

RACIAL JUSTICE CLEARINGHOUSE

EdPrepLab Racial Justice Group



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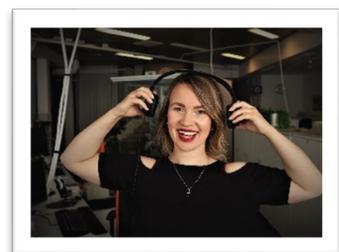
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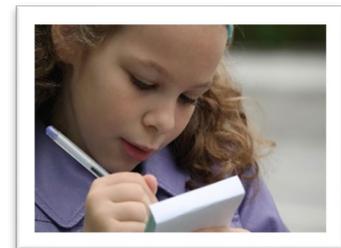
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Introduction

The Racial Justice Clearinghouse was created on a simple premise: that education is a fundamental right, and that all people, with diverse identities and circumstances, are entitled to an equitable and just education in order to see their potential realized. At EdPrepLab, we are committed to building a reality where individuals have their needs met for well-being, unimpeded by bias, hate, and oppression that exist in society.

We are aware that educators, who are in a position to deliver instruction and inspire students to become productive contributors to society, need the tools to do their work, while navigating workplace systems that explicitly and implicitly constrain their moral obligation to educate students towards their fullest human potential. We are also aware that critical allies need a space to start this work - to move from stasis to action by utilizing tools to build alliances with others who are committed to justice in society and disseminate these resources to synergize change.

Through collective voices, equitable representation, vision, initiatives, tools, and actions we can dismantle systems of oppression, in and out of the classroom. We hope you find this toolkit beneficial, and share it freely and often, to further support for this work.

Glossaries [\[back to the top\]](#)

NEA's Racial Justice in Education: Key Terms and Definitions

<https://www.nea.org/professional-excellence/student-engagement/tools-tips/racial-justice-education-key-terms-and>

Racial Equity Tools Glossary

<https://www.racialequitytools.org/glossary>

Towson University's Diversity, Equity, and Inclusion Glossary

[Diversity, Equity & Inclusion Glossary | Towson University](#)

Toolkits [\[back to the top\]](#)

EdPrepLab Resource Library

<https://edpreplab.org/resource-library/all-topics>

These resources represent a broad range of topics that highlight teacher and leader preparation for the whole child with an emphasis on equity and the science of learning and development. Examples of topics include: Anti-Racist Curriculum, English Language Learners, Equity and Social Justice, Grow Your Own Programs, and Social and Emotional Learning.

Diversity Initiatives & Resources

[Diversity Initiatives & Resources | Towson University](#)

This provides background knowledge related to: classroom discussion tools, cultural sensitivity, implicit bias, microaggressions, recruiting and retaining diverse faculty, LGBTQ+, and national/international organizations.

Toolkit: Combatting Critical Race Theory in Your Community

<https://citizensrenewingamerica.com/issues/combating-critical-race-theory-in-your-community/>

An A-to-Z guide on how to stop/be against Critical Race Theory and reclaim your local school board.

AACTE's Racial and Social Justice Resource Hub

<https://aacte.org/racial-and-social-justice-resource-hub/>

AACTE's Diversity, Equity & Inclusion Resources

<https://aacte.org/resources/dei/>

Censorship, combating racism, and LGBTQ+ are discussed on this website.

Frameworks: Racial Justice

<https://www.frameworksinstitute.org/issues/racial-justice/>

Human Rights Educators USA

<https://hreusa.org/projects/racial-justice-resources-for-educators/>

NEA's Racial Justice in Education Framework - Toolkit

<https://www.nea.org/resource-library/racial-justice-education-framework>

NEA's Racial Justice is Education Justice - Resources

<https://neaedjustice.org/racial-justice-is-education-justice/>

Position Statements [\[back to the top\]](#)

National Association of Secondary School Principals: Racial Justice and Educational Equity

<https://www.nassp.org/top-issues-in-education/position-statements/racial-justice-and-educational-equity/>

National Council of Teachers of English: Educator’s Right and Responsibilities to Engage in Antiracist Teaching

