-Common Learner, Grades K–5: English Language Arts Strategies*

(2013); *Common Core for the Not-So-Common Learner, Grades 6–12: English Language Arts Strategies* (2013); *Beyond Core Expectations: A Schoolwide Framework for Serving the Not-So-Common Learner* (2014); *Collaboration and Co-Teaching: A Leader's Guide* (2015); *Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection* (2018); *Collaborating for English Learners: A Foundational Guide to Integrated Practices* (2019); and *Co-Planning: 5 Essential Practices to Integrate Curriculum and Instruction for English Learners* (2022). She is a contributing author of *Breaking Down the Wall: Essential Shifts for English Learner Success* (2020), *From Equity Insights to Action* (2021), *Digital-Age Teaching for English Learners* (2022), *Collaboration and Co-Teaching for Dual Language Learners: Transforming Programs for Multilingualism and Equity* (2023), *Breaking Down the Monolingual Wall: Essential Shifts for Multilingual Learners' Success* (2024), *Collaboration for Multilingual Learners With Exceptionalities: We Share the Students* (2024), *Collaborative Assessment for Multilingual Learners and Teachers: Pathways to Partnerships* (2025), and *9 Dimensions of Scaffolding for Multilingual Learners* (2026). Ten of her Corwin books are bestsellers.



Maria G. Dove, Ed.D., is Professor in the School of Education and Human Services at Molloy University, Rockville Centre, New York. She teaches pre-service and in-service teachers about the research and best practices for implementing effective instruction for multilingual learners, and she supports doctoral students in the Ed.D. program in Educational Leadership for Diverse Learning Communities. Before entering the field of higher education, she worked

for over 30 years as an English as a second language teacher in public school settings (grades K–12) and in adult English language programs in the greater New York City area. She frequently provides professional development for educators throughout the United States on the teaching of multilingual learners. She also serves as a mentor for new ESOL teachers as well as an instructional coach for general-education teachers.

With Andrea Honigsfeld, she has co-authored multiple bestselling Corwin books, including *Common Core for the Not-So-Common Learner, Grades K–5: English Language Arts Strategies* (2013); *Common Core for the Not-So-Common Learner, Grades 6–12: English Language Arts Strategies*

(2013); *Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection* (2018); *Collaborating for English Learners: A Foundational Guide to Integrated Practices* (2019); and *Co-Planning: 5 Essential Practices to Integrate Curriculum and Instruction for English Learners* (2022). Additional co-authored books include *Beyond Core Expectations: A Schoolwide Framework for Serving the Not-So-Common Learner* (2014); *Team Up, Speak Up, Fire Up: Educators, Students, and the Community Working Together to Support English Learners* (2020); *Breaking Down the Wall: Essential Shifts for English Learner Success* (2020); *From Equity Insights to Action: Critical Strategies for Teaching Multilingual Learners* (2021); and *9 Dimensions of Scaffolding for Multilingual Learners* (2026).

CHAPTER 1

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WHY DO COLLABORATIVE SERVICES MAKE SENSE FOR MULTILINGUAL LEARNERS?

The role of the leader in both communicating the importance of working in teams and creating the structures for teachers to do so are essential ingredients in the enterprise of cultivating collective responsibility among staff. While the leader's role is critical, it should be balanced by teacher autonomy and a respect for teacher expertise.

Adriana Villavicencio, Reva Jaffe-Walter, &
Sarah Klevan (2021, p. 9)

A LEADERSHIP VOICE FROM THE FIELD



► Jake Wines, Grade 5 EAL Specialist, American International School of Guangzhou, China, acknowledges the challenges of collaboration and emphasizes the importance of leadership support for it:

Teacher collaboration is critical to meet the needs of all our students, not just multilingual learners. As educators, we all have diverse perspectives, expertise, and experiences, and the

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more insight we can bring when planning for and responding to student learning, the closer we can get to meeting everyone's needs. In the classroom, just one more teacher doubles observations and multiplies the number of teacher-student interactions. Caring for a diverse room of learners is a challenging task, and trying to meet it alone will inevitably result in missed opportunities.

