October 2024

Teacher Candidates Develop and Apply Pedagogical Content Knowledge to Support Multilingual Learners

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Recommended Citation

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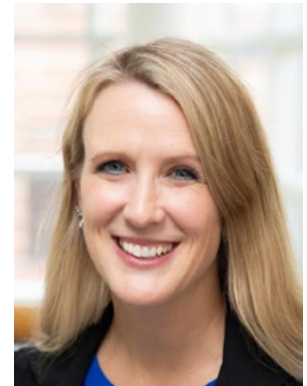
Cover Page Footnote

Not applicable

Teacher Candidates Develop and Apply Pedagogical Content Knowledge to Support Multilingual Learners

by Kyongson Park and Danielle Louise DeFauw

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Committed to ensuring our teacher candidates are prepared to work with English Learners or Multilingual Learners, our team at the University of Michigan-Dearborn (UM-D) in the Department of Education at the College of Education, Health, and Human Services intentionally and strategically combined our three-credit English as a Second Language (ESL) methods course (EDD 449: Teaching English as a Second Language) with a three-credit clinical experience (EDFP 401: Apprenticeship I), and a one-credit educational technology course (EDT 317: Learning Technologies in the Content Areas). This curricular change helped us prepare teacher candidates to meet multilingual learners' needs who, like all students, require educational access, equity, power, and justice.

In conjunction with theoretical instruction, teacher candidates actively translate their acquired knowledge into practical experience through Apprenticeship I, which is conducted within the prekindergarten (PreK) to grade 12 classroom context. Teacher candidates collaborate directly with experienced inservice teachers in partner schools to benefit from hands-on pedagogical training. They focus their instruction on supporting English Learners (ELs) / Multilingual Learners (MLs). It is important to note that "Multilingual Learners" (MLs) will be utilized consistently in this text in line with the asset model (Echevarría et al., 2024).

The implementation of ESL methods within this seven-credit block, first offered Winter 2024, is the focus of our article. We initiate a concise literature review on the necessity for teacher candidates to understand how to implement support strategies for MLs. Then, we provide organizational details of our ESL methods and clinical experience process. Finally, we highlight three strategies teacher candidates practice within their clinical experience contexts to support MLs' content learning with language development through the Sheltered Instruction Observation Protocol (SIOP), to develop relationships with students while building their background knowledge, and to target comprehensible input. Teacher candidates encompass their pedagogical content knowledge within the technology-integrated SIOP lesson plan.

Preparing Teacher Candidates to Support Multilingual Learners

Teachers must be prepared to support MLs (National Council of Teachers of English, 2020). Such learners' linguistic and culturally diverse backgrounds encompass 6.91% of Michigan's student population (MI School Data, 2024). Situated in Dearborn, Michigan, teacher candidates enrolled in the teacher preparation program at the UM-D, most of whom will teach in Southeast Michigan, must be prepared to teach MLs due to student population needs. To use as illustrative, per 2023–2024 student enrollment data for MLs, Wayne RESA's student population and Dearborn Public School's student population encompass 14.25% and 44.83% respectively (MI School Data, 2024). To ensure access, equity, power, and justice in MLs' instruction, teacher candidates must learn how to support content learning with language development of their MLs through integrated clinical experiences with ESL methods.

ESL Teaching Methods and Clinical Experiences

All of our teacher candidates earning initial teacher certification in PreK–12 are required to take the seven-credit block in order to learn and apply ESL methods. This multifaceted collaboration requires purposeful coordination between three faculty members who teach the courses and cooperating teachers within PreK-12 classrooms who lead the clinical experiences.

Faculty Teaching Course Content

The three faculty members teaching the seven-credit block created course connections focused on three key strategies all teachers may use within a technology-integrated SIOP lesson plan to support EL/MLs' literacy development for academic purposes: adding both content and language objectives, connecting with students' cultures to build their background knowledge further, and developing comprehensible input in different proficiency levels. These components facilitate student learning of pedagogical content knowledge (PCK). Teacher candidates learn *what* to teach (content) and *how* to teach (pedagogy) effectively to meet students' learning needs (Shulman, 1986, 1987).