<https://ncte.org/statement/antiracist-teaching/>

National PTA: Say Their Names – Addressing Systemic or Institutional Racism

<https://www.pta.org/home/advocacy/ptas-positions/Individual-Position-Statements/position-statement-addressing-systemic-or-institutional-racism>

National Association for the Education of Young Children: Advancing Equity in Early Childhood Education

<https://www.naeyc.org/resources/position-statements/equity>

Recruitment and Retention of Teachers of Color [\[back to the top\]](#)

The Importance of Recruiting, Preparing, and Retaining Teachers of Color

J. Robinson

Scholarship on teachers-of-color shortages has flourished significantly, calling out how the disproportionate number of teachers of color affects students from all racially/ethnically diverse communities. In 2014, then U.S. Secretary of Education, Arnie Duncan stated, “As a nation, we have far too few teachers of color. We have been far too reluctant to put the issue of race on the table...We have well-documented achievement gaps and opportunity gaps. But more importantly, we have a courage gap and an action gap.”

Census projections predict that students of color will comprise 56% of the student population by 2024, while the teaching workforce continues to remain overwhelmingly homogenous. What exacerbates the problem is the low percentage of students of color who pursue a baccalaureate degree (38%); and only 25% individuals of color enrolled in a teacher preparation program (USDOE, 2016). This mismatch between the demographics of the school-age population (46% minority) and the teaching force (17% minority) creates a myth of racial and ethnic minority inferiority in the minds of white students and students of color alike (Mercer & Mercer, 1986). At worst, it reduces the ability to promote positive cultural understanding in racially/ethnically mixed schools, communities, and our democratic society (Villegas & Irvine, 2010; Villegas, Strom, & Lucas, 2012).

In 2016, Education Secretary Dr. John B. King stated, “Without question, when the majority of students in public schools are students of color and only 18 percent of our teachers are teachers of color, we

have an urgent need to act. We've got to understand that all students benefit from teacher diversity. We have strong evidence that students of color benefit from having teachers and leaders who look like them as role models and also benefit from the classroom dynamics that diversity creates. But it is also important for our white students to see teachers of color in leadership roles in their classrooms and communities. The question for the nation is how do we address this quickly and thoughtfully?"

References

Mercer, W.A., & Mercer, M.M. (1986). Standardized testing: Its impact on Blacks in Florida's educational system. *Urban Educator*, 8(1), 105-113

U.S. Department of Education. (2016b). The state of racial diversity in the educator workforce. <https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>

Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. *The Urban Review*, 42(3), 175-192.

Villegas, A. M., Strom, K., & Lucas, T. (2012). Closing the racial/ ethnic gap between students of color and their teachers: An elusive goal. *Equity & Excellence in Education*, 45(2), 283–301.

AEE Blogs

Part 1: Recruiting and Retaining Underrepresented Students into Education

<https://aaee.org/blogs/part-1-recruiting-and-retaining-underrepresented-students-education>

Part 2: Recruiting and Retaining Underrepresented Students into Education

<https://aaee.org/blogs/part-2-recruiting-and-retaining-underrepresented-students-education>

Part 3: Recruiting and Retaining Underrepresented Students into Education

<https://aaee.org/blogs/part-3-recruiting-and-retaining-underrepresented-students-education>

Part 4: Recruiting and Retaining Underrepresented Students into Education

<https://aaee.org/blogs/part-4-recruiting-and-retaining-underrepresented-students-education>

Courses and Curriculum [\[back to the top\]](#)

Audit Example: Montgomery County Public Schools, Maryland

<https://www.montgomeryschoolsmd.org/antiracist/>

Creating Inclusive Syllabi

Columbia University

<https://ctl.columbia.edu/resources-and-technology/resources/designing-inclusive-syllabus/>

Harvard University

<https://bokcenter.harvard.edu/inclusive-course-design>

USC Rossier

https://cue-equitytools.usc.edu/?utm_source=iterable&utm_medium=email&utm_campaign=campaign_2194000_n1_Teaching_date_20210408&cid=te&source=ams&sourceId=5156096