If a school wants to commit to building a robust and high functioning collaborative model for MLs, there needs to be an earnest, sustained dialogue between teachers and leaders. What are our shared goals? What structures do we need to support successful iterations of the collaborative cycle? How will we know if it's working and what do we do if it isn't? An action group of teachers and leaders from across the school engaging in deep reading and reflection about the collaborative model would be an amazing way to lay a strong foundation and to co-construct shared goals for the school. The most critical starting point is co-planning. Without strong co-planning practices, the benefits of co-teaching will struggle to reach their full potential. If leaders can help pave the way toward a shared goal for the school and maintain a safe environment where teachers can offer ideas and ask for support, amazing things will happen! Collaboration doesn't solve every challenge, but it absolutely swings the odds in our favor!

Multilingual learners are a part of virtually every school community in the United States and beyond. In classrooms across the country, a rich tapestry of languages, cultures, and experiences comes together each day, and these students bring with them not only linguistic diversity but also unique perspectives, talents, and worldviews. These learners enrich school communities in countless ways, yet their presence also challenges educators to rethink long-held assumptions about teaching, learning, and belonging. Supporting multilingual learners is not simply a matter of adding a program or translating materials; it requires a fundamental shift in how schools design instruction and organize systems of support.

Programs, policies, curricula, instructional practices, and the need for additional personnel must be examined, adjusted, reexamined, and further revised to support linguistically diverse students. Some school communities continue to struggle to find the most effective ways to address the complex academic, linguistic, socio-cultural and social-emotional needs of this population of learners, while others have had great success with creating an inclusive learning environment and a collaborative, integrated approach to supporting these students. Without a doubt, individual administrators can

no longer make complex decisions for this population of students alone, and with new literacy standards and curricula being adopted or developed by many states in the nation, teachers can no longer work in isolation either.

ESSENTIAL KNOWLEDGE

It is anticipated that multilingual learners will continue to constitute a growing subgroup of the K–12 student population—growing both in numbers and in diversity. On that account, no educator should enter a school building without understanding who these learners are, where they are from, what their strengths and unique needs are, and how to respond to those needs successfully. Therefore, the purpose of this section is to introduce some essential information to serve as a foundation for building a shared understanding about multilingual learners in order to create a collaborative, inclusive school culture for both the students and the educators serving them.

The knowledge we present can no longer belong to a select number of teachers or administrators—the English as a second/additional/new language specialists or English language development (ELD) coordinators and directors. To build truly collaborative and responsive learning communities, it is essential that existing knowledge is shared, validated, and applied meaningfully. In-depth understanding of local multilingual learner populations must also be co-developed to support a collaborative approach to serving these students.

The Foundations of a Shared Vision

As educational leaders, the first questions you and your faculty will want to explore collaboratively are these: *Who are our students in this school community? Who are our multilingual learners?* And more specifically, *what rich assets do these students bring to our district or school and how do we best meet their needs?*

You might have noticed that experts vary in what characteristics they focus on as they define or categorize multilingual learners. For example, a frequently used definition emphasizes students who are in the process of developing proficiency in English while simultaneously learning academic content. Other definitions highlight students' home language use, cultural backgrounds, prior educational experiences, or current academic achievement. Some descriptions of multilingual learners focus on their language and literacy needs, and others address the strengths and assets these students bring. These varying perspectives reflect the complex and dynamic nature of multilingual learners and underscore the importance of adopting a holistic approach when designing policies and practices to support them.

It takes both the lens of the English language learner teacher and the lens of the general-education teacher to create a clear vision for our students' growth. Without both lenses, success for our students becomes blurry.

In our extensive fieldwork in diverse school districts, we have noted a lot more complex variation among multilingual learners as well as observed the unique challenges and opportunities they face based on the following factors: (a) the student's immigration status; (b) the prior schooling the student has received; (c) the level of language proficiency the student has developed in the home or primary language or in any additional languages; (d) similarly, the level of literacy the student has attained in languages other than English, if any; (e) the level of language proficiency the student has developed in English so far; and (f) the student's learning trajectory. For an easy reference, see Table 1.1 and compare the categories established here to the subgroups you have in your own school context.