The instructional team jointly crafted an array of scaffolding tools, including a lesson plan checklist, evaluation rubrics, and exemplar lesson plans, all of which were designed to bolster teacher candidates' PCK. As a culminating demonstration of their applied learning, teacher candidates are tasked with the creation and presentation of a teaching demonstration using GoReact (2024), an educational technology tool. GoReact offers detailed video analysis, providing more precise feedback, and includes AI features such as automatic transcription of teaching videos and quantitative data analysis of teaching performance. The teacher educators use GoReact to provide explicit feedback to support teacher candidates' PCK development.

Cooperating Teachers Leading the Clinical Experiences

Teacher candidates apply PCK within the seven-credit block's clinical experiences. They learn theoretical foundations for ESL education in the methods course and apply PCK of ESL methods with MLs in the clinical experiences. The semester includes two six-week supervised classroom contexts in two different grade levels within PreK–12. To ensure teacher candidates receive varied grade-level experiences, each pair of teacher candidates flip-flop cooperating teachers mid-semester. This doubles the number of placements the field placement team requests from a district without expecting too many placements from our district partners. Observing and teaching within each classroom context, our teacher candidates commit to two full days, ideally consecutive, in each six-week placement to learn from their cooperating teachers, many of whom are ESL-certified or SIOP-trained.

The UM-D teacher candidates benefit immensely from learning within such contexts as Dearborn Public Schools, which boast a considerable number of SIOP-certified trainers and instructors specialized in ESL, reflecting the region's dedication to fostering the academic success of MLs. This ecosystem of specialized support underscores the district's investment in the effective implementation of research-based instructional strategies to meet the educational needs of its linguistically diverse student population.

To ensure their PCK development, teacher candidates are observed within each grade-level context in-person and/or via GoReact (2024). Using the Pre-Candidate Preservice Assessment of Student Teaching (PreCPAST), the cooperating teachers and university supervisors assess the teacher candidates' PCK development in planning for instruction and assessment, instructional delivery, assessment implementation, analysis of teaching, and dispositions ("Candidate Preservice Assessment," 2024). Additionally, the teacher candidates use the PreCPAST to self-assess and engage in the three-way consensus meeting where each teacher candidate is provided actionable feedback from their cooperating teacher and university supervisor.

To reflect upon their learning across the seven-credit block, teacher candidates submit one selected artifact from each course, showcasing the practical application of their acquired knowledge. These artifacts are subsequently evaluated and discussed within the context of virtual meetings with the faculty, wherein teacher candidates reflect on their teaching practice, emphasizing the key strategies focused upon throughout the course integration. These enriched experiences and the apprenticeship's implications have yielded rewarding outcomes for MLs, teachers, and the broader community as teacher candidates have learned how to create lesson plans for MLs, incorporating content-language objectives, building background knowledge through connecting students' cultural experiences, using comprehensible input, and integrating lesson content overall.

Sheltered Instruction Observation Protocol (SIOP) Lesson Plan for MLs

A cornerstone project for teacher candidates across the three courses was creating a lesson plan specifically for MLs known as a Sheltered Instruction Observation Protocol (SIOP) lesson plan. Through this project, teacher candidates developed sheltered or differentiated lesson plans tailored to MLs' pedagogical needs. This project entailed weekly engagement in which teacher candidates consolidated their foundational knowledge of each SIOP component related to ESL methods.

The theoretical framework of Echevarria et al.'s (2017) SIOP model comprises eight core components per Table 1, all of which encompass thirty distinct features.

In addition to these eight components, two more components were added to the lesson plan template: Reflection and Revision. Each component is important; however, this article will focus on the following three key components: lesson preparation with content-language objectives, building background knowledge through connecting students' cultural experiences, and implementing comprehensible input. As we address these components, we will demonstrate how a lesson plan for MLs differs and how teacher candidates develop such plans, and we will provide sample lesson plan excerpts created by our teacher candidates using the SIOP model.