Developing Curriculum that is Equitable

Transparency in Learning and Teaching (TILT) <https://tilthighered.com/tiltexamplesandresources>

DEI Course

Diversity at UMSL <https://blogs.umsl.edu/diversity/diversity-101/>

Podcasts [\[back to the top\]](#)

Higher Education Anti-Racist Teaching (HEART) Podcast

<https://podcasts.apple.com/us/podcast/preparing-educational-professionals-through-antiracist/id1552907784?i=1000514199149>

Teaching Hard History

<https://www.learningforjustice.org/podcasts/teaching-hard-history>

Teaching While White

<https://podcasts.apple.com/us/podcast/teaching-while-white-podcast/id1226251499>

Truth for Teachers

<https://truthforteachers.com/podcast/>

Blogs [\[back to the top\]](#)

LPI's Education and the Path to Equity

https://learningpolicyinstitute.org/blog/education-and-path-equity-series?field_topics_target_id=66#filter

The Anti-Racist Educator

<https://www.theantiracisteducator.com/>

Anti-Racism Daily

<https://the-ard.com/blog/>

Ibram Kendi

<https://www.ibramxkendi.com/blog>

Center for Anti-Racist Education

<https://antiracistfuture.org/explore/blog/>

Educators for Anti-Racism

<https://www.edantiracism.com/resources>

Anti-Racism Daily

<https://the-ard.com/blog/>

Social-Emotional Learning and Racial Justice [\[back to the top\]](#)

Students that have experienced racism and systemic oppression are sitting in classrooms throughout the nation. As a result, they can benefit by learning about ways to become aware of their emotions in relation to these issues, how to work through the issues, how to build relationships, and other social-emotional skills. In response, educators can meaningfully build social-emotional skills in their classrooms on a daily basis to help students feel included and cared for, which can also help them focus and be successful academically. The following resources can help educators learn and apply strategies to help with social-emotional learning.

Social Emotional Learning and Equity

<https://www.nationalequityproject.org/frameworks/social-emotional-learning-and-equity#:~:text=Social%20emotional%20learning%20offers%20the,a%20sense%20of%20belonging%2C%20agency>

CASEL Fundamentals of SEL

<https://casel.org/fundamentals-of-sel/>

This framework is known as the “CASEL wheel.” At the center are the five core social and emotional competencies—broad, interrelated areas that support learning and development.

What is SEL? Video - CASEL

[What is Social and Emotional Learning \(SEL\)?](#)

SEL Online Module – Washington Office of Superintendent of Public Instruction

<https://www.k12.wa.us/student-success/resources-subject-area/social-emotional-learning-sel/sel-online-module>

ABC, 123, SEL... - Reading Rockets

https://www.readingrockets.org/article/abc-123-sel?utm_source=RR&utm_medium=widget&utm_campaign=RParents

SEL Support for ELLs and Immigrant Students – Colorin Colorado

<https://www.colorincolorado.org/teaching-ells/creating-welcoming-classroom/social-emotional-support-ells-and-immigrant-students>

SEL Resource Library – EdPrepLab

[https://edpreplab.org/resource-search?topic\[203\]=203](https://edpreplab.org/resource-search?topic[203]=203)

SEL ECHO session

<https://www.youtube.com/watch?v=FCemojcfmcg>

SEL ECHO Padlet with Resources

<https://padlet.com/educationecho/bgbvu6utwaw1g3gv>

Case Study: Leadership for SEL

<http://globalleadershipineducation.com/social-emotional-learning/>

Social-Emotional Learning in the English Language Classroom

<https://bookstore.tesol.org/social-emotional-learning-in-the-english-language-classroom-products-9781953745026.php>

Trauma-Informed Pedagogy and Racial Justice [\[back to the top\]](#)

Students might have gone through (or might be going through) trauma in their lives that can make it difficult for them to go through the routines in a school environment successfully. Causes can be for example, any stressful events, racial trauma, or historical trauma where a child's wellbeing is affected. Thus, trauma-informed approaches can help students feel supported and safe, which can help them in getting ready to learn. Learn more about trauma-informed practices through the following resources.