TABLE 1.1 DIVERSITY AMONG MULTILINGUAL LEARNERS

Immigration status	<ul style="list-style-type: none"> Recently arrived in the U.S. under typical circumstances Recently arrived in the U.S. as a refugee or asylum seeker Recently arrived in the U.S. without legal documentation Temporarily living in the U.S./Visiting the U.S. U.S.-born, U.S. citizen
Prior education	<ul style="list-style-type: none"> Formal, grade-appropriate education in another country Formal, grade-appropriate education in U.S. school system for a certain period Limited formal, grade-appropriate education in another country Interrupted formal, grade-appropriate education in another country Interrupted formal, grade-appropriate education in U.S. school system
Linguistic development in language(s) other than English	<ul style="list-style-type: none"> Monolingual in the home/primary language only Bilingual in two languages other than English Bidialectal, speaking both a standard language other than English and a dialect or Creole/Patois Multilingual in three or more languages

Status of language proficiency and literacy in language(s) other than English	<ul style="list-style-type: none"> • Only receptive or interpretive language skills • Productive or expressive oral language skills • Emerging literacy skills • Grade-level literacy skills • Any or all of the above proficiencies in more than one language other than English
Level of English language proficiency (Based on TESOL standards)	<ul style="list-style-type: none"> • <i>Starting</i>: Being exposed to English with some language production • <i>Emerging</i>: Demonstrating receptive and emerging productive language skills • <i>Developing</i>: Employing basic oral and written language skills with predictable error patterns • <i>Expanding</i>: Employing more advanced oral and written language skills with fewer errors • <i>Bridging</i>: Approximating native language proficiency
Learning trajectory	<ul style="list-style-type: none"> • Demonstrating typical academic and linguistic developmental trajectories • Demonstrating academic and/or linguistic developmental challenges and difficulties that respond to interventions • Demonstrating academic and linguistic developmental challenges and difficulties that require special attention

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NOTE: The labels for proficiency levels may vary in locally developed documents on a state-to-state basis. We used the five levels in this table based on the preK–12 English Language Proficiency Standards published in 2006 by the international professional organization TESOL (Teachers of English to Speakers of Other Languages).

Why do all educators need to recognize the diversity of the multilingual student population? By highlighting the variations in Table 1.1, our goal is twofold: to help better understand the *within-group* diversity that exists among multilingual learners and to offer a framework to sensitize the entire school community to the varied experiences among these students. Educators need to resist a broad-brush approach to understanding and identifying multilingual learners, and they equally must resist pigeonholing them and attaching a single label to them as well.



WHAT RESEARCH SAYS

Lisa Auslander and Joanna Yip (2022) identified organizational and structural changes that are needed to create the conditions for impactful teaching for multilingual learners. They highlighted four levers of change designed to support the systemic implementation of culturally, historically, and linguistically responsive and sustaining pedagogies:

1. Developing integrated and sustainable team learning: to maximize collective teacher efficacy and harness educators' collaborative expertise
2. Integrating social-emotional learning into schoolwide structures for planning and instruction: to ensure multilingual learners' academic, affective, and linguistic development
3. Establishing culturally and linguistically responsive data practices to inform teaching and learning: to identify the patterns of strengths and areas of needs among multilingual learners
4. Deepening leadership practice and organizational learning for school improvement: to ensure all members are working toward shared goals and purposes with consistency and alignment

State and National Learning Standards for English Language Development (ELD)

How can we best define measurable and comparable expectations for multilingual learners? What ELD or proficiency benchmarks could be used to assess language acquisition progress and determine language proficiency levels? In addition to content-area standards in the core subject matters, states have either joined one of two consortia in the United States (WIDA or ELPA21) or have created their own version of English language proficiency (ELP) standards also referred to as ELD standards. To further emphasize the complexity of these initiatives, some states chose the path of developing literacy-based standards closely aligned to the English language arts (ELA) standards, whereas others insisted that ELP standards should be connected to content-based academic language development as well. (We urge you to explore your own state education department's website for up-to-date information and details on regulations.)

In response to the standards movement and the considerable variation of ELP/ELD state-level standards that were in effect around the United States in the 1990s, a TESOL task force began work on a common framework and published the first national preK–12 ESL Language Proficiency Standards in 1997. If you are one of the 41 WIDA states or use WIDA standards in international schools around the world, see www.wida.us for the latest standards development (2020) and assessments, and follow the expansion of the consortium. Educators in non-WIDA states should consult both their state standards for language development/proficiency and the 2006 TESOL standards, which are closely aligned to the WIDA standards and state the five overarching goals for all multilingual learners as follows:

Standard 1: English language learners communicate for **social, intercultural, and instructional** purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the area of **language arts**.

