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INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from *Welcome to Teaching Multilingual Learners*!

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What is
YOUR why?
why?

INTRODUCTION

The seventh century emperor Charlemagne wrote, “*To have another language is to possess a second soul.*” Fourteen centuries later, nearly 50 percent of the world’s population can speak two or more languages fluently.¹

The ability to think and speak in multiple languages has value economically, diplomatically, and educationally. This book is about how we can promote and support multilingual learners in schooling. But before we get the how, we need to explore why.



Do You Know Your Golden Circle?

What’s your *why*?

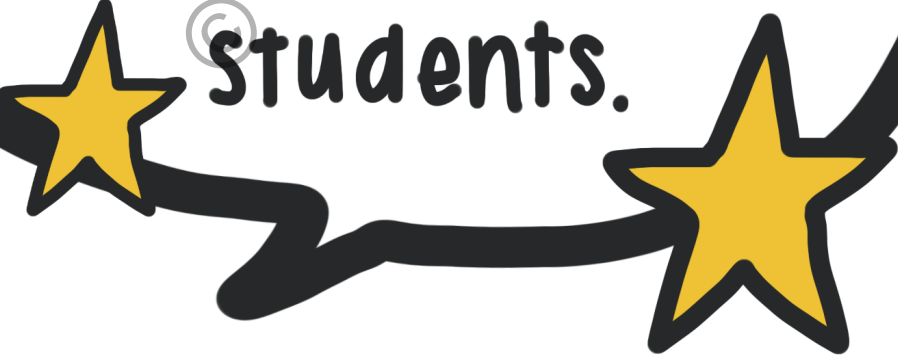
Simon Sinek has been asking this question of professionals for more than a decade. He notes that all professionals readily describe what they do, and many can further discuss how it is they accomplish what they do. However, very few can furnish a compelling answer to why they do what they do.

He calls his framework the golden circle and maintains that when an individual or an organization knows their purpose, they accelerate the means for accomplishing what they do. He goes on to state, “*When we know WHY we do what we do, everything falls into place. When we don’t, we have to push things into place.*”²

Why is the purpose.
How is the process.
What is the result.