Trauma-Informed Schools - NEA

<https://www.nea.org/professional-excellence/student-engagement/trauma-informed-schools>

Why Trauma-Informed Approaches Help Advance Racial Equity

<https://www.cfchildren.org/blog/2020/08/why-trauma-informed-approaches-help-advance-racial-equity/>

The Trauma-Informed Equity-Minded Asset-based Model (TEAM): The Six R's for Social Justice-Oriented Educators

<https://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1537&context=jmle>

Building Racial Equity through Trauma-Responsive Discipline

<https://www.ascd.org/el/articles/building-racial-equity-through-trauma-responsive-discipline>

Emergent Bilinguals and Racial Justice [\[back to the top\]](#)

Emergent bilinguals, once referred to as English language learners, are students who have knowledge of more than one language. Emergent bilinguals make up more than 10 percent of the students in the United States (National Center for Education Statistics, 2021), and their instruction requires that teachers are aware of both research-based strategies that support their instruction as well as issues of equity. In the mid-19th century, public schools in a few states began to offer bilingual instruction but the rise of nativism in the late 19-century led to a push for English-only instruction with an aim of assimilating immigrant children into the dominant (White) American culture. Advocates for racial justice view today's opportunities for emergent bilinguals as an important way to address the racialized history of schooling in the U.S.

Perhaps one of the most salient issues today are the linguistic needs of emergent bilinguals, and how these differ from monolinguals. Emergent bilinguals benefit greatly from instruction in their home language; however, many are educated in classrooms where their home languages are ignored in favor of English-only instruction and less than half receive any sort of in-class or pull-out support. Another issue of equity involves the ways that emergent bilinguals are assessed. Standardized tests in the U.S. typically only measure knowledge in English, failing to consider the strengths that these students have in other languages. This means that "content" tests actually measure linguistic knowledge and NOT content proficiency, automatically positioning emergent bilinguals behind their native-English speaking peers. Teachers of emergent bilinguals must be aware of these issues, as well as many others, to provide successful instruction. The following resources provide a variety of tools for how to provide equitable and research-based instruction for emergent bilinguals.

Instructional Guides

Citation	Description	Link
García, O., Kleifgen, J. A., & Falchi, L. (2008). From English Language Learners to Emergent Bilinguals. <i>Equity Matters. Research Review No. 1</i> . Campaign for Educational Equity, Teachers College, Columbia University.	For new teachers, this guide provides a comprehensive look at a) who are emergent bilinguals?; b) what are the current policies for their education?; c) equity issues surrounding the education of emergent bilinguals; and d) recommendations for their education moving forward. This is a great place to start learning about equitable instruction for emergent bilinguals!	chrome-extension://efaidnbmnnnibpcajpcglclefndmkaj/viewer.html?pdfurl=https%3A%2F%2Ffiles.eric.ed.gov%2Ffulltext%2FED524002.pdf&clen=752396

<p>MAEC (2022). 21st-Century learning at home: A guide for families and caregivers of English Learners to support project-based learning at home. <i>Collaborative Action for Family Engagement</i>.</p>	<p>Family engagement is a critical part of student success; however many families are not aware of how they can support their child’s education. This guide is a resource that teachers can use to promote family engagement with emergent bilinguals. It provides step-by-step instructions about six hands-on projects that families can begin at home, and teachers can build upon in the classroom.</p>	<p>https://maec.org/learning_at_home/</p>
<p>Pasnik, S., & Hupert, N. (2019). Supporting emergent bilingual children: A checklist for early childhood educators. <i>Teaching Young Children</i>, 12(5), 4-7.</p>	<p>This is a terrific resource for early childhood teacher that quickly and simply describes how teachers can support emergent bilinguals through a) the classroom environment, b) learning centers, and c) materials and resources.</p>	<p>chrome-extension://efaidnbmnribpcajpcglclefndmkaj/viewer.html?pdfurl=https%3A%2F%2Fce.me.charlotte.edu%2Fsites%2Fce.me.charlotte.edu%2Ffiles%2Fmedia%2FSupporting%2520Bilingual%2520Children.pdf&clen=5797138&chunk=true</p>
<p>Education Development Center. (2022). Supporting emergent bilingual children in early learning.</p>	<p>This guide provides a basic overview of best practices when working with emergent bilingual children. It also includes a checklist for quick reference.</p>	<p>chrome-extension://efaidnbmnribpcajpcglclefndmkaj/viewer.html?pdfurl=https%3A%2F%2Fwww.edc.org%2Fsites%2Fdefault%2Ffiles%2Fuploads%2FSupporting-Emergent-Bilingual-Children_English.pdf&clen=2768134&chunk=true</p>