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the area of **mathematics**.

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the area of **science**.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the area of **social studies**.

Even in states that do not formally adopt the WIDA standards, many educators turn to WIDA's comprehensive resources to strengthen their ELD programs. Recognizing the framework's emphasis on language and academic content development, teachers use free tools—such as the Can-Do Descriptors, performance definitions, and instructional planning resources—to inform lesson planning, scaffold instruction, and support language-rich learning environments.



- Brianna Falvey, Principal, Berea Middle School, Greenville County Schools, South Carolina, affirms the need for content and language integration:

Teacher collaboration is essential for multilingual learners at Berea Middle School because it ensures that students receive the comprehensive support they need to succeed academically and socially. By collaborating, ESOL (English for Speakers of Other Languages) teachers, content-area teachers, and special education staff can integrate language development with academic content, ensuring multilingual learners build both language skills and subject knowledge simultaneously.

Why a Collaborative Approach to Service Delivery Is Essential

Developing collaborative practices in support of a culturally and linguistically diverse student body has never been more topical and urgent than now. As demographic changes across the United States continue to reshape the educational landscape—and possibly some dramatic or ongoing population growth in your own local context—as well as the increasing demands of rigorous academic standards, we conclude that a single teacher (ELD specialist) or a stand-alone ELD program cannot adequately address the needs of multilingual learners. When students are excessively removed from the general-education classroom community for instruction, they do not develop a sense of belonging and fall behind in the curricular areas missed. Instead, a more collaborative, inclusive approach to working with multilingual learners ensures that academic growth and a strong sense of belonging can develop, reinforcing one another as students participate meaningfully in both learning and community life.

We have been closely working with numerous teachers, instructional leaders, and school or district administrators in diverse school districts and have observed the impact of collaborative practices on all stakeholders. We found what Richard Elmore (2000) also noted over two decades ago: When teachers move from isolation to collaboration, “respecting, acknowledging, and capitalizing on differences in expertise” (p. 25) become possible, or even the norm. Teachers with content-area expertise offer their knowledge of the subject matter content and assessments to all other teachers on staff. At the same time, ELD specialists have the opportunity to share their expertise

in new language acquisition, cross-cultural understanding, bilingualism and biculturalism, and literacy development. Building capacity and using existing talent and in-house expertise should be priorities when creating a collaborative approach to servicing multilingual learners.

TRANSFER TO PRACTICE

Understanding the complexity of the profile of a multilingual learner and the regulations allow both you and all your teachers to see the immense diversity among these students and create a more inclusive learning environment as well as more integrated learning opportunities for them. The need to treat multilingual learners as individuals with unique sets of strengths and needs—rather than lumping them into uniform programs—often becomes clear through the process of creating multilingual learner profiles. Consider the rich, multifaceted information teachers will have if they use the tool in Resource 1.1. We also invite you and your staff to adapt this comprehensive list of prompts to gather the most locally needed information about your multilingual learners. Though not required by law, no individual educational programs (IEPs) are needed for multilingual learners unless they are also designated as students with disabilities; however, a student-at-a-glance form may prove to be helpful in understanding and planning for individual students (see Resource 1.2).

RESOURCE 1.1 CREATING A MULTILINGUAL LEARNER PORTRAIT

A Checklist for Teachers and School Administrators

Student's School History

- _____ The student is newly arrived in the United States.
- _____ The student has not had prior school experience.
- _____ The student's formal education has been interrupted.
- _____ The student has had poor attendance in school.
- _____ The student has moved frequently.
- _____ The student has not had time with second-language learning specialists (e.g., bilingual or ELD).
- _____ The bilingual or ELD service-providing specialists have expressed concern about the student's academic progress.
- _____ Other _____

Notes:

Family Background

- _____ An in-depth conversation has been facilitated with the child's parents or guardians in the home language.
- _____ The student is living with his/her/their nuclear family.
- _____ The student is living with his/her/their extended family.
- _____ The student is living with an adoptive family.

- _____ The student's home has provided a rich learning environment in the student's primary language (books, games, learning videos, etc.).
- _____ The parents or guardians have expressed concerns regarding their child's abilities or academic progress.
- _____ Child-rearing practices or family lifestyle inadvertently or otherwise may have contributed to observed student behaviors (e.g., self-help skills, student organization, daytime sleepiness, etc.).
- _____ The student's family is experiencing undue stress (e.g., death in the family, loss of employment, homelessness, etc.).
- _____ Other _____

Notes:

Student's Medical History

Have any of the following medical variables affected the student's school performance?