Content-Language Objectives
Teacher candidates learn to integrate content and

Table 1
The Eight Core Components of the Sheltered Instruction Observation Protocol (SIOP) Model

The SIOP Model's Eight Core Components			
Lesson Preparation	Building Background	Comprehensible Input	Strategies
Interaction	Practice and Application	Lesson Delivery	Review and Assessment

Table 2
Steps for Implementing Content-Language Objectives

1. Identify and write a clear content objective with disciplinary standards.
2. Identify and write a clear language objective with English Language Development standards (WIDA, 2020) which align with the content objective to support MLs' learning.
3. Choose content concepts appropriate for student age, grade, and educational background level.
4. Identify and write supplementary materials and technologies to use (e.g., apps, graphs, models, videos, visuals, websites, etc.). Write and add why and how the technology will be used for content and pedagogy.
5. Adapt content (e.g., text, assignment) to all levels of ML student proficiency.
6. Plan meaningful and purposeful instructional activities that integrate lesson concepts (e.g., letter writing, simulations) with language practice opportunities for listening, reading, speaking, and writing.

Note. SIOP Lesson Plan checklist is modified per Echevarría et al. (2017).

language objectives to support student learning using specific steps. See Table 2. Using the SIOP model (Echevarría et al., 2017; Echevarría et al., 2024), teacher candidates learn to include language objectives for every lesson plan along with content objectives. Echevarria et al. (2017) have made enduring contributions to the field of ML education; their model represents a holistic strategy, coupling language and content instruction in mainstream classrooms for optimal ML acculturation and learning. To achieve content objectives, MLs need multiple supports, especially language support. Considering MLs who are in varied English proficiency levels, teacher candidates learn how to use the language objective(s), aligned with the content objective(s).

To illustrate the steps detailed in Table 2, teacher candidates learn to create a content objective such as the following: Students *will be able to identify and describe* various *physical properties of matter*, including color, size, mass, texture, temperature, shape, and hardness. Then, teacher

candidates design language objectives like this: Students will *be able to orally explain* the physical properties of matter using *key vocabulary* such as mass, color, size, texture, shape, and hardness through *visual aids and hands-on activities*. See Figure 1.

Figure 1
Teacher Candidate's Content and Language Objectives in a SIOP Lesson Plan

Figure 2

A Teacher Candidate's Content and Language Objectives in a SIOP Lesson Plan

Content Area: Science
Grade Level: Kindergarten
Unit Topic: Five Senses
Lesson Title: Exploring Ecosystems through Digital Media

1. Lesson Preparation
A. Students will be able to identify and describe the roles of our five senses.
"I can name some things I know about our senses." "I am remembering."
Technology-Integrated Component: Content (Body parts and 5 senses)
    b. Language Objective (WIDA ELD Standards Framework)
        • Students will be able to explain one thing they know about their five senses to a partner.
        • I can say to my partner: "One thing I know about our five senses is…"
        • WIDA STANDARD 4. Language for Science: Science: ELD-SC.K. Explain. Expressive. Construct scientific explanations that
            o Describe information from observations about a phenomenon
            o Relate how a series of events causes something to happen
            o Compare multiple solutions to a problem
        • WIDA ELD Standard 1: ELD-SI.K-3.Narrate
            o Share ideas about one's own and others' lived experiences and previous learning
            o Connect stories with images and representations to add meaning
            o Ask questions about what others have shared
            o Recount and restate ideas

Figure 3

Teacher Candidate's Teaching Demo with Feedback Provided through GoReact

Figure 4

Seven Colored Feedback Markers Provided by Faculty Through GoReact

As demonstrated in Figure 1, teacher candidates include the student's grade level, subject, content standards, and content objectives—elements that are similar to those in a general lesson plan. What sets the SIOP lesson plan apart is the addition of English Language Development (ELD) standards (WIDA, 2020) and language objectives tailored for a sheltered or differentiated lesson.