Journal Articles

Topic	Articles
<p>Translanguaging and Translingual Practices</p> <ul style="list-style-type: none"> • Translanguaging is when bi- and multilinguals communicate using their entire linguistic repertoire, without attention to named languages. Translanguaging respects the home language(s) of all students, promotes linguistic equity, and supports student learning. The recommended journal articles share basic information about translanguaging and how teachers can incorporate it into their classrooms. 	<p>Anderson, J. (2018). Reimagining English language learners from a translanguaging perspective. <i>ELT Journal</i>, 72(1), 26-37.</p> <p>Asadi, L., Moody, S., & Padron, Y. (2020). English is the commercial language whereas Spanish is the language of my emotions': An exploration of TESOL and bilingual teacher identity and translanguaging ideologies. <i>The Complexity of Identity and Interaction in Language Education</i>. Multilingual Matters.</p> <p>Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. <i>The Modern Language Journal</i>, 95(3), 401-417., Chicago,</p> <p>Canagarajah, S. (2018). Translingual practice as spatial repertoires: Expanding the paradigm beyond structuralist orientations. <i>Applied Linguistics</i>, 39(1), 31-54., Chicago,</p> <p>Carstens, A. (2016). Translanguaging as a vehicle for L2 acquisition and L1 development: students' perceptions. <i>Language Matters</i>, 47(2), 203-222., Chicago,</p> <p>Jain, R. (2014). Global Englishes, translinguistic identities, and translanguaging practices in a community college ESL classroom: A practitioner researcher reports. <i>TESOL Journal</i>, 5(3), 490-522.</p> <p>Kim, S., & Song, K. H. (2019). Designing a community translanguaging space within a family literacy project. <i>The Reading Teacher</i>, 73(3), 267-279.</p> <p>Mazak, C. M., & Herbas-Donoso, C. (2014). Translanguaging practices and language</p>

	<p>ideologies in Puerto Rican university science education. <i>Critical Inquiry in Language Studies</i>, 11(1), 27-49.</p> <p>Moody, S. M., Matthews, S. D., & Eslami, Z. R. (2021). Translanguaging during shared read alouds: A case study. <i>Literacy Research and Instruction</i>, 1-24.</p> <p>Osorio, S. L. (2020). Building culturally and linguistically sustaining spaces for emergent bilinguals: Using read-alouds to promote translanguaging. <i>The Reading Teacher</i>, 74(2), 127-135.</p> <p>Otheguy, R., García, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. <i>Applied Linguistics Review</i>, 6(3), 281-307.</p> <p>Zheng, X. (2017). Translingual identity as pedagogy: International teaching assistants of English in college composition classrooms. <i>The Modern Language Journal</i>, 101(S1), 29-44.</p>
<p>Instructional Strategies for Emergent Bilinguals</p> <ul style="list-style-type: none"> • While the majority of instructional strategies can be found in guides and videos, these journal articles present some research-based techniques that teachers can use to support emergent bilinguals. 	<p>Selvaraj, M., & Aziz, A. A. (2020). Flowchart: Scaffolding narrative writing in an English as a Second Language (ESL) primary classroom. <i>Arab World English Journal (AWEJ) Special Issue on CALL</i>, (6).</p> <p>Washburn, G. N. (2008). Alone, confused, and frustrated: Developing empathy and strategies for working with English language learners. <i>The Clearing House: A Journal of Educational Strategies, Issues and Ideas</i>, 81(6), 247-250.</p> <p>Omar, Y. Z. (2019). Teaching pedagogical grammar in context to enrich English language learners' academic writing. <i>Online Submission</i>, 2(3), 213-225.</p>