- _____ Nutrition
- _____ Hearing
- _____ Vision
- _____ Trauma or injury
- _____ Illness
- _____ Other _____

Notes:

Family Culture

Consider how the student's home culture is similar to that of the larger society:

- _____ The roles, responsibilities, and expectations of the child within his/her/their family
- _____ The family's goals and aspirations for their youngster
- _____ The communication norms within the household (e.g., rules for communication between adults and children, language usage in the home, etc.)
- _____ The English language fluency of parents, siblings, and other household members
- _____ Rules for disciplining children
- _____ Religious affiliation (beliefs, dietary restrictions)
- _____ The traditions of the mother country (e.g., holidays)
- _____ Visitation to the homeland during the school year
- _____ The degree of acculturation and assimilation of the student and family
- _____ Other _____

Notes:

Student's Language Proficiency

- _____ The student has had a bilingual screening.
- _____ The student has been screened for English language services.
- _____ The student's dominant language has been determined.
- _____ The information obtained on the *Home Language Questionnaire* matches the student's observed language behavior in school.
- _____ The student has acquired basic interpersonal communication skills (BICSs).
- _____ The student has native language literacy skills.
- _____ The student's behaviors are characteristic of a second-language learner.
- _____ Other _____

Notes:

Student Characteristics: Motivation

- _____ The school environment communicates respect for the student's home language and culture.
- _____ The student has experienced social and/or academic success.
- _____ The student or the student's family perceives education as relevant and necessary for future success.
- _____ The student or the student's family perceives education as a positive tool for acculturation.
- _____ Other _____

Notes:

Affective Factors

- _____ The student has the ability to take risks.
- _____ The student has sufficient confidence and self-esteem for learning.
- _____ There is a degree of shyness that is preventing the student from verbalizing.
- _____ The student is experiencing some level of anxiety in the new learning environment.
- _____ The student has exhibited signs of learned helplessness.
- _____ Other _____

Notes:

Academic Factors

- _____ The student began school before the age of five.
- _____ The student attended preschool.
- _____ The student has developed literacy skills in the home language.
- _____ The student studied English in his/her/their native country.
- _____ The student receives or has received instruction in the native language.
- _____ The student receives or has received instruction in ELD.
- _____ Other _____

Notes:

Curricular Considerations

- _____ The student has received adequate exposure to the curriculum.
- _____ The student has received instruction in his/her/their dominant language.
- _____ The student has needs adaptations (accommodations or modifications) of the content standards.
- _____ The student participated in Response to Intervention (RTI) interventions.
- _____ Instruction for the student was based on the student's instructional level.
- _____ The student has had sufficient time to achieve mastery.
- _____ Other _____

Notes:

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SOURCE: Originally developed by Dr. Maria G. Dove.

RESOURCE 1.2 A Multilingual-Learner-Portrait-at-a-Glance Form

Name: _____ Date: _____

Class: _____ School: _____

Student Strengths	Student Needs
Academic Goals	
Language Development Goals	
Accommodations or Modifications (if necessary)	

Prepared by _____

DEVELOPING AND CARRYING OUT AN INCLUSIVE VISION AND MISSION

Exploring key ideas presented in the essential knowledge section of this chapter will also assist in developing and carrying out an inclusive vision and mission for your school and making more appropriate decisions about program development and collaborative service delivery options. Alan Blankstein (2013) offered a powerful explanation of what a vision is:

Whereas the mission statement reminds us why we exist, a vision paints a picture of what we can become. . . . a school's vision should guide the collective direction of its stakeholders. It should provide a compelling sense of where the school is headed and, in broad terms, what must be accomplished in the future to fulfill the school's

purpose. Every decision made, every program implemented, every policy instituted, and all goals should align with this vision. (p. 94)

What will be the vision for your school that will guide all decisions, new program development choices, and policies and goals set for students and educators? We suggest the following steps to consider as you define a collaborative vision for the school.