In Figure 2, one teacher candidate incorporated "sentence frames" into the language objectives and provided detailed information on ELD standards, such as expressive language skills and the narrative language of science that students can use by the end of the lesson. Adding language objectives and ELD standards was new to our teacher candidates and most of them incorporated these elements into their lessons well.

After completing the SIOP lesson plan, teacher candidates create and submit teaching videos utilizing technology. Additionally, they compile a portfolio presentation, including one artifact from each course. Figure 3 illustrates a screenshot of GoReact (2024), showcasing the ESL teaching video with feedback. (The teacher candidate's face was not included in order to ensure anonymity.) At the beginning, language and content objectives were presented properly. This example of a teaching demonstration provides insight into the nature and quantity of feedback received through GoReact, which supported teacher candidates' learning. As evident in Figure 4, for their six-minute video, this teacher candidate received 12 comments encompassing all 7 distinctive ESL feedback markers the faculty created. The teacher candidate utilized all necessary ESL strategies in the presentation: accommodation, objectives, support, students' anticipated answers, ESL differentiation, interaction, and

leveled questions. As this example showcases, teacher candidates must explicitly teach both academic language and content vocabulary.

Building Relationships by Connecting with Students' Background Knowledge and Cultural Experience

The Michigan Department of Education (n.d.) requires EPPs to "support the preparation experience [through] a set of 19 research-based Core Teaching Practices [CTPs] that teacher candidates are to develop, practice, and demonstrate appropriate mastery of within their clinical experiences, regardless of grade band or discipline area" (p. 1). One of the four key CTPs is building respectful relationships with students. Connecting to this foundational CTP, our team chose the following CTP as a key emphasis in our program: "Learning about students' cultural, religious, family, intellectual, personal experiences, and resources for use in instruction" (Michigan Department of Education, n.d., p. 9). Thus, through building relationships, we emphasize that teacher candidates develop an understanding of their students' cultural experience in order to make connections and build students' background knowledge.

To emphasize these CTPs, PreK–12 teacher candidates enrolled in the seven-credit block integrate content from their ESL methods course (3-credit), their ESL apprenticeship course (3-credit), and their technology course (1-credit). While learning the theoretical background of ESL methods for teaching and assessment, teacher candidates apply and implement what

they learn in authentic contexts within partner school districts such as the Dearborn Public Schools.

Teacher candidates learn how to build their students' background knowledge by connecting their cultural experiences to content knowledge. Within the SIOP model framework, warming up before introducing new topics is essential for grasping language acquisition and content comprehension among MLs. This step of understanding requires teacher candidates to celebrate their MLs' first language or home languages and English as a second language backgrounds and cultures, a step that is supported by building relationships with students; see Table 3. Providing culturally and linguistically responsive instruction for MLs, teacher candidates learn to contemplate what they previously taught and what their students need to learn.

It is essential for educators to draw relevant connections to the MLs' prior experiences, encompassing personal, cultural, or scholarly realms while imparting concepts. A deliberate effort to bridge previous knowledge and emerging ideas is crucial. Teachers must highlight pivotal terminology, introducing new terms within a meaningful framework. Research consistently indicates a robust association between students' lexical proficiency and scholastic success (e.g., Changnam et al., 2016; Cummins, 2008). There is a marked focus on the deliberate teaching of academic language (Cummins, 2008). In their study, Changnam et al. (2016) implemented specially crafted narratives to facilitate students' learning of academic vocabulary. This method

Table 3
Steps for How to Connect with MLs' Background Knowledge and Cultural Experience

1.	At the warm-up, explicitly link concepts to students' backgrounds and academic, personal, and cultural experiences and discuss those connections with MLs.
2.	Explicitly link past learning in various contexts with new concepts.
3.	Emphasize key academic vocabulary for MLs that transfer between academic contexts (e.g., pre-teach/introduce, write, repeat, and highlight).

Note. SIOP Lesson Plan checklist is modified per Echevarría et al. (2017).

is in accord with the findings of Beck et al. (2013), who noted that prioritizing the instruction of high-utility Tier 2 vocabulary words—which are frequently used across various subject areas—enhances learning outcomes. See Figure 5's example.