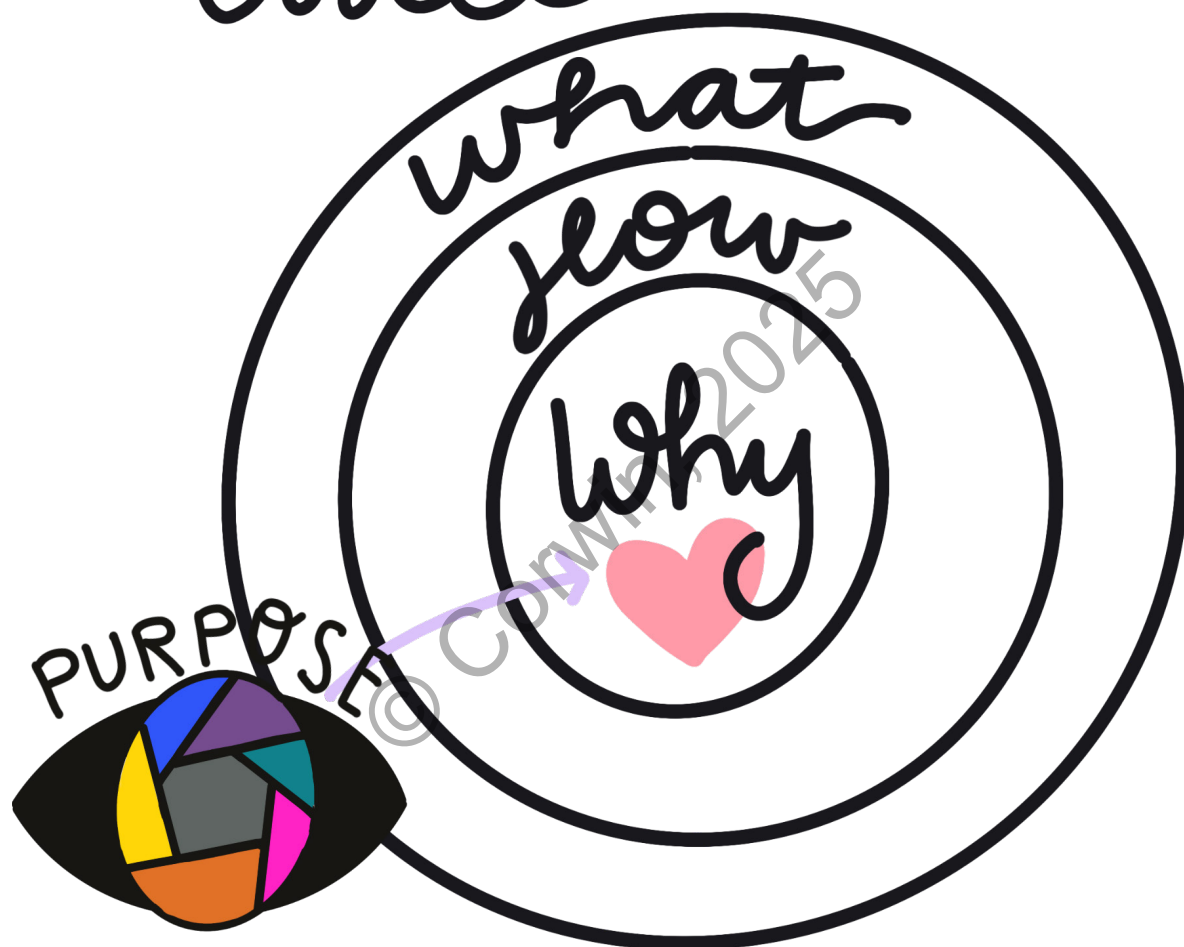


Real education should
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—Cesar Chavez

The **GOLDEN** Circle simon sinek



We maintain that the education profession is different from other professions, in the sense that most of us can readily express a coherent response to why we became educators. Educators often cite one or more of the following reasons:

- Growth-producing relationships with young people that nourish and cultivate the next generation
- An investment in one's community
- The joy of watching young people learn
- The beauty of the subject they teach

Being a “good teacher” is intertwined with “good teaching” and when an educator cannot access the moral rewards of teaching, they become demoralized. Knowing our why anchors our work to a purpose which sustains us and inoculates us from demoralization.³

What Others Have Said About WHY

“Education is the most powerful weapon which you can use to change the world.”

— Nelson Mandela

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”

— Malcolm X

“The highest result of education is tolerance.”

— Helen Keller

“Real education should consist of drawing the goodness and the best out of our own students.”

— Cesar Chavez

“Education is one thing that no one can take away from you.”