Step 1. Develop a Shared Understanding of Multilingual Learners

The starting point for this work is a collaborative analysis of the populations and subpopulations that make up your school. We strongly suggest that this exploration and knowledge-building be completed in a collaborative setting including all stakeholders. To begin, the diversity of your multilingual learners should be determined collectively in initial faculty, grade-level, or department meetings. Frequently, teachers are aware only of the backgrounds of youngsters in their individual classrooms and may not have the school or district data to develop an overall picture of multilingual learners enrolled in their school community concerning their immigration status, prior schooling, or linguistic development. On the other hand, administrators often do not have up-to-date information on students' language and literacy proficiency or teachers' projections of the specific learning needs and challenges of this student population. Begin a professional dialogue and never stop the discussion about who your students are and how their needs may be changing. Use Table 1.1 to review the characteristics and instructional needs of multilingual learners in your school. Chances are the school and district demographics will continually shift to some degree and will require an ongoing conversation starting with some of the following questions:

1. Who lives in this school community? Who are our most recent arrivals that choose to live here?
2. Who is accepted in this school community, and who might feel marginalized?
3. Do we see our multilingual learners as limited English proficient, or are we ready to emphasize the richness of culture and language multilingual learners bring to the classroom?
4. What instructional, curricular, and extracurricular steps are we taking to include everyone in this community? Do we have a shared vision?
5. Who is responsible for multilingual learners' linguistic and academic development? What are our shared beliefs regarding what our students can do?

6. How can we create a collaborative service delivery model that allows *everyone in the school community* to take ownership of multilingual learners?

Step 2. Establish an Inclusive Vision and Mission

After administrators and teachers are fully aware of the specific abilities and challenges of the multilingual learners in their school community, language and academic goals that will lead students to mastery should be collaboratively identified. In addition, research-based approaches for teaching and student learning should be considered to determine instructional repertoires to address stated goals. Vision and mission declarations must not only focus on the desired outcomes for multilingual learners but also must identify the means by which multilingual learners can become successful. The following is a suggested, step-by-step guide to developing such an inclusive vision and mission statement:

1. Form a collaborative team that represents the school community. This team should include grade-level/content-area teachers, ELD specialists, parents, and community members as well as administrators. Multilingual learners no longer eligible to receive language development services might also be included.
2. Establish the academic, linguistic, and social-emotional learning needs of multilingual learners the school community wishes to address. Collaboratively review assessment and other student data to pinpoint specific language, academic, and social issues in order to identify goals.
3. Determine ways to address the identified learning needs of multilingual learners. Consult experts from within and beyond the school community who have had experience teaching multilingual learner populations and decide on priorities within the school community.
4. Identify the core values of your mission, specifically focusing on the ones that are most important for the school community and represent an inclusive vision for multilingual learners.
5. Draft a vision and mission statement using the preceding elements and collaboratively revise its contents so that it truly represents your objectives.

Step 3. Strategically Communicate the Vision

The mission statement is designed to succinctly state the shared set of values. Make sure the entire school community and the larger educational community understand what vision you have regarding high expectations and measurable outcomes for multilingual learners. Determine action steps the school can take to spread the word about the mission of the school and

establish ways it will be enacted. Remember to communicate the vision by modeling the behaviors and attitudes you expect the entire faculty and the larger educational community to adopt. Your daily actions—ways of verbally and nonverbally communicating with everyone around you—will be a clear indication of what you believe in.

A LEADERSHIP VOICE FROM THE FIELD



► Andrea Bitner, EL Educator, Author, Speaker, Interboro School District, Pennsylvania, proudly shares her district's vision of collaboration that reaches into the community:

Beginning in kindergarten, we intentionally connect our students with our community and each other in three ways: building-wide, districtwide, and countywide. It bursts the bubble of isolation that any student may feel as they are adapting academically, socially, and emotionally. Primary students get to see successful steps of those ahead of them. Secondary students get to experience leadership by sharing theirs with those behind them. Through local community experiences, in-school visits, alumni events, and family engagement nights, we show our kids what an asset their bilingualism brings to all aspects of not only their lives but also the local, regional, national, and global communities.

Step 4. Enact the Vision and Mission

This step might occupy a small space here, yet it will be larger than your entire school building and fill years of hard work. Start by assessing where you are as a school, and identify the current state of services by creating a visual map of the services offered to students. Examine your school at the microlevel: What is happening in each classroom that supports an inclusive learning environment for multilingual learners? And at the macro-level: What is taking place in the larger context of the school and the community that supports an inclusive learning environment for multilingual learners? What must change and how? Who will be responsible for which aspects of the planned change? How will it remain a truly collaborative and inclusive process? Plan strategically for a multiyear implementation of the means to reach the ideals of the vision and mission statement.