Within their lesson plans, teacher candidates need to connect new academic concepts with MLs' background experiences. Generally, teacher candidates' lesson plans connect to previous learning; however, building background knowledge that includes MLs' personal, cultural, or academic backgrounds proves more challenging. Based on their completed lesson plans, teacher candidates need to give more consideration to MLs' cultural backgrounds. Explicitly linking past learning to new concepts is crucial. Emphasizing key vocabulary and introducing new terms in academic, personal, and cultural contexts is essential, as studies show a strong correlation between vocabulary knowledge and student achievement (Echevarría et al., 2024; Peregoy et al., 2022; Wright, 2019).

Figure 5

Teacher Candidate's Example of Building Students' Background Knowledge in a SIOP Lesson Plan

Comprehensible Input

Within the framework of the SIOP model, the concept of comprehensible input is pivotal for understanding second language acquisition and content comprehension among MLs. Echevarria et al. (2017) explain that comprehensible input includes multiple instructional features, of which three are particularly salient. First, teachers use speech that scaffolds students' linguistic proficiency levels. Second, teachers explain academic tasks clearly. Third, teachers apply different teaching methods to explain content and facilitate student learning. See Table 4.

Table 4

Steps for Implementing Comprehensible Input

1.	At the warm-up, explicitly link concepts to students' backgrounds and academic, personal, and cultural experiences and discuss those connections with MLs.
2.	Explicitly link past learning in various contexts with new concepts.
3.	Emphasize key academic vocabulary for MLs that transfer between academic contexts (e.g., pre-teach/introduce, write, repeat, and highlight).

Note. SIOP Lesson Plan checklist is modified per Echevarría et al. (2017).

Furthermore, the SIOP model's emphasis on comprehensible input is also supported by Krashen's (1992) Input Hypothesis. For effective Second Language Acquisition (SLA), Krashen's theory contends that optimal language development occurs when learners are exposed to input slightly beyond their current linguistic capability, known as the i + 1 level. This higher level of language input—typically provided by more proficient MLs, ESL instructors, or other teachers—is an essential component for progressing in language proficiency and academic content learning.

Linking theory with the SIOP model's practical framework, this higher-level input aligns seamlessly with the interactive features of the model's lesson plans. Collaborative and participatory elements, which are prominent in the SIOP lesson-plan design, provide a platform for MLs to engage with this i + 1 level in a supportive, scaffolded environment, allowing for enriched language practice and deeper content understanding.

Within PreK–12 educational contexts, teacher candidates must tailor their communicative methodologies to their MLs' linguistic competencies. Essential strategies include adjusting speech tempo, enunciating words clearly, and enhancing comprehension. Educators are responsible for adapting their word choice to clarify jargon and colloquialisms likely to confuse MLs. Educators must integrate non-verbal modalities, such as gestures and visual supports to help MLs understand content and tasks. Moreover, phrasing complex concepts and refining MLs' vocabulary support their conceptual understanding. Through these multifaceted instructional approaches, teacher candidates are better equipped to provide an inclusive educational paradigm that caters to their MLs' diverse linguistic requirements, furthering their academic success and language development.

To enhance the pedagogical effectiveness of instruction for MLs, teacher candidates employ stratified questioning techniques such as those provided in Table 5. This approach involves writing varying levels of complex questions to support MLs' diverse linguistic proficiencies within the classroom. By using such leveled questions and sentence frames, teacher candidates facilitate MLs' individualized learning trajectories. Furthermore, teacher candidates anticipate students' potential responses, thereby enabling themselves to scaffold discourse and cognitive engagement in a manner that aligns with each ML's developmental stage. This instructional strategy not only supports differentiated learning but also models adaptive teaching practices,

Table 5
Teacher Candidate's Sample: Leveled Questions in a SIOP Lesson Plan

English Language Development Level (1-6)	English Proficiency Level	Leveled Questions of Teachers	Possible Student Responses
Level 1	Beginner	What is hard?	*Student points to a book.*
Level 2		What matter do you see?	I see my pencil/pencil.
Level 3		What is the texture of this desk?	It is hard/smooth.
Level 4	Intermediate	What does it mean if matter is rough? Give me an example.	It doesn't feel smooth. The carpet.
Level 5-6	Advanced	What are three properties that describe this ruler?	The ruler is long, thin, and hard. It does not bend.

