Building Capacity to Support Instruction of English Learners in Ohio

Center for Applied Linguistics in Collaboration with Ohio Department of Education and the Great Lakes Comprehensive Center

Center for Applied Linguistics Report

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Introduction

By Annie Duguay

From 2012 to 2019, the Center for Applied Linguistics (CAL) was involved in a comprehensive project funded by the Great Lakes Comprehensive Center. Throughout these years, CAL has built the capacity of educators in both Michigan and Ohio to deliver effective and engaging instruction to linguistically and culturally diverse students. Content topics included the sheltered instruction observation protocol (SIOP) model, CAL's *What's Different About Teaching Reading to Students Learning English* program, and multi-tiered systems of response and English learners. The project format has included a range of professional development services including technical assistance, face-to-face sessions for teachers, a foundational and advanced-level training of trainers for facilitators and coaches, co-facilitation opportunities, materials and resources, online courses, webinars, conference presentations, and a joint publication. Most recently, the audience for the work has been Ohio's instructional coaches and reading specialists, facilitating their collaboration, fostering professional idea sharing, and building their capacity to serve English learners and their teachers.

This most recent cohort, from the state of Ohio, has received the following support, services, and collaboration from CAL:

- Training of trainers face-to-face workshops on the CAL SIOP model (at foundations and advanced levels) and the *What's Different About Teaching Reading to Students Learning English* program (Kauffman, 2007a, 2007b).

- Opportunities for those trained in the workshops to work with CAL specialists and co-facilitate professional development at various regional centers around the state of Ohio directly with teachers. These same trainers returned to their districts and facilitated school- and district-based workshops, professional learning communities, and faculty meetings.

- Online course registration on CAL's self-paced *Fundamentals of Sheltered Instruction: Featuring the SIOP Model* and *The Nature of Reading: Foundations of Literacy.*

- Showcasing of the program and its outcomes by personnel from the Ohio Department of Education, districts, and schools at a roundtable discussion at the Ohio TESOL Conference in fall of 2018, where the theme of job-embedded approaches and implementation of the professional development support for English learners were showcased.

- A series of webinars to review elements and support implementation of the CAL SIOP and *What's Different About Teaching Reading to Students Learning English* programs. The webinars were also an opportunity to demonstrate and share job-embedded professional development formats, such as coaching, guided lesson design, lesson study, and co-teaching, to support teachers' implementation of the SIOP model or delivery of literacy instruction for English learners.

This resource includes a description of project initiatives, best practices modeled by the facilitators, and samples of how participants implemented what they learned in schools throughout Ohio. Lead facilitator Marybelle Marrero-Colon outlines the practice of guided lesson design that was integrated

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throughout the series. State program specialist Donna Villareal describes the use of active engagement within the training, including the online series, to support coaches in embedding this critical instructional element. Villareal and Marrero-Colón also discuss the design of a conference roundtable to share experiences and ideas to expand coaching and job-embedded support for teachers of English learners. Representing urban, rural, and suburban schools, practitioner coaches Rachel Meaney Love, Widad Mousa, and Sara Levitt provide specific examples and overviews of their sheltered instruction professional learning. Within each of their work is an emphasis on developing language learning objectives based upon English language proficiency standards.

Recognition

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Job-Embedded Professional Development: Guided Lesson Design

By Marybelle Marrero-Colón

What is guided lesson design?

The general definition of *guided lesson design* is that a facilitator works with small groups of teachers to analyze and/or plan content-area lessons and units. The teachers collaborate in writing lesson plans with the facilitator's guidance. The goal is to increase capacity, nurture reflection, and encourage group independence and interdependence.

> *Collaborative lesson planning is a valuable team activity that can enhance cooperation and lesson quality (Sherris, Bauder, & Hillyard, 2007).*

Who should participate in guided lesson design?

Various groups of teachers may participate. Some examples include:

- Teachers who teach the same content/grade level
  - Collaborating teachers (push-in, inclusion, co-teachers, para-educators, cross-linguistic pairs in bilingual programs, etc.)
  - Teachers at the same grade level from different schools
- Teachers who teach different content areas within the same grade level
  - Secondary content teachers in specific grade teams
  - Professional learning community members, collaborating teachers across content areas and grades, ESL teachers (push-in, inclusion, etc.)
  - Specialist teachers who work across grade levels (e.g., reading specialists, art, etc.)