A LEADERSHIP VOICE FROM THE FIELD



► Kristin Johnson, Assistant Superintendent of Instruction, Mokena School District 159, Illinois, recognizes the important contributions of each member of an educational community:

We each bring our unique perspectives, talents, and strengths to the table when we work together for our multilingual learners. What we can accomplish together is significantly more than one can do alone.

Step 5. Review and Revise Your Mission

Invite members of your school to engage in continuous reflections on how to best achieve success for multilingual learners. Periodically examine the school's vision and review and revise the mission statement as needed. Make sure you do it collaboratively to be as inclusive as possible.



WHAT RESEARCH SAYS

Andy Hargreaves (2019) reviewed and reflected on 30 years of research on collaboration, with specific attention to three key concepts: contrived collegiality, professional capital, and collaborative professionalism. He concluded as follows:

We are in a period of educational change when collaboration seems to have become the answer to almost everything. If collaborative efforts prove insufficient for or ineffective in the face of the complex challenges we now face of deeper learning and greater wellbeing, then teachers will retreat back to their own classrooms, and policy makers will return to top-down solutions. It is important now, therefore, not just that teachers collaborate, but that they collaborate well, and that school and system leaders enable and empower them to do that. (p. 618)

EXPANDING SHARED KNOWLEDGE

The following resources and collaborative professional activities are designed to support your efforts as an administrator and instructional leader to build and expand a solid knowledge base about multilingual learners, to develop the rationale for collaborative support for all learners, and to initiate a collaborative schoolwide service delivery framework.

Key Resources

- If your state is part of the WIDA consortium, follow the development of the ELD standards on <http://www.wida.us/standards>.
- If your state is part of the ELPA21 consortium, visit <https://www.elpa21.org/>
- If you want to see what is happening at the state level, regularly check your state education department's website devoted to bilingual education, English language development, or multilingual learners. Find an interactive map here: http://www.colorincolorado.org/web_resources/by_state
- If you want to learn more about your students' home culture, visit <https://thinktv.pbslearningmedia.org/collection/world-cultures-pbskids/>
- If you wish to find out more about the countries where your students or their families came from, click on the World Factbook quick link at <https://www.cia.gov/the-world-factbook/>.
- If you wish to get involved in advocacy on behalf of multilingual learners and bilingual students, visit the following national organizations and their state-level affiliates: www.tesol.org and www.nabe.org.

Activities for Collaborative Professional Learning

1. Reflect on the value system regarding inclusive practices and multilingual learners shared by your school community. Try this checklist we designed to examine the core values in your school.

DEVELOPING CORE VALUES CHECKLIST

- ☐ Are you collaboratively developing a set of core values with stakeholders, including parents, teachers, students, and school and community leaders?
- ☐ Are the core values grounded in genuine respect for all students, families, and teachers?
- ☐ Is there consensus among stakeholders concerning the concept of equity?
- ☐ Are the values established focused on the learning needs of all students?
- ☐ Are there identified pathways for building an inclusive school culture?
- ☐ Are there identified pathways for moving toward cultural proficiency required for teaching diverse learners in an inclusive setting?
- ☐ Have you instituted a process to review the combined set of values?

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SOURCE: Adapted from Dove et al. (2014).

2. Invite your teachers and collaborating service providers—such as social workers, guidance counselors, school psychologists, parent coordinators, or parent liaisons—to form teams and create an in-depth profile of each of your multilingual learners. Share these profiles with all those who come in contact with the student, make them living documents that can be annotated and expanded, and pass them along to the teachers in the new grade level at the end of the year.
3. In a seminal publication, Moisés Esteban-Guitart and Luis C. Moll (2014) noted, “Children . . . create special *funds of knowledge* and *identity* for themselves through their social actions and transactions” (p. 73). The *cultural toolkits* multilingual learners carry with them to school are rich, complex, and frequently untapped. Explore the concepts of “funds of knowledge” (Moll et al., 1992) and “funds of identity” (Esteban-Guitart & Moll, 2014) with your faculty and establish ways to more fully integrate them into curricular and instructional decisions.