Note. Level 1 students can use hand gestures as responses.

paramount in contemporary, linguistically diverse educational settings.

Based on the lesson plan data from teacher candidates, they face challenges in creating leveled questions for lower-level MLs. It is recommended that they first create leveled questions for advanced MLs, and then adapt these questions for intermediate and beginner levels by adding more supports such as sentence frames or home-language connections.

Overall Lesson Integration
Within the seven-credit block, teacher candidates integrate strategies to support MLs' academic language and literacy development. As they develop SIOP lesson plans with content-language objectives, focused relationship development to build students' background knowledge, and targeted comprehensible input, they integrate their lessons within their clinical experiences where they benefit from invaluable co-planning and co-teaching experiences, per the reflections in their SIOP lesson plans.

From preparation through lesson planning to co-teaching, teacher candidates implemented effective ESL strategies and adapted ESL teaching methods in contextualized local school contexts. To connect their learning further, at the end of their lesson plans, teacher candidates reflected on their own teaching and outlined revisions needed for their lesson plans. Through their reflections, teacher candidates highlighted key learnings such as shifting from group to pair activities for better engagement, allowing more time for assessments that include movement and providing ELL learners more opportunities for peer interaction.

As detailed in Table 6, these two teachers, Isabel and Dayana (all names are pseudonyms), focused on student learning in their reflections. Isabel mentioned how she forgot to detail content while implementing the lesson even though her lesson plan included explicit explanations. Similarly, Dayana planned to use visual aids and vocabulary words more, resources she created but did not use as extensively as she had planned to, likely getting lost in the moment like Isabel. Dayana also noted the need to model, a core teaching practice, to ensure students understand the action of drawing lines between matching items. Both teacher candidates need to be cognizant of students' needs individually and as a group. The more they teach through group instruction, the less individualized instruction may be needed.

Table 6
Teacher Candidates' Revised SIOP Lesson Plans

Teacher Candidate	Grade Level and Subjects	Revision Plan
Isabel	4th grade Science	"The lesson on building structures went well, but some students didn't participate equally. I made sure the groups were equal and had different types of students. A challenge that I run into when implementing is getting lost in the moment and forgetting to mention something that I had planned to."
Dayana	Kindergarten Science	"If I were to teach this lesson again, I would want to reference the visual aids more often along with the vocabulary word cards." "So, I knew they understood matching; however, they did not seem familiar with drawing a line to match 2 things together. I think if I would have modeled this on the board before starting the activity, the students wouldn't have needed so much individual guidance through this activity."

In Table 7, teacher candidates praised their cooperating teachers for their invaluable collaboration. Jenny noted how one cooperating teacher helped with translations for a WIDA level 1 student. Praising Ms. Williams for exceptional support in co-planning and teaching, she also valued the resources and insights shared by Mr. Smith and Ms. Brown, which improved her handling of complex fifth-grade behaviors in Mr. Smith's class-