What types of activities would teachers participate in?

Teachers share in various activities during the guided lesson design period for the instruction of English learners. These may include, but are not limited to:

- Discussions on lesson topics and standards along with the development of content and language objectives
- Discussions on the identification and development of essential concepts for a lesson or unit
- Selection of key vocabulary and focal language structures to teach and assess
- Identification of resources and shared materials
- Generation of higher-order thinking questions
- Planning of meaningful lesson activities that allow students to practice and apply their reading, writing, listening, and speaking skills
- Identification of learning strategies to be taught and practiced by students
- Assurance of culturally relevant readings, materials, and topics that allow English learners to participate in school
- Planning and creation of appropriate scaffolds, differentiation formats, and support activities and materials
- Design of assessment activities and creation of rubrics for evaluation

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How should teachers be supported in implementing guided lesson design efforts?

Various research-based efforts can be established to support teachers in implementing guided lesson design as a form of job-embedded professional development. These may include face-to-face workshops, online courses, book study, or webinars presenting and training educators in best practices for classroom instruction. They may also include practical application of these best practices through professional learning communities based on in-school/district efforts, creation of materials, and hands-on modeling to demonstrate activities.

What has been done to support this effort?

- The Ohio Department of Education has, through the Great Lakes Comprehensive Center and CAL, endeavored to implement just such an approach, where guided lesson design was one of the featured formats in providing job-embedded professional development for educators serving English learners.

- Through advanced SIOP training and various webinars over a 2-year period, teachers, administrators, and literacy coaches studied and implemented various coaching approaches.

- Participants worked together to develop sample lessons for guided lesson design, as well as plan for guided lesson design implementation at their schools and districts (see photos).

- Participants were exposed to various lesson planning templates, such as the CAL SIOP templates and lesson planning tool based on CAL's seven principles of effective instruction for English learners. Participants could fill in the templates or share their lesson plans on chart paper. Many used online forums for connecting and sharing lesson plan templates.

- Various strategies for collaboration and co-planning were discussed. Participants evaluated their own lesson planning strategies and collaborative traits.

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Lessons Learned

Guided lesson design was one of the key job-embedded methods introduced, studied, and implemented as part of the Great Lakes Comprehensive Center initiative in the state of Ohio. Guided lesson design allowed teachers and coaches to work together to not only implement best practices in the classroom, but also facilitate a collaborative approach that supports lesson preparation for linguistically and culturally diverse students.

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Providing Opportunities for Online Interaction

By Donna Villareal

Among the key sheltered instruction observation protocol (SIOP) model components we discussed and experienced during the CAL professional development series were those that provided frequent opportunities for English learners to interact with others in the content classroom.

As coaches encouraged content-area teachers to provide English learners with multiple, structured opportunities for interaction, online professional learning must do the same. These efforts to include interaction should be made transparent to the group so that participants do not miss the chance to reflect upon their learning through collaboration. This section discusses a few of the ways that the online webinars included interaction.

> *The chat box was used to provide frequent opportunities for interaction during the online webinars with SIOP and literacy coaches.*

The online webinars modeled this by encouraging peer teachers to interact with each other in simple, direct ways. When teachers experience interaction as a vehicle for success in their own learning, they are more likely to include interactive activities in their lesson plans to support language and content instruction. Two ways that CAL modeled authentic interactive activities for teachers in the professional learning webinars were (1) applying varied uses of the chat box and (2) validating language learner perspectives by integrating languages other than English.

The chat box was used to provide frequent opportunities for interaction during the online webinars with SIOP and literacy coaches. This was done first by making sure that participants understood how to use the chat box. The chat box feature was explained in the practice log-in session and at the beginning of each webinar. Second, the presenters monitored and acknowledged chat box responses aloud and in writing throughout the session (see Figure 1). Third, chat box questions were used in varied ways such as introducing members by posing questions (e.g., *What vehicle best represents your role as an ESL teacher?)* and implementing live chat box questions such as the *teacher advice line* (Figure 2) to provide ideas around more complex, job-embedded inquiries posed by peers. Chat box activities were integrated with familiar cooperative learning activities found in classrooms such as the jigsaws.