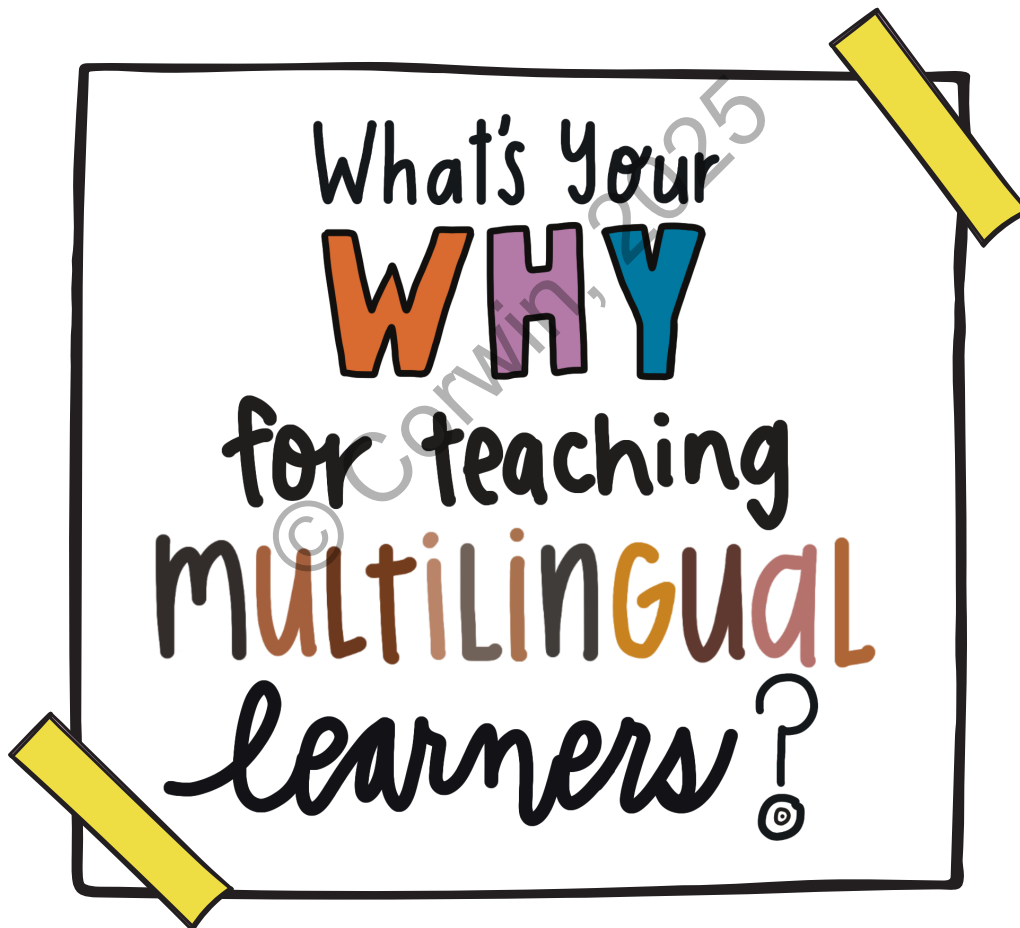
— Our parents and grandparents

Society invests billions of dollars in education. Why? Here are several reasons:⁴

1. Provides stability in life
2. Enhances financial security
3. Fosters equality and equity
4. Allows for self-dependency
5. Makes dreams come true
6. Creates a safer world
7. Builds confidence

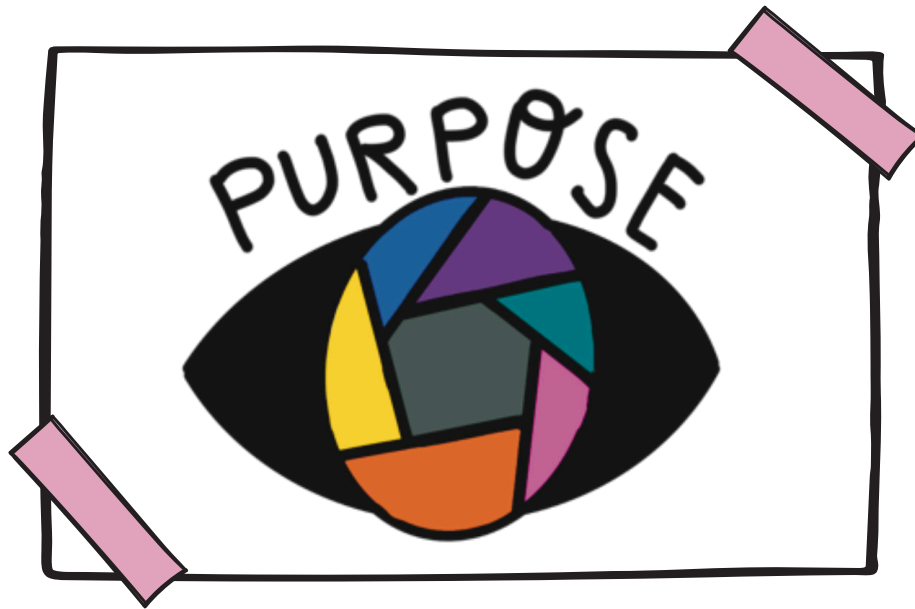
What is your *why*? Why did you become an educator?

- Making a difference
- Passion for learning
- Authentic love of children and youth
- Wanting to share knowledge with others



4 questions to find your purpose:⁵

1. What makes you come alive?
2. What are your innate strengths?
3. Where do you add the greatest value?
4. How will you measure your life?