	<p>Yoon, H. S. (2019). Playful literacies, creativity, and multilingual practices. <i>The Reading Teacher</i>, 72(5), 551-557.</p>
<p>Family Engagement</p> <ul style="list-style-type: none"> Family engagement plays a key role in the educational success of all students, including emergent bilinguals. These journal articles provide some research-based tips and strategies to support and promote family engagement. 	<p>Brown, C. L., Schell, R., Denton, R., & Knode, E. (2019). Family literacy coaching: Partnering with parents for reading success. <i>School Community Journal</i>, 29(1), 63-86.</p> <p>Wessels, S. (2014). Supporting English and Spanish literacy through a family literacy program, Chicago.</p> <p>Wessels, S., & Trainin, G. (2014). Bringing literacy home: Latino families supporting children's literacy learning., Chicago.</p>
<p>Teacher Preparation for the instruction of Emergent Bilinguals</p> <ul style="list-style-type: none"> Teachers begin their education and careers with many assumptions about emergent bilinguals and their families. These journal articles present and overview of those assumptions, and how teachers can begin to overturn them. 	<p>Gonzalez, M. M. (2016). Preparing teacher candidates for the instruction of English language learners. <i>Networks: An Online Journal for Teacher Research</i>, 18(2), 6.</p> <p>Hadjoannou, X., Hutchinson, M. C., & Hockman, M. (2016). Addressing the needs of 21st-century teachers working with culturally and linguistically diverse learners. <i>Catesol Journal</i>, 28(2), 1-29.</p> <p>Jimenez-Silva, M., Olson, K., & Jimenez Hernandez, N. (2012). The confidence to teach English language learners: Exploring coursework's role in developing preservice teachers' efficacy. <i>The Teacher Educator</i>, 47(1), 9-28., Chicago,</p> <p>Kelly, L. B. (2018). Preservice teachers' developing conceptions of teaching English learners. <i>TESOL Quarterly</i>, 52(1), 110-136.</p>

Smith, P. C. (2011). Teaching inclusivity: Preservice teachers' perceptions of their knowledge, skills and attitudes toward working with English language learners in mainstream classrooms. *TAPESTRY*, 3(1).

Olson, K., & Jimenez-Silva, M. (2008). The campfire effect: A preliminary analysis of preservice teachers' beliefs about teaching English language learners after state-mandated endorsement courses. *Journal of Research in Childhood Education*, 22(3), 246-260.

Tran, Y. (2015). ESL Pedagogy and Certification: Teacher Perceptions and Efficacy. *Journal of Education and Learning*, 4(2), 28-42.

Uzum, B., Petrón, M., & Berg, H. (2014). Pre-Service Teachers' First Foray into the ESL Classroom: Reflective Practice in a Service Learning Project. *TESL-EJ*, 18(3), n3.

Wessels, S., Trainin, G., Reeves, J., Catalano, T., & Deng, Q. (2017). Pre-service teachers' confidence and attitudes toward teaching English learners. *Teacher Education and Practice*, 30(3), 443-461.

Wright-Maley, C., & Green, J. D. (2015). Experiencing the needs and challenges of ELLs: Improving knowledge and efficacy of pre-service teachers through the use of a language immersion simulation. *Cogent Education*, 2(1), 1030176.

Instructional Videos

- Watching other teachers provide instruction to emergent bilinguals can support understanding of best practices. Below is a list of videos that new teachers can watch to understand how to teach emergent bilinguals across content areas and grade levels.