Josh (to Everyone): 4:10 PM: I think many school psychologists do not involve the EL Specialists when it comes to if they believe the student should be identified. My district currently is under-identified at around 7%
Tre R (to Everyone): 4:10 PM: One thing I notice is that the SST/RTI process varies from building to building, making teachers less reluctant to strategically intervene or to report when he/she suspects a disability
Annie Duguay (presenter): 4:10 PM: I think Sara highlighted a lot of questions that would help in disentangling this question for districts--to prevent overidentification.

Figure 1. Chat log excerpt showing interaction and acknowledgment by the presenter.

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Figure 2. Teacher advice line queries posed by participants during webinars for interactive discussions.

Another way that CAL modeled authentic interactive activities for teachers was by integrating languages other than English. For example, online participants were provided with instructions to determine elements of written text in Arabic (Figure 3). In another instance, literacy coaches were invited to sing a song prompted by the written Japanese *kana* (syllabic scripts) to increase awareness of English learners' underlying literacy in other languages and to set the stage for more effective lesson planning.

Figure 3. Determining elements of written text from an interactive Arabic lesson.

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So, as structured interaction supports the development of oral language and literacy skills for English language learners, structured interaction supports and reinforces the inclusion of those same principles in teachers' professional learning. This was part of the content and delivery of the CAL webinars.

Lessons Learned

Managing interactive and cooperative learning strategies is a critical area of teacher competency that includes consideration of the beginning through advanced language proficiency of English learners, analysis of social and academic language forms needed for success in interactions, and attention to the four language domains.

To review the online SIOP coach meetings that focus upon supporting content-area instruction for English learners, see the following link.) Other coaching resources include the following:

- **Seeing Is Believing** online video coaching and collaboration platform being used in partnerships at, for example, Shawnee State University.

- **Thinking Tool for Diverse Learner Lesson Design,** a template for general education classrooms developed by the diversity network of regional leaders assembled by the Ohio Department of Education. The template is based on universal design for learning principles and reflects diverse learner groups (English language learners, gifted, students with disabilities).

- **Interaction with SIOP video,** which includes a way to include interaction as part of planning lessons with content and language objectives.

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Roundtable Discussions: Active Engagement for All

By Donna Villareal and Marybelle Marrero-Colón

Identifying a Format

CAL and the Ohio Department of Education were looking for a way to bring together, and showcase, the participants from the sheltered instruction observation protocol (SIOP) coaching workshops and webinars. The Ohio TESOL Conference provided us with an opportunity to present a 50-minute session. However, we needed to determine the format for the presentation. CAL suggested holding a roundtable to promote meaningful interaction and engagement for presenters and attendees.

A roundtable for adult professional learning is similar to peer-mediated teaching strategies that provide English learners increased opportunities to interact with the classroom content and practice listening and speaking language skills (Harms & Myers, 2013). In this case, a panel of presenters would have the opportunity to present the content of workshops and webinars with attendees, who would then provide feedback and share in a professional discussion.

Roundtable Implementation at the Ohio TESOL Conference in October 2018

The roundtable conference session would provide space to share practical experiences and ideas to expand coaching and job-embedded support for teachers of English learners. After deciding on the format, we reached out to the coaching group to request presenters. Two presenters would work in each small group that would include six to 10 participants, depending upon the number of attendees. Eight presenters were identified and invited to participate in the roundtable discussion (Figure 4). These presenters offered to share their ideas on a range of topics:

- Sharing results of a school needs assessment for English learner services
- Explaining how principals can make a schoolwide difference with SIOP professional development
- Demonstrating how in-service teachers were coached to improve their language objectives
- Explaining and displaying the results of a family engagement activity
- Working with students with limited or interrupted formal education (SLIFE)
- Reviewing observation and evaluation formats for administrators and coaches visiting SIOP classrooms

Next, we communicated the timing of the roundtables. Round 1 was 20 minutes. Each presenter talked to the group about his or her topic for 5 to 6 minutes. A bell signaled the beginning of a 5-minute period of questions and discussion in the small groups. This pattern was repeated with the other presenter in the group: 5 minutes of listening followed by 5 minutes answering questions with everyone in the small group. Round 2 offered a chance for attendees to select a different group and topics. All together, the two rounds lasted 40 minutes. The other 10 minutes were used for opening and closing the session.