Table 7
Teacher Candidates' Sample SIOP Lesson Plan: Reflection

Teacher Candidate	Grade Level and Subjects	Reflection on Collaboration with Cooperating Teachers
Jowan	5th grade Science	"I reviewed my lesson with my CT before implementing it. At first, I planned for the students to do the scavenger activity in groups, but my CT suggested that I have them work in pairs instead so they are more engaged and there aren't any group members not doing anything."
Joselyn	3rd grade ELA	"I also plan on allocating enough time for an assessment, and rather than a cut and paste, my CT [cooperating teacher] advised me her students enjoy something that gets up and gets them moving, this is something I will keep in mind with more thorough planning, it is important to keep the students and their interests #1 when designing these lesson plans." "For the ELL learners, I will provide more opportunities for them to talk amongst their peers who are more proficient in English, assigning them A-B speaking partners, which is something I learned from my first CT [cooperating teacher]."
Makayla	5th grade Science	"I have one student in my class that is at a WIDA level 1. He requires lots of translations, so during the lesson, I was walking over to him to check for his understanding, and my CT [cooperating teacher] helped translate some of the content into his first language so that he could have a better understanding of what he was learning."
Jenny	5th grade Science	"Ms. Williams is great to co-plan and co-teach with. She was very helpful and always available when I came to her with questions or was asking for advice. She also was able to chime in the lesson since there were so few students there when it was implemented which was also very helpful. She was supportive and encouraging and with this being only the fourth time that I have planned and implemented a lesson in a school, I greatly appreciated it."
Jenny	5th grade Science	"Ms. Brown and Mr. Smith have been such a wealth of knowledge for me throughout this experience. They have not only motivated me during the days I am in the classroom, but they have also shared resources, tips, materials, and helpful critiques that have helped me improve in my teaching. I learned how to deal with the fifth-grade behaviors that are more complex, and a lot of times have to do with bullying or friendships, and then on the other end of the spectrum I learned how to work with children (Kindergarten) who are brand new to school and are still in the early stages of development."

room and kindergarteners' developmental needs in Ms. Brown's classroom. Each student had their own unique collaborative teaching experiences within two different grade levels. In Jenny's placements, she gained experiences in the PreK–3 and 3–6 grade bands.

In Closing

As part of their practical training, teacher candidates invest the inaugural eight weeks of their seven-credit block in learning each of the eight SIOP components. This focused inquiry enables them to integrate and enact ESL methods effectively within their clinical experiences. Through this systematic exploration and application of the SIOP model, teacher candidates are equipped with the required knowledge and skills to support MLs' instruction, facilitating enhanced learning outcomes for this diverse student population.

Overall, teacher candidates are required to engage in the development of content, language and technology-integrated SIOP lesson plans with a primary focus on MLs from the outset, a process that bolsters their self-efficacy. This process enables teacher candidates to conduct reflective analyses of their lesson-plan designs and instructional delivery. Subsequently, they are positioned to make informed revisions, enhancing subsequent teaching engagements with MLs. Concurrent pedagogical discourse in courses focused on ESL methods for instruction, assessment, and educational technology, coupled with two co-teaching clinical experiences, provides an iterative platform for teacher candidates to develop their teaching repertoire. As they learn to support this population of diverse students' content learning with academic language development, they learn to teach all students, including MLs, better.

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Literacy Teachers and Leaders as Researchers: An MRA Writing Community

Are you a literacy teacher or leader who enjoys *Michigan Reading Journal* articles for inspiration and in-depth explorations of the latest literacy research? Have you ever considered submitting an article but feel like it's a bit intimidating or time consuming? Then we hope you'll consider joining us for this unprecedented, free opportunity!

What: An informal, virtual community of practice among literacy teachers and leaders, along with editors of the *Michigan Reading Journal*

When: 11/7/24 and 12/5/24 from 3:30-4:30 p.m. via Zoom

Why should you consider joining?

1. An opportunity to engage with timely literacy research and engage in dialogue with like-minded peers across the state.

2. Dedicated time to get inspired to try new things in your classroom or context and reflect on what worked (and what didn't).

3. The chance to contribute your experiences to co-constructed articles to be published in the *Michigan Reading Journal*.

Areas of Focus for Our Community

● Literacy as Community: In what ways are you building community in your literacy context?

● Literacy as Agency: What barriers might exist in developing educator agency, and how are we working to address those barriers?

● Literacy as Liberation: How are you amplifying students' and literacy educators' voices despite outside pressures?

● Literacy as Joy: In what ways are you prioritizing joy in your school settings?

We hope you'll join us! Please register for 11/7/24 here and 12/5/24 here. We'll be in touch soon with more details.

–Michigan Reading Journal Editors

Jenelle Williams, Laura Gabrion, Leah van Belle, and Rui Nui-Cooper