Whole Group Reminder	https://www.philasd.org/etvl/2019/12/11/whole-group-reminder/	High	Classroom Management	Tags: 2c: managing classroom procedures, 2d: managing student behavior, ell, ESOL, group work, high school, redirection, whole group reminder Categories: Danielson Domain 2: The Classroom Environment
Answering Guiding Questions with Middle School ELLs	https://www.colorincolorado.org/classroom-video/answering-guiding-questions-middle-school-ells	Middle	Reading Literature	Lesson materials available
Brainstorming a journal assignment with high school ELLs	https://www.colorincolorado.org/classroom-video/brainstorming-journal-assignment-high-school-ells	High	Informative/Explanatory Writing	
Chapter walk with me!	https://www.colorincolorado.org/classroom-video/chapter-walk-me	Middle	Reading Informational Texts	
Focusing on language with the Common Core	https://www.colorincolorado.org/classroom-video/focusing-language-common-core	Elementary	Reading Literature	Lesson materials available
Helping Destiny find a "just right" book	https://www.colorincolorado.org/classroom-video/helping-destiny-find-just-right-book	Elementary	Reading Literature	

Higher-level questions: Thinking about magic	https://www.colorincolorado.org/classroom-video/higher-level-questions-thinking-about-magic	Elementary	Reading Literature	Lesson materials available
Identifying evidence from the text	https://www.colorincolorado.org/classroom-video/identifying-evidence-text	Elementary	Reading Literature	Lesson materials available
Instruction of Key Academic Vocabulary with High School ELLs	https://www.colorincolorado.org/classroom-video/instruction-key-academic-vocabulary-high-school-ells	High	Reading Informational Texts	
Interactive reading of a story	https://www.colorincolorado.org/classroom-video/interactive-reading-story	Elementary	Reading Literature	Lesson materials available
Introducing Burro's Tortillas	https://www.colorincolorado.org/classroom-video/introducing-burros-tortillas	Elementary	Reading Literature	Lesson materials available
Introducing different versions of Cinderella	https://www.colorincolorado.org/classroom-video/introducing-different-versions-cinderella	Elementary	Reading Literature	Lesson materials available
Learning about genre	https://www.colorincolorado.org/classroom-video/learning-about-genre	Elementary	Reading Literature	Lesson materials available
Making connections: Creating an active & engaged reader	https://www.colorincolorado.org/classroom-video/making-connections-creating-active-engaged-reader	High	Reading Literature	

Making text-to-text connections	https://www.colorincolorado.org/classroom-video/making-text-text-connections	Elementary	Reading Literature	Lesson materials available
Reading Basics with Fifth-Grade Newcomers	https://www.colorincolorado.org/classroom-video/reading-basics-fifth-grade-newcomers	Elementary	Phonics	
Reading Non-Fiction Text with High School ELLs	https://www.colorincolorado.org/classroom-video/reading-non-fiction-text-high-school-ells	High	Reading Informational Texts	Lesson materials available
Scaffolding for Middle School ELLs: The Story of an Hour	https://www.colorincolorado.org/classroom-video/scaffolding-middle-school-ells-story-hour	Middle	Reading Literature	
Story setup: Pre-reading strategies for comprehension	https://www.colorincolorado.org/classroom-video/story-setup-pre-reading-strategies-comprehension	High	Reading Literature	
Teaching vocabulary with digital cameras	https://www.colorincolorado.org/classroom-video/teaching-vocabulary-digital-cameras	Middle	Vocabulary	
The five-finger rule	https://www.colorincolorado.org/classroom-video/five-finger-rule	Middle	Reading Literature	
Using "realia" to build background	https://www.colorincolorado.org/classroom-video/using-real-ia-build-background	Elementary	Reading Literature	Lesson materials available

Using a concept sort with ELLs	https://www.colorincolorado.org/classroom-video/using-concept-sort-ells	Middle	Reading Literature	
What to do first in the ELL classroom	https://www.colorincolorado.org/classroom-video/what-do-first-ell-classroom	Middle	Classroom Culture	
Writing a cooperative paragraph	https://www.colorincolorado.org/classroom-video/writing-cooperative-paragraph	Elementary	Narrative Writing	Lesson materials available
Writing a paragraph with high school ELLs	https://www.colorincolorado.org/classroom-video/writing-paragraph-high-school-ells	High	Informative/Explanatory Writing	

Websites

- There are many reputable and research-based websites that provide tips for the instruction of emergent bilinguals. Below is a list of some of the best, which new teachers can use to support their instruction.