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Ohio TESOL

Presenters	Round Table Topics
Jessica Burchett	Strategies for Long Term English Learners
Dan Falk	How to Solicit Support from Administrators and Other Staff Members
Bev Good	Supporting content AND language objectives for mainstream teachers
Becca Head	Coaching with content-specific example
Sara Levitt	SIOP - Starting Small to Ensure a Successful Implementation
Marybelle Marrero-Colón	Using SIOP Checklists and Formats for Classroom Visits and Observations
Rachel Meaney-Love	Sheltered Instruction at the Elementary Level
Sandra Peloquin	Professional Development for Administrators

Figure 4. Final listing of roundtable presentations.

Lessons Learned

Various observations were made that supported the use of the roundtable format for showcasing and promoting professional development.

- The roundtable was structured enough to allow flexible organization of the varied yet related SIOP topics.
- The small group interactions encouraged everyone to network and participate in a face-to-face activity.
- The roundtable should be set up in advance in an appropriate space with good acoustics. In our case, the room assigned by the conference did not have a roundtable setup. We had to work quickly to set up the space and ended up putting sets of chairs in small circles. During the session, the participants spoke to each other face to face, with no tables in between. This greatly promoted professional discussions, but made it difficult to take notes and share materials.
- We used a bell to signal the transitions and provided certificates of appreciation to the presenters.

Structured interactive conference sessions such as roundtables provide participant engagement and opportunities for meaningful questions and answers. Although we talked about implementing a live polling tool during the session to capture ideas, we did not do so in the end. Applications such as Polleverywhere or Mentimeter, which we hope to utilize in the future, would be useful to allow participants to share questions and record responses.

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Language Objectives in Action

By Rachel Meaney Love

Rolling it out

I worked with K-5 general education teachers for the past 2 years on developing and refining language objectives that address English learners' needs while still supporting content standards in the classroom. We used an "I do, we do, you do" professional learning model.

- **Model** (I do): I shared lesson plans where I had developed language objectives. I presented whole-group lessons where classroom teachers observed me utilizing the language objectives throughout the lesson.

- **Scaffold** (we do): Teachers were provided professional development sessions and given lesson planning tools and classroom visuals to aid with developing and posting language objectives. When given the rare opportunities to co-plan, I helped teachers develop appropriate language objectives to support their content objectives.

- **Reinforce** (you do): I continually praised teachers who embraced the usage of language objectives, shared examples of teachers using language objectives in weekly "shout outs," and highlighted opportunities when teachers could use language objectives with their students.
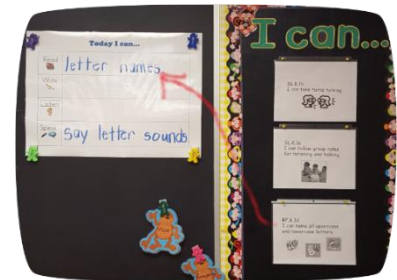
Lessons Learned

Teachers benefited from the long-term, job-embedded professional learning sessions and materials made to assist them in posting language objectives. Teachers also benefited from seeing examples of their colleagues using language objectives. A challenge for next year will be training new staff while moving to the next components in SIOP with previously trained teachers.

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Strategies for Working with English Learners in the Content Area

By Widad Mousa

I have worked with high school content area teachers throughout this past school year during two after-school collaborative professional development opportunities to introduce them to the sheltered instruction observation protocol (SIOP) model, planning templates, and components.

We also shared research-based instructional strategies that are helpful for English learners. We created and shared a lesson using the backwards design.

Professional Development Sessions

The process included several steps:

1. Offering SIOP model training and strategies for working with English learners as an option for an after-school professional development for two sessions.
2. Meeting with content-area teachers and discussing different topics relevant to our own English learners.
3. Discussing our English learners' linguistic and cultural backgrounds.
4. Introducing teachers to the difference between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) (Cummins, 2017) and the importance of building the English learners' academic language.
5. Introducing teachers to the SIOP model, planning templates, and the different components and features.
6. Discussing different strategies that will be helpful to use with English learners to teach vocabulary, reading, writing, previewing a text, etc.
7. Introducing teachers to the "teach the text backward strategy" learned during the *What's Different About Teaching Reading to Students Learning English* (Kauffman, 2007a, 2007b) professional development sessions.

In addition, teachers:

1. Worked with other colleagues to create a lesson using the "teach the text backward design" strategy.
2. Shared the lesson they prepared and received feedback from the group.
3. Discussed some activities and approaches to be used with English learners, such as line up/fold the line, inside/outside circle, sentence stems, writing from boxes, snowballs, anticipation guides, numbered heads, think (write)-pair-share, video observation guide, total physical response, KWL (know, want to know, learned), and jigsaw.