Our Purpose

To foreshadow our message throughout this book, we believe that the students must have intentionally designed learning experiences that foster their linguistic and content learning. Language does not develop in a vacuum. Language does not develop from simply being present in an environment where others are using a language. Instead, language develops from planned experiences aligned with phases of development that are supportive of learners and push them to higher levels of learning.



This illustrated guide is intended to recast multilingual learner education through the lens of purpose. By starting with why, we can reduce the need to push things into place and instead allow evidence-based processes to follow logical and reasoned decisions about what works in the best interests of students, families, educators, and the community.

This book is organized around the Golden Circle.

The **first section** explores the *why* and includes the following topics:

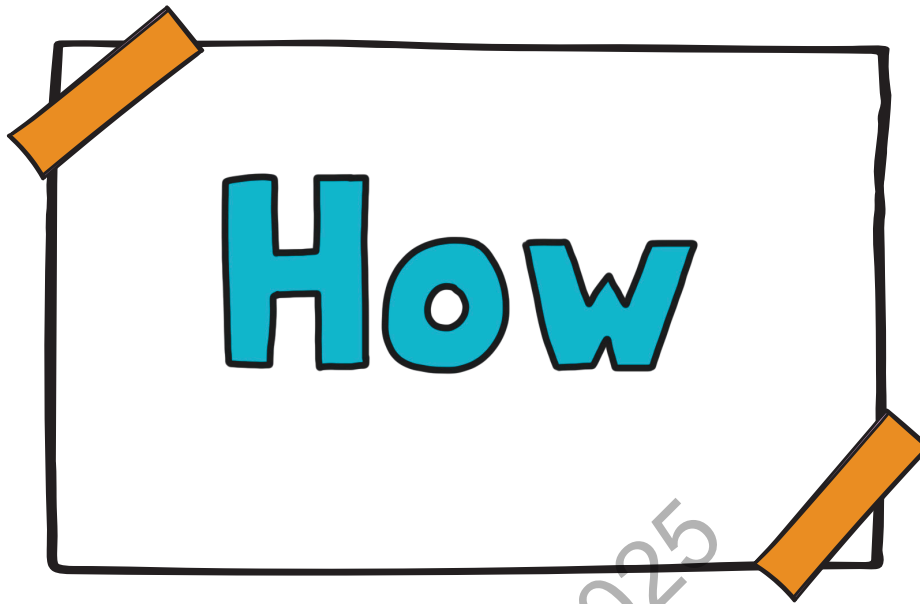


- **Understanding the multilingual learner landscape**, which focuses on the population of students who are considered multilingual learners
- **The benefits of being multilingual**, including the personal and professional outcomes for those who speak more than one language
- **Protecting the rights of multilingual learners** and making sure that the general laws and policies are followed
- **The goals of multilingual education**, including language proficiency and academic achievement
- **The ways in which language develops** and the phases that we expect students to progress through as they learn language

The **second section** is *how*.

How do we accomplish the goals of multilingual learner education?

In this section, we address the following:



- **Organizational structures** that support learning
- **The affective filter** that, when activated, negatively influences learning
- **Belonging and welcoming environments** that signal to students that they are valued, respected, and needed
- **Family engagement** and the ways in which educators can mobilize the power of the community
- **Teacher clarity** such that students know what they are learning and how they will know that they are successful
- **Customized learning** that ensures that individual and group needs are met
 - **Response to intervention (RTI)** efforts that address students' identified needs
 - **Collaboration** among the various educational professionals involved in the learning of students

The **final section** is *what*. This includes the content that multilingual learners must learn, the aspects of language development that must be addressed, and the instructional methods that are necessary for multilingual learners to make progress. In this section, we address the following:



- **Culturally inclusive pedagogy** that ensures that we are responsive to the identities of our students
- **Oral language skills** that build speaking and listening proficiencies
- **Foundational skills** that ensure students develop reading prowess
- **Teaching vocabulary** and building students' use of words and phrases
- **Grammar instruction** that shows students these differences between languages as a system
- **Structuring lessons** that center language learning across the experiences