Title	Link	Description
CUNYS- Initiative on Emergent Bilinguals	https://www.cuny-nysieb.org/translanguaging-resources/resources-for-work-with-particular-subgroups/young-emergent-bilinguals-tips-from-cuny-nysieb/	CUNY is one of these leaders of the education of emergent bilinguals. This website provides many resources about emergent bilinguals and advocacy, and focuses primarily on translanguaging.
NAEYC- Dual Language Learners	https://www.naeyc.org/resources/topics/dual-language-learners	The National Association for the Education of Young Children is the leading association focused on early childhood. This link provides resources related to teaching Dual Language Learners. Searching through the website will also yield resources related to advocacy and learning.
Colorín Colorado	https://www.colorincolorado.org/	This is a family-friendly website that contains a ton of resources to support emergent bilinguals. There are a number of videos that show teaching practices and strategies.
TESOL International Association	https://www.tesol.org/	TESOL is the leading association for the education of emergent bilinguals. This website contains a plethora of information for global educators.
Bookstore- TESOL	https://bookstore.tesol.org/	This is a direct link to the TESOL bookstore, where the highest-

		quality books in the field are located.
Online Courses- TESOL	https://www.tesol.org/attend-and-learn/online-courses-seminars	This link will take viewers to a list of online courses that they can enroll in to learn more about the global education of English learners.
Advocacy Resources- TESOL	https://www.tesol.org/advance-the-field/advocacy-resources	Advocacy resources related to the instruction of emergent bilinguals are listed and linked here.

Legislation [\[back to the top\]](#)

The spreadsheet [PEN Index of gag orders by state](#) gives details about the legislation for each state.

EdPrepLab Policy White Papers and Research [\[back to the top\]](#)

Full APA Cite	Available at:	Positioning	Published By...
Pollock, M., Rogers, J., Kwako, A., Matschiner, A., Kendall, R., Bingener, C., Reece, E., Kennedy, B., & Howard, J. (2022). <i>The Conflict Campaign: Exploring Local Experiences of the Campaign to Ban “Critical Race Theory” in Public K–12 Education in the U.S., 2020–2021</i> . UCLA’s Institute for Democracy, Education, and Access.	https://idea.gseis.ucla.edu/publications/files/the-conflict-campaign-report	Analysis of anti-CRT actions at the local level	UCLA's Institute for Democracy, Education, and Access

<p>López, F., Molnar, A., Johnson, R., Patterson, A., Ward, L., & Kumashiro, K. (2021). <i>Understanding the attacks on Critical Race Theory</i>. National Education Policy Center</p>	<p>https://nepc.colorado.edu/sites/default/files/publications/PM%20Lopez%20CRT_0.pdf</p>	<p>In support of CRT</p>	<p>National Education Policy Center</p>
<p>Friedman, J., Tager, J., & Leanza, C. (2021). <i>Educational Gag Orders: Legislative Restrictions on the Freedom to Read, Learn, and Teach</i>. PEN America. https://pen.org/report/educational-gag-orders/</p>	<p>https://pen.org/report/educational-gag-orders/</p>	<p>Analysis of state-level anti-CRT legislation</p>	<p>PEN America</p>
<p>Hess, Frederick. (2021). <i>Media's Misleading Portrayal of the Fight over Critical Race Theory</i>. American Enterprise Institute for Public Policy Research.</p>	<p>https://www.aei.org/wp-content/uploads/2021/11/Media%E2%80%99s-misleading-portrayal-of-the-fight-over-critical-race-theory.pdf?x91208</p>	<p>Analysis of media portrayal of CRT</p>	<p>American Enterprise Institute for Public Policy Research</p>
<p>The President's Advisory 1776 Commission. (2021). <i>The 1776 Report</i>. The President's Advisory 1776 Commission.</p>	<p>https://trumpwhitehouse.archives.gov/wp-content/uploads/2021/01/The-Presidents-Advisory-1776-Commission-Final-Report.pdf</p>	<p>Trump's 1776 Commission Report</p>	<p>The President's Advisory 1776 Commission</p>