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Lessons Learned

The teachers benefited from understanding the differences between BICS and CALP, as well as the different components of a SIOP model lesson and writing both a content and a language objective.

Knowing more about the English learners' cultural and linguistic background as well as prior schooling was helpful as well. I felt that the best part, as well as the most engaging, was when teachers worked in teams to create a lesson specific to their discipline using the "teach the text backward strategy," sharing it with the group and receiving feedback.

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Embedding English Language Development into Content-Area Instruction

By Widad Mousa

I facilitated a 2-day professional development program related to embedding English language development into content-area instruction. The process included several elements:

- A general introduction on the specific English learners they work with

- An overview of an asset-based approach tapping into the English learners' funds of knowledge that include
  —Levels of English language proficiency   —Cultural adjustment
  —Home language   —Educational achievement
  —Socioeconomic status   —Experiences of refugees
  —Newcomer students with limited and interrupted formal education (SLIFE)

- Contextual factors in second-language acquisition:
  —The language
  —The learners
  —The learning process

- An overview of the English language proficiency standards for grades 9-12, Ohio English Language Proficiency Screener (OELPS), and Ohio English Language Proficiency Assessment (OELPA) reports.

- Teaching while keeping in mind comprehensible input, zone of proximal development, and providing high-challenge content accompanied by appropriate support.

- Creating a welcoming environment for English learners, especially for SLIFE (Sugarman, 2017).

- Identifying research-based strategies.

- Writing English language objectives for each of the four domains of reading, writing, listening, and speaking.

- Aligning language objectives with proficiency levels using the five descriptors and the OELPS or OELPA reports, among other formative and summative data gathered using qualitative and quantitative methods and the English learners' self-reflections and assessments.

Lessons Learned

Teachers appreciated knowing more about second-language acquisition and how to provide comprehensible input that encompasses high challenge accompanied by appropriate support within the English learners' zone of proximal development. Teachers were interested in learning more about how to write language objectives for the different content areas. As a follow up, administrators requested more information on using the English language proficiency standard descriptors, OELPS, or OELPA reports to write general objectives for the four domains.

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Wrapping up SIOP Training: A Word/Phrase Generated Summary

By Sara J. Levitt

I worked with groups of teachers in my district to provide training on the sheltered instruction observation protocol (SIOP) model. We spent 3 days working on the components and features of SIOP in an interactive way, using data and examples from our specific students. As a wrap-up activity, we did the one-word/phrase summary that I had participated in through the training of trainers.

Word/phrase generated summary is a powerful tool that engages participants in reading, writing, listening, and speaking.

What is word/phrase generated summary?

With a word/phrase summary, each person brainstorms a word or short phrase that summarizes a topic and orally shares it with the larger group. The presenter/facilitator compiles a list of the words and phrases on a whiteboard or chart paper and then has each participant write a five- to seven-sentence summary. Each sentence should include at least two words from the list (Figure 5).

Once the summaries are written, participants will do a "speed dating" or "inside-outside circle" (Kagan, 2016) type of activity. They will pair up with multiple colleagues and share their summaries. It is helpful to take a few minutes as a whole group to share final thoughts.

Over the past three days we have discussed culture, tiered vocabulary, and interaction. I know I can provide comprehensible input if I create language objectives, content objectives and scaffold all learning activities. Manipulatives and other realia are essential to engaging students in a meaningful way. Now that I can identify different types of learners, I will employ strategic grouping to provide an immersive language experience for all of my English Learners.

Figure 5. Sample word/phrase summary.

How can a word/phrase generated summary be used?

There are many ways that this activity can be employed, but this particular example occurred at the end of a comprehensive 3-day SIOP training. The activity had four main goals:

- Recall and review the most important components of the professional development
- Provide an opportunity for personal reflection
- Honor each participant's perspective
- Model the best practice of incorporating reading, writing, listening, and speaking in learning activities

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Lessons Learned

This word/phrase generated summary was useful in many ways:

- It helped all of the participants see the concepts and activities that were most memorable and important to the team.

- It allowed everyone time to process their experiences and prepare a summary using a common language that acknowledged all of the participants' shared experience.

- It allowed participants to consider how they might apply a similar activity in their grade-level classrooms or in professional development sessions.

- It provided the facilitator an assessment format.

  - By hearing the words and phrases participants chose, the facilitator was able to assess what parts of the activity made an impression on the participants.

  - Observing the participants share their summaries provided a collaborative structure that was both informative and enjoyable. Participants were smiling and laughing as they recounted some of the stories and fun moments they spent together.

  - Being able to read their summaries provided the facilitator with an additional assessment of what was learned over the 3-day period of the workshop series.

The word/phrase summary strategy provided a closing activity that not only summarized what was learned, but honored the work the group had done over the course of the workshop.

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About the Authors

Annie Duguay is the director of the language and literacy program area at CAL. She manages the K-12 English learner professional development area. Prior to coming to CAL, Annie taught K-8 ESL in Massachusetts. She has an Ed.M. in language and literacy from the Harvard Graduate School of Education and an M.A. in immigration and settlement studies from Ryerson University in Toronto, Canada.

Sara Levitt is a consultant with SJL Educational Consultants, providing professional development and coaching services for K-12 teachers, particularly for the support of language learners in the classroom. She also helps schools design TESOL and SIOP curricula and interprets and translates international transcripts for newcomer students. As a teacher for more than 15 years in Ohio, Sara has served as an ESOL teacher and department chair, Spanish teacher, and subject area teacher for sheltered instruction classes including algebra and biology. In a district role, Sara worked as a translator, professional development facilitator, and instructional lead. Sara has an M.A. in TESOL from Ohio Dominican University and two B.A.s in Spanish and international studies from the Ohio State University.

Marybelle Marrero-Colón has worked for 32 years as a classroom teacher, inclusion specialist, educational evaluator, program coordinator, administrator, and professional developer, where she has acquired experience within the fields of ESL, bilingual education, bilingual special education, special education instruction and evaluation, and professional development and coaching. For CAL she has provided trainings, workshops, and presentations for the SIOP model, *What's Different About Teaching Reading to Students Learning English*, response to intervention/multitier system of supports, and other topics involving English learners. Marybelle has a B.A. in psychology and Spanish language and literature, an M.A. in bilingual special education, and an M.S. in administration and supervision with a specialty in professional development.

Rachel Meaney Love has serviced English learners in a self-contained classroom and as a resource specialist for 24 of her 25 years as an educator. She utilizes her background in SIOP, sheltered instruction, CLAD (cross-cultural, language and academic development), the Wilson reading system, and technology when providing instruction for her students and professional learning/coaching for her colleagues. Her credentials include a B.S. in elementary education and an M.A. in TESOL and bilingual/multicultural education.

Widad Mousa holds a Ph.D. in urban education from Cleveland State University with a specialization in learning and development. Her dissertation studied the collaboration between English as a second language teachers and content-area teachers and its implications for working with English language learners. She received an M.A. in teaching methods/teaching English as a second or foreign language, a B.A. in linguistics, and a diploma in translation and interpretation from English to Arabic and vice versa. Dr. Mousa has been working as an adjunct faculty member for Cleveland State University since 2009, and she is a high school English as second language and Arabic language instructor. Prior to moving to the USA, she worked for 10 years for the United Nations educational institutions in the Middle East. Her research interests include working with English language learners, teacher collaboration, diversity in educational settings, and cultural awareness.

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Donna Villareal is a program specialist for English learner programs in the Office for Integrated Student Supports for the Ohio Department of Education. She has served as assistant professor in the intervention specialist program at Ashland University and as intervention specialist at the Spanish Immersion Academy in Columbus Public Schools. She completed studies in applied behavior analysis and special education at the Ohio State University with a focus on intervention for diverse learners. She has lived and taught abroad in Spain, Germany, Colombia, and Slovakia. Before teaching English as a second language professionally, she studied American sign language at Gallaudet University and dreamt of traveling with her dog across the country and flying with her father to visit his hometown in the Philippines.

About CAL

The Center for Applied Linguistics (CAL) is a nonprofit organization founded in 1959. Headquartered in Washington, DC, CAL has earned an international reputation for its contributions to the fields of bilingual and dual-language education, English as a second language, world languages education, language policy, assessment, immigrant and refugee integration, literacy, dialect studies, and the education of linguistically and culturally diverse adults and children. CAL's mission is to promote language learning and cultural understanding by serving as a trusted resource for research, services, and policy analysis. Through its work, CAL seeks solutions to issues involving language and culture as they relate to access and equity in education and society around the globe